

Continuity of Education and Care Policy

NQS

QA6	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
QA7	7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service

Aim

We aim to ensure the continuity of education and care of all children attending the service in the absence of their family members and/or primary carers. Our service will strive to ensure that all children feel comfortable and secure whilst being educated and care for at the service.

Related Policies

Additional Needs Policy
 Educator and Management Policy
 Education, Curriculum and Learning Policy
 Excursion Policy
 Food, Nutrition and Beverage Policy
 Health, Hygiene and Safe Food Policy
 Relationships with Children Policy
 Sleep, Rest, Relaxation and Clothing
 Staffing Arrangements Policy

Who is affected by this policy?

Management
 Educators
 Parents
 Children
 Volunteers

Implementation

Employment of Regular Educators

- Our service employs permanent floating educators so that casual staff are not required to be called in. This ensures the children and parents know all the staff in the centre and who will be caring for their child.
- If our service employs casual educators, or where volunteers and work experience students are present at the service, these persons will be engaged in an induction process that familiarises them with the service environment and any needs of children.
- The service policies and procedures, an educator handbook and description of their roles and responsibilities at the service will be available to the abovementioned persons.

- The service will seek to make use of the same casual staff where possible. This will ensure that casual educators are able to familiarise themselves with the service environment, expectations, and routine and children and their families.
- The service will seek to employ casual educators on a regular day where possible. This will ensure that casual educators are able to familiarise themselves with the children and their families attending the service on that day. Building positive relationships between educators, children and families will encourage effective continuity of care.
- Where possible and without undue delay, regular educators will inform family members via the service newsletter of any changes to staffing that will be occurring.
- Casual educators are encouraged, and should be encouraged by the service, to display a photo of themselves with an introductory paragraph about them to help children and their families familiarise themselves.

Learning and Transitions

- Throughout each day, educators will communicate with educators about the experiences of children throughout the day to help provide continuity of education and care when the service has split shifts. This will include information on the attendance and non-attendance of children at the service.
- Children will be supervised when transitioning to and from the service (excursions) and within the service.
- When children return to the service after an absence, educators will provide support to children.
- Educators will help children transition between rooms and settings.
- To assist children transition to formal schooling, the service will support children to liaising with local primary schools. Children with additional needs will also be assisted by specialist support services. We will develop plans to assist children transition to formal schooling.
- Individuals who are authorised to deliver and collect children will be encouraged to share information their child each day.
- The service will regularly promote the important of the continuity of education and care for all children and educators.
- As a part of our commitment to the Early Years Learning Framework, our service requires families to complete information to enhance their child's learning at the service.

Routine to Promote Continuity

A sense of routine is important along with smooth transitions as they allow staff to:

- Meet each child's needs.

- Have one-on-one interactions with children and build strong relationships.

When planning a transition staff will:

- Talk to children to prepare them, giving them advice as to what is happening next and when.
- Talk with families to see if all their child's needs are being met.
- Ensure that the routine has flexibility to allow requests and suggestions from staff, families and children.
- Make use of familiar and favourite items of a child.

Sources

Education and Care Services National Regulations 2011
National Quality Standard
Early Years Learning Framework

Review

The policy will be reviewed annually.
The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Last reviewed: November 2013

Date for next review: November 2014