



Orientation for Children Policy

NQF

| | | |
|-----|-------|---|
| QA6 | 6.1.1 | Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| | 6.2.1 | Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. |

National Regulations

| | | |
|------|-----|--|
| Regs | 177 | Prescribed enrolment and other documents to be kept by approved provider |
|------|-----|--|

Policy Statement

Seaford District Community Children's Centre believe that in order for families to feel part of our inclusive child care community, and to feel confident and comfortable that their children will be receiving quality education and care, that they are provided with a thorough and clear induction into our service.

Staff welcome new families and children in a friendly, warm and informative manner. The settling of children is tailored to the individual needs and expectations of each family and child. Staff offer support, understanding and provide clear answers to all queries presented so that all concerned feel comfortable and supported in settling into a child education and care environment.

Aim

To provide children and families with an orientation procedure that allows the child and family to transition to their child being in care, transition to a new room within the service or transitioning to school.

Related Policies

Enrolment Policy

Family Law and Access Policy

Parental Interaction and Involvement in the Service Policy

Physical Environment (Workplace Safety, Learning and Administration) Policy

Relationships with Children Policy

Staffing Arrangements Policy

Unenrolled Children Policy

Implementation

We believe orientation is an important process where educators are able to get important information about the new child's needs and those of the family. This process helps to make the transition from home to care as smooth as possible with the aim to maintain continuity between home and the service, which helps the child adjust to the new setting.

The Director or Assistant Director will arrange for the new child to attend the service (together with parents/s) to visit and meet the staff, and familiarise with the environment. The children may participate in the activities if they so desire. A number of young children prefer to just watch, rather than do. Positive interactions at this time (between parents, educators and the child) are important for the children to build positive attitudes to the service environment. Educators are aware that some children respond to new experiences faster than others and will adapt to the situation.

At this time, the daily timetable and program will be discussed, as well as routines and any special requirements for the child that may need to be accommodated. Parent/s will also be encouraged to send any special comfort items (teddy etc) to help the child in the initial settling in period. Parents will also be invited to ring and check on their child at any time if there are any concerns.

Educators

Educators will discuss how best to tailor the child's settling in period – with some parents choosing to gradually build up to a full day so the child is reassured that the parents will return to collect them. Educators will encourage parents to say goodbye when dropping off – and reassured that if the child remains distressed over a period of time, that educators will contact them. Parents are able to stay as long as needed to reassure their child, but sometimes it's easier for the educator to settle the child if the parents come earlier on collection to spend time with their child – rather than do this at drop off time.

The room handbook explains what the child will need, the importance of labelling personal items and also show the where families can access the service's policies and other resources.

Parents will be kept informed about how their child is settling in on collection and are welcome to discuss any aspects with the Director or Assistant Director at a convenient time.

Information on the service's child orientation policy will be available in different languages when required.

Administration

The administration team is responsible for all financial and booking arrangements and is your first point of contact with regard to illness and absence notifications they can pass this information on to your child's educator whose primary focus is working with the children. The Administration staff will discuss and explain modes of fee payment and communication (email system for newsletters). Part of this orientation visit is also for administration to explain/collect the required documentation for the child (enrolment form, birth certificate, immunisation record and medicare number etc).

Transition

The service aims to arrange for room transitions when a vacancy occurs or at the beginning of the new year. As each room has different challenges and expectations, children will only be transitioned when they are ready in all aspects of their development. The opportunity to transition between groups / rooms at the service is based on many factors other than just age. When the child becomes of the age to attend school and if they attend our service Tarnda Nature Kindy program the centre Educational Leader and Early Childhood Teacher will work with the parents and the school to prepare the child for school entry.

Children's Groupings

Seaford District Community Children's Centre model for grouping children is known as multi age grouping. Through multi-age grouping we recognise the importance of fostering secure attached relationships between children and their educators allowing siblings, kinship and friendship groupings to be maintained regardless of children's age.

Children are grouped throughout the day in one of four groups. SDCCC acknowledges the Kurna people as the traditional custodians of the Adelaide plains region; Southern Kurna Country includes Onkaparinga. We have adopted Kurna names for each grouping of children at our centre.

- Kuula 0-2+ years - Kuula means Koala and is the place where we care for and educate the infants.
- Kardi 2-4+ years - Kardi means Emu and is one of our care groups.
- Pirlta 2-4+ years - Pirlta means Possum and is one of our care groups.
- Tarnda 4-5+ year before school - Tarnda means Red Kangaroo we thought this apt as these children will be out and about and visible in our community just like the kangaroos the children see daily in the fields surrounding the Onkaparinga Conservation Park.

The multi age grouping model

- minimises the number of transitions children will need to make within the service.
- promotes social skills development including helping, sharing, cooperating, and caring for or taking responsibility for others
- the capacity for social behaviour increases when children are given opportunities and expected to help in the care of younger children
- multi age groups promote cooperation reducing competitive behaviour giving children opportunity to take pleasure in their learning and spend more time on task
- mixing age groups gives children the opportunity to challenge, practice and observe cognitive and social skills from a range of children with differing abilities.
- care giving and problem-solving are greatly enhanced in multi age grouping as children observe other ways to embark upon problem solving.

Transition from one room to another

Change is harder for some children than others, however by making this transition as smooth as possible for children and families, we are helping build the child's success. Separation can evoke children's deep feelings which can trigger restlessness, frustration etc. Be assured that we work closely with your child's team leader and you has the child's first teacher and parent to ensure we find the right room fit for your child at Seaford District Community Children's Centre.

Implementation

As to minimise any distress that the transfer may cause;

- Think about the transition ahead of time. Lay the groundwork for a educator to get to know their child by sharing information and insights you have gained.
- Talk to families about how their child handles change and the strategies they use to help their child cope with change
- Plan to have the child and family visit the new group more than once if possible.
- Invite the new educator to visit the child in their room numerous times
- Talk about change, starting from 2 weeks before the transition
- Don't talk about the transition in terms of concern or sorrow
- Talk about their new educator everyday in general conversation
- Be sure to say goodbye.

Transition to school

When a child first attends school, there is a great change for that child and for their family. We believe that the child's parents are the most important link in this transition.

- The better the transition between home and school, the better the education: that's the message of recent research.
- Seaford District Community Children's Centre works closely with local primary schools throughout your child's transition to school. We welcome your child's teacher to visit our Nature Tarnda Kindy program for observation and handover of information regarding your child.
- Our Educational Leader and Early Childhood Teacher provides a written report to you and your child's school prior to the end of 4th term.
- Our Educational Leader and Early Childhood Teacher is available to meet with your child's school and or teacher to share information about your child's school readiness and wellbeing.
- SDCCC will always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.
- Information on local schools will be made available to parents.
- Information regarding school readiness is discussed with parents by our Educational Leader and Early Childhood Teacher
- Toward the end of each year an orientation fortnight is arranged to visit our Out of School Hours Care program so as to familiarise the children with the school environment and the Out of School Hours Care program which is part of the Seaford District Community Children's Centre services.
- Children will transition to our Vacation Care program at the commencement of the annual Christmas holidays as preparation for school start in term 1.
- If your child attends a Department for Education and Child Development kindergartens the Kindy teacher from your service will act as your child's connection with their school.

Sources

**Education and Care Services National Regulations
National Quality Standard**