

Children Services Orientation Policy and Procedure

Introduction

To provide children and families with an orientation process that allows the child and family to transition into care and/or to transition to a new room within the service.

Objective

Our service will strive to ensure that all children feel comfortable and secure whilst being educated and cared for at the service.

Policy/Procedure

Family:

- The child's enrolment will be completed to ensure that each child and family receives an orientation process that allows the family and child to feel safe and secure in the level of care provided. Each enrolment will adhere to National Quality Framework and Family Assistance Law.
- New families will be contacted via telephone or email to arrange an orientation meeting. During this meeting the Centre Director/Educational Leader will complete relevant paperwork, collect information about the child and family and introduce the family to the room educators.
- New families in the Early Learning Centres, are encouraged to complete a minimum of two orientation sessions where the child visits the centre prior to their first booked day. During these sessions families are required to stay on premises; and these visits time will be spent talking with the family about their child, interests, routines and information that is individualised to their child. During one of these visits we will encourage the family with infants, to participate in a caregiving moment such as nappy changing or feeding/meal time routine with their child to assist with settling.
- On arrival to the Early Learning Centre, the orientating parent will handwrite their name and their child's name on the sign in record at the front office of the service and record their arrival time and departure time. The record will note the child's attendance as "under parent supervision for orientation purposes".
- Outside School Hours care and Vacation care programs understand that prior orientation times will not suit every family given the nature of the service provided. In this case, families will be offered opportunities on commencement to visit and view the program with their child, staying a little longer for drop off times with their child. In addition each school aged child will be "buddied" with a fellow child during their first term of attendance to assist them settling into the new environment.
- The children may participate in experiences set out by educators during these orientation visits. Positive interactions (between families, educators and the child) are important for the children to build positive attitudes to the environment.
- Families are encouraged to discuss with educators any special requirements for their child, including creating appropriate settling rituals i.e. morning drop off.
- Early Learning Centre families will be contacted following their first month of care by Management. During this contact the family will be asked for their feedback and thoughts on the orientation process and suggestions for future improvements.

Y CANBERRA REGION – EARLY LEARNING ORIENTATION POLICY AND PROCEDURE

Ref #	Owner	Internal/External	Approved	Last Amended	Status
R021	Children Services Executive Manager	Internal	27/07/2016	30/11/2020	Approved

Educators:

- Early Learning Centre educators will meet with the families during the orientation session to gather further information about the child and inform the family about the daily timetable of the room.
- Educators will work with families to create suitable strategies to help settle children into care.

Transitions from one room to another

In all Early Learning centres:

- Families will be notified as soon as practicable that their child will be transitioning to a new space within the centre. Children are moved to new spaces depending on their age, readiness and availability.
- Families will be introduced to the new educators and offered a meeting to discuss any specific needs for their child.
- Children will be offered individualised transition sessions prior to moving permanently. Familiar educators will be available to support these transitions if needed.
- Children’s information, including any medical requirements and portfolio will be transferred through to the new educators.
- Families are encouraged to be a part of the transition process by talking to their child about the change and being an active part of the transition.

Definitions

Scope

This policy applies to Early Learning Centres and Outside School Hours Care and Vacation Care programs within Children’s Services.

Roles and Responsibilities

Department/Area	Role/Responsibility
Management	<ul style="list-style-type: none"> • Inform new families of the Orientation process. • Complete the Family Orientation checklist for every new child and family in Early Learning Centres. • Inform educators of new children and families commencing in a timely manner. • Communicate with families after one month of start date to reflect on their first month in care in Early Learning Centres.
Educators	<ul style="list-style-type: none"> • Communicate with families in the orientation process about centre Philosophy, routines and practices. • Communicate to families when child is beginning the transition to new room within the centre (ELC only). • Complete required sections within the Family Orientation checklist for every child during the Orientation process (ELC only). • Support each new child and family to settle within the service and spend time assisting with any questions or concerns.
Families	<ul style="list-style-type: none"> • Complete minimum of two orientation sessions with the ELC. • Service prior to the commencement date.

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	<ul style="list-style-type: none"> • Share knowledge and information about their child with educators as well as communicating any changes during their time within the service. • Participate in a feedback and review of the orientation process within their first month at the service (ELC only).
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Monitoring, Evaluation and Review

Review will be due in 2022

Supporting Documents (links to procedures, legislation, forms, work practices)

- Related policies
 - Children's Services Enrolment Policy
- Regulations and National Quality Standards
 - Education and Care Services National Regulations 2011
 - National Quality Standards – Quality Area 6

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