

# Continuity of Care Educators

## NQS 6.1.1 Engagement with the service

### 6.1.2 Parent views are respected

### 6.2.1 Transitions

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

**E = Embedded** I do that **ALL** the time

**K = I know** I need to do that, but I don't do it all the time

**T = Please teach** me how to do it or improve my understanding of why I need to do it.

Orientation practices	ED1	ED2	ED3	ED4	ED5
Do you encourage families to spend time with their child at the service during the settling in period?					
Do you talk to families about children's routines, fears, strengths, special words, toileting and sleeping practices during orientation?					
Are these practices written down and placed in the child's file?					
Do you use the information in the enrolment form about children's routines, fears, strengths, special words, toileting and sleeping practice?					
Do you discuss the room, routines and educational program with families during their orientation?					
Educator practices					
Do you ask families to participate in decisions affecting their child eg transition to a new room?					
Do you respect each family's child rearing practices and adhere to them where there's no conflict with service policies etc?					
Is the routine flexible enough to meet the different needs of young children?					
Do you use 'Circle of Security' techniques to build trusting relationships with securely attached children (especially with babies and toddlers)?					
Do you communicate with families and share information to build partnerships with families (which benefits their child's learning and development)?					
Do you tell team members starting their shift about children's experiences earlier in the day and information shared by families?					
Are families advised children can bring a favourite thing to help them settle eg cuddly toy for babies?					
Do you talk with families about move to new room before it happens?					
Do you share information about the child with new educators if relevant?					
Do you take child and parents on several visits to new room before move happens?					
Transition to school practices					
Do you talk to families about how ready their children are to start school?					
Do you talk to children about similarities and differences between school and preschool					
Do you focus on school readiness activities (especially in the second half of the year) for children starting school?					
Do you tell families how they can help get their child ready for school?					



Do you give families a school readiness report in October which includes children's strengths, needs and interests?					
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Actions required

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