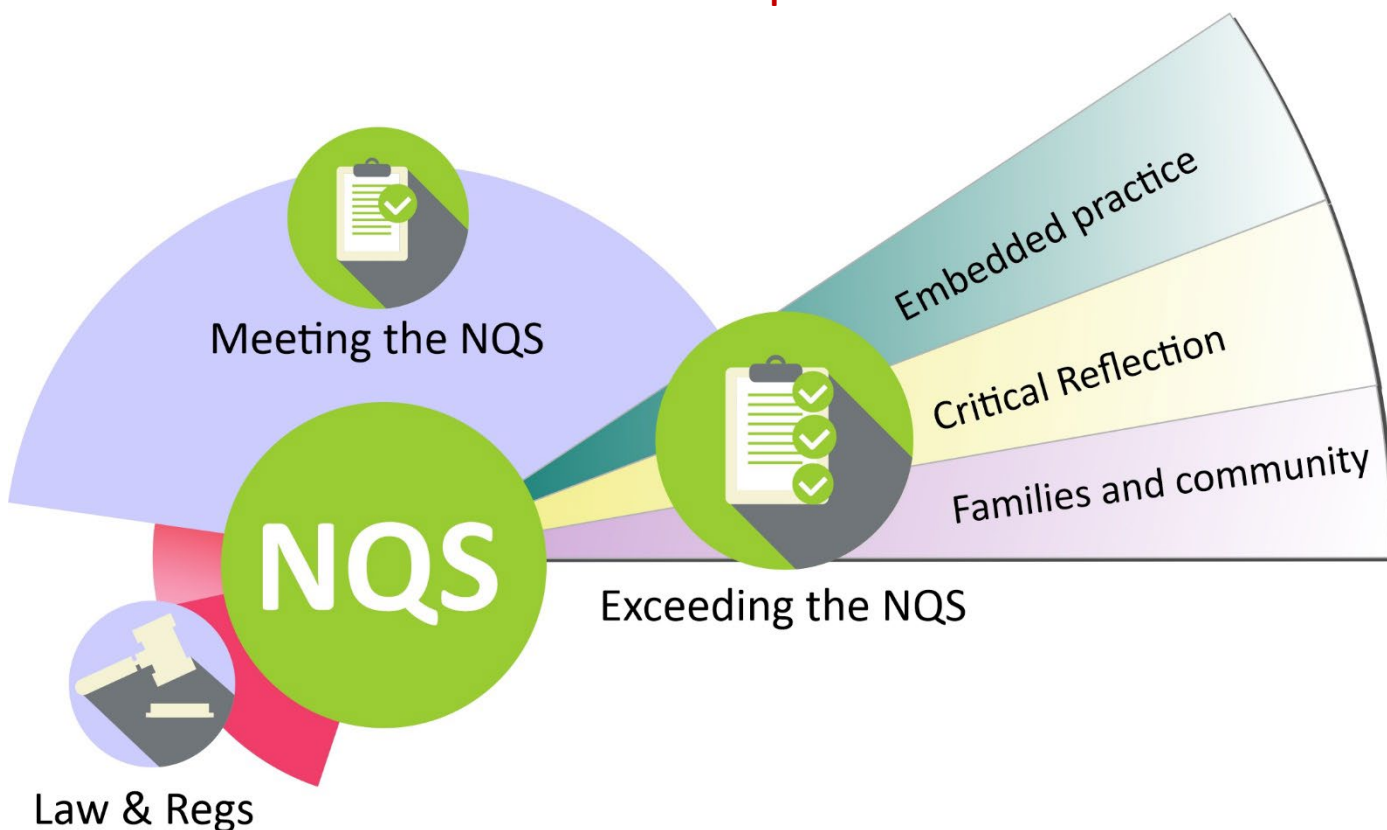


Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

Section 9 - Educational Leader and Nominated Supervisor



First step: We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

There are **things** that you need to do with your service and educators.

- (1) Review the points from the Law and make yourself familiar with them. Conduct the compliance test with your educators to check their knowledge.
- (2) Add to your folder the daily planner so you can document and show the assessor how you are working with educators. Use documents provided in this section.
- (3) To learn more about this week's element watch this video.
<https://vimeo.com/manage/videos/468343074/08e099b713>
- (4) Guide your educators to ensure they are at the meeting level, use the examples in the educators' section and the checklist to help you know exactly what is required.
- (5) Explore the exceeding themes with the examples in the educators' section and your section for critical reflection and families and communities.
- (6) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.

Week 31, 9 to 13 October 2023 – 6.2.1 Transitions

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A practical step-by-step guide to transitions

Smooth transitions in early childhood education settings are essential for children's well-being and development. To ensure you meet Element 6.2.1 effectively, help educators to follow this practical step-by-step guide:

1. Effective Communication with Families:

- Establish a clear process for sharing this information with educators responsible for transitioning children between school and the service. Communication should be timely and reliable.

2. Inter-Educator Communication:

- Promote communication among educators working in the before-school and after-school components of the service. Regular staff meetings or communication logs can facilitate information sharing.
- Ensure that key information about each child's needs, preferences, and routines is transferred seamlessly between educators during shifts.

3. Support for Extracurricular Activities:

- Collaborate with families to understand children's extracurricular and sporting activities. Maintain open communication to ensure that these activities are supported.
- Develop a plan that allows children to participate in these activities while ensuring they don't miss important educational components of the service.

4. Access to Alternative Care:

- Create a contingency plan to address situations when a child's usual educator is unavailable. Ensure that qualified substitute educators are readily available to maintain consistency in care and learning.
- Communicate this plan to families so they are aware of the service's commitment to providing uninterrupted care.

5. Documentation and Records:

- Develop clear summaries of each child's progress towards learning outcomes when transitioning between different age settings. These summaries should highlight achievements and areas for continued growth.
- Create transition plans that assist children in preparing for formal schooling. These plans should be comprehensive, addressing emotional, social, and academic aspects of the transition.

6. Safety and Security:

- Establish written procedures for releasing children from the service. Ensure that children are only released to authorized nominees, and that their identities are verified.
- Maintain detailed records of children's arrivals and departures, with signatures to verify accuracy. This enhances child safety and provides accountability.

7. Shift Planning:

- Plan shifts in centre-based services to maximise continuity of education and care. Avoid disruptions in routines to provide children with a stable and secure environment.
- Coordinate staff schedules to ensure a consistent presence of familiar educators for children, especially during transitional periods.

8. Clear Transition Procedures to School:

- Document comprehensive procedures for transitioning children between school and the service. Address scenarios involving enrolled children who have not arrived at the service.
- Regularly review and update these procedures to adapt to changing circumstances and regulations.

To learn more, watch this training video

<https://vimeo.com/manage/videos/468343074/08e099b713>

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Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Kiya asks what records they have to give parents if they ask to see them. Please respond.		
Mr Ian says there is one situation where the records can't be shown to parents. Please discuss.		
Miss Benita asks why 'continuity of learning' is often mentioned when the topic of transitions comes up. Why do you think this is?		

Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 9.10.23	Discussed communication between home and service to ensure continuity of learning.	Educators	Reviewed documentation to ensure that information is being shared	
Monday 9.10.23				
Tuesday 10.10.23				
Wednesday 11.10.23				
Thursday 12.10.23				
Friday 13.10.23				

General thoughts or ideas

Week 31, 9 to 13 October 2023 – 6.2.1 Transitions

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Compliance test for educators ANSWERS for this week.

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Kiya asks what records they have to give parents if they ask to see them. Please respond.	The records are listed in Reg 177. There are 12 different record types for centre-based LDC services, including children's attendance record, enrolment record, and educational records.	
Mr Ian says there is one situation where the records can't be shown to parents. Please discuss.	This situation would be where there is a Court Order restricting the information that the parent can receive about the child.	
Miss Benita asks why 'continuity of learning' is often mentioned when the topic of transitions comes up. Why do you think this is?	It's important when children move between settings or educators that what they know, enjoy or need is not lost in the move, and they can continue to build on their learning. Educators can promote these connections by sharing information about the child and ensuring there are the necessary supports in place.	