Continuity of Care Educators & Group Leaders

NQS Element 6.1.1 Engagement with the service

NQS Element 6.1.2 Parent views are respected

NQS Element 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.

	ED1	ED2	ED3	ED4	ED5
Staffing					
Do you value and use the strengths of your team?					
Do you make use of regular non-contact time for programming?					
Orientation Practices					
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 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?					
Do you discuss service 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 an older group 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 needs of different aged children?					
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 who only work in the afternoon about children's experiences earlier in the day and information shared by families?					
Transition to new group					
Do you share information about the child with new educators if relevant?					
Do you talk with families about move to new group before it happens?					
Do you take child on several visits to new group before move happens?					

Actions required