



Orientation for Children Educators

NQS Element 6.1.1 Engagement with the service

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

Child's first visit	ED1	ED2	ED3	ED4	ED5
Do you talk to families about children's fears, strengths, special words, rest practices?					
Are these practices and information written down and placed in the child's file?					
Do you encourage the child to participate in the activities if they wish?					
Do you discuss the room/group, routines and educational program with families, and children where appropriate?					
Do you discuss any special needs/requirements the child may have?					
Do you tell families they are welcome to discuss any issues with the Nominated Supervisor at a convenient time?					
Do you talk to families about the values and expectations they hold for their child's learning and wellbeing?					
Settling in Period (see also points above)					
Do you encourage families to spend as long as they wish with their child?					
Do you help families say goodbye to their child eg I'm here to look after you and help you get to school safely?					
Do you invite families to ring and check on their child at any time?					
Do you tell families you will ring them if their child remains distressed for a long time?					
Do you comfort distressed children?					
Do you give families feedback when they collect the child eg their activities, routines, learning (fun and exciting), friends, emotional state, child is safe, gets lots of attention, is valued and respected?					
Do you use 'Circle of Security' techniques to build trusting relationships with children?					

Actions required

