



Law & Regs

Keeping Records and Documents

Under the **Education and Care Services National Law Act 2010**, approved providers must keep certain documents available for inspection by authorised officers. These documents include

enrolment records, staff details, and child information for the past 12 months. They should be stored at the service premises or, if not possible, in a way that makes them easy to access. Failing to do so can result in penalties of \$4,500 for individuals or \$22,900 for organisations.

Documents Required by Regulation 177

According to the **Education and Care Services National Regulations 2011**, specific documents must be kept, such as records of child assessments, attendance, and enrolment. It's important that the provider ensures these documents are accurate. If not, they may face a fine of \$2,000.

Providers must also make these documents available to parents upon request, unless restricted by a court order. If a court order limits access, the provider must follow the instructions of the court. Failing to provide access when required can lead to another \$2,200 penalty.

Why is the element important?

A service examined the NQF Guide's insights on Element 6.2.1 and recognised that it involves collaborating with families, fellow educators, and external professionals when necessary. This collaboration helps ensure that children feel safe, supported, and secure as they transition between different settings and spaces, including:

- Home to the service
- One service to another
- Different rooms or groups
- The service to school
- Between routines and experiences

Potential Issues if These Practices Are Not Followed:

Disruptions in Learning

Without clear communication and transition planning, children may experience interruptions in their learning. This can result in missed educational opportunities and gaps in their development.

Emotional Strain

Insufficient support during transitions can leave children feeling stressed, anxious, or unsafe. These negative feelings can impact their emotional health and make transitions more challenging.

Inconsistent Care

When educators fail to communicate effectively, it can lead to inconsistent routines and care. Children need consistency to feel secure, and any disruption can cause confusion or discomfort.

Developmental Delays

If information about a child's development isn't shared, educators may miss crucial developmental needs or milestones, resulting in lost opportunities to offer specialised support or intervention.

Safety Risks

Transitions, particularly between home and the service or between different services, may raise safety concerns. Misunderstandings or lack of communication about responsibilities can place a child's safety at risk.

Reduced Family Involvement

When families are not engaged in the transition process, it can reduce their involvement and partnership with the service. This collaboration is essential to a child's well-being and development.

Poor Decision-Making

Educators may make uninformed decisions about a child's learning or transition without fully understanding their individual needs. This can lead to actions that do not serve the child's best interests.

Missed Collaboration Opportunities

In cases where children require additional professional support, such as from therapists or specialists, failing to collaborate with these professionals can limit the child's progress and access to important resources.

Week 31, 7 to 11 October 2024 – 6.2.1 Transitions



Supporting Transitions: Best Practices

You must practice

To address the issues raised in the previous section, look at the following practice examples for guidance.

Effective Communication and Information Sharing

Set up a clear system for sharing key information about each child’s development, preferences, and needs during transitions. This can be done through daily reports, digital tools, or regular meetings to ensure educators are well-informed.

Personalised Transition Plans

Create specific transition plans tailored to each child. These plans should outline strategies that support the child’s emotional and learning needs and be developed in collaboration with families and relevant professionals.

Providing Emotional Support

Train educators to offer emotional support during transitions by engaging children in conversations, validating their feelings, and offering reassurance to help them feel secure.

Consistency and Routine

Maintain consistency in routines and caregiving practices across different settings. By ensuring predictable transitions, children can feel more comfortable as they move between rooms or spaces.

Developmental Assessments

Conduct regular observations and assessments to track each child’s developmental progress. This ensures that educators are aware of any milestones or needs and can offer appropriate interventions.

Clear Safety Protocols

Put clear safety procedures in place for transitions, particularly when children move between home and the service or between different services. All educators should be trained on these safety protocols and communication requirements.

Informed Decision-Making

Ensure that decisions about a child’s transitions and learning are based on comprehensive assessments and discussions with families and other professionals. This

ensures that decisions are in the best interest of the child.

Collaborating with External Professionals

Maintain strong communication with external professionals, such as therapists, to ensure children receive the support and resources they need. This collaboration is essential for addressing unique challenges and ensuring progress.

After reading these points, which one(s) do you think you are doing well? Describe your practice in detail so it can go directly into you QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.

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