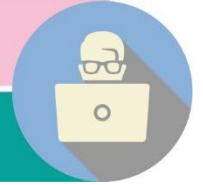


6.2.1

Transitions

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



Week 31
7.10.2024

Section 3. Document Meeting Practice (Room Leaders and Educators)

Room leaders work with educators to document their meeting practices.

Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Service practices for transitioning to new groups or rooms: Our service ensures smooth transitions by introducing children to new educators and environments early. Two weeks prior, we discuss the upcoming move positively, refer to new educators in conversations, and schedule visits to the new room. Parents are included in these visits, fostering familiarity. Educators visit children in their current room to build rapport, creating a sense of security and easing anxiety.

Supporting children during unexpected transitions or casual bookings: When children arrive unexpectedly, educators welcome them by using their name, introducing them to the group, and inviting them into ongoing activities. We ask the child and their family about their interests and strengths, incorporating these into the day if possible. If the child has experienced a traumatic event, additional comfort is provided. Continuous monitoring ensures the child feels safe and supported, and parents are consulted for any additional needs.

Communication about child absence or illness: To ensure all educators are informed when a child is absent due to illness or other reasons, our service has a communication chain where parents notify the front office or designated contact. This information is passed on to all relevant educators. If a child is absent without notice, the service follows up with the family to confirm their well-being. Educators are updated via communication platforms to ensure the child's group knows the reason for the absence.

If you are doing similar practices to the example, use the below questions to help you write your 'meeting' description so you can add it to your QIP.

A MEETING QIP and Self-Assessment Tool (SAT)

Please discuss the communication processes between the service, educators and families that ensure all educators know when a child is sick or will not be attending for other reasons.

Please give an example showing how you or your team incorporate road safety into the program.

Please discuss how educators on different shifts communicate about children's experiences earlier in the day or information shared by families.

Week 31, 7 to 11 October 2024 – 6.2.1 Transitions