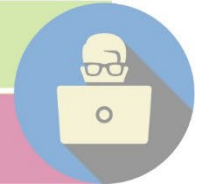


4.1.2

Continuity of staff

Every effort is made for children to experience continuity of educators at the service.



Week 37
18.11.2024

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.

Meeting – Examples of service practices supporting continuity of educators: Service practices ensuring educator continuity include recognition awards to celebrate achievements and foster loyalty. Rostering considers educator preferences and strengths, promoting job satisfaction and retention. Flexible work practices support work-life balance, reducing turnover. Tailored professional development keeps staff motivated and skilled. Effective teamwork and underperformance management help maintain morale. Mentoring programs guide staff, building their commitment and professional growth.

Supporting relief educators for a regular pool: To maintain a reliable pool of relief educators, we have an effective induction process that familiarises them with service policies and routines, ensuring they feel welcomed and informed. We value relief staff as essential team members, including them in all relevant communications. Their introduction to families and children is prioritised, fostering comfort and familiarity. Participation in staff events promotes team bonding, making them feel part of our supportive community.

Example of children interacting with educators: Continuity of educators creates a nurturing environment where children confidently interact. For example, a child who has known their educator for a long time may approach them to share stories about their weekend, expressing excitement and trust. Children may also return to their trusted educator for reassurance after exploring, indicating a secure bond. These prolonged, comfortable interactions reflect the strong connections formed, showcasing the educator’s positive impact on the child’s emotional wellbeing.

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.

<p>A MEETING QIP and Self-Assessment Tool (SAT)</p> <p><i>Please give examples of service practices that support continuity of educators.</i></p>
<p><i>Please discuss how educators’ experience, qualifications, strengths, and preferences are considered when organising educators in particular rooms or groups.</i></p>
<p><i>Please give an example showing a child or family benefiting from engaging with an educator who’s been at the service for a long time, that is, from the understanding they have of the child or family’s needs or culture.</i></p>

Week 37, 18 to 22 November 2024 – 4.1.2 Continuity of Staff