# 4.1.2 Continuity of staff

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

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| Please give examples of service practices that support continuity of educators.  | Please explain how continuity of educators enhances children’s wellbeing, learning, and development. |
| **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. | **How continuity of educators enhances children’s wellbeing, learning, and development**: Continuity of educators supports children’s wellbeing by fostering trust and security, essential for emotional development. With consistent educators, children develop stronger attachments, which enhance confidence and encourage active participation in learning. Consistent staff also better understand each child’s unique strengths, needs, and interests, tailoring learning experiences to maximise growth. This continuity aligns with EYLF/MTOP outcomes by nurturing meaningful relationships that underpin effective learning. |
| Please explain how you support relief educators, to help maintain a regular pool of relief staff at the service.  | Please give an example of a team reflection on opportunities to improve continuity of educators, including, if relevant, consideration of past events that negatively impacted continuity.  |
| **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 team reflection on continuity improvement**: A team reflection on continuity highlighted past challenges where high turnover disrupted relationships and impacted learning. For example, in a meeting discussing Q1 observations, the team noted how children showed signs of distress during transitions with unfamiliar educators. This prompted changes, such as rostering adjustments and prioritising professional development to retain staff, ensuring more consistent educator-child interactions and improved relationship-building practices. |
| Please give an example of children interacting verbally or non-verbally with educators in trusting and comfortable ways – demonstrating the value of continuity of educators.  | Please give an example of how family input is sought and used to support children’s secure relationships with educators and promote their continuity. |
| **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. | **Example of seeking and using family input**: Family input is gathered through surveys, meetings, and regular conversations to support secure educator-child relationships. For instance, parents are encouraged to share details about their child’s behaviours, needs, and home routines. This information helps educators adapt strategies that resonate with the child’s experiences, such as incorporating their favourite activities into daily programs. This practice strengthens trust, making children feel understood and promoting continuity as families witness the positive impact. |
| Please discuss how educators’ experience, qualifications, strengths, and preferences are considered when organising educators in particular rooms or groups.  | Please explain how the process for engaging relief staff supports continuity for children and contributes to high-quality learning outcomes. |
| **Considering educators’ experience and strengths**: When organising educators into rooms or groups, their experience, qualifications, and strengths are carefully considered. For example, an educator with extensive knowledge in infant care may be placed in the nursery room, leveraging their skills to provide optimal care. Preferences are also taken into account; an educator passionate about creative arts might lead art-based activities. This approach ensures educators feel fulfilled, benefiting the children through tailored teaching strategies and a positive atmosphere. | **Process for engaging relief staff supporting continuity**: Our approach to engaging relief staff includes a comprehensive induction, ensuring they understand the service’s routines and children’s needs. Relief staff are included in training and mentoring programs, equipping them to align with our teaching approach. This ensures children still experience familiar, high-quality learning interactions. Permanent staff also benefit from this system, as it enables them to take necessary breaks, maintaining their wellbeing and reducing stress, ultimately supporting overall stability and continuity. |
| 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.  | Please give an example where Service staff have worked together to implement agreed staffing changes. |
| **Example of a child or family benefiting from a long-time educator**: A long-serving educator's deep understanding of a family’s culture can significantly benefit a child. For instance, an educator familiar with a child’s background may incorporate specific cultural stories or songs into activities, making the child feel recognised and valued. This understanding strengthens the child’s connection to their heritage and builds trust with the family, who appreciate the effort in honouring their traditions and feel assured that their child is in empathetic and informed hands. | **Example of implementing agreed staffing changes**: Our service staff collaborate to implement agreed changes to improve effectiveness. For example, educators have willingly moved between rooms to create balanced teams that best use their qualifications and strengths. This flexibility supports optimal group dynamics. Staff have also adjusted rosters to meet service needs and participated in targeted professional development. These changes were embraced to support emerging leaders, ensuring a smooth transition and enhancing service quality and stability. |