

FAMILY ORIENTATION POLICY

Quality Area 6

Name of Policy	Family Orientation Policy
Scope	Approved Provider, Nominated Supervisor, Person in Day-to-Day Control (PIDTDC), educators, staff, students on placement, volunteers
Legislation	The Education and Care Services National Regulations 2011 require approved services to have a policy and procedures in place in relation to enrolment and orientation (Regulation 168(2)(k)). NQS, Quality Area 6: Standard 6.1, Element 6.1.1
Definitions	Orientation Process: Introductory stage in the process of familiarization with the service Approved Provider - Manager, Family & Children's Services LTU – La Trobe University

PURPOSE

This policy will outline:

- The process for orientating a family into the service after enrolment
- The process for orientating a family into a new room at the service

POLICY STATEMENT

VALUES

La Trobe University Community Children's Centre is committed to:

- ensuring all families are welcomed and supported with their transition into the service

BACKGROUND AND LEGISLATION

Background

The *Education and Care Services National Regulations 2011* require approved services to have policies and procedures in place in relation to enrolment and orientation (Regulation 168(2)(k)).

Legislation and standards

Relevant legislation and standards include but are not limited to:

- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011*: Regulations 160, 161, 162, 177, 183
- *National Quality Standard*, Quality Area 6: Collaborative Partnerships with Families and Communities

Element 6.1.1: There is an effective enrolment and orientation process for families

RELATED POLICIES

- *Fees Policy*
- *Privacy and Confidentiality Policy*
- *Enrolment Policy*

La Trobe University Community Children's Centre implements a planned and individualized approach to orientation processes, to provide a strong foundation for building positive relationships and partnerships between families and the Centre.

LTU Children's Centre recognises that some families may feel anxious about leaving their child in the care of somebody else, and that all children will have their own unique perspectives of, and responses to, settling in a new environment. For this reason, the orientation process may differ between families, but it is generally recommended that a gradual approach is taken. Due consideration is given to the individual and contextual needs of each family, ensuring that educators and families plan the orientation process collaboratively.

PROCEDURES

The Approved Provider/Nominated Supervisor are responsible for:

- Developing and reviewing orientation procedures and policies
- Appointing a person to be responsible for the orientation process and the day-to-day implementation of this policy
- Providing opportunities for interested families to attend the Centre during operational hours for a tour
- Ensuring that the procedure for orientation is implemented
- Ensuring that the orientation visits include a Centre induction for families
- Ensuring that parents/guardians attending the La Trobe University Community Children's Centre understand that they are welcome to enter the Centre premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or educators under the Law (Regulation 157)
- Ensuring that there is an orientation process for children transitioning between rooms in the Centre

The educators will ensure that:

- the family is contacted shortly after enrolling to arrange a time and date for the first orientation visit.
- the orientation plan and visits are individualized to meet the needs of the child and family and is developed in collaboration with the family
- as much as possible, the orientation visit is gradual, and is a supported and informative experience for families.
- Ensure the Centre induction is completed with families and that there is a nominated time scheduled to complete the induction process with the family. The induction process may be completed across more than one visit
- families are aware that they can contact or visit the Centre at any time to share or obtain information about their child
- ensuring that an orientation process for children transitioning between rooms is developed, involving consultation between lead educators and families
- collect information using the 'All About Me' form

The families will ensure that:

- information is shared about their child/ren using the 'All About Me' form
- they collaborate with lead educators to develop an individualised orientation plan for their child/ren
- they inform their child/ren's lead educator of any specific medical and/or health requirements, provide all associated documentation from their medical practitioner associated with this and complete appropriate documentation for this as part of the orientation process

Documents to complete:

(May be provided to family and completed before the orientation process, but educators will need to ensure that documents have been received, filled in correctly, and are understood by families, then returned to the Centre)

- All About Me form
- Induction Checklist
- If and as required for individual children; Medical and health care action plans, communication plans (e.g. asthma, anaphylaxis, dietary plans, etc.)

Attachments

- Attachment 1: All About Me – Infant – form
- Attachment 2: All About Me – Child – form
- Attachment 3: Induction Checklist

Authorisation

Approved Provider
Nov. 2018

Review Date

Nov. 2020

Attachment 1**All about me: Infants**

My Name:

My parents usually call me:

My Age: (years and months)

Date Completed:

Feeding:

Bottle

Breast

Other

Type:

Formula

Cow's milk

Other

Bottle Schedule:

Solids Schedule:

Water: boiled

tap

Things that help me take my food/ bottle (e.g. any preferences? Any special tips or tricks?)

How do I go to sleep and when?

What do I need to comfort me when I feel upset?

Write a picture of my day for my new teachers (Please attach a separate page if you prefer):

My favourite songs/ games are:

My favourite books/toys are:

My dislikes/ fears are:

Anything else my teacher should know?

My family celebrates.... (religious, cultural, family specific, etc.)

How we usually communicate at home: (Languages spoken? Additional communication aides used? Etc.)

My family has skills or interests that we would be happy to share with the Centre....

My family would especially like my teachers to help me learn/explore/experience...

Attachment 2

All about me: Child

My Name:

My parents usually call me:

My Age: (years and months)

Date Completed:

What my teachers should know about my food and drinks: (e.g. any preferences? Any special tips or tricks? Allergies? Can I feed myself?)

What my teachers should know about my toileting/nappy routines: (E.g. nappies? Undies? Reminders?)

What my teachers should know about my rest/sleep (e.g. Any comforters? Times I get tired? Any sleep time routines?)

If I am distressed/ upset, my teachers can help me by:

My favourite songs/ games are:

My favourite books/toys are:

My dislikes/ fears are:

Anything else my teacher should know about how to care for me:

My family celebrates.... (religious, cultural, family specific, etc.)

How we usually communicate at home: (Languages spoken? Additional communication aides used? Etc.)

My family has skills or interests that we would be happy to share with the Centre....

My family would especially like my teachers to help me learn/explore/experience...

Attachment 3:**INTAKE DOCUMENTATION CHECKLIST:
For Education Team**

This checklist is to support the education teams with ensuring that the relevant documentation has been completed and provided by the family and (if applicable) the previous education team. *Please ensure that the documentation from each year of the child's attendance is included.*

Enrolment documentation:

- All About Me
- Enrolment Details and Forms
- All background information documents
- Family Induction checklist
- Communication Plan (current & previous years)

Child health and safety documentation:

- Authorisation for Administration of Medication/Treatment for Chronic Illness
- Statement of Appropriate Food Handling Practices
- Anaphylaxis Medical Management Plan/s (current & previous years)
- Allergy Management Plan/s (current & previous years)
- Asthma Management Plan/s (current & previous years)
- Court Orders (current & previous years)
- Rest Memos (current & previous years)

Curriculum Documentation:

- Evidence Tools
- Summary of Children's Learning
- 6 Monthly Child Profile/s
- All other relevant assessment and observation documentation

For children moving rooms, please ensure that an educator from both the previous and current year have met to share handover of information, both written and verbal.

Current Educator:

Previous Educator (if applicable):

Date: