

## ORIENTATION OF FAMILIES

Enrolment and orientation are an exciting and, sometimes, an emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and Gosford Pre-School Inc. (the Pre-School) and, importantly, trust with the child. Such partnerships enable the Pre-School and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Pre-School.

### NATIONAL QUALITY STANDARD (NQS)

<b>QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS</b>		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the Pre-School	Families are supported from enrolment to be involved in their Pre-School and contribute to Pre-School decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the Pre-School and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The Pre-School builds relationships and engages with its community.

<b>EDUCATION AND CARE SERVICES NATIONAL REGULATIONS</b>	
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents

## RELATED POLICIES

Administration of Medication Policy Anaphylaxis Management Policy Arrival and Departure Policy Asthma Management Policy Child Safe Environment Policy	Code of Conduct Policy Enrolment Policy Incident, Injury, Trauma and Illness Policy Payment of Fees Policy Privacy and Confidentiality Policy
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## PURPOSE

We aim to ensure children and families are provided with an orientation procedure that allows the family to transition into the Pre-School positively and well-informed, meeting the children and families' individual needs. We strive to establish respectful and supportive relationships between families and the Pre-School to promote positive outcomes for children whilst adhering to legislative requirements.

## SCOPE

This policy applies to children, parents/carers, families, staff members and visitors of the Pre-School.

## IMPLEMENTATION

Orientation is an important process for children, families and educators to gain vital information about the individual child's needs, interests and strengths. To enable children to feel safe and secure, and to set the foundations for a trusting partnership, we feel that it is necessary for the family to attend an orientation visit. This visit or visits assist the child to adjust to a new setting and helps to make the transition from home to the Pre-School a smooth and positive experience.

During orientation, educators will discuss the following in order to gain a better understanding in supporting the family:

- The cultural and/or linguistic background for families from non-English speaking backgrounds (external support may be required)
- The family's needs in relation to work or other commitments
- The days on which childcare is required
- The family's previous knowledge or experience of other children's services
- Any additional needs of the child and/or their family
- Any court orders that are applicable to the child
- Service philosophy and curriculum.
- The child's interests
- Family goals and expectations.
- Any allergies or dietary needs for the child
- Emergency or health care plans for the child (if relevant)
- The Service and room routine.

## THE DIRECTOR WILL ENSURE:

- The orientation process is well organised, flexible, and informative
- The child and family visit the Pre-School and familiarise themselves with the environment. The child may participate in the activities and experiences if they feel comfortable
- The family and child/children are introduced to the Educators in the room
- A welcoming environment is created and interact positively with the child, parents/carers and family
- The child and family are respected at all times, acknowledging the individuality of each parenting style

- Parents/carers and families are encouraged to phone, email, or visit the Pre-School as often as they like when their child has commenced care
- Parents and families are reassured that if the child is distressed over a long period of time the educators will contact them
- Support agencies are contacted for children with additional needs
- Parents and families know how to provide feedback
- Families are informed that critical information from the child's enrolment form is communicated to educators (emergency contacts, authorised nominees, court orders, immunisation status, medical and health conditions where relevant).

#### **EDUCATORS WILL:**

- Greet children and families upon arrival
- Create a welcoming and inviting environment
- Discuss with families the best transition process for the child
- Encourage families to say good-bye to the child when dropping off
- Phone families if the child remains distressed
- Encourage parents and families to stay as long as they need to in order to reassure their child
- Seek information about the child and family throughout the orientation process.

#### **DURING ORIENTATION OF THE PRE-SCHOOL, FAMILIES WILL BE:**

- Provided with an outline of the Pre-School policies, which will include fee payment, sun safety, illness and accident and medical authorisation
- Shown the signing in/out process
- Advised of appropriate clothing for the child to wear to the Pre-School, including appropriate shoes
- Advised of what the child will be required to bring each day (water bottle, hat, change of clothes)
- Informed about policies regarding children bringing in toys from home
- Informed about wearing sun safe Hats and application of Sunscreen
- Introduced to the child's Educators
- Taken on a tour around the Pre-School
- Discuss medical management plan and allergies (if applicable)
- Advised about Storypark and how parents/carers can access information
- Introduced to the room routine and Service program. This includes portfolios (if applicable) and the observation cycle
- Informed about Service communication methods including meetings, interviews, newsletters, emails etc.
- Invited to set family goals for their child
- Asked to confirm their preferred method of communication
- Given a Pre-School hat and T-Shirt
- Provided with the Service enrolment form to be completed (assistance to complete this form is available if required)
- Provided with a Family Information Handbook
- Asked to provide their child's immunisation history statement when enrolling their child- Australian Childhood Immunisation Register
- Provided with information about the software app our pre-school uses for communication with parents/Carers [Hubworks]
- Shown where children's belongings will be kept each day.

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## EVALUATION AND FOLLOW UP

Once the child has attended the Service for a few days, educators will ensure they:

- Speak directly with the family to ask how their child and the family has settled into the routine of childcare.
- Welcome any questions or concerns the family may have.
- Provide information to the family of how their child has settled in these early days (interests, friends, songs they like to sing, craft activities etc.).
- Request families to offer suggestions of how the Pre-School could improve the orientation process (provide families with an Orientation Survey to complete).

## SOURCE

Australia Children's Education & Care Quality Authority. (2018). *Guide to the National Quality Framework*. Australian Government Department of Education, Employment and Workplace Relations. (2009). *Belonging, Being & Becoming: The early years learning framework for Australia*.  
Education and Care Services National Regulations. (2018)  
Guide to the National Quality Framework (2017) (Amended 2020)  
Revised National Quality Standard (2018).  
The Australian parenting website Raising children  
<https://raisingchildren.net.au/preschoolers/play-learning/preschool/starting-preschool>