

# Primary Care Policy

**Category:** Curriculum  
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## Policy Statement

To provide guidelines for kaiako | teachers, whānau | family and akonga | students that support the establishment of secure attachment with a primary caregiving teacher at the Under 2s Unit.

## Rationale

Kaiako in the Unit recognise that infant and toddlers thrive developmentally (emotionally, physically, socially and spiritually) when they develop a strong and stable relationship with at least one adult / carer.

At the Under 2s Unit, each child is assigned a primary caregiving teacher who is responsible for creating a secure attachment relationship with the child and their family. A support teacher is also assigned who will settle and support the child and family when the primary caregiving teacher is not present.

Strong and trusting relationships enable the child and family to experience consistency in approaches to relationships, interactions and care routines. Kaiako value working in partnership with whānau and embrace Aotearoa New Zealand's bicultural heritage and are guided by Te Whāriki, our national early childhood curriculum, in developing curriculum and pedagogy.

In the child's second year, as the child's interest in the world is growing, while he/she maintains a strong bond with the primary caregiving teacher, teachers will encourage the child to start to build relationships with the extended group of teachers. In this way, teachers prepare the children for transitioning to the Toddlers Unit at / around the age of two.

## Procedures

Before a child starts at the Unit, the team leader finds the best fit for the allocation of the primary caregiving teacher. The administrator or team leader will make contact either by email or phone for the first introduction and to schedule a time for the family to make a first visit.

The primary caregiving teacher will welcome the child and family and work closely with them. The primary caregiving teacher will be responsible for all of the caregiving routines initially such as changing nappies, feeding and sleeping where possible.

The primary caregiving teacher has face to face communication with parents regularly about the child's day. This gives the parents reassurance and confidence knowing that information and concerns about the child are listened to and followed up on. The support teacher will meet the needs of the child and families when the primary caregiving teacher is away when possible.

The team of teachers work as a unit supporting each other. Each primary caregiving teacher will update information in a "routine book" about the child's routine to keep other teachers informed in those instances where both the primary care giving teacher and support teacher are away.