

# Polasaithe Naíonra Céimeanna Beaga

## Polasaí 18: Oibrí Bunriachtanach / Key Worker Policy



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## Oibrí Bunriachtanach

### Prionsabal:

Ritheann an Naíonra córas oibrí bhunriachtanaigh. Is éard atá i gceist le hoibrí bunriachtanach ná ball foirne a bhfuil freagracht faoi leith orthu maidir le cúram, oideachas agus leas de ghrúpa áirithe páistí nuair atá siad ag an tseirbhís.

### Léiriú Intinne:

Sanntar oibrí bunriachtanach do gach páiste atá ag freastal ar an tseirbhís

### Polasaí:

- Tabharfaidh an t-oibrí bunriachtanach leanúnachas idir an baile agus an tseirbhís agus tá freagracht ar leith acu as an bpáiste sin.
- Oibreoidh an t-oibrí bunriachtanach go dlúth le tuismitheoirí/caomhnóirí an pháiste chun cabhrú leis/léi socrú isteach sa tseirbhís.

Baineann an t-oibrí an aidhm seo amach trí na rudaí seo a leanas a dhéanamh:

- Riachtanais an pháiste/na dtuismitheoirí a thuiscint.
- Difríochtaí cultúir a thuiscint/ eochairfhocail ó theanga an pháiste.
- An bearna idir an saol sa bhaile agus an saol sa tseirbhís a dhúnadh
- Deiseanna a thabhairt do dheartháireacha agus/nó do dheirfiúracha bheith ag caidreamh lena chéile i rith an lae.

## Príomhfhreagrachtaí sa Chóras Oibrí Bhunriachtanaigh

Is é an príomhaidhm atá sa chóras oibrí bhunriachtanaidh ná caidrimh dhlútha a chruthú idir an cleachtóir agus an páiste as a bhfuil an t-oibrí bunriachtanach freagrach agus tuismitheoirí/caomhnóirí/cúramóirí na bpáistí sin chun cuidiú le forbairt na bpáistí.

Tá sé tábhachtach idirdhealú a dhéanamh idir na gnéithe riaracháin den chóras oibrí bhunriachtanaigh agus an fhorbairt caidrimh chuí a dhéanann an t-oibrí leis an bpáiste agus a dteaghlach agus tá sé tábhachtach chomh maith go n-aithnítear an luach a bhaineann leis an dá ghné de ról an oibrí bunriachtanaigh.

- Taifead a choimeád de dhul chun cinn forbartha do pháistí, ag cur nótaí breathnóireachta le taifid arna coimeád ag comhghleacaithe agus ag roinnt taifead le tuismitheoirí/caomhnóirí (leabhar maidir le socrú isteach/ measúnú tosaigh / athbhreithnithe roimhe seo/ taifid agus tuairiscí).
- Ag breathnú ar do pháistí bunriachtanacha agus ag déanamh measúnú ar an eolas a bailíodh le linn breathnóireachta (ba chóir na nótaí breathnóireachta a chur i ndialanna measúnithe/foghlamtha Aistear.
- Cleachtaí a phleanáil do pháistí faoi leith bunaithe ar bhreathnóireacht ar a n-ábhair spéise agus ar a gcéimeanna forbartha.
- Plean Oideachais don Dalta Aonair a scríobh i gcomhair páistí bunriachtanacha a bhfuil riachtanais speisialta oideachais acu.
- Tuairiscí a scríobh do thuismitheoirí/chaomhnoirí agus cruinnithe rialta a reáchtáil cun dul chun cinn a phlé.
- Ag plé le tuismitheoirí/caomhnóirí i bpearsa ar bhonn laethúil.
- Ag plé le comhghleacaithe agus daoine profisiúnta eile.
- Ag planáil amanna don ghrúpa bunriachtanach– féadfar a áireamh orthu sin: am ithe, scéalta a roinnt, amhráin agus rannta, ceol agus gluaiseacht.
- Ag eagrú duine bunriachtanach taca a bhfuil aithne ag an tuismitheoir agus an bpáiste air/uirthi.
- Asláithreacht a fhiosrú i gcomhar leis an mBainisteoir.

**Tá na gnéithe seo a leanas tábhachtach maidir le caidreamh duine bhunriachtanaigh:**

- Caidrimh daingne iontaobhacha a fhorbairt le páistí bunriachtanacha agus lena dtuismitheoirí/gcaomhnóirí.

- Bonn sábháilte a chur ar fáil do na páistí bunriachtanacha chun tacú lena spéiseanna agus lena taiscéalaíocht amach uait.
- Bonn sábháilte a chur ar fáil do na páistí bunriachtanacha tríd a bheith ar fáil go fisiciúil agus go mothúchánach, trí suí síos ag leibhéal an pháiste agus in aice leo.
- Úsáid a bhaint as comharthaíocht choirp, breathnú sa tsúil, agus tuin gutha chun léiriú go bhfuil tú ar fáil agus go bhfuil suim agat iontu, déan tomhais ar na nithe seo de réir mheon agus chultúr an pháiste.
- Mothúcháin dheacra páistí a thuiscint agus cabhrú leo srian a choimeád orthu tríd an bpáiste a bheith i do bhaclainn, ag soláthar focal chun cur síos a dhéanamh ar a mothúcháin agus a gcomhbhá ar bhealach oiriúnach don pháiste aonair.
- Sólás a thabhairt do pháistí corraithe trína mothúcháin a admháil, ag tabhairt míniúchán dóibh agus ag cur iad ar a suaimhneas go socair agus go séimh.
- Admhaigh agus lig do pháistí réimse mothúchán a nochtadh, mar shampla fearg, áthas, crá, sceitimíní, éad, grá.
- Páistí bunriachtanacha nua a shocrú isteach sa suíomh de réir a chéile.
- Nuair is féidir, socraigh do pháistí bunriachtanacha isteach nuair a thagann siad gach lá.
- Ag ithe le do pháistí bunriachtanacha i ngrúpaí beaga bunriachtanacha.
- Deiseanna rialta a fháil chun machnamh a dhéanamh le bainisteoir nó comhghleacaí oilte eolach, ar na gnéithe mothúchánacha a bhaineann le bheith i d'oibrí bunriachtanach.

## **Key Worker**

### **Principle:**

The Naíonra operates a key worker system. A key worker is a member of team who has special responsibility for the care, education and welfare of a particular group of children during their time at the service.

### **Statement of Intent:**

Every child attending the service is assigned to a key worker.

### **Policy:**

- The key worker will provide continuity between home and the service and they have a 'special' responsibility for the child.

- The key worker links closely with parents/guardians in helping to settle the child into the service.

This is achieved by the worker by:

- Understanding the child's/parent's needs.
- Understanding cultural differences/key words from child's own language.
- Bridging the worlds of home and the service.
- Providing opportunities for siblings to interact during the day

### **Key Working Responsibilities:**

The primary aim of the key worker system is to provide close relationships between the practitioner and the child for whom the key worker is responsible, and the parents/guardians /carers of those children in order to assist the development of the children. It is important to distinguish between the administrative aspects of a key worker system and the development of an appropriate key person relationship and to recognise the value of both aspects of the key worker role.

- Keeping records of your key children's developmental progress, contributing observations to records kept by colleagues and sharing records with parents/guardians (settling in book / initial assessment / previous reviews / records and reports).
- Observing your key children and analysing the information gathered through observation (observations to be put into Aistear Assessments / learning journals).
- Planning experiences for individual children based on observations of their interests and developmental stages.
- Writing individual education plans for key children with special educational needs.
- Writing reports for parents/guardians and holding regular meetings to discuss progress.
- Communicating with parents/guardians on a daily basis in person.
- Communicating with colleagues and other professionals.
- Planning key group times – these may include: eating times, sharing stories singing and rhymes, music and movement.
- Organising a back-up key person who is known to the parent and child.
- Follow up absences in consultation with the Manager.

### **Important aspects of a key person relationship are:**

- Developing secure trusting relationships with key children and their parents/guardians.

- Providing a secure base for key children by supporting their interests and explorations away from you.
- Providing a secure base for key children by being physically and emotionally available to them to come back to, by sitting at their level and in close proximity to them.
- Using body language, eye contact and voice tone to indicate that you are available and interested, gauging these according to the child's temperament and culture.
- Understanding and containing children's difficult feelings by gentle holding, providing words for feelings and empathy in a way suited to each individual child.
- Comforting distressed children by acknowledging their feelings, offering explanations and reassurances calmly and gently.
- Acknowledging and allowing children to express a range of feelings, for example anger, joy, distress, excitement, jealousy, love.
- Settling new key children into the setting gradually.
- Whenever possible settling your key children as they arrive each day.
- Eating with your key children in small key groups.
- Having regular opportunities to reflect on the emotional aspects of being a key worker, with a skilled, knowledgeable manager or colleague.