

Family participation is an important part of making the Centre a true part of the community. We believe in creating an environment that is welcoming and inclusive and supports a sense of belonging for children, families and educators.

We encourage family participation and open communication within our Centre. Families are invited to attend parent information meetings/ Social events, and assist with projects which work in collaboration with our open door policy. We aim to ensure open communication is consistent between families and educators in our interactions, including: enrolment and orientation process, policy review, feedback forms, parent committee, daily program, documentation, formal and informal meetings, emails and conversations.

The Centre acknowledges the central role a child's parents and family plays in their development, and is committed to maintain positive relationships with families. The Centre is also committed to the view that participation by parents at all levels of Centre activity is necessary if the Centre is to continue to provide centre of the highest quality.

### Lines of communication

- Communication between educator, management and parents will be both formal and informal.
- Formal communication will occur through educator and parent participation in committee meetings, parent/educator information evening, and the quarterly newsletter and emails.
- Informal communication will occur as frequently as needed. It may involve daily conversation between parents and educator in relation to a child's wellbeing and may also occur at social occasions. If needed, lengthier discussion, without distraction, between parents and educator can be arranged.
- Advice on childcare or behaviour management issues can be sought from educator and can be given by educator.
- Families who request advice on personal matters not specific to childcare should approach the coordinator who will refer them to relevant agencies.

We understand the primary influence that families have in their children's lives, and that effective relationships between educators and families are fundamental to achieve quality outcomes for children. Community partnerships that focus on active communication, consultation and collaboration also contribute to children's learning and wellbeing.

We will provide regular information about the Centre and encourage all families to contribute in our curriculum, by volunteering to help out if they wish.

### *Management will ensure:*

- Information is given to families regarding the content and operation of the educational program; both in relation to their child and that a copy of the educational program is on display at the centre.
- Families have access to their child's developmental records outlining their strengths, needs and interests and developmental progress against the framework.
- A weekly menu which accurately describes the food and beverages provided each day is displayed in a place accessible to parents
- Families are notified of any incident, injury, trauma or illness that occurs for their child whilst at the Centre.
- The early childhood environment has an administrative space which is adequate for the purpose of consulting with parents and for conducting private conversations and meetings
- Families are notified of changes to Centre policies and National Regulations
- The Education and Care Services National Regulations 2014 is available for parents to access
- The enrolment and orientation process provides families with information about the philosophy, policies and practices of the Centre
- A Parent Committee is to encourage family involvement in the Centre.



#### *Nominated Supervisor will:*

- Inform families about the processes for providing feedback and making complaints.
- Be available for families on arrival and pick up to pass on feedback and information about their child's participation in the curriculum
- Encourage families to be involved in the curriculum, providing feedback, visiting the Centre, bringing in items from the home environment and giving feedback on children's emerging interests and needs.
- Encourage families to contribute to the Quality Improvement Plan progression within the Centre.
- Endorse continuous open and direct two way communication with families, assisting them to feel associated with their children's experiences, developing trust and collaboration.
- Families are provided with a range of communication methods including: emails, verbal communication, and communal signage in the Centre, newsletters, Family Involvement "Stay and Play" which is located in the foyer.

#### **Parental and Family Involvement**

- Provide accurate information on enrolment and medical information forms during the enrolment process and notify educators when any information changes.
- Families are encouraged to become involved in the program at whatever level they are able. While there is no roster system or demands made on parents they are encouraged to share time with their child when they can at the Centre. Families are welcome to stay and participate in activities. On excursions volunteer parent helpers are required to assist with supervision if they can.
- We also welcome Mother's, Father's and Special Person's Day into the centre and plan a day each year. They are invited to spend time at the centre with their Children and Grandchildren.
- Be asked to complete their child's goals of the Educational Summary which is then used in the daily curriculum
- Families are actively encouraged to participate in the development, implement, review and updating of the centre policies and procedures and help to meet aims of the NQF Assessment process.
- Be requested to contribute to the Quality Improvement Plan within the Centre.
- Be invited to family events to be held periodically to help families network and develop friendships in the local community.
- We endeavor to keep families informed of news and events in the centre through notices, newsletters and information on our website. The website also contains information and links which are relevant to families.
- Families are encouraged to make suggestions and offer critique on our program, philosophy, management and food menu.
- Families are encouraged to share aspects of their culture with the educators and children as well as appropriate experiences.
- Families are invited to participate in the centre's daily routine by helping out with activities such as craft, the preparation of morning tea, special activities and afternoon tea.
- As many of the parents using this centre are working it is understood that they will become involved at whatever level they are able.

#### **Parent Communication**

Our Centre aims to provide as many outlets as possible for family/centre communication. These include:

- Face to face.
- A communications book in each of the children's room.
- A notice board displaying upcoming events and notices.
- Emails
- Quarterly Newsletters that will be emailed
- Informal meeting with parents and the opportunity to plan formal meetings if necessary
- If necessary, educators can access interpreters to assist and communicate with culturally linguistic diverse families.

#### **Parent Grievances**

- Any parent/caregiver with a concern or complain in relation to the operation of our Centre either in administration or child interaction should do the following:



- Voice their complaint or concern with the nominated supervisor or approved provider.
- Write their complaint or concern addressing it to the nominated supervisor or approved provider. You will receive a personal response unless you have chosen to be anonymous.
- Parents can speak to any educator or member of educator about a specific complaint or concern. Educators or educator will put in steps to address your concern or complaint as quickly as possible. However, educators do reserve the right to have the complaint put in writing.
- If a centre-wide problem has been brought to our attention all families and educator will be informed of the contents of your complaint but not your name.
- Refer to our Grievance Policy
- The centre will use the Grievance Procedure/Register to ensure that the grievance is followed through and sufficiently investigated.

For further information regarding Grievances, please refer to our **Grievance Policy**.

### Parent Support

For those families undergoing difficult situations and seek assistance from the centre, the centre will offer support as appropriate. Our Centre offers a parent library which provides resources and contact numbers for various support groups within the local community such as a playgroup and speech therapists.

For families who use English as a second language, translated documents can be provided.

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**Source:** Education and Care Services National Law and the Education and Care Services National Regulations 2015, ECA Code of Ethics, National Quality Standard, Australian Children’s Education & Care Quality Authority. Early Years Learning Framework for Australia: Belonging, Being and Becoming, 2009, Raising Children Network – Involving parents in school and child care  
[http://raisingchildren.net.au/articles/involving\\_parents\\_in\\_school\\_and\\_childcare.html](http://raisingchildren.net.au/articles/involving_parents_in_school_and_childcare.html)

**Date Implemented:** 16/04/2012

**Review Completed:** 29/04/2019

**Schedule for Review:** 29/04/2020

**Authorised:** June 2019

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National Quality Standard – NQS		
Quality Area 6: Partnership with families and community		
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 service	Families are supported from enrolment to be involved in their service and contribute to service 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 service 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.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program
6.2.3	Community and engagement	The service builds relationships and engages with its community
Education and Care Service National Regulations		
157	Access For Parents	

