

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.

'Children thrive when families and educators work together in partnership to support young children's learning.'
(Early Years Learning Framework, p.9)

Implementation

We acknowledge the primary and critical influence families have in their children's lives and understand 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. Positive relationships with families help to build collaborative partnerships, as together we share a common objective and responsibility for reaching quality outcomes and goals for children.

We will provide regular information about the Centre and ongoing opportunities for families to contribute in our curriculum. All staff will communicate with families in a positive and supportive manner that encourages respectful and trusting relationships.

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 monthly 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 Director 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:

- All families are welcomed and respected at our Centre
- Information communicated with families is reliable and accurate, especially if it involves the health and safety of children, employees and visitors to the Centre. (eg: Department of Health, Public Health Units).
- Families are aware of our open-door policy, unless such entry would pose a risk to the safety of children/educators or breach court orders regarding access to children
- Families are provided with a *Parent Handbook* during the enrolment and orientation process
- The enrolment and orientation process provide families with information about the statement of philosophy, policies, and practices of the Centre
- Educators provide information to families regarding the content and operation of the educational program in relation to their child, and that a copy of the educational program is available for viewing at the education and care service



- Families have access to their child’s Educational Journal outlining developmental progress against the approved learning framework, as well as their strengths, developmental needs, and interests
- 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 affects their child whilst at the Centre either immediately after the incident or when they collect their child, depending on the severity of the incident. Notification must be made within 24 hours of the occurrence.
- The early childhood environment has an administrative space that is adequate for the purpose of consulting with parents and for conducting private conversations and meetings
- Respect, confidentiality and sensitivity are key elements of effective communication with families
- Processes are in place to communicate with families for whom literacy is an issue, or for whom English is not a first language
- Fact sheets and brochures are printed in required languages and are readily available for families to access
- An interpreter service is available to ensure communication with parents and families not hindered due to language barriers
- Families are notified of changes to Centre policies at least 14 days before making changes to a policy or procedure that may have a significant impact on
 - The centre’s provision of education and care to any child enrolled in the centre or
 - The family’s ability to utilise the centre
 - Changes to the way fees are charged and collected
- Families are notified of any changes to the National Regulations
- The current Education and Care Services National Regulations are available for parents to access
- Families are encouraged to complete surveys to contribute and share ideas about their child, provide suggestions about the program or give feedback
- A Parent Committee is created to encourage family involvement and input into the Centre’s organisation and activities

The Nominated Supervisor and Educators will:

- Develop collaborative partnerships with families that involve respectful communication about all aspects of a child’s learning
- Inform families about the processes for providing feedback and making complaints (*Grievance Policy*)
- Be available for families on arrival and pick up to communicate about their child’s day through informal discussions
- 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 developmental concerns
- Encourage ongoing open and direct two-way communication with families to develop trust and a collaborative relationship
- Encourage families to contribute to the continuous quality improvement progression within the Centre through their involvement in the self-assessment and QIP review
- Provide families with a range of communication methods which may include the use of online platforms, emails, verbal communication, newsletters, Stay and Play Sheet displayed in the foyer, Notice Board and notes sent home
- 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 during the enrolment process about their child including related medical and health information
- Notify educators when any information related to the education and care of their child changes (Medical Management Plans, Court orders-parental orders, authorised nominee)
- Participate in informal and formal interactions with educators to discuss their child's learning and develop learning goals
- Be encouraged to contribute to the learning program and share their culture, language and beliefs with others in the Centre
- 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.
- Be invited to be involved in the parent committee
- Be encouraged to attend children's excursions to help meet required ratios and support their children's knowledge of and engagement in their community
- 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 endeavour to keep families informed of news and events in the centre through notices, newsletters and emails.
- Families are encouraged to make suggestions and offer critique on our program, philosophy, management and food menu.
- 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 notice board displaying upcoming events and notices.
- Emails
- Monthly 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.

Source: Australian Children’s Education & Care Quality Authority. (2014). Australian Government. Department of Education, Skills and Employment. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. (2009). Early Childhood Australia Code of Ethics. (2016). [Education and Care Services National Regulations](#). (2011). Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017) Guide to the National Quality Framework (2017). (Amended 2020). Raising Children Network Australia. (2006-2019). *Effective communication with parents: professionals* <https://raisingchildren.net.au/for-professionals/working-with-parents/communicating-with-parents/communication-with-parents> Revised National Quality Standard. (2018) Yorganop Indigenous Professional Support Unit *A Welcoming Yarn Engaging with Aboriginal and Torres Strait Islander Children and their Families in Education and Care Settings*. (2017). <https://childaustralia.org.au/wp-content/uploads/2017/02/A-Welcoming-Yarn-2016-Final.pdf>

Date Implemented: 16/04/2012

Review Completed: 29/03/2021

Schedule for Review: 29/03/2022

Authorised by COM: Nov 2020

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		
86	Notification to parents of incident, injury, trauma and illness	
87	Incident, injury, trauma and illness record	
111	Administrative space	
157	Access for parents	
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
168	Education and care Service must have policies and procedures
172	Notification of change to policies or procedures
181	Confidentiality of records kept by approved provider

