

MONITORING, SUPPORT AND SUPERVISION OF FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS POLICY

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service

EDUCATION AND CARE SERVICES NATIONAL LAW	
163	Offence relating to appointment or engagement of family day care co-ordinators
164	Offence relating to assistance to family day care educators

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
30	Condition on service approval-family day care educator insurance
163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
164	Requirement for notice of new persons at residence
168	Education and care services must have policies and procedures
169	Additional policies and procedures-family day care service
169(2)(d)	Monitoring, support and supervision of family day care educators, including how the service will manage educators at remote locations
180	Evidence of prescribed insurance

Victorian Child Safe Standards	
Standard 1	Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued
Standard 2	Child safety and wellbeing is embedded in organisational leadership, governance and culture
Standard 3	Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously
Standard 4	Families and communities are informed, and involved in promoting child safety and wellbeing
Standard 5	Equity is upheld and diverse needs respected in policy and practice
Standard 6	People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice
Standard 7	Processes for complaints and concerns are child focused
Standard 8	Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
Standard 9	Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
Standard 10	Implementation of the Child Safe Standards is regularly reviewed and improved
Standard 11	Implementation of the Child Safe Standards is regularly reviewed and improved

RELATED POLICIES

Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy Curriculum Pedagogy and Education Policy Engagement and Registration of FDC Educators Policy Engagement or Registration of FDC Educator Assistants Policy	Keeping a Register of Family Day Care Educators Policy Provision of Information Assistance Training to Family Day Care Educators Policy Visitors to the Family Day care Residences Policy Assessment of Family Day Care Educators, Assistants and Persons residing at the Family Day Care Residence Policy
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PURPOSE

The Family Day Care Service aims to maintain a high quality of education and care to children by supporting and monitoring family day care educators and educator assistants. Coordinators ensure the safety, health and wellbeing of the children being educated and cared for within the Service and support educators to ensure the educational and developmental needs of all children are met. We promote the continual improvement of practices within the Service through monitoring, supporting and supervising family day care educators and educator assistants.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, Educator Assistants, children, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

The Family Day Care Service/ Approved Provider will appoint a coordinator/s to support, monitor and supervise FDC educators and educator assistants to ensure compliance with the Education and Care Services National Regulations and National Quality Standard and to be invested to continuously improve the service.

The Approved Provider will:

- keep evidence of the current prescribed insurance at the principal office of the FDC service (public liability insurance with a minimum cover of \$10 000 000- Reg 30)
- ensure coordinators hold an approved diploma level education and care qualification, or hold a former approved diploma level qualification completed before 1 January 2012 or, hold a qualification that ACECQA has determined to be an equivalent diploma level educator qualification
- ensure coordinators provide ongoing support and advice to educators and educator assistants at all times education and care is being provided
- ensure coordinators are equipped with mobile phones, laptop computers and/or other devices to ensure communication with educators, wherever they are located, is seamless and personal
- ensure the minimum coordinator to educator ratio is applied to all new Family Day Care services approved from 1 October 2017 (1:15 for the for the first 12 months operating; 1:25 after the first 12 months of operation)
- be aware of existing ratios of coordinators to educators as a condition of approval from the regulatory authority
- ensure an accurate register of each FDC educator, co-ordinator and educator assistant is maintained and kept securely. (This register must be kept for three years after an Educator, co-ordinator or Educator Assistant ceases to be registered at the service).
- ensure record of assessments of family day care residence and approved venues are kept up to date

- ensure record of service's compliance with the National Law is kept and is readily available for the regulatory authority to sight

The Coordinator will:

- take reasonable steps to ensure that each FDC educator and educator assistant engaged within the service have adequate knowledge and understanding of education and care to children
- monitor and supervise family day care educators and educator assistants in all locations through a range of methods including:
 - conducting regular scheduled visits to educator's homes
 - engaging in regular telephone conversations, emails and text messages
 - utilising **Skype®** or Zoom to communicate with educators who are remotely located
 - organising team meetings through online platforms to
 - encourage collegiality and
 - providing targeted professional learning
 - share resources, ideas
 - provide opportunities for other educators to 'see' how educators program for children
- provide additional and flexible support to services located in remote locations including visits in person when possible, face time, regular phone calls
- be contactable by telephone AT ALL TIMES whilst children are in attendance at a service to respond to educator's requests for assistance and support including: weekends and overnight stays
- respond to educator emails within 24 hours
- provide feedback to ensure practices meet service policies and National Quality Framework, EYLF and MTOP framework, National Law and Education and Care Services National Regulations
- be responsive to FDC educator and educator assistant's requests for assistance and/or mentoring
- support educators to reflect critically on their practice
- provide assistance with the service's self-assessment, identifying areas that need improvement and promote continuous improvement to be documented in their Quality Improvement Plan (QIP)
- promote and plan for social outings, playgroups and other meetings to support educators
- ensure policies and procedures are in place at the service including safe sleep and rest practices

- take reasonable steps to ensure that any serious incident or complaint is adequately and promptly addressed by the regulatory authority
- report issues/concerns where children's needs are not being met or a child/ren is at risk

The Educational Program

- maintain an up to date educational program displayed at the service that is accessible to families
- ensure the educational program is delivered in accordance with an approved learning framework (Belonging, Being & Becoming: The Early Years Learning Framework; My Time Our Place: Framework for School Age Care in Australia)
- monitor and support the developmental needs, interests and experiences of each individual child at the service
- provide relevant support and assistance to educators assisting them to identify the individual needs of each children in care and plan relevant inclusive experiences
- assist educators to observe and monitor development
- monitor documentation in order to meet the requirements outlined in the Regulations and National Quality Standard
- support educators and educator assistants to respond to requests from families about their child promptly and respectfully
- ensure educators and educator assistants adhere to the Australian Code of Ethics, forming positive and respectful relationships with families and children.

Educator's Qualifications and Professional Learning

- maintain a register of education qualifications for FDC educators and educator assistants
- take reasonable steps to ensure that each FDC educator and educator assistant engaged within the service have adequate knowledge and understanding of education and care to children
- support and monitor FDC educators who are '*actively working towards*' their early childhood qualifications, working in accordance with training requirements
- collaborate with FDC educators to discuss and reflect on individual children and families
- offer professional learning opportunities to FDC educators, educator assistants and other staff involved in the family day care service to enhance their skills and professional development
- professional develop may include, but is not limited to:
 - EYLF, MTOP approved learning frameworks
 - behaviour guidance strategies

- intentional teaching strategies
- risk assessment- transporting children for regular outings, planning excursions, physical environment
- reflective practice
- cultural competency
- child safe standards and child protection
- assessment and rating

Physical Environment

- Ensure the Family Day Care residence and/or venue, including equipment and resources, are in a clean and safe condition
- Conduct annual assessments of the FDC approved residence and/or venue using checklists as indicated in *Assessment, Re-Assessment of FDC Residence Policy*
- Support FDC educators to provide many opportunities for play within their program by offering a range of materials and experiences to children of different ages (toy library, sharing specific art equipment)
- Support FDC educators to conduct risk assessments to develop and maintain a child safe environment for all children
- Monitor any modifications required to the environment to ensure compliance
- Monitor and support educators in providing a physical environment that is safe, appropriate, culturally diverse and inclusive for all children.

SOURCE

Australian Children's Education & Care Quality Authority. (2014)

Australian Children's Education & Care Quality Authority- *National Quality Framework Information Sheet Requirements for Family Day Care Providers*. (2017)

Australian Government Department of Education Child Care Provider Handbook

<https://www.education.gov.au/child-care-provider-handbook-0>

Education and Care Services National Law Act 2010. (Amended 2018).

[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).

National Quality Standard. (2018)

Victoria State Government- Department of Education and Training (2019)