

# FAMILY COMMUNICATION POLICY

Family participation is an important part of making Dalas Family Day Care Service a true part of the community. We believe in assisting our FDC educators create 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)

## NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS |                                        |                                                                                                                                                         |
|--------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 SERVICES NATIONAL REGULATIONS |                                                                                      |
|--------------------------------------------------|--------------------------------------------------------------------------------------|
| 86                                               | Notification to parents of incident, injury, trauma and illness                      |
| 87                                               | Incident, injury, trauma and illness record                                          |
| 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         |

| 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

|                                                                                                                                          |                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Anti-Bias and Inclusion Policy<br>Educational Program Policy<br>Grievance Policy (Families)<br>Incident Injury Trauma and Illness Policy | Interactions with Children, Family and Staff Policy<br>Open Door Policy<br>Privacy and Confidentiality Policy<br>Sick Children Policy |
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## PURPOSE

We encourage family participation and open communication within our FDC Service and with our approved FDC educators. Families are invited to attend parent information meetings and assist with projects in keeping with our open-door policy.

We aim to ensure open communication through the enrolment and orientation process, policy and statement of philosophy review, feedback forms, parent committee, daily program, documentation, formal and informal meetings, emails, and conversations.

## SCOPE

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

## IMPLEMENTATION

We acknowledge the primary influence that 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 FDC Service and ongoing opportunities for families to contribute to our curriculum. Our Coordination unit and FDC educators will communicate with families in a positive and supportive manner that encourages respectful and trusting relationships.

The Approved Provider, Coordinator, Educators and Educator Assistants will ensure:

- all families are welcomed and respected at our FDC Service and within FDC residences/venues
- information communicated with families is reliable and accurate, especially if it involves the health and safety of children, employees and visitors to the Service. (eg: Department of Health, Public Health Units).
- families are provided with a range of communication methods which may include the use of online platforms, emails, verbal communication, newsletters, Daily Report, Family Involvement Wall, sign-in sheets, Notice Board and notes sent home
- 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/family 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 Service
- families are informed about the processes for providing feedback and making complaints [see- *Grievance Policy (Families)*]

- FDC 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 FDC residence/venue
- families have access to their child's developmental records outlining developmental progress against the approved learning framework, as well as their strengths, developmental needs, and interests
- collaborative partnerships with families that involve respectful communication about all aspects of a child's learning are developed
- 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 FDC residence/venue 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.
- 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 FDC Service policies at least 14 days before making changes to a policy or procedure that may have a significant impact on
  - the provision of education and care to any child enrolled in the FDC service or
  - the family's ability to utilise the FDC service
  - 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
- families are encouraged to contribute to the continuous quality improvement progression within the FDC Service through their involvement in the self-assessment and QIP review

**Families will:**

- provide accurate information during the enrolment process about their child including related medical and health information
- notify the FDC educator and Coordination unit when any information changes- (Medical Management Plans, Court orders-parental orders, authorised nominee)
- participate in informal and formal interactions with the FDC educator 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 FDC educator
- be invited to contribute to the quality improvement process within the FDC Service
- be encouraged to attend children's excursions to help meet required ratios and to support their children's knowledge of and engagement in their community.
- be invited to events held periodically to help families network and develop friendships in the local community.
- be invited to review the FDC Service policies and routines.

#### 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 Standard. (2017).

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://childdaustralia.org.au/wp-content/uploads/2017/02/A-Welcoming-Yarn-2016-Final.pdf>

#### REVIEW

| POLICY REVIEWED | August 2022                                                                                                                                                                      | NEXT REVIEW DATE | August 2023 |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------|
| MODIFICATIONS   | <ul style="list-style-type: none"> <li>• policy reviewed and minor edits</li> <li>• sources checked for currency</li> <li>• Policy purchased from Child Care Desk top</li> </ul> |                  |             |

| POLICY REVIEWED | PREVIOUS MODIFICATIONS                                                                                                                                                                                                                                                                                                                                            | NEXT REVIEW DATE |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| August 2020     | <ul style="list-style-type: none"> <li>• National regulations added</li> <li>• additional related policies included</li> <li>• further content added to points</li> <li>• inclusion of culturally and linguistically diverse families</li> <li>• further sources added</li> <li>• New policy created to maintain effective communication with families</li> </ul> | August 2021      |