

Family Communication Policy

In our Service, Family participation is an important part of making the Service 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.

National Quality Standards (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

Related Policies

Anti-Bias and Inclusion Policy
 Educational Program Policy
 Interactions with Children, Family and Staff Policy
 Open Door Policy

PURPOSE

We encourage family participation and open communication within our Service. Families are invited to attend parent information meetings and assist with projects this works in collaboration with our open-door policy.

We aim to ensure open communication through the enrolment and orientation process, via feedback channels, with our parent committee and directly on our daily program, as well as via formal and informal meetings, emails, and conversations.

SCOPE

This policy applies to children, families, staff, management, and visitors of the Service.

IMPLEMENTATION

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 Service and ongoing opportunities for families for families to contribute to our curriculum.

Management will ensure:

- Families are aware of our open door unless such entry would pose a risk to the safety of children/educators or breach court orders regarding access to children.
- Educators provide information to families regarding the content and operation of the educational program, in relation to their child. A copy of the educational program is available for inspection at the education and care service.
- 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 Service.
- OSCA has an office which is adequate for the purpose of consulting with parents and for conducting private conversations and meetings
- Families are notified of changes to Service policies.
- The current Education and Care Services National Regulations is available for parents to access
- The enrolment and orientation process provides families with information about the philosophy, policies, and practices of the Service
- A Parent Committee is created to encourage family involvement in the Service.

Nominated Supervisor will:

- Inform families about the processes for providing feedback and making complaints.
- Encourage families to be involved in the curriculum, provide feedback, visit the Service, bring in items from the home environment and give feedback on their child/children's emerging interests and needs.
- Endorse continuous open and direct two-way communication with families, assisting them to feel associated with their children's experiences, developing trust and collaboration.
- Provide families with a range of communication methods which will include emails, verbal communication, Flexischools app, notice board and phone calls.

- Support children with transitioning at the beginning of each year when Kindy children start Pre-Primary, and Pre-Primary children start year 1.
- Children have a voice and therefore a choice in program ideas, executing ideas supporting children that might need guidance.

Families will:

- Provide accurate information on enrolment and medical information forms during the enrolment process and notify educators when any information changes.
- Be requested to contribute to the quality improvement progression within the Service.
- Be invited to assist with working bees held at the service.
- Be invited to events be held periodically to help families network and develop friendships in the local community.
- Be asked to review the Centre policies, children’s goals, and routines.

Source

- Australian Children’s Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- Early Years Learning Framework for Australia: Belonging, Being and Becoming, 2009
- Raising Children Network – Involving parents in school and childcare
http://raisingchildren.net.au/articles/involving_parents_in_school_and_childcare.html
- Revised National Quality Standard

Review

Policy Review Date
October 2021