



Communication

Policy Statement

This policy acts to ensure that:

- Educators, Staff, Children and Families who utilise the service are involved in regular and open communication that is respectful, warm and friendly

Explanation

Communication is a two-way process; it is the fuel that drives partnerships. As an Out of School Hours Care Service we must be responsive to the diverse childcare needs of the community.

Goals

- To develop open relationships with everyone that uses our services, including staff, children, families and the wider community so that communication channels are always open, honest and transparent
- Engage in regular and open communication with families about their child with respect to the expertise, culture, values and beliefs of families

Communication Strategies

Communication between Coordinators and Educators:

- Completion of a comprehensive induction program with each new Educator prior to them starting work
- Providing written feedback during routine visits, and at other times as required
- Telephone support
- Regular emails
- Regular Training and Professional Development, including involvement in the “Be You” Program and its Support Tools
- Ensuring the mentoring of new Educators is encouraged and facilitated by Educators and Coordinators
- Relevant information regarding Educator and Staff training, resources and the services Policies, Procedures and Guidelines being posted on CKC’s Facebook Page
- Access to the CCEL Facebook Educator Networking Page to enable educators to share ideas, articles and resources
- Staff Meetings

Policy Created
February 2016

Policy Last Updated
October 2021

Policy Review Date
April 2023



Communication between Coordinators and Families:

- Enrolment Interviews with families and the Service to discuss their care needs and requirements
- Parents being able to meet with a Coordinator by appointment to discuss any issues or concerns about their child, Educators, or the Service
- Families providing feedback about the service through the Annual Client Satisfaction Survey, and at any other times the family wishes to do so
- Verbal and/or via written notes, newsletters, emails, Facebook Page, prearranged meetings, and any other forms of communication
- Phone contact
- Actively encouraging families to participate in the service they are utilising, and to attend and participate in social events organised by the service
- Relevant information regarding parent training, resources, upcoming events and the services Policies, Procedures and Guidelines being posted on CKC's Facebook Page
- Meetings involving co-ordination unit staff, educators, families and teachers at schools

Communication between Coordinators and Community Agencies:

- Networking with other Early Education and Care Services
- Networking with local schools on the provision of suitable, quality Out of School Hours Care
- Shared training
- Utilising PSC Services such as Inclusion Support
- Maintaining an open relationship with Mission Australia and the Brighter Futures Program in relation to the provision of care and ongoing monitoring of children at risk
- Communication with, and utilisation of Child Protection Helpline and 'ChildStory' Mandatory Reporting guidelines
- Building a positive relationship with DEC's in relation to the care of foster children within the service
- Being aware of and tapping into the resources of the local area that Community Services and Neighbourhood Centres offer in the way of support to families

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Communication between Educators and Families:

- Orientation visits where the child and family have a chance to stay and familiarise themselves with the Service, Educators and other children being cared for
- Forms that families fill in with information about their child and the child's care requirements: Enrolment Forms, Medication Forms
- Promotion of continuous open and honest two-way communication to assist families to feel connected with their children's experience, and to develop trust and confidence in the service
- The provision of regular information to families about their child's experiences and achievements while in care
- Verbal and/or via written notes, newsletters, emails, Facebook Page, prearranged meetings, and any other appropriate forms of communication
- Families being encouraged to keep Educators informed/ aware of their needs as well as their child's needs, experiences, and interests
- Actively encouraging families to participate in the service they are utilising, and to attend and participate in social events organised by the service
- Educators seeking advice and ideas from families about their child
- Provide families with opportunities for shared decision making about their child's learning and wellbeing, inviting contributions to the educational program delivered at the service

LINKS TO:

- Education & Care Services National Law
- Education & Care Services National Regulations: 73, 74, 76, 91, 98, 155, 156, 168, 173
- National Quality Standards/Elements: 1.3.3, 4.2, 4.2.1, 4.2.2, 6.1, 1.1.1, 6.1.2, 6.1.3, 6.2, 6.2.1, 6.2.2, 6.2.3, 7.1.2
- Child Safe Standards: 1, 3, 6, 9, 10

Continual Monitoring and Improvement

Continual improvement and monitoring will occur in the following ways:

- Incidental and planned consultation with families
- Approved Provider and Co-ordination Unit Staff accessing current relevant information
- Approved Provider, Co-ordination Unit Staff and Educators accessing current and relevant training
- Internal evaluation of incidences and the improvement of systems



SOURCES

Education and Care Services National Regulations, October 2020

Education and care Services National Law, February 2018

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, October 2017

Guide to the National Quality Standard, January 2020

Implementing the Child Safe Standards: A Guide for Early Education and Outside School Hours Care Services, NSW Department of Education, 2021

A Guide to the Child Safe Standards, NSW Office of the Children's Guardian, 2020

Be You – www.beyou.edu.au