

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 Early Education and Care Service we must be responsive to the diverse childcare needs of the community.

Goals

- To value the input of families, children, educators and the wider community to help create a service that meets the needs of the children and families who attend the service
- 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:

- Ensure open and honest communication at all times
- Complete a comprehensive induction program with each new educator prior to them starting work
- Conduct regular announced and unannounced support visits
- Provide feedback during routine visits, and at other times as required
- Telephone support
- Regular emails
- Provide regular training and professional development opportunities
- Ensure the mentoring of new educators is encouraged and facilitated by other educators and Coordinators
- Relevant information regarding educator and staff training, resources and the services Policies, Procedures and Guidelines emailed out and posted on the Service's Website and Networking Pages

Policy Created
February 2016

Policy Last Updated
October 2024

Policy Review Date
October 2026

- Access to the CCEL Facebook Educator Networking Pages for FDC Educators to enable them to share ideas, articles and resources
- Staff Meetings

Communication between Coordinators and Families:

- Ensure open and honest communication at all times
- Enrolment Interviews are conducted with families and the Service to discuss their child's 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 at any 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 encourage 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 CCEL's Facebook Pages
- Meetings involving Coordinators, educators, families and teachers at schools

Communication between Coordinators and Community Agencies:

- Ensure open and honest communication at all times
- Networking with other Early Education and Care Services
- Networking with local schools
- Shared training
- Utilising Support Services such as Inclusion Support
- Maintain an open relationship with relevant care agencies 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

Communication between Educators and Children:

- Maintains open and honest communication at all times
- Is authentic and responsive
- Maintains the dignity and rights of each child
- Supports children in feeling confident in the environment
- Is a variety of communication styles, with one-on-one interactions as well as whole group interactions
- Supports children to be involved in meaningful and positive interactions and communication styles

Communication between Educators and Families:

- Ensure open and honest communication at all times
- Enrolment Interviews for Family Day Care Services where families have a chance to meet the FDC educator and find out more about how their FDC Service operates
- 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
- It is essential for families to always fully disclose any factors including worries or concerns, that may affect their child's health and safety while in our care so that we can provide adequate support and guidance to keep children safe from harm and hazards while attending our service

LINKS TO:

- **Education & Care Services National Law**
- **Education & Care Services National Regulations**
73, 74, 76, 91, 98, 155, 156, 168, 169, 170
- **National Quality Standards/Elements:**
1.3.3, 4.2.1, 4.2.2, 6.1.1, 6.1.2, 6.1.3, 6.2, 6.2.1, 6.2.2, 6.2.3, 7.1.2, 7.1.3
- **Child Safe Standards**
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

- 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

Continual Monitoring and Improvement

Continual improvement and monitoring will occur in the following ways:

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

SOURCES

- Education and Care Services National Regulations
- Education and Care Services National Law
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- Guide to the National Quality Standard
- Implementing the Child Safe Standards: A Guide for Early Education and Outside School Hours Care Services, NSW Department of Education
- A Guide to the Child Safe Standards, NSW Office of the Children's Guardian, 2020
- ACECQA – FDC Approved Provider compliance responsibilities – October 2017
- Be You
- My Time Our Place: Framework for School Age Care in Australia
- The Early Years Learning Framework
- ECA Code of Ethics
- United Nations Convention on the Rights of the Child

LINKS TO OTHER POLICIES:

- Child-Safe Environment
- Complaints Handling
- Enrolment & Orientation
- Parent Code of Conduct
- Privacy & Confidentiality
- Staff Code of Conduct