

FAMILY COMMUNICATION POLICY

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.

'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
111	Administrative space
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

RELATED POLICIES

Anti-Bias and Inclusion Policy Educational Program Policy Grievance Policy Incident, Injury, Trauma and Illness Policy	Interactions with Children, Family and Staff Policy Open Door Policy Privacy and Confidentiality Policy Sick Children Policy
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PURPOSE

We encourage family participation and open communication within our Service. 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 children, families, staff, management, and visitors of the Service.

IMPLEMENTATION

We acknowledge the primary and critical influence 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 Service and ongoing opportunities for families to contribute in our curriculum. All staff will communicate with families in a positive and supportive manner that encourages respectful and trusting relationships.

Management will ensure

- all families are welcomed and respected at our Service
- 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 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 *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
- 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 the education and care service
- 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
- families are notified of any incident, injury, trauma, or illness that affects their child whilst at the Service 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.
- the early childhood environment has an administrative space that is adequate for the purpose of consulting with parents and for conducting private conversations and meetings
- 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
- an interpreter service is available to ensure communication with parents and families not hindered due to language barriers
- families are notified of changes to Service policies at least 14 days before making changes to a policy or procedure that may have a significant impact on
 - the service's provision of education and care to any child enrolled in the service or
 - the family's ability to utilise the 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



The Nominated Supervisor and Educators will:

- develop collaborative partnerships with families that involve respectful communication about all aspects of a child's learning
- inform families about the processes for providing feedback and making complaints (*Grievance Policy*)
- be available for families on arrival and pick up to communicate about their child's day through informal discussions
- encourage families to be involved in the curriculum, providing feedback, visiting the Service, bringing in items from the home environment, and giving feedback on children's emerging interests and developmental concerns
- encourage ongoing open and direct two-way communication with families to develop trust and a collaborative relationship
- encourage families to contribute to the continuous quality improvement progression within the Service through their involvement in the self-assessment and QIP review
- provide families 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
- use a communication book with families as required (for example, behaviour guidance and inclusion support plans).

Families will

- provide accurate information during the enrolment process about their child including related medical and health information
- notify educators when any information related to the education and care of their child changes (Medical Management Plans, Court orders-parental orders, authorised nominee)
- participate in informal and formal interactions with educators 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 Service
- be invited to contribute to the quality improvement process within the Service
- be encouraged to attend children's excursions to help meet required ratios and support their children's knowledge of and engagement in their community
- be invited to assist with working bees held at the service
- be invited to events held periodically to help families network and develop friendships in the local community
- be invited to review the service's 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 Framework (2017). (Amended 2020).

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



REVIEW

POLICY REVIEWED	May 2021	NEXT REVIEW DATE	May 2022
MODIFICATIONS	<ul style="list-style-type: none"> policy reviewed and minor edits sources checked for currency 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
April 2020	<ul style="list-style-type: none"> National regulations added additional related policies included further content added to points inclusion of culturally and linguistically diverse families further sources added 	April 2021	
April 2019	Points added Sources checked for currency Sources/references corrected, updated, and alphabetised	April 2020	
April 2018	Minor terminology and grammatical adjustments made to further support understanding and implementation Included the list of related policies	April 2019	
October 2017	Updated the references to comply with the revised National Quality Standard	April 2018	
April 2017	Minor changes made to policy	April 2018	