

# Family Communication

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 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.

## RELATED POLICIES

Anti-Bias and Inclusion Policy Educational Program Policy	Interactions with Children, Family and Staff Policy Open Door 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 review, feedback forms, daily program, documentation, formal and informal meetings, emails, StoryPark 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. Positive relationships with families' turn into a partnership as together we share a common objective and responsibility for reaching goals for children.

We will provide regular information about the Service and ongoing opportunities for families to contribute in our curriculum.

### Management will ensure

- 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.
- 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 framework, as well as their strengths, developmental needs, and interests.
- 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 Service.
- 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.
- Families are notified of changes to Service policies and National Regulations.
- The current Education and Care Services National Regulations are available for parents to access.

- The enrolment and orientation process provides families with information about the philosophy, policies, and practices of the Service.

#### The Nominated Supervisor and Educators will:

- Inform families about the processes for providing feedback and making complaints.
- Be available for families on arrival and pick up to communicate about their child's day.
- 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 quality improvement progression within the Service.
- Provide families with a range of communication methods which may include via StoryPark, 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 on enrolment and medical information forms during the enrolment process.
- Notify educators when any information changes.
- Be requested to contribute to the quality improvement progression within the 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 centre policies, children's goals and routines.
- Be asked to complete some home tasks, which is then used in the daily curriculum.

### Source

Australian Children’s Education & Care Quality Authority. (2014).  
 Belonging, Being and Becoming: The Early Years Learning Framework for Australia. (2009).  
 Early Childhood Australia Code of Ethics. (2016).  
 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). *Involving parents in school and child care*: [http://raisingchildren.net.au/articles/involving\\_parents\\_in\\_school\\_and\\_childcare.html](http://raisingchildren.net.au/articles/involving_parents_in_school_and_childcare.html)  
 Revised National Quality Standard. (2018).

### REVIEW

POLICY REVIEWED	April 2019	NEXT REVIEW DATE	April 2020
MODIFICATIONS	<ul style="list-style-type: none"> <li>• Added ‘Educators’ to “The Nominated Supervisor will”</li> <li>• Points added (Highlighted).</li> <li>• Sources checked for currency.</li> <li>• Sources/references corrected, updated, and alphabetised.</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
April 2018	<ul style="list-style-type: none"> <li>• Minor terminology and grammatical adjustments made to further support understanding and implementation</li> <li>• Included the list of related policies</li> </ul>	April 2019	
October 2017	<ul style="list-style-type: none"> <li>• Updated the references to comply with the revised National Quality Standard</li> </ul>	April 2018	
April 2017	<ul style="list-style-type: none"> <li>• Minor changes made to policy</li> </ul>	April 2018	