

## Partnerships with Families

### Introduction and Purpose

The Approved Service believes that successful childcare depends on partnerships between families, Educators and the staff. The Approved Service strives towards fostering professional partnerships with families through open and honest communication.

Educators and staff will be respectful and positive towards families and children, and consider their input as a valuable and important means of ensuring the best care for their child/ren.

### Procedure

#### **Family Engagement**

- All communication with families should be polite, fair, respectful and honest. Confidentiality will be maintained.
- Family values and involvement are vital to ensure continuity of care for their child/ren. The level of family involvement is dependent on the individual family's needs and desired participation.
- From first contact onwards, meetings/interviews should be viewed as opportunities to listen to families and gain insight into their child/ren.
- During the enrolment/orientation process families are asked to complete an information form about their child/ren's routine, interests, likes/dislikes etc. This information is provided to Educators to help children transition into the care environment.
- Parent/guardians are welcome to visit their child at any time during booked hours.
- Encourage families to decide how they wish to orientate and settle their child/ren into the service. Educators should tailor the settling in period to suit the family's needs, under a mutual agreement.
- Educators and staff should always regard parental input as important and seek to implement this where possible/practical.
- Educators are to encourage and implement family input into programming, routines and service delivery.
- Educators should set aside time, on a regular basis, to allow parents to talk about their child/ren's progress.
- Educators should regularly exchange information with parents about their child's experiences in care (e.g. food consumption, sleeping, nappy change etc.). Likewise, parents should give Educator feedback about events from the home environment. It is recommended that Educators use both verbal and written means to achieve this.
- Educators need to provide balanced feedback to families.
- The Approved Service staff visit Educators regularly and build rapport with the children in care. After each visit, staff email families supplying information about the child/ren's activities, photos (with written parent permission), and the contact details of the staff member to encourage feedback from families.
- Involve all families in fundraising events whilst respecting their right to abstain.
- Provide social events to encourage community building amongst families, Educators and staff.

#### **Feedback**

- Families are encouraged to provide feedback into the Educators service and/or the Approved Service. Educators and staff are encouraged to reflect on feedback to enhance the cycle of continual improvement.
- Families are encouraged to provide input to Educators about their child/ren's needs and interests. Educators are to implement input from families and include this in programming.
- The Approved Service welcomes feedback and involvement from families through:
  - Participation in surveys.
  - Phone, written and/or email correspondence.
  - Face to face and/or phone enrolment and orientation process.
  - Attendance at special events, celebrations and Play Session.
  - Participation in consultation into policy review and service delivery.
  - Attendance at training/information sessions.
  - Submission of articles for newsletter.
  - Feedback via the Educator.
- The Approved Service can be contacted at [fdcadmin@ccss.org.au](mailto:fdcadmin@ccss.org.au) or (02) 8843 2560.

- The Approved Service records feedback and uses it to inform the QIP process and apply follow up actions.
- For a grievance or complaint see the Grievance and Complaint policy.

### **Communication with Families**

The Approved Service aims to provide as many outlets as possible for family/service communication. These include:

- Face to face during the enrolment/orientation process and ongoing.
- Provision of parent handbook.
- Communication between the Educator and families.
- Regular correspondence from staff following visits to the Educators residence.
- Regular newsletter emailed to families.
- Notice board displaying upcoming events and notices at the Educators premises.
- Formal and informal meetings with parents as necessary.
- Short surveys seeking feedback into the service's practices.
- Requesting input into policy, guideline and philosophy review.
- Provision of information, via email and website, as relevant to families.

If necessary, Educators have support and access to translation services to provide this information for families.

### **Additional Information**

- The Code of Conduct clarifies the standards of behaviour that are expected from Educators and staff.

### **Reference/Source**

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 - Part: 4.1- 73, 75-76, Part 4.2 - 80, 86, 99, 102, Part 4.3 - 111, Part 4.6 -157, Part 4.7- 168, 171, 172,173, 185.

National Quality Standard for Early Childhood Education and Care and School Age Care. Quality Areas 5 6 & 7.