



Family Participation and Communication

Review Date 28/11/2025

Introduction

"Partnerships with families contribute to building a strong, inclusive community within the service. Continuous, honest and open two-way communication with educators assists families to feel connected with their children's experience in early education and care and helps them develop trust and confidence in our preschools. Shared decision making with families supports consistency between children's experiences at home and at the service, helping children to feel safe, secure and supported."

Guide to the National Quality Standard (3) ACECQA (2011), p.148.

Family participation is an important part of making the service a true part of the community and creating an environment that is welcoming and inclusive and supports a sense of belonging for children, families and educators.

Goals – What are we going to do?

Evans Head Pre-School Association Inc. welcomes and facilitates family participation and open communication. The Nominated Supervisor and educators prioritise "getting to know" families, beginning at enrolment. Time is consciously invested in building and maintaining relationships. We encourage families to engage with their children's education and care. Families are invited to join the Management Committee, assist with projects and attend social gatherings. Our preschools have an open-door policy for families.

Evans Head Pre-School Association Inc. values the input of families, educators and the wider community to help create a rich learning environment for the children who attend the service.

Ongoing participation and communication are sought through the enrolment and orientation process, policy review, feedback, surveys, collaborative projects, Management Committee, the daily program, documentation, excursions and incursions, formal and informal meetings, social gatherings, emails and conversations.

Strategies - How will it be done?

Through the Nominated Supervisor, the Approved Provider will:

- Ensure that parents may enter the education and care services at any time unless such entry would pose a risk to the safety of children/educators or breach court orders regarding access to children.

- Ensure that 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 inspection at the education and care service.
- Ensure that families have access to documents regarding the assessment of their child's developmental needs, interests, experiences and participation in the educational program and assessments of the child's progress against the outcomes of the educational program.
- Ensure that parents are notified of any incident, injury, trauma or illness that occurs for their child while at the education and care service.
- Ensure that administrative spaces are adequate for the purpose of consulting with parents and for conducting private conversations.
- Ensure that parents are notified of changes to policies or fees and given adequate notice as per the *Education and Care Services National Regulations*.
- Ensure that a copy of the *Education and Care Services National Regulations 2011* is available for parents to access.
- Ensure that the enrolment and orientation process provides families with information about the philosophy, policies and practices of the education and care services prior to children's first attendance at the service.
- Follow the Constitution in ensuring that the Management Committee positions are filled by current parents. They will also endeavour to have at least one Aboriginal or Torres Strait Islander Representative on the Management Committee.

The Nominated Supervisor will:

- Develop systems for families to provide feedback regarding the enrolment and orientation process and when reviewing policies and procedures to improve processes and practice.
- Ensure that parents may enter the education and care services at any time unless such entry would pose a risk to the safety of children/educators or breach court orders regarding access to children.
- Inform families about the processes for providing feedback and making complaints.
- Develop enrolment and orientation procedures that respectfully gathers information to support a child's transition to preschool and their sense of belonging and ensure families are provided with information about the philosophy, policies and practices of the education and care services prior to children's first attendance at the service.

Educators will:

- Inform families about the processes for providing feedback and making complaints.
- Be available for families at pick up and drop off times to pass on important messages and information about their child's participation in the education and care program.
- Encourage families to feel welcome to inform and join in the program, give feedback, collaborate on projects, share their culture and stories and update educators on children's emerging interests, strengths and any concerns.
- Engage in open-ended conversation with families and children which promote connection and confidence through trusting relationships and the two-way flow of information.
- Promote continuous open and honest two-way communication with families to assist them to feel connected with their children's experiences in the education and care setting and to develop families' trust and confidence in the service.
- Value parents as the first and most important educator in their child's life, seeking to share the parent's understandings, knowledge and preferences for their child and seeking to balance individual needs with practice in the preschool.
- Recognise that families, and parents in particular, are often busy with many competing priorities. Educators need to consider a range of strategies to build and maintain relationships with each family.
- Make documentation accessible to families and prepare documentation in a way that is readily understandable to the parents of the child and to other educators.
- Actively engage with the local and wider community to keep the preschool relevant to local culture and to provide children and community with opportunities for a strong sense of identity, belonging and learning.

Families will:

- Share accurate information on enrolment and medical information forms during the enrolment process and notify educators when any information changes.
- Be invited to contribute to the quality improvement process within the education and care service.
- Be encouraged to inform the program and engage in learning experiences including, but not limited to, attend children's excursions to help meet required ratios and to support their children's knowledge of and engagement in their community.
- Be welcomed to collaborate on projects, share culture and skills and enrich in the program.

Statutory Legislation & Considerations

Education and Care Services
National Regulations.

Early Years Learning Framework for
Australia: Belonging, Being and
Becoming, v 2.0 2022.

Sources

Guide to the National Quality
Framework ACECQA (Feb 2018)

Raising Children Network
Grown-ups: planning & starting
childcare
<https://raisingchildren.net.au/grown-ups/work-child-care>

Links to other policies/documents

- Interactions with Children
- Excursions
- Staff Code of Conduct
- Parent Code of Conduct
- Confidentiality
- Arrival and Departure
- Complaints and Feedback
- Enrolment and Orientation
- Incidents, Injury Trauma and Illness

- Be invited to assist with working bees in the preschool. These will be arranged from time to time to help maintain equipment and the education and care environment and will be a family event where children can also participate.
- Be invited to family events to be held periodically to help families network and develop friendships in the local community. Educators will be encouraged to attend these events.

Evaluation

Families feel valued and welcomed as the first and most important educator in their child's life. Opportunities for collaboration, clear, respectful communication, reflection, constructive feedback and positive relationships between stakeholders informs continues improvement in our preschools.

President's Name: Belinda Fayle

President's Signature:

Date Adopted: 5th August 2019

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