

FAMILY COMMUNICATION POLICY

Partnerships between families and educators are the foundation of our centre practices.

Communication between families and Highland Grove Preschool is imperative to our program and the running of the centre. Family participation is an important part of making Highland Grove Preschool 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.

Partnerships are based on the foundations of respecting each other's perspectives, expectations and values, and building on the strength of each other's knowledge and skills. Learning Outcomes are most likely to be achieved when educators work in partnership with children, families, other professionals and communities, including schools.

EYLF. V2.0, 2022. p.14

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

PURPOSE

We encourage and actively work towards family participation and open communication. From first contact with Highland Grove Preschool, each family's expertise, culture and priorities are valued.

We aim to ensure this communication through the enrolment and orientation process, Philosophy review, the completion of feedback forms, Policy review, daily program documentation, formal and informal meetings, emails, and conversations.

SCOPE

This policy applies to educators, families, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Community partnerships that focus on active communication, consultation, and collaboration 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.

At Highland Grove, we provide regular information about our centre 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.

THE APPROVED PROVIDER AND THE MANAGEMENT TEAM WILL ENSURE

- all families are welcomed and respected
- information communicated with families is reliable and accurate, especially if it involves the health and safety of children, employees and visitors to the Service. (e.g.: Department of Health, Public Health Units)
- inform families about the processes for providing feedback and making complaints- including any complaints about the handling of CCS [see-*Dealing with Complaints Policy (Families)*]

- 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 individual program outlining learning against the approved learning 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 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
- families are encouraged to complete surveys to contribute and share ideas about their child, provide suggestions about the program or give feedback

EDUCATORS WILL:

- develop collaborative partnerships with families that involve respectful communication about all aspects of a child’s learning
- be available for families on arrival and pick up to communicate about their child’s day through informal discussions
- use the ‘Day Sheet’ as a communication tool (as well as a platform for our curriculum)
- be available for longer conversations and meetings by appointment.
- be involved in special events including parent/families and the wider community. These may include, ‘Australia’s Biggest Morning Teas’, S.I.D.S ‘Red Nose Disco’ and guest speakers.
- share insights and perspectives about each child with families (EYLF)
- acknowledge the diversity of families and their aspirations for their children (EYLF)
- engage in shared decision-making to support children’s learning development and wellbeing (EYLF)
- 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

- create a welcoming and safe environment where children and families are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender (EYLF)
- encourage ongoing open and direct two-way communication with families to develop trust and a collaborative relationship
- encourage families to contribute to Highland Grove’s continuous quality improvement progression 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, Day Sheets, Family Involvement, Notice Boards 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 goals
- be encouraged to contribute to the learning program and share their culture, language and beliefs with others
- be invited to contribute to the quality improvement process
- be invited to events held periodically to help families network and develop friendships in the local community
- be invited to review our centre’s policies and practices

SOURCE

Australian Children’s Education & Care Quality Authority. (2014).

Australian Government Department of Education (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0](#)

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 2023).

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).

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