



Communication and Family Involvement Policy

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National Law and Regulations	National Regulation 168(2)(k)
National Quality Standard	Quality Area 6: Collaborative Partnerships with Families and Communities.
EYLF	Principles, 1, 2 and 4: Secure, respectful and reciprocal relationships; Partnerships; Respect for diversity.

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Policy Statement

Heritage believes that genuine, meaningful and open communication between the Heritage Director, service management, administrative staff, the Management Committee, educators, families, children, local community organisations and all others related to the running of the Heritage program is fundamental to the provision of quality early education and care.¹

In particular, we take a family-centred approach and seek and value input from families on an on-going basis. Our educators understand that a positive, collaborative partnership between educators and families is fundamental for each enrolled child's wellbeing and learning in the education and care environment.

Heritage understands that building trust and communication between educators and families enhances children's learning outcomes as families and educators better understand children's behaviour at home and at Heritage leading to:

- Greater continuity and familiar routines for children.
- More secure attachments between children and educators.
- Educators having a greater understanding of children's interests and strengths enabling them to develop responsive learning programs.
- Resources being shared when addressing children's difficulties.
- Families and educators gaining mutual satisfaction in the sharing the children's achievements, leading to higher morale.

(Source: Kids Matter, 2017)

Our collaborative approach reflects The National Quality Framework (NQF) and the Early Years Learning Framework for Australia (EYLF) which asks educators to go beyond traditional parent involvement in activities and to developing and maintaining supportive and respectful relationships with families.

Specifically, the National Quality Standard 6.1 of the NQF requires families to be:

- supported in their parenting role;
- supported from enrolment to be involved in the service and to contribute to service decisions;
- for each family's expertise, culture, values and beliefs to be respected; and
- for families to share in decision-making about their child's learning and wellbeing.

In addition, principles 1, 2 and 4 of the EYLF require:

- Secure, respectful and reciprocal relationships.
- Partnerships.
- Respect for diversity.

According to the EYLF, "Respect is fundamental to wellbeing and comes from being acknowledged, understood, and empathised with in relationships that have meaning. Secure attachments to trusted caregivers are a prerequisite for healthy wellbeing and create a strong platform for learning."

Policy Aims

The Heritage Communication and Family Involvement Policy aims to ensure quality education and care for enrolled children by encouraging:

- Effective, appropriate and timely communication between management, educators, families, children and all members of the Heritage community and related organisations.
- A collaborative partnership between families and educators.
- Meaningful relationships between children, families and educators.

¹ Refer to: Heritage Philosophy Statement; Heritage Code of Conduct/Ethics



- Participation by all members of the Heritage community, including families, in the running of Heritage, while avoiding pressuring them to do so.
- Positive links with local community services, support agencies and other early childhood education and care services.
- Participation in and respect for the wider community.
- An active role in caring for the environment.

Rationale

The Heritage Communication Policy and Procedures have been developed to comply with the:

- *Education and Care Services National Law (ACT) Act, 2010.*
- *Education and Care Services National Regulations, 2011.*
- *National Quality Standard for Early Childhood Education and Care and School Age Care, 2012, Quality Area 6: Collaborative Partnerships with Families and Communities.*
- *Belonging, Being and Becoming: The Early Years Learning Framework for Australia, 2009.*²

Scope

It is understood that there is a shared legal responsibility and accountability between, and a commitment by, all Heritage educators, management and families to implement the Communication Policy and Procedures as a matter of priority given the benefits to the learning outcomes of enrolled children and the wellbeing of the Heritage community as a whole.

Definitions

Approved Provider:

- An Approved Provider is a person or an entity who holds a Provider Approval granted under the Children (*Education and Care Services National Law (ACT) Act, 2010*).
- This approval authorises the Approved Provider to operate an approved education and care service. Approved Providers were formerly known as licensees of children's services.
- The Heritage Management Committee is the Approved Provider for Heritage Early Childhood Centre.

Family-centred Practice: Family-centred practice is a set of values, skills, behaviours and knowledge that recognises the central role of families in children's lives. It is sometimes described as working in partnership or collaboration. It involves professionals and families working together to support children's learning and development.

Strategies and Practices

- All families are encouraged to contribute to the Heritage community. Family participation in the running of Heritage such as joining the Management Committee, reviewing policies, contributing their skills to the educational program or fundraising activities is encouraged, but is not a requirement.
- Heritage recognises that partnerships are about communication and relationships rather than activities and that each family's ability to participate will vary depending on the family's commitments, values, beliefs and interests.

² Refer to: Appendix 1: Relevant National Regulations and Quality Standards



Methods of Communication

Heritage understands that each family is different, and some will want to exchange more information than others. In addition, family members will have a preferred way to communicate. Heritage also recognizes that families, and parents in particular, are often busy, juggling a number of priorities. Heritage respects this diversity and provides many different ways and opportunities for families to communicate.

Email and Text Messaging

- Heritage understands that many people respond best to electronic forms of communication and maintains a current email listing for families grouped by room, as well as a Committee email list. These lists are kept up to date when a family leaves or joins the centre, and as Committee Office Holders change.³
- Email is a quick and efficient way for office staff to contact families and pass on information and is environmentally friendly as paper usage is reduced.
- Each room uses email to send out Day Books and learning summaries. Families are also encouraged to send weekend/holiday photos using the room emails.
 - nursery.hecc@outlook.com
 - heccpreschool@gmail.com
 - toddlers.hecc@gmail.com
- Text messages are used by Heritage to facilitate communication regarding absences, illnesses and in emergencies such as those involving an evacuation or lockdown of the building.
- The Heritage mobile number is: **Ph: 0434 435 101** (for absences, illnesses and emergencies only).

QikKids Kiosk

- The messaging system within the QikKids Kiosk sign in and out system is available for parents to utilise on entry and exit.

Website

- The Heritage website is located at www.heritageecc.com.au and is kept up to date.
- It includes a Members Area where families can find the latest service news, links to Day Books, Handbooks, information on upcoming events, policies etc. Members of the Committee can find important documents and meeting minutes.
- Login details are given to families on enrolment, available from the Director at any time, and regular reminders issued through the newsletter and via email.
- The password changes annually.

Notice Boards

- Notices regarding upcoming Committee meetings, health and safety information, fundraising and social and cultural events, messages from the Director and other relevant information/articles are pinned to the noticeboard in the front entrance.
- General information including information on child and family community services is provided on notice boards and is up to date.
- Each room has a notice board displaying the room program and other relevant information.
- Management Committee meeting minutes and policy updates are pinned on the entrance notice board.

³ Refer to: Attachment 4: Committee email list procedures



Newsletter

- The Heritage Newsletter is published each term and emailed to families as well as being available on the website. It provides a summary of what has been happening and what is upcoming at Heritage as well as policy updates and other news. Families are encouraged to contribute information of general interest.

Daily Communication Forms

- Heritage uses several forms to facilitate communication between families and educators on a daily basis, including a Daily Communication Sheet, Accident and Injury Form, Medication Form, Illness Form etc.

Meet and Greet Nights and Parent-Educator Conferences

- Meet and Greet nights led by the Director and Room Leaders are held at the beginning of each year.
- Parent-educator conferences are held twice a year to discuss each child's progress, interests and needs. Families are welcome to make appointments with the Director or Room Leaders at any time to discuss concerns as they arise. During certain circumstances, such as a pandemic, Zoom and Google Classroom will replace face to face meetings.

Informal Communication

- Families are encouraged to use drop off and pick up times as an opportunity to spend 5-10 minutes playing with their child and chatting to educators about their child. We believe that even a few minutes of informal communication has a very positive effect upon the child-educator-family relationship and may cover:
 - o Issues concerning the child's health, such as if they were ill over the weekend.
 - o Issues around behaviour and strategies being used to manage behaviour.
 - o Significant events happening such as visitors or moving house.
 - o New skills or interests that the child is developing.
 - o Traumas such as the loss of a pet or car crash.

Suggestions Box

- There is a suggestions box available for families at the entrance to the service.

Enrolment, Orientation and Graduating Rooms Procedures

The Director ensures that families receive clear information on enrolment of each child, and the service has thorough orientation and room transition procedures for each child.

Specifically, families are:

- Asked to complete an Enrolment Form and Child Profile Form and to provide information on their child's individual needs including their individual health, cultural, nutrition and developmental requirements. This is updated annually.
- Given information about the Heritage Philosophy, fees, policies and procedures and provided with online access to the Heritage Family Handbook and health and safety factsheets supporting our policies.
- Informed of the role of the Management Committee and encouraged to become involved and attend the meetings, including the AGM and Special General Meetings called to discuss particular issues such as fee rises, to ensure Heritage continues to operate in the best interests of the children.
- Asked if they have any special talents, expertise or interests they would like to contribute to the program or running of the service. See: Identifying Family Members Skills.
- Given a thorough orientation of the service and guided through the settling-in procedures and supported by one or two main educators, dedicated to understanding their individual needs sensitively and respectfully.⁴

⁴ Refer to: Enrolment, Orientation and Graduating Rooms Policy



Identifying Family Members Skills

- Heritage understands family members bring a wide variety of skills to the service and this has a positive effect on the service operation.
- There may be times when Heritage needs the assistance of a person with a specific skill or area of expertise, e.g. handy-man assistance, I.T. assistance, accountancy, financial management, recruitment or cooking.
- Families are asked on the Enrolment Form to specify their occupation and skills and interests they could share, and this information is compile on the Families Skills and Interests Chart.
- It is understood that while some parents may find it rewarding to volunteer their specific skills to the service on a once-off basis, all parties are clear about their expectations, outcomes, timelines and parameters of the task. Regular family volunteers will be required to obtain a Working with Vulnerable People (WWVP) Check card.⁵

Recruiting Management Committee Volunteers

Parent volunteers make up the Heritage Management Committee and are the Approved Provider of the service.⁶ Heritage understands it can be challenging to recruit new members to become volunteers on the parent management committee.

Heritage management will:

- Encourage positive relationships with families, identify their skills and interests on enrolment and whether they may be interested in becoming involved in the Committee.
- Where family members wish to contribute by a one-off task, consider inviting them to become involved in the Management Committee.
- Encourage current volunteers or committee members to discuss their involvement with other families.
- Encourage the Chair of the Management Committee or other position holders to provide testimonials to generate interest in volunteering on the Committee.
- Promote the benefits to families of involvement in the Committee through the newsletter or on the notice board, such as it being:
 - a way to have input and influence, and gain a better understanding about, how the service is run and ways it could be improved in the best interests of their children;
 - an opportunity to meet other parents and develop new skills; and
 - an opportunity to be involved in the community of the service.
- Use many different forms of communication with families to inform them of Management Committee or volunteer positions vacant, including the newsletter, notice boards, emails, website posts.
- Ensure families know what is entailed in volunteer (or other) roles that are advertised, for example, such as a:
 - Brief explanation of the vacant role on the Committee or Sub-committee.
 - Description of the roles of other Position Holders on the Committee.
 - Description of what happens at meetings and their frequency.
 - Statement of the benefits of being on the committee.

Open Door Policy

- Heritage aims to make families feel welcome and comfortable so they feel able to make suggestions, ask questions and feel their contribution is valued.
- Heritage has an “open door” policy and at all times, families are welcome to spend time with their children at Heritage, assist with activities, share their skills or culture as part of the program, or simply observe the program in action.

⁵ Refer to: Students and Volunteers Policy

⁶ Refer to: Definitions



Communication and Involvement in the Day to Day Program ⁷

- Heritage educators provide families with on-going information about their child's experiences and achievements at Heritage.
- Daily Information/Communication Sheets are available for families of infants and toddlers on their child's sleeping, feeding and toileting patterns during the day.
- Day Books including photos of the day's activities are sent to parents daily via email and are available on the Heritage website.
- Room programs are displayed in each room and the Early Years Learning Framework which forms the foundation of the Heritage curriculum is explained in the Foyer.
- Families are informed that their child is regularly being observed and planned for and educators continue to ask about their child's interests at home and what families feel is important to their child.
- Bi-annual learning summaries are produced for families by educators for each of their focus children.
- A Heritage Year Book is produced annually to capture children's learning, activities, walks, class photos and social events etc.
- Families are informed that Heritage has an "open door" policy (see above) and are free to visit their child at any time, participate in room activities or observe the room program in action. Heritage understands that enabling families to see first-hand what happens in the program is a valuable way of sharing information, gaining insight and building respect.
 - If families wish to come at rest times or busy times such as lunch, as a courtesy to educators, they are asked to discuss this with their child's Room Leader so they can understand the best way to provide support during these times.
- Families are asked to consider talking to educators about how they can contribute to the program by sharing special skills in music, art and craft, languages, drama or other activities.
- Families are invited to share breakfast, morning or afternoon tea or other special activities with their children. See: Organising Special Events.
- There is informal communication between educators and families at drop off and pick up times. Educators share specific interactions they had with the child during the day.
- Families are informed promptly of any out of the ordinary incidents affecting their child.⁸
- Families are asked to proactively help to establish a genuine relationship with their child's educators. This may be by:
 - Talking to educators about their child's routine, needs and interests.
 - Frequently viewing the Day Book emails and asking questions about the daily activities and program.
 - Making suggestions for educators to consider when planning the daily program.
- Families are asked to voice any concerns promptly to educators or the Director.

Organising Special Events

- Throughout the year, Heritage management and educators organise fundraising events (Art night, Fit-A-Thon etc.), social activities (breakfasts, BBQs, free fitness sessions), information/meet and greet evenings, cultural celebrations, farewells and community events in order to involve families in the service in a fun and relaxed way.
- Heritage understands that families are busy, and management will ensure events are promoted well in advance to allow families time to plan their involvement and not pressure them to do so.

⁷ Refer to: Curriculum and Program Planning Policy

⁸ Refer to: Behaviour Support Policy; First Aid Policy for Incidents, Injuries, Trauma and Illness Policy



Participation in the Local Community and Environment

- Heritage positively consults with and builds links with related community and support agencies including the Inclusion Support Programme (ISP),⁹ other service providers on the ANU campus and beyond, and community organisations in order to enhance the children's learning and wellbeing and to support family wellbeing. Family information sessions are organised with community services experts for example, health and nutrition/behaviour guidance talks.
- Heritage respects, participates in and communicates with the local community and actively cares for its' environment. We view the local community and environment as the 'third teacher' and believe it fosters a sense of adventure, encourages exploration and inspires creative minds. The surrounding landscape, Australian culture and consultations with a local Aboriginal Elder have influenced the design of our indoor and outdoor spaces. Experiencing different weather conditions is a part of everyday life and we believe exploring the outdoors, even during wet or cold weather, helps to develop resilient dispositions in children. Exploring beyond the fence is also an integral part of the Heritage program, building ties with families and the local community through:
 - Walks around the ANU campus – nature walks, cafes, ovals, sculptures, workplaces.
 - Excursions - National Museum, Botanic Gardens, Floriade and other events.
 - Visits to the ANU Environment Centre – fruit and vegetable garden, use of wood fire oven.
 - Talks by community role models – monthly Thunderstone Aboriginal culture sessions, emergency services personnel and health professionals.
 - Families sharing their expertise - culture, music, hobbies and professions.
 - Fostering sustainable thinking – recycling, gardening and respectful interactions with natural spaces, flora and fauna.¹⁰

Summary of Responsibilities

The Management Committee will ensure:

- Families are informed of the role of the Management Committee on enrolment and encouraged to become involved and/or attend meetings.
- Families are given the Heritage Constitution (Rules of Incorporation) on request and it is also available in the Members Section on the website.
- New Committee members are given information on their roles and receive or are given access to the Committee Handbook, the Governance and Management Policy, and the Heritage Constitution (Rules of Incorporation) on the Heritage website.
- A summary of key issues discussed at Management Committee meetings is made available to educators and families via the noticeboard, newsletter and website (Members section - Committee area, which interested families may also access).
- Policies are regularly developed and updated to reflect current legislation and best practice, taking into account the views of families and educators, and are regularly discussed at meetings.
- Regular social, community, cultural and fundraising events are held throughout the year involving families, the Management Committee and educators such as information/meet and greet evenings, breakfasts and BBQ's, fundraising events and working bees.
- Informal social occasions are organized for educators and Management Committee members throughout the year.

The Director will ensure that:

- Families receive clear information on enrolment of each child and there is a clear orientation and settling-in process for each child and families when they first enroll at Heritage, when children move from room to room.¹¹
- Families are informed of the role of the Management Committee on enrolment and encouraged to become involved and attend meetings.

⁹ Refer to: Supporting Children's Individual and Additional Needs Policy

¹⁰ Refer to: Heritage Philosophy Statement; Curriculum and Program Planning Policy; Sustainability Policy

¹¹ Refer to: Enrolment, Orientation and Graduating Rooms Policy



- Information is translated if required.¹²
- All information received from families is treated with discretion.¹³
- Educators respond to suggestions and queries from families in a prompt, courteous and informative manner.¹⁴
- Meetings with families are organized in a timely manner on request and educators respond positively to such requests. Relief staff are organized as required.¹⁵
- Educators have access to space for private and confidential discussions with families.
- There is a suggestions box available for families at the entrance to the service.
- Links are established and maintained with local community organisations.
- Family information sessions are organised for example, nutrition/behaviour support talks.
- Access to assistance from the Inclusion Support Programme (ISP) is facilitated as required.
- Local walks, excursions and visits from and talks by community role models are incorporated into the program.
- Email lists are revised when families join or leave the Heritage community.
- The website is kept up to date and meets the information needs of the Heritage community.
- Families complete the section of the enrolment form giving consent or otherwise for their child's photographs to be included on the website and other Heritage social media sites or marketing information.¹⁶
- Important information is sent directly to families via email ~~or put in their pigeon holes.~~
- General information including information on child and family community services is provided on notice boards and is up to date.
- Regular newsletters go out to families providing general information about the Heritage program, policies, events, health and community issues, parenting tips, child development information, Management Committee information etc.
- There is a family information/meet and greet evening at least once a year.
- Quality surveys are handed out to families at least every 12 months.
- Room Leaders organise interviews with parents at least twice a year to discuss their child's progress.
- Educators and families are encouraged to contribute to the policy review process.¹⁷

Room Leaders will ensure:

- They are familiar with the Heritage policies and procedures and contribute where possible to policy reviews such as when being discussed at staff meetings or being updated.
- Families complete a Child Profile Form on enrolment or when graduating rooms and include information on their child's home routines and interests.
- Families are supported during the settling-in period on enrolment or when their child transitions to another room and their individual needs understood and respected.
- Families are informed that Heritage has an "open door" policy and they are free to visit their child at any time. If families wish to come at rest times or busy times such as lunch, they will be asked to discuss this with educators so they can understand the best way to provide support during these times.
- Families are informed that their child is regularly being observed and planned for and educators continue to ask about their child's interests at home and what families feel is important to their child.
- Families are provided with regular information about their child's experiences and achievements at Heritage including through the Day Books and individual communication/health forms.
- There is informal communication between educators and families at drop off and pick up times and educators share specific interactions they had with the child during the day.
- Families are informed promptly of any out of the ordinary incidents affecting their child.

¹² Refer to: Creating Inclusion and Equity Policy

¹³ Refer to: Privacy and Confidentiality Policy

¹⁴ Refer to: Educator Handbook

¹⁵ Refer to: Employment and Staffing Policy

¹⁶ Refer to: Social Media Policy

¹⁷ Refer to: Policy Development and Review Policy



Educators will ensure:

- They are familiar with Heritage policies and procedures and where possible to contribute to policy reviews such as when discussed at staff meetings or updated.
- They communicate with families on arrival regarding their child's needs and on departure regarding their child's day.
- Families are informed that their children will be observed on a regular basis and asked for their input regarding what they feel their child is interested in/is important to them.
- The Room Leader is informed promptly of any out of the ordinary incidents affecting the children during the day.

Families will ensure they:

- Maintain an interest in the running of Heritage by reading all notices and responding to surveys etc.
- Collaborate with educators and the Director during the enrolment, orientation and settling in process and openly communicate information about their child's interests, personality and home routine to educators.
- Complete an Enrolment Form and Child Profile Sheet at the time of enrolment or when graduating rooms including details on what is of interest/important to their child.
- Participate in orientation visits and undertake settling in until children are comfortable in the Heritage environment if they are new to Heritage, and especially if they have a child enrolling in the Nursery.
- Pro-actively build a good relationship with educators such as by asking questions about the daily activities and room program or making suggestions about the program.
- Frequently view the Day Books and refer to the Members Section on the website for resources and news updates.
- Provide timely and constructive feedback to educators and management such as responding to quality surveys and offering their views about their satisfaction with Heritage. This may be anonymous, using the suggestions box outside the main office.
- Become familiar with the Heritage policies and consider engaging in the policy review process by providing feedback on policies under review.
- Follow the General Complaints and Grievance Management Policy and Procedures if they wish to make a complaint.
- Consider spending time at Heritage and participating in activities or observing the room programs in action. Discuss with educators if they wish to visit Heritage at rest times or busy times such as lunch, so they can understand the best way to provide support during these times
- Consider contributing to the program by sharing special skills in music, art and craft, languages, cooking, drama, their profession or other activities.
- Consider participating in the Management Committee meetings and standing for election to the Management Committee at the AGM at the beginning of each year to ensure Heritage continues to operate in the best interests of the children. Special General Meetings may also be called to discuss particular issues such as fee rises.
- Attend, where possible, formal and informal functions organized by Heritage such as Parent/Educator Interviews, information/meet and greet nights, excursions, social fundraising activities etc.



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Related Policies

Name	Location
Heritage Code of Conduct/Ethics	
Heritage Philosophy Statement	
Behaviour Support Policy	Policy and Procedures
Curriculum and Program Planning Policy	Manuals in Main Office,
Complaints and Grievance Management Policy (non-staff)	Staff Programming Room
Creating Inclusion and Equity Policy	and Entrance Foyer.
Enrolment, Orientation and Graduating Rooms Policy	
First Aid for Incidents, Injury, Trauma and Illness Policy	
Interactions with Children Policy	Policies in Members
Non-Compliance Policy	Section on Heritage
Policy and Procedures Review Policy	Website.
Privacy and Confidentiality Policy	
Social Media Policy	
Supporting Children’s Individual Needs Policy	



Version Control and Change History

Version Number	Approval Date	Approved by	Author and Amendments
1	October 2001	Management Committee	
2	May 2011	Management Committee	Author: Julia Charters Added procedures for managing the website and email lists
3	March 2012	Director	Author: Julia Charters Updated password as per instructions from Robert Cohen, IT Infrastructure, Division of Information, ANU. Ph: +61 2 6125 8389 F: +61 2 6125 7699
4	February 2014	Management Committee	Author: Julia Charters Updated Rationale and References sections. Minor edits including changing staff to educators. Added information on how Heritage collaborates with the wider community to meet NQS Quality Area 6: Collaborative Partnerships with Families and Communities
5	12/9/2017	Management Committee	Author: Julia Charters Added background information and procedures for maintaining the new Heritage Weebly Pro website. Put old website procedures into an Appendix. Updated and reviewed References. Expanded Strategies and Practices section to better reflect relevant National Quality Standard and EYLF Principles related to communication and partnerships with families. Added Appendices of Relevant Legislation. Added Contents page.
6	8 December 2020	Management Committee	Author: Julia Charters Updated References. Removed references to communication via pigeonholes and paper - all major communication now done via email. Added that regular family volunteers will be required to obtain a Working with Vulnerable People (WWVP) Check card. Added that the messaging system within the QikKids Kiosk sign in and out system is available for parents to utilise for communication on entry and exit. Added that, during certain circumstances, such as current COVID-19 pandemic, Zoom and Google Classroom will replace face to face meetings. Updated Heritage mobile phone number for absences, illness and emergencies. Minor edits to sentence structure. Moved Website and Committee Email List information and login details to Appendices.



Appendix 1: Relevant National Regulations and Quality Standards

National Regulation 168: Education and care service must have policies and procedures

- (1) The approved provider of an education and care service must ensure that the service has in place policies and procedures in relation to the matters set out in sub-regulation (2).
- (2) Policies and procedures are required in relation to the following—
 - (i) staffing, including—
 - (k) enrolment and orientation;
 - (l) governance and management of the service, including confidentiality of records;
 - (o) dealing with complaints.

National Quality Standard Area 6: Collaborative partnerships with families and communities

Standard 6.1 Concept: Supportive relationships with families. Descriptor: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

6.1.1 Concept: Engagement with the service. Descriptor: Families are supported from enrolment to be involved in the service and contribute to service decisions.

6.1.2 Concept: Families views are respected. Descriptor: 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 Concept: Families are supported. Descriptor: Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

Standard 6.2 Concept: Collaborative partnerships. Descriptor: Collaborative partnerships enhance children's inclusion, learning and wellbeing.

6.2.1 Concept: Transitions. Descriptor: Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

6.2.2 Concept: Access and participation. Descriptor: Effective partnerships support children's access, inclusion and participation in the program.

6.2.3 Concept: Community engagement. Descriptor: The service builds relationships and engages with its community.

The five EYLF principles

The EYLF encourages educators to make curriculum decisions to achieve the above outcomes based on 5 principles:

- 1. Secure, respectful and reciprocal relationships.**
- 2. Partnerships.**
3. High expectations and equity.
- 4. Respect for diversity.**
5. Ongoing learning and reflective practice

The Three RRRs: Reflect, Respect, Relate

The EYLF encourages educators to take time to reflect, respect and relate.

- *Reflect:* Looking, questioning, reflecting, thinking & acting on the way things are done.
- **Respect: Fundamental to wellbeing and comes from being acknowledged, understood, empathised with in relationships that have meaning.**
- **Relate: Secure attachments to trusted caregivers are a prerequisite for healthy wellbeing and creates a strong platform for learning.**



Appendix 2: Heritage Website Account and Login Details

Order Date: Nov 02, 2016

Service ID: 791024873129895785

Description: Weebly Pro Site

NOTE: Domain Name Renewed 22 Sept 2020 for 2 years

Weebly Login Details

Login Page: www.weebly.com/login

Email Login: juliacharters07@gmail.com

Pwd: ***** (available from the Director)

Members Page Password: ***** (available from the Director)

Weebly Support Centre: <https://hc.weebly.com/hc/en-us>

Appendix 3: Previous Heritage Website Settings

Website Address

www.anu.edu.au/childcare/heritage

Background

The website was created using Dreamweaver. The files used for the old website are archived in Dropbox > Policies and Forms > Website 2017 > Old Website.

FTP Settings

FTP settings for Dreamweaver on the Main Office computer.

- Open Dreamweaver and go to > Site > Manage Sites
- Set "Hostname or FTP address of Heritage webserver" as: doiweb-ftp.anu.edu.au
- Set "Folder on server files are stored in" as: [/export/web/www/childcare/heritage/](http://export/web/www/childcare/heritage/)
- Set FTP login as (Heritage User ID): a308435
- Set FTP password as: HeccWeb1

The Web Editor

The Web Editor was responsible for updating the website under the direction of the Director. The Website was accessed using the following procedures:

- Open the Website folder on the Desktop of the main computer in the Main Office.
- Open Dreamweaver, Select Heritage website in Files dialogue box.
- Open the relevant .htm file for the page which needs updating, eg, 'index.htm' is the homepage; 'aboutus.htm' is the About us page.
- Make changes.
- Hit F12 to save changes.
- Highlight file on list.
- Hit up arrow to put updated page on the server.

Appendix 4: Management Committee Email List Update Procedures

- The Management Committee email list must be updated whenever members join or leave by the Director/office staff.
- A Committee member who is also an ANU staff member must be listed as an administrator.
 - Go to website: <http://mailman.anu.edu.au/mailman/admin/heritage.committee>
 - Enter Heritage password: ***** (available from Director)
 - To delete members, select Membership Management tab and deselect recipients.
 - To add members, select Membership Management tab, go to Mass Subscription and add addresses in the relevant box.
 - Add a description to each email address as required, e.g., full name of Committee Member, their position on the Committee and the name of their child/ren enrolled at Heritage.
 - To add an administrator, go to General Options and add to list of administrator email addresses.
 - Click Submit Changes.