



COLLABORATIVE PARTNERSHIPS WITH FAMILY POLICY

POLICY STATEMENT

Clovelly out of School Care acknowledges collaborative relationships with families are fundamental to achieving quality outcomes for children. Educators will actively and intentionally provide opportunities for families to be involved in the planning and development of the service, as well as in the activities for children. Community partnerships that focus on active communication, consultation and collaboration also contribute to children's learning and wellbeing.

PROCEDURE

Clovelly out of School Care is committed to promoting friendly, comfortable and cooperative relationship between parents/guardians and educators. We encourage this by:

- Listening to parents/guardians. Fostering co-operation between the parents/guardians of the children attending the service, the educator and the Director.
- Compliance with all funding and legislative requirements.
- Supporting an environment, which is sensitive to the cultural, language and social background of families.

The service appreciates and respects the convenience of each family and their preference in communication.

The service and the educators will:

- Offer a range of communication such as email, verbal, communal signage in the service, newsletters and notice boards.
- Educators will ensure that the current program is displayed.
- Families will be encouraged to be actively involved in:
 - Policy review and development.
 - Program inclusions such as cultural experiences and interest-based topics.
 - Routine or procedure changes or inclusions.
- The service will value the input and feedback from families and endeavour to implement as much family involvement and ideas as possible. The expertise of families is recognised, and we will actively encourage families to share in decision making about their child's learning and wellbeing.
- Educators have access to space for private and confidential discussions with families.
- Information will be available to families about community services and resources to support parenting and family wellbeing.
- Educators will make themselves available for meetings with families to ensure that their needs are being addressed and met.
- Families will always have the policy book available for their perusal and reviewal. Any comments and feedback are encouraged and will be addressed immediately by the Director.
- All information shared is treated as strictly confidential.
- Families who require interpretive services will be supported by the service in making policies and other information available in their preferred language.



- The service will continue developing strategies, which contribute to a partnership approach with parents to create a two-way process of knowledge and information sharing

Parents/guardians are responsible for:

- Informing an educator of the child's arrival at the service.
- Offering suggestions to the educators on items/areas of interest to the child.
- Communicating with educators about special events in the child's life at home.
- Communicating with educators, children and staff in a respectful manner.
- Addressing any concerns regarding routines, policies or procedures with management.
- Reading service communications and emails, reading and where necessary acting on the information provided.

RELEVANT DOCUMENTS FOR CONSIDERATION

Parent Handbook

Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2014 (ACECQA).

National Quality Standards 2011 (ACECQA) - Quality Area 6

Guide to the National Quality Framework 2011 (ACECQA).

Guide to the National Quality Standard 2011 (ACECQA). Staff Handbook

The Educational Leader Resource ACECQA

Version number	Date effective	Description of amendment
3	April 2020	Changes to wording
4	July 2022	Changes to wording

Considered and accepted by the Management Committee (representative) – K. Wallace

Considered and accepted by the staff (representative) – Katrina Thomas