

Ef – Monitor, Support, Supervision and training of Family Day Care Educators

Children's Services Procedures

Effective from: 30 January 2023
Contact officer: Coordinator of Children's Services
Next review date: 4 years

Related Policies/Local Laws/Legislation:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011 – Cl: 169, (2)(d),
- National Quality Standard: QA 4.2.2, 4.2.3, 7.1.2, 7.1.3, 7.1.4, 7.2.2,

Related Documents:

- Family Day Care Educator Agreement
- ACECQA (2018) Guide to the National Quality Framework www.acecqa.gov.au
- Annual Home Safety Risk and Compliance Report
- Ff - Non Compliance Procedure- when a breach is identified
- A – Ethical Conduct Procedure
- Af – Engagement and Registration of FDC Educators
- Cf – Ongoing FDC Educator Requirements

Superseded Procedures: Monitor, Support, Supervision and Training of Family Day Care Educators V1.0 August 2016

PURPOSE

Wingecarribee Family Day Care Service (FDCS) is committed to providing a service of excellence to its clients. We value and are committed to ensuring continual improvement at an individual and service level. We recognise the importance of open communication and the need to have clear effective systems in place that fairly and consistently monitor, support, supervise, and train Family Day Care Educators ensuring their work place ethic, environment and conduct comply with relevant laws and regulatory requirements and reflect best practice; upholding the health, safety and well-being of young children and their families.

SCOPE

This policy applies to:

Wingecarribee Family Day Care Staff employed by Wingecarribee Shire Council

Wingecarribee Family Day Care Educators as Agents of the Approved Provider – Wingecarribee Shire Council

Wingecarribee Family Day Care Educator Assistants or Relief Educators.



Definitions

Remote location – a location identified on the Accessibility/Remoteness Index of Australia (ARIA+) as ‘remote’ or ‘very remote’ - <https://www.pocog.org.au/aria/default.aspx>

OR any location outside of the Wingecarribee Shire Council Local Government Area

PROCEDURE

1. Monitoring, Support and Supervision

The primary role of the Family Day Care Service (FDCS) is to monitor, support and supervise educator’s practices and home environments. The Service is responsible for ensuring educators are adequately supported and trained in all aspects relating to the provision of Family Day Care (FDC) and in accordance with the National Quality Framework. Including: The Law and Regulations, relevant frameworks, the Children Services policy and procedures, child development, educational program and practice, child health, safety and well-being.

Educators are engaged from within the Wingecarribee Shire Council local government catchment area only. Considerations are made at the time of an expression of interest to register as an FDC Educator with the Service as to distance of the Educators residence to the Coordination unit. This is to ensure that adequate support can be provided particularly when responding to an emergency. Applicants deemed to reside in a remote location are unable to be registered with the Service.


As a small FDCS we pride ourselves on the close working relationship we develop with our educators. This is achieved through a professional work ethic and consistent, open and honest lines of communication.

The following systems are implemented by the Service to monitor, support and supervise FDC Educators:

1.1 Monitoring and support visits; conducted by FDCS Staff to Educator’s homes


The purpose of these visits are to:

- 1.1.1 Support Educators in their role and enhance the link between the Service and Educator
- 1.1.2 Promote opportunities for two way communication between the Service and the Educator
- 1.1.3 Assist Educators to identify safety issues and take appropriate steps to eliminate risks
- 1.1.4 Assist Educators to identify their strengths and areas for improvement and the development of achievable goals.
- 1.1.5 Assist Educators to observe, document and interpret children’s learning and development assist educators to plan, implement and evaluate children’s experiences
- 1.1.6 Provide access to current information and resources
- 1.1.7 Provide ideas, practical assistance and professional advice
- 1.1.8 Provide additional resources and information
- 1.1.9 Provide links between the educator and professional support agencies
- 1.1.10 Assist educators to identify professional development needs and training opportunities
- 1.1.11 Support Educators to interpret and adhere to Children’s Services laws, legislation, regulations, frameworks for learning, service policy and procedures
- 1.1.12 Communicate changes to legislative requirements, policies and procedures
- 1.1.13 Supervise and monitor educator practices and environments to ensure appropriate interactions, routines and procedures are occurring

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- 1.1.14 Monitor the practices of Educators and other household members and/or visitors to ensure all regulations and policies and procedures are consistently adhered to

1.2 Implementation of monitoring and support visits:

- 1.2.1 FDCS will conduct themselves professionally at all times; their interactions with educators, children, families and members of the general public will be warm, friendly and respectful
- 1.2.2 Support visits will be carried out generally monthly, usually by the Educator Support Officer (ESO), while children are in care and will be either unannounced or by appointment and will occur at differing times/days to ensure all children in care are observed and their education and care monitored. Visits can occur at the Educators home or at planned outings and excursions including school drop offs/pick ups, park visits or community outings
- 1.2.3 Any FDCS staff or Persons Responsible for the Management and Control of the Service may conduct visits; either announced or unannounced
- 1.2.4 The duration and frequency of visits may be determined by specific situations or needs that arise such as; but not limited to; supporting and monitoring a new educator, networking with a newly enrolled family, informing changes in legislation, dealing with a grievance or complaint or following up noncompliance issues
- 1.2.5 Educators are encouraged to contact the FDCS in regard to any difficulties they are experiencing and may request additional support visits as needed to be arranged at a time suited to both the educator and FDCS staff
- 1.2.6 Where a regular visit to an Educators home is not possible, within the month, FDCS staff must ensure contact is made either by phone or meeting at an alternate location such as play session; and a visit to the educators home planned as soon as is possible the following month.
- 1.2.7 The information gathered on visits is documented and used to provide feedback to educators and as applicable to families. Information collected may also be used in reports to Council and for the development of the Self-Assessment process.
- 1.2.8 A Support Visit Report is completed in Harmony (on the same day or within 2 working days) via the Educator Management function
- 1.2.9 Support Visit Reports are provided to the Educator electronically for signing and will note what was discussed under each of the NQF Quality Areas and if any further action or follow up required. The Educator has the option to decline electronically and request amendments to the report if necessary. All amendments and the reasons for will be documented on the Report
- 1.2.10 The ESO will report back to the FDCS Nominated Supervisor keeping them informed about relevant matters related to service provision. In all cases pertaining to a breach (that is; the educator has failed to comply with a law, regulation, policy or procedure) the Nominated Supervisor will be formally notified, and the matter dealt with as per the “Non Compliance and De Registration Procedure”
- 1.2.11 Educators are invited to express their support needs and interests to the ESO so that visits can be constructively focused on assisting where needed
- 1.2.12 Educators and FDCS staff will regularly evaluate the visits to determine whether the desired outcomes for the children and educators are being achieved
- 1.2.13 Visits will occur during school holidays where out of school hours care is being provided to ensure school aged children are actively and appropriately included in the program planning and reflection
- 1.2.14 Educators are also regularly supported via telephone and email. A member of the coordination unit is always available via telephone during the hours that children are in care


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- 1.2.15 During periods of increased risk due to public health issues/orders or during times of extreme weather events, in person Support Visits are replaced with online video via Zoom, Microsoft Teams or Facetime

2 Training provisions for Educators; Promote, Source and Provide Training to FDC Educators and Staff:

- 2.1 Prior to commencing as an FDC Educator, prospective educators are involved in a comprehensive orientation training process that offers open discussion and for some parts requires written assessments. The training package covers all aspects of service provision including; but not limited to; Children's Services Laws and Regulations and the Educators Legal Responsibilities, Frameworks for learning, Wingecarribee Children's Service Policy and Procedures, Ethical requirements, Code of Conduct, WHS Roles and Responsibilities, Program expectations, Communication requirements, Administration and Fee processes and Roles and Responsibilities' in relation to CCMS (Child Care Management System).
- All prospective Educators engage in Child Protection Training and the Nominated Supervisor ensures all adult household residents over the age of 18 years are aware of their child protection obligations and protecting themselves from allegations.
- 2.2 Training for new educators continues once they open their service; FDCS staff provide training on a needs basis, this occurs one to one through regular visits which are more frequent during this interim period and by being available to take educators calls to answer questions as they arise.
- 2.3 Educators identify areas for professional development as part of their goal setting and professional improvement processes.
- 2.4 The FDCS staff provide information on relevant training and training providers as training opportunities are advertised and circulated by training organisations.
- 2.5 The FDCS seeks feedback from Educators about their training needs and/or interests and as applicable provides group training based on identified need.
- 2.6 The FDCS organises mandatory training for educators annually or as required by the regulations such as CPR/Anaphylaxis/Asthma, Child Protection Training (See First Aid and Child protection Procedures) and Safe Sleep Training (see Sleep and Rest Procedure)
- 2.7 In the first quarter of each calendar year, Educators are required to review and reflect on their strengths and goals from the previous year and develop new goals to improve their professional knowledge and service provision. FDCS staff assist educators to develop these and as applicable support with training opportunities.
- 2.8 Within budget parameters the FDCS may subsidise or pay for some training
- 2.9 Visits from guest speakers and outside professionals may be provided at FDCS play sessions or team meetings with Staff and Educators
- 2.10 FDCS staff are committed to attending external training and will provide feedback to educators
- 2.11 FDCS staff will seek opportunities to network with other professionals and provide relevant information and links to educators

3 Play Session; the FDCS will provide educational play sessions regularly for the educators to attend with the children in their care:

- 3.1 Play session provides an opportunity for informal learning as educators can network with each other and FDCS staff
- 3.2 Educators have opportunities at play session to develop skills and ideas in relation to the design and set up of environments and planning and reflection of a variety of educational experiences. Educators will also be provided with the opportunity to see program documentation in action
- 3.3 The play session program will be developed by the Educational Leader with input from educators

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- 3.4 Play session programs will reflect the learning outcomes of the Early Years Learning Framework (EYLF)

4 Toy Library; the FDCS has a variety of toys and educational resources that educators may borrow:

- 4.1 The toy and resource library lists are maintained through the 'Harmony' electronic software system.
- 4.2 New resources are purchased through the FDCS as a need arises and/or as the budget allows; Educators will be asked for their ideas on resources to purchase
- 4.3 Educators are invited to look through the store rooms to see what items they may like to borrow
- 4.4 Educators may request particular items or can ask for items related to a topic or experience they are interested in, the FDCS staff will assist them with suggestions of what they might find useful to borrow
- 4.5 The ESO may deliver and collect items during visits as requested and is responsible for maintaining the borrowing register accordingly
- 4.6 All equipment borrowed from the Toy Library must be returned in the same condition it was borrowed in. See Toy Library procedure for further information

Approved by:



Carmel Foster

Director Corporate, Strategy and Resourcing

Date