

# C-12 Communication: Educators / Management, Educators/ Family, Educators/ Child, Educator/Educator

## NQS

QA. 4.1	Staffing arrangements
QA. 4.2	Staff Professionalism.
QA. 4.2.1	Professional collaboration.
QA. 4.2.2	Professional standards
QA. 5.1	Relationships between staffs and children.
QA. 5.1.1	Positive staff to child interactions.
QA. 5.1.2	Dignity and rights of the child.
QA. 5.2	Relationships between children.
QA. 5.2.1	Collaborative learning.
QA. 5.2.2	Self-regulation.
QA. 6.1	Supportive relationships with families.
QA. 6.1.1	Engagement with the service.
QA. 6.1.2	Parent views are respected.
QA. 6.1.3	Families are supported.
QA. 6.2	Collaborative partnerships.
QA. 6.2.1	Transitions.
QA. 6.2.2	Access and participation.
QA. 7.1.2	Management systems.
QA. 7.2	Leadership.
QA. 7.2.1	Continuous improvement.

## National Regulations

Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures
Reg. 173	Prescribed information to be displayed

## My Time, Our Place

LO. 1	Children feel safe, secure, and supported
	Children learn to interact in relation to others with care, empathy and respect
LO. 2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
	Children respond to diversity with respect

	Children become aware of fairness
LO. 3	Children have a strong sense of wellbeing
	Children become strong in their social and emotional wellbeing
LO. 5	Children are effective communicators
	Children interact verbally and non-verbally with others for a range of purposes

## Policy Statement

We will encourage positive and open communication between all parties involved in the Centre. Educators, parents and Committee Members will be made aware of appropriate communication avenues and procedures.

## Related Policies

- ENOSHCP Policy A-3: Philosophy
- ENOSHCP Policy A-14: Complaints
- ENOSHCP Policy A-15: Role of the Management Committee
- ENOSHCP Policy A-17: Privacy and Confidentiality
- ENOSHCP Policy A-22: Code of Conduct
- ENOSHCP Policy C-4: Staff Professionalism
- ENOSHCP Policy C-7: Grievance Procedures
- ENOSHCP Policy C-8: Disciplinary Action
- ENOSHCP Policy C-9: Relief Staff
- ENOSHCP Policy C-10: Volunteers/Students/Visitors
- ENOSHCP Policy C-13: Interactions with Children
- ENOSHCP Policy D-23: Child Management / Behaviour Guidance
- ENOSHCP Policy D-24: Exclusion for Unacceptable Behaviour
- ENOSHCP Policy E-3: Gender Equity and Inclusion
- ENOSHCP Policy E-4: Cultural Relevance / Anti-Bias

## Procedure

### Educators/ Management

Educators and members of Management are to treat each other with respect, courtesy and understanding. Appropriate language will be maintained at all times.

The Director is the main line of communication between the educators and the Management.

Educators can raise any issues with Management through the Director. The Director will ensure that this is drawn to the Management's attention through the quarterly Management Committee meeting. Where the matter is seen as urgent, the Director may raise the issue with Management prior to the meeting via email and discuss if there is a need for immediate action to be taken at that time.

Where necessary, educators will be invited to Management Committee meetings to discuss their concerns.

If any educator has an issue they do not wish to address with the Director, they may personally write to or contact any member of the Management Committee identifying the problem and asking for the assistance of the Committee.

Where there is a distinct conflict between an educator and the Management Committee, the educator or Management can act on this as per the Grievance Procedures Policy. A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.

### **Educators / Family**

Educators will create a comfortable and supportive environment for parents and strive for open communication and good relations with families.

Educators and parents will treat each other with respect, courtesy and understanding. Appropriate language will be maintained at all times.

Educators will not be judgmental towards parents and will respect their need to use childcare.

Educators will accept parent's individual differences in raising their children and in all cultural issues.

Educators will ensure parents are greeted and fare welled in all sessions.

Educators will maintain regular, open communication with parents. Educators should inform parents personally about anything relating to their children as an ongoing process. This could be praise about the child's day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern, medical conditions and so on.

Educators will regularly speak to parents about the child's interests or activities and respond to suggestions from the parents.

Educators will regularly speak to parents about the child's cultural needs and celebrations and respond to these.

When parents contact the Centre to see how a child is settling in, the staff will provide the parent with information regarding the child's participation and wellbeing.

Conversations will be maintained at a positive level.

Communication with parents will be maintained in a variety of ways such as:

- Greeting and fare welling
- Emails
- Personal conversations
- Notice boards
- Parent Information Booklet
- School Newsletters

- Information from Management

Educators will ensure that parents are fully aware of all lines of communication in the orientation process, and ensure these are followed.

Educators will be aware of their limitations in relation to parent's problems and ensure they are referred to the appropriate people when required.

Parents and educators must maintain confidentiality at all times.

In the event that a parent/guardian continuously acts inappropriately or disrespectfully towards an educator, the Management Committee will provide a written warning that the child's place at the Centre may be in jeopardy. The Management Committee then reserves the right to terminate the child's enrolment within the service if the parent/guardian displays continued disrespect or inappropriate behaviour towards an educator member, where a written warning has already been received.

### **Educator / Child**

Educators and children are to treat each other with respect, courtesy and understanding. Appropriate language will be maintained at all times.

Educators will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the centre.

Educators will use appropriate voice tone and level when talking to children. Shouting will be avoided.

Educators will be supportive and encouraging and communicate to children in a friendly, positive and courteous manner.

Educators will greet and farewell children each session.

Educators will initiate conversations with all children, and develop an understanding of the child and their interests.

Educators will give praise and positive feedback to the children as often as possible.

Educators will form friendly and warm relationships with the children in their care.

When communicating with children, educators will ensure that they are understood and to communicate at the child's level.

Children will never be singled out or made to feel inadequate at any time.

Educators will not threaten or verbally abuse the children in any way.

### **Educator / Educator**

Educators are to treat each other with respect, courtesy and empathy. Appropriate language will be used between educators at all times.

Educators will be expected to work together as a team and be supportive of each other in the workplace.

Educators meetings are appropriate times to raise matters of interest or concern to the other educator. The Director will arrange for staff contributions to be placed on the meeting Agenda.

Educators will be expected to read minutes of staff meetings and to take notice of changes to Centre policy and procedures.

Educators will familiarise themselves with the content of all notices displayed around the Centre.

An educator with concerns about the work practices or standards of another staff member will firstly approach that staff member to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.

Educators should not unnecessarily involve parents or other educators in their matters of grievance or complaint.

## **Sources**

- Education and Care Services National Regulations 2011
- National Quality Standard
- My Time, Our Place Framework for School Age Care in Australia
- Privacy Act 1988
- Putting Children First (NCAC) – ‘Managing Complaints’
- Network of Community Activities Factsheet – ‘Complaints/Grievance Procedures’
- Community Services (Complaints, Reviews and Monitoring) Act (1993) No.2

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