

## Parental Interaction and Involvement in the Service Policy

---

### NQF

|     |       |  |
|-----|-------|--|
| QA6 | 6.1   | Supportive relationships with families - Respectful relationships with families are developed and maintained and families are supported in their parenting role. |
| QA6 | 6.1.1 | Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions.                           |
|     | 6.1.2 | 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 community services and resources to support parenting and family wellbeing.          |
|     | 6.2   | Collaborative partnerships enhance children's inclusion, learning and wellbeing  |

### National Regulations

|      |     |                    |
|------|-----|--------------------|
| Regs | 157 | Access For Parents |
|------|-----|--------------------|

### Aim

Communications between family members and the Service are considered crucial for a child to reach their full development. Therefore, we aim to provide an environment where there is a strong emphasis on family/Service communication to allow consistency and continuity between the home and the Service environment. By encouraging family members to be involved in the service, we aim to provide a service that best meets the needs of our community.

### Related Policies

Educator and Management Policy  
 Enrolment Policy  
 Family Law and Access Policy  
 Fees Policy  
 Orientation for Children Policy

## Implementation

### Parent Communication

Our Service aims to provide as many outlets as possible for family/service communication. These include:

- Face to face.
- Regular articles in the school newsletter
- A notice board displaying upcoming events and notices.
- Regular informal meetings with parents and the opportunity to plan formal meetings if necessary.
- A Suggestions Box in the foyer where parents can anonymously (or give their names if desired) make suggestions to improve the service.
- Short surveys regarding the service's philosophy and how you feel your child/ren feel about the service.
- Parent afternoon teas

If necessary, educators have support and access to translation services to provide this information for non-English speaking families.

### Dealing with complaints

Any parent/caregiver with a concern or complaint in relation to the running of our Service either in administration or child interaction should do the following:

- Voice their complaint or concern with the nominated supervisor or approved provider.
- Write their complaint or concern addressing it to the nominated supervisor or approved provider. You will receive a personal response unless you have chosen to be anonymous.
- Parents can speak to any educator or member of staff about a specific complaint or concern. Educators or staff will put in steps to address your concern or complaint as quickly as possible. However, educators and staff do reserve the right to have the complaint put in writing.
- If a service-wide problem has been brought to our attention all families and staff will be informed of the contents of your complaint but not your name.

- The service will use the Grievance Procedure/Register to ensure that the grievance is followed through and sufficiently investigated.
- If the families feel that the issue has not been resolved with support from the service they can contact department of education and training. Quality, assessment and regulation division and speak with a children's services authorised officer on 7005 1801 or via email [wmr.qar@edumail.vic.gov.au](mailto:wmr.qar@edumail.vic.gov.au)

### Community Services

Our Service will:

- Assist families to locate, contact or access community services. We will provide information brochures for families where they are available.
- Invite community members to the service to contribute to a program
- Liaise with other children's services, schools, health services and organisations working with children and families in the local area.

### Parental and Family Involvement

- Families are welcome to visit at any time of the day. (The Approved Provider, Nominated Supervisor and educators will not allow a parent to enter the service premises if they reasonably believe this would contravene a court order.)
- Families are encouraged to make suggestions and offer critique on our program, philosophy, management and food menu.
- Families are encouraged to share aspects of their culture with the educators and children as well as appropriate experiences.
- Families are invited to participate in the service's daily routine by helping out with activities such as craft, special activities and the preparation of afternoon tea.
- A School Council OSHC subcommittee will be established to set goals for the service, help write and implement policies and help to meet aims of the NQF Assessment process. Parents are invited to join the subcommittee.
- Families are provided with opportunities to have private discussions with the nominated supervisor or educators.

### Parent Support

For those families undergoing difficult situations and who seek assistance from service, the service will offer support as appropriate. For families who use English as a second language, translated documents can be provided.

## Open Doors

- O** Our Service can be accessed at any time for parental inspection.
- P** Please come and see how we help your child develop and grow.
- E** Entry by you any time shows that we are happy for you to see our practices at any time of the day.
- N** Never leave your child in a Service unless you feel 100% competent in their ability to provide for your child.
- D** Don't hesitate to ask us any questions about your child, their development or our Service philosophy.
- O** Our Service is proud of the quality of care we provide.
- O** Our educators are qualified, trained, experienced and talented.
- R** Rather than take our word for this
- S** See for yourselves!



## Parent Survey Template

# Parent Questionnaire

Dear Parent

We wish to provide your child/ren with the highest level of care. In order to do this, we would like your opinion on how you feel the Service is being run and how our program and our philosophy is helping your child develop. It would help us if you provided us with your thoughts on what our Service's strengths and weaknesses are so we can work to improve these.

Attached is a questionnaire which asks your opinion of some important educational issues. It would help us if you could answer these as honestly as possible. Your responses will be kept private and confidential.

Please return completed survey by \_\_\_\_\_

Thank you for your participation.

\_\_\_\_\_

Nominated Supervisor

**Parent Survey**

|  | Strongly Agree | Agree | Disagree | Don't Know |
|--|----------------|-------|----------|------------|
| 1. I feel welcomed in the Service.   |                |       |          |            |
| 2. The Service takes my concerns seriously.                                  |                |       |          |            |
| 3. The Service provides helpful information.                                 |                |       |          |            |
| 4. I feel as though I can talk to the educators about my child's progress.   |                |       |          |            |
| 5. The Service values my help and interest.                                  |                |       |          |            |
| 6. Educators provide a challenging and stimulating environment for my child. |                |       |          |            |
| 7. Educators care if my child is not doing as well as he/she can.            |                |       |          |            |
| 8. The Service has a safe and secure environment.                            |                |       |          |            |
| 9. The Service is always looking for ways to improve what it does.           |                |       |          |            |
| 10. The educators regularly praise children.                                 |                |       |          |            |
| 11. The children are the Service's main focus.                               |                |       |          |            |
| 12. I share in the education of my child.                                    |                |       |          |            |
| 13. I receive adequate notice of Service events.                             |                |       |          |            |
| 14. Newsletters are regular and informative.                                 |                |       |          |            |
| 15. The Service's aims are to improve the quality of learning and teaching.  |                |       |          |            |
| What do you see as the strengths of the Service?                             |                |       |          |            |
| How do you see the Service could be improved?                                |                |       |          |            |
| In what ways would you like to be more involved in the Service?              |                |       |          |            |
| What other comments would you like to make (if any)                          |                |       |          |            |

|  |
|--|
|  |
|--|

Thank you for taking the time to respond to these questions.

## Sources

National Quality Standard

Education and Care Services National Regulations

Administration, Handle with Care. (1987). *Sebastian, Patricia*. AE Press: Melbourne.

## Review

The policy will be reviewed annually by the Out of School Hours Care subcommittee of School Council.

|                                       |                                 |                            |                                      |
|---------------------------------------|---------------------------------|----------------------------|--------------------------------------|
| <u>Ratification Date</u><br>July 2020 | <u>Review Date</u><br>Year 2021 | <u>Version Number</u><br>4 | <u>Date Produced</u><br>October 2015 |
|---------------------------------------|---------------------------------|----------------------------|--------------------------------------|