

Lady Gowrie Community Kindergartens

FAMILY & COMMUNITY PARTICIPATION POLICY

CONSIDERATIONS:

NATIONAL QUALITY STANDARDS	4.2, 6.1 and 6.2
NATIONAL LAW ACT & NATIONAL REGULATIONS	Law: Section 167, 172, 175 Regulations: 73,75-76, 99, 101,102, 111, 157, 168, 171, 173

POLICY STATEMENT:

Lady Gowrie (Qld) acknowledges the importance of family participation and community engagement in the delivery of programs across the Early Childhood Sector.

Each Service will provide opportunities for families to engage and participate in the Service, the program and work together with teachers and educators for the best outcomes for the children engaged in the program.

Each Service will regularly provide families with comprehensive, current and accessible information about the Service, relevant community services, and resourcing to support parenting and family wellbeing.

Each Service will build relationships and engage with the local community in further supporting children's understanding of being a member of the community and supporting families in relation to their parenting role.

RELEVANT FORMS/MATERIAL:

- Kindergarten Enrolment Form
- Kindergarten Handbook
- Lady Gowrie Community Kindergartens Access, Orientation and Communication (Families and Children) Policy
- Lady Gowrie Community Kindergartens Excursion Policy
- Lady Gowrie Community Kindergartens Family Survey
- Lady Gowrie Community Kindergartens National Quality Framework: Quality Improvement Plan Policy
- Lady Gowrie Community Kindergartens Program Planning and Development Policy
- Lady Gowrie Community Kindergartens Student and Volunteer Policy
- Kindergarten Service Quality Improvement Plan
- ACECQA Information Sheet: National Quality Framework Overview

SOURCES:

- Belonging, Being & Becoming – The Early Years Learning Framework for Australia – Information for Families.
- Education and Care Services National Regulations.
- Education and Care Services National Law (Queensland) Act.
- Be You www.beyou.edu.au
- ACECQA www.cecqa.gov.au.
- Australian Government, Department of Education and Training, (2009). Belonging, Being and Becoming, The Early Years Learning Framework For Australia. Commonwealth of Australia.
- Australian Government, Department of Education for Ministerial Council, (2022). Belonging, Being and Becoming, The Early Years Learning Framework For Australia. V 2.0 Commonwealth of Australia
- ACECQA (2018) NQS Information Sheet: Quality Area 6 Building Partnerships with Families.
- ACECQA, Starting Blocks Information Sheet: Building strong links between home and child care services.
- The State of Queensland (Queensland Curriculum and Assessment Authority), 2018. Queensland Kindergarten Learning Guideline (QKLG). Queensland Curriculum and Assessment Authority: South Brisbane.

(Accessed 2022)

Reviewed: January 2023

Date of Review: July 2024

INFORMATION FOR FAMILIES

<p>WHAT FAMILIES ARE ENCOURAGED TO DO</p>	<p><i>By working together families, educators and Approved Providers/Management Committees can enhance a child's learning and wellbeing.</i></p> <p>Families are encouraged and supported to share information with staff and engage in the Kindergarten program in the following ways:</p> <ul style="list-style-type: none"> • Sharing information during enrolment and throughout attendance at the program. • Providing resources for the program related to a topic of current interest, recycled donations such as paper and other craft resources or other items as discussed with staff. • Participating in the program during session time or facilitating tasks outside of hours as required e.g., covering of books, preparation of resources and maintenance of grounds. • Participating in documentation through comments on the daily write up, contributing to ongoing displays, individual children's portfolios or other documentation of the program. • Participation in social events organised throughout the year including offering suggestions for future events. • Sharing feedback or suggestions with staff through the preferred communication method of the family. This may include verbal communication, phone or email. • Participating in the review of the Service's policies, philosophy, Quality Improvement Plan (QIP) or other documentation as applicable. • Participate with the teacher/educator in the development of a Transition Statement for your child. A Transition Statement is a summary of a child's strengths, interests and progress during their kindergarten year. <p>Committee of Management</p> <p>The Kindergarten service is managed by a volunteer parent Committee. Parents are able to nominate for positions on the Committee at the Annual General Meeting. Information in regards to the Committee and positions is outlined in the Service handbook. All families are welcome to attend General Committee meetings, the proposed agenda and details of these meetings will be displayed at the Service.</p> <p>If families have further suggestions on ways in which they would like to participate in the Kindergarten program, staff are available to discuss these at a convenient time.</p>
<p>WHAT STAFF SHOULD DO</p>	<ul style="list-style-type: none"> • Create a welcoming environment for all families using the Service. • Engage with families in a professional and respectful manner at all times, welcoming discussion about the program and Service as relevant to their child's, family or community interest and needs. • Staff recognise the expertise of families and their shared decision making in regards to their child's learning and wellbeing. • Respect family preferences and perspectives and discuss how the program can be delivered in a way which upholds these values within the Service philosophy. • Provide the opportunity for families to engage with staff or contribute to the Service in a variety of ways both during and outside of the hours of the program as appropriate. • On enrolment and throughout the year, share with families ways in which they may

	<p>like to contribute to the program e.g., placing areas for feedback on displays and inviting feedback through newsletters and / or email contact.</p> <ul style="list-style-type: none"> • Ensure that current information about the Service is always available to families and keep a record of all information shared with families. • Tailor the approach of communicating with and engaging with each family in recognition of their individual circumstances and preferred means of communication. • When appropriate, discuss and support families in accessing community services or resources. • As a Service and with the Committee, the staff will reflect on their engagement with families on a regular basis to identify if further strategies can be implemented. (It is recommended that this occurs in association with the quarterly Quality Improvement Plan review). This review of family and community engagement may also be undertaken in preparation for a significant change for the Service such as refurbishing an area or undertaking major maintenance works or following an event in the local community which has impacted families such as a natural disaster or temporary closure of the Service for any reason. • Have Service information regarding the Provider Approval, the Service Approval, the Nominated Supervisor/s, staffing arrangements, Responsible Person, rating of the Service under National Quality Framework, service waivers and any other prescribed matters available and clearly visible at the main entrance.
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COMMUNITY ENGAGEMENT

<p>WHAT STAFF SHOULD DO</p>	<ul style="list-style-type: none"> • Staff and/or Committee Members should source current information about community services and resources to support parenting and family wellbeing. This should be displayed for families at the Service. Information about local early childhood events will be shared with families as appropriate (e.g., play groups, concerts, under eights week, story time sessions at the local library). • Staff and or Committee Members should maintain current contact details for local support services and where applicable referral pathways established, to promote and support and best outcomes for children and families. • Staff will collaborate with other organisations and Service providers to enhance children’s learning and wellbeing (e.g., child protection agencies, early childhood intervention services, family support agencies, health professionals, and local early childhood events). • Staff will provide an environment that reflects the lives of the children and families using the Service and the cultural diversity of the broader community, including Aboriginal and Torres Strait Islander communities. • Staff will network with other early childhood education and care professionals during professional development sessions and when appropriate ongoing relationships will be formed. • Staff will further support children’s sense of belonging by discussing the local community and when possible, providing opportunities to engage and create connections with local community members or organisations. This may include discussing community events with the group, including photographs of the local community as part of the resources available to children and planned experiences that involve incursions and / or children visiting parts of their community to extend on knowledge gained and how they can contribute to being a member of the community.
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