

KEEPING A REGISTER OF FAMILY DAY CARE EDUCATORS, COORDINATORS AND EDUCATOR ASSISTANTS POLICY GUIDELINES

Under the *Education and Care Services National Regulations*, an approved provider of a family day care (FDC) service must ensure that policies and procedures are in place for keeping a register of FDC educators, coordinators and educator assistants (Regulation 169).

The approved provider is responsible for keeping the register at the service's principal office. They must:

- include the prescribed information in the register about the FDC educators, coordinators and educator assistants
- take reasonable steps to ensure the information in the register is accurate
- provide any information in the register (and any changes) to the regulatory authority upon request within 24 hours of the request
- keep the information in the register until the end of three years after the FDC educator, coordinator or educator assistant ceases to be employed, engaged by or registered with the service (Section 269, Regulation 153).

Under the *Education and Care Services National Regulations*, education and care services must have policies and procedures in place for keeping a register of FDC educators, coordinators and educator assistants. These guidelines are part of a series and are intended to assist in the development of your *Keeping a register of FDC educators, coordinators and educator assistants policy*. They have been designed to guide you in the development of your policy and are not an exact format.

1. Title

Keeping a register of FDC educators, coordinators and educator assistants policy

2. Policy statement

The policy statement will reflect your service's philosophy and approach to keeping a register of FDC educators, coordinators and educator assistants.

For example:

We are committed to good record-keeping practices to support the delivery of quality education and care for the children at the service. This includes meeting all requirements for the register of FDC educators, coordinators and educator assistants.

3. Background

Your policy needs to include a statement of why this requirement is in place.

For example, the *Education and Care Services National Regulations* require policies and procedures to be in place in relation to keeping a register of FDC educators, coordinators and educator assistants.

Record-keeping is an integral part of the management of a service. Importantly, it can support quality education and care, as well as the safety and wellbeing of the children. A service's register of FDC educators, coordinators and educator assistants, lists how these staff members meet requirements, including first aid and WWCC qualifications. The register can be open to scrutiny, as information from the register can be requested by the regulatory authority and the register can be sighted by authorised officers.

4. Legislative requirements

Your policy must be consistent with and refer to legislative requirements for the provision of information, assistance and training to FDC educators. Examples include, but are not limited to:

Section 269	Register of family day care educators, coordinators and assistants
Reg 153	Register of family day care educators, coordinators and educator assistants
Reg 168	Education and care service must have policies and procedures
Reg 169	Additional policies and procedures – family day care service
Reg 170	Policies and procedures to be followed
Reg 171	Policies and procedures to be kept available
Reg 172	Notification of change to policies or procedures

When writing your policy, you should break down what is required under each Regulation and how your service will meet these requirements. How these work in practice will be contained in your procedures.

As you reflect on your *Keeping a register of FDC educators, coordinators and educator assistants policy*, it might highlight the need to split its various areas into different policies and procedures that can be readily accessed by all FDC educators and staff members to follow in relation to your service's philosophy and their roles and responsibilities.

5. Principles to inform your policy

All decision-making should be carried out in accordance with the principles of your service's *Keeping a register of FDC educators, coordinators and educator assistants policy*. Examples of principles could include, but are not limited to:

- We prioritise the health, safety and wellbeing of the children. We ensure that our FDC educators, coordinators and educator assistants meet requirements, as recorded in the register.
 - We recognise the importance of record-keeping as part of our governance and management requirements. We ensure that our register of FDC educators, coordinators and educator assistants is accurate and kept up-to-date.
 - We believe that effective communication is important in the management of our service. We have effective systems in place to gather up-to-date information from our FDC educators, coordinators and educator assistants.
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6. Key terms

To make it easier for your audience, provide definitions of key terms that may not be used every day. For example:

Term	Meaning	Source
ACECQA – Australian Children’s Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.	
FDC coordinator	A person employed or engaged by the approved provider of an FDC service to monitor and support the FDC educators who are part of the service.	National Law (Definitions)
FDC educator	An educator engaged by or registered with an FDC service to provide education and care for children in a residence or at an approved FDC venue.	National Law (Definitions)
FDC educator assistant	A person engaged by or registered with an FDC service to assist FDC educators.	National Law (Definitions)
Working with children check (WWCC)	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: <ul style="list-style-type: none"> (a) the person has been assessed as suitable to work with children; or (b) there has been no information that if the person worked with children the person would pose a risk to the children; or (c) the person is not prohibited from attempting to obtain, undertake or remain in child-related employment. 	National Law (Definitions)

7. Links to other policies

Refer to related policies and procedures, for example:

- Governance and management of the service
- Assessment of FDC educators, FDC educator assistants and persons residing at FDC residence
- Engagement or registration of FDC educators
- Engagement or registration of FDC educator assistants
- Monitoring, support and supervision of FDC educators
- Providing a child safe environment

8. Induction and ongoing training

State information about induction training and the frequency of ongoing training and information sharing to assist managers, coordinators, FDC educators, educator assistants and staff to fulfil their roles effectively.

9. Policy created/reviewed

Include the date the policy was created, reviewed or changes were made.

10. Monitoring, evaluation and review

State when the policy will be reviewed and who will be responsible for this.

11. Checklist

- Have you referenced the relevant Regulations and are these reflected in the policy?
 - Does the title provide a clear and concise statement identifying the intent of the policy?
 - Have you checked the policy requirements and referenced related legislation that applies to your service type?
 - Does your policy statement provide a framework for decision-making and ensure consistent practice?
 - Does your policy statement reflect your service philosophy?
 - Is it clear why this policy exists?
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KEEPING A REGISTER OF FAMILY DAY CARE EDUCATORS, COORDINATORS AND EDUCATOR ASSISTANTS PROCEDURES GUIDELINES

The approved provider of a family day care (FDC) service must have procedures in place for keeping a register of FDC educators, coordinators and educator assistants.

The steps and guidelines you document in your procedures will not only guide your practice, but also inform regulatory authorities of the expectations and responsibilities for the FDC educators and staff at your service.

Your procedures should be written in clear and concise language, making them easy to read, understand and implement.

Every service is different so it is not sufficient to apply generic policies and procedures to multiple services. You will need to contextualise your policies and procedures to your service's operations and its unique context.

Under the *Education and Care Services National Regulations*, education and care services must have policies and procedures in place for keeping a register of FDC educators, coordinators and educator assistants. These guidelines are part of a series and are intended to assist in the development of your *Keeping a register of FDC educators, coordinators and educator assistants procedures*. They have been designed to guide you in the development of your policy and are not an exact format.

1. Title

Keeping a register of FDC educators, coordinators and educator assistants procedures guidelines

2. Reference to policy and philosophy

Here you refer to your *Keeping a register of FDC educators, coordinators and educator assistants policy* as seen in your policy documents. You can reference where you will find the policy to help those looking for it.

Your procedures will also reflect your overall philosophy, your *Keeping a register of FDC educators, coordinators and educator assistants policy*, and evidence-based quality practice guidelines.

3. Procedures

This is where you detail the way you will implement the *Keeping a register of FDC educators, coordinators and educator assistants policy*.

It is the 'How to' in your service and includes specific step-by-step procedures for keeping a register of FDC educators, coordinators and educator assistants.

Some areas that will be outlined here will include:

- where the procedures will be kept
- when they were last reviewed
- templates and documents that might be required and/or used as a part of the procedures
- systems to monitor the implementation of the procedures.

As you reflect on your *Keeping a register of FDC educators, coordinators and educator assistants policy*, it might highlight the need to split its various areas into different procedures, which will be displayed or accessed by all staff to follow in relation to their actions.

4. Roles and responsibilities

This is where you will designate specific roles and responsibilities for the people who hold different positions within your service. This needs to align with the Regulations.

It is important to note that it is the legal responsibility of approved providers to ensure systems are in place to minimise risk and ensure health and safety procedures are implemented by the responsible people in services. Ultimate responsibility lies with the approved provider to ensure their service/s are meeting the requirements under the National Quality Framework.

When developing this section consider:

- What are the roles and responsibilities of the approved provider, nominated supervisor, coordinators, FDC educators, educator assistants or other staff in your service in relation to keeping a register of FDC educators, coordinators and educator assistants?
- How will you clearly define these roles and expectations and where will it be documented?
- Why are clear and robust procedures for keeping a register of FDC educators, coordinators and educator assistants important for children's safety and wellbeing?
- How will you learn from the administration of these procedures to improve your practices?
- How will you ensure that the necessary tools are available so the approved provider, nominated supervisor, FDC educators and other staff members can follow the procedures? How will they be made aware of the procedures?

An example of roles and responsibilities could include, but is not limited to:

Roles	Responsibilities
<p>Approved provider</p>	<ul style="list-style-type: none"> • ensure the <i>Keeping a register of FDC educators, coordinators and educator assistants policy and procedures</i> are in place • ensure that the register is kept at the service’s principal office • ensure that the register includes the information prescribed in Regulation 153: <ul style="list-style-type: none"> - the name, date of birth and contact details (including address) of the FDC educator, coordinator and educator assistant - the name of the FDC educator who is assisted by the educator assistant - the address of the FDC residence or approved venue (stating whether it is a residence or approved venue) - the date they were employed/engaged/registered – or ceased to be – with the service - the days and hours the FDC educator usually works - if they are also the approved provider: the provider approval number and the date granted - evidence of any qualifications or that they are actively working towards qualifications - evidence the FDC educator/educator assistant/coordinator (if providing education and care) have completed current approved training in first aid, anaphylaxis management and emergency asthma management - evidence of any other training - working with children check (WWCC) details for the FDC educator, educator assistant and coordinator if providing education and care (jurisdiction-dependent) - the name and date of birth of each child the FDC educator cares for, and the days and hours care is usually provided to them - the name and date of birth of people who normally reside at the FDC residence and a record of any WWCC for those people with the date sighted by the approved provider or nominated supervisor (jurisdiction-dependent) - evidence that the FDC educator is adequately monitored and supported by a coordinator, including: <ul style="list-style-type: none"> > dates and times of visits to the residence or venue or phone calls > details or supporting correspondence or written materials provided to the FDC educator • take reasonable steps to ensure the information in the register is accurate • provide any information in the register (and any changes) to the regulatory authority upon request within 24 hours of the request • keep the information in the register until the end of three years after the FDC educator, coordinator or educator assistant ceases to be employed, engaged by or registered with the service • take reasonable steps to ensure that nominated supervisors, coordinators, FDC educators, educator assistants and staff follow the policy and procedures • ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, FDC educators, educator assistants and staff, and available for inspection

	<ul style="list-style-type: none"> notify families at least 14 days before changing the policy or procedures if the changes will: <ul style="list-style-type: none"> - affect the fees charged or the way they are collected or - significantly impact the service's education and care of children or - significantly impact the family's ability to utilise the service
Nominated supervisor/ Responsible person	<ul style="list-style-type: none"> ensure that regulatory responsibilities are met in relation to keeping a register of FDC educators, coordinators and educator assistants ensure the approved provider is notified of any changes to the information recorded in the register relating to FDC educators, coordinators and educator assistants
Coordinator	<ul style="list-style-type: none"> support FDC educators with notifying the approved provider of any changes to the information recorded in the register notify the approved provider of any changes to their information recorded in the register, including: personal information; qualifications; training; WWCC (jurisdiction-dependent); and details of monitoring of and support provided to the FDC educator
FDC educators	<ul style="list-style-type: none"> notify the approved provider of any changes to the information recorded in the register, including: personal information; qualifications; training; WWCC (jurisdiction-dependent); details of the children being educated and cared for; and details of people who normally reside at the FDC residence
FDC educator assistant	<ul style="list-style-type: none"> notify the approved provider of any changes to the information recorded in the register, including: personal information; qualifications; training; and WWCC (jurisdiction-dependent)

The following table will assist you in developing procedures specific to your needs and context. Referring to the Regulations when you are writing your procedures will assist you to ensure that you are meeting your obligations.

Areas to include in your procedures	Things to consider and outline in each area <i>(this will be specific to the context of your service)</i>	Strategies for monitoring and implementing procedures	Related policy and/or procedures
<p>Keeping a Register of FDC educators, coordinators and educator assistants</p> <p>Leg: s269</p> <p>Reg: 153, 168-172</p> <p>QA7: 7.1.2</p>	<ul style="list-style-type: none"> • What format the register will take and how you will ensure that it is stored safely and securely at the service’s principal office • Ensuring that the register includes the information prescribed in Regulation 153: <ul style="list-style-type: none"> - the name, date of birth and contact details (including address) of the FDC educator / coordinator / educator assistant - the name of the FDC educator assisted by the educator assistant - the address of the FDC residence or approved venue (stating whether it is a residence or approved venue) - the date the FDC educator / coordinator / educator assistant was employed/engaged/registered – or ceased to be – with the service - the days and hours the FDC educator usually works - if they are also an approved provider: the provider approval number and the date granted - evidence of any qualifications held by the FDC educator / coordinator / educator assistant (or that they are actively working towards qualifications) 	<ul style="list-style-type: none"> • Make sure your policy and procedures are available for all to access • Have a dedicated physical space for the secure storage of a hard copy register and an up-to-date, protected computer system and software for the secure storage of an electronic register • Consider using the ACECQA template, <i>Register of family day care educators, coordinators and assistants</i> (https://www.acecqa.gov.au/media/22746) • Regularly review the systems used to store the register • Consider creating checklists to ensure a register is developed, maintained and reviewed as required 	<p>Governance and management of the service</p> <p>Assessment of FDC educators, FDC educator assistants and persons residing at FDC residence</p> <p>Engagement or registration of FDC educators</p> <p>Engagement or registration of FDC educator assistants</p> <p>Monitoring, support and supervision of family day care educators</p> <p>Providing a child safe environment</p>

Areas to include in your procedures	Things to consider and outline in each area <i>(this will be specific to the context of your service)</i>	Strategies for monitoring and implementing procedures	Related policy and/or procedures
	<ul style="list-style-type: none"> - evidence the FDC educator / educator assistant / coordinator (if providing education and care) have completed current approved training in first aid, anaphylaxis management and emergency asthma management - evidence of any other training completed by the FDC educator / coordinator / educator assistant - the name and date of birth of each child the FDC educator cares for, and the days and hours care is usually provided to them - the name and date of birth of people who normally reside at the FDC residence and a record of any WWCC for those people with the date sighted by the approved provider or nominated supervisor (jurisdiction-dependent) - evidence that the FDC educator is adequately monitored and supported by a coordinator, including: <ul style="list-style-type: none"> > dates and times of visits to the residence or venue or phone calls > details or supporting correspondence or written materials provided to the FDC educator - WWCC details for the FDC educator / educator assistant / coordinator (if providing education and care) (jurisdiction-dependent) 		

Areas to include in your procedures	Things to consider and outline in each area <i>(this will be specific to the context of your service)</i>	Strategies for monitoring and implementing procedures	Related policy and/or procedures
	<ul style="list-style-type: none"> • What steps need to be taken to ensure the information in the register remains accurate • What processes are required to respond to requests from the regulatory authority for information from the register within 24 hours • How to ensure that the information in the register is kept until the end of three years after the FDC educator / coordinator / educator assistant ceases to be employed, engaged by or registered with the service • What the process is for the FDC educator / coordinator / educator assistant to notify the approved provider of any changes to the information in the register 		

5. Procedures created/reviewed

Include the date the procedures were created or reviewed.

6. Monitoring, evaluation and review

Your service, in consultation with the nominated supervisor, coordinators, FDC educators, educator assistants, families and other stakeholders, should review the effectiveness of these procedures within a set timeframe or earlier if there is a change in relevant legislation.

State when the procedures will be reviewed and who will be responsible for this.

7. Checklist

- Do the procedures align with your *Keeping a register of FDC educators, coordinators and educator assistants policy*?
 - Have your procedures been written in plain English and can they be easily implemented by a nominated supervisor, coordinator, FDC educator or educator assistant new to your service?
 - Is it clear who is responsible for the implementation of the procedures?
 - Are the nominated supervisor, coordinators, FDC educators and educator assistants aware of the procedures and can implement them if required?
 - Do you need to develop any resources to monitor and record the procedures?
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Useful Resources

Include links to useful resources that have helped inform the development of your policy. In addition, be mindful of the existence of any state- or territory-specific content.

Some examples include but are not limited to:

- Family day care approved provider compliance responsibilities – <https://www.acecqa.gov.au/media/22851>
- Guide to the National Quality Framework – <https://www.acecqa.gov.au/nqf/about/guide>
- Record keeping in family day care services – <https://www.acecqa.gov.au/media/25926>
- Register of family day care educators, coordinators and assistants (template) – <https://www.acecqa.gov.au/media/22746>
- Requirements for family day care providers – <https://www.acecqa.gov.au/media/23141>