PROVISION OF INFORMATION, ASSISTANCE AND TRAINING TO FAMILY DAY CARE EDUCATORS 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 the provision of information, assistance and training to FDC educators (Regulation 169).

The National Law and Regulations recognise that FDC educators work independently and remotely from the approved provider, nominated supervisor and educational leader. This requirement for a policy and procedures is to ensure there are effective systems in place to manage the responsibilities within the different roles to achieve improved outcomes for children. FDC educators must hold various qualifications, skills and knowledge, and approved providers must support them to undertake their role and meet responsibilities.

Examples of areas requiring support could include:

- providing FDC educators with the necessary information to maintain an adequate knowledge and understanding of the provision of education and care to children (Regulation 143B)

- facilitating training so FDC educators can maintain their current approved qualifications in first aid, anaphylaxis management and emergency asthma management (Regulation 136).

The information, assistance and training should also address relevant aspects of the National Quality Standard, especially Standard 4.2: Professionalism, and Element 7.2.3: Development of professionals.

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

1. Title

Provision of information, assistance and training to FDC educators policy

2. Policy statement

The policy statement will reflect your service's philosophy and approach to providing information, assistance and training to FDC educators.

For example:

We believe that providing FDC educators with relevant and current information, assistance and training equips them to play their important role in the delivery of high quality education and care.

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 providing information, assistance and training to FDC educators.

The delivery of quality education and care is largely predicated on the knowledge, skill set and abilities of the FDC educators and their pedagogy and practice. Approved providers are responsible for supporting FDC educators by providing information, facilitating training, and offering other assistance where needed.

Services that deliver quality outcomes for children and families must also support the professionalism of FDC educators, facilitating interactions that are collaborative, respectful and ethical (Standard 4.2). Further, FDC educators' performance is regularly evaluated with individual plans to support learning and development (Element 7.2.3).

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:

Reg 136	First aid qualifications
Reg 143B	Ongoing management of family day care educators
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 *Provision of information, assistance and training to FDC educators 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. For example, you may wish to have separate policies for *The provision of information to FDC educators* and *The provision of training to FDC educators.*

5. Principles to inform your policy

All decision-making should be carried out in accordance with the principles of your service's *Provision of information, assistance and training to FDC educators policy.* Examples of principles could include, but are not limited to:

- Quality educational outcomes for children and their families are a priority for our service. To achieve this, we provide our FDC educators with information, assistance, and training.
- The professionalism of our FDC educators is of paramount importance for our service. We support our FDC educators in this regard with relevant training and assistance.
- We believe in a commitment to lifelong learning for our children, FDC educators and staff. We keep up-to-date with quality practice information and professional development opportunities.

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)

7. Links to other policies

Refer to related policies and procedures, for example:

- Engagement or registration of FDC educators
- Monitoring, support and supervision of FDC educators
- Staffing
- Governance and management of the service

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?

PROVISION OF INFORMATION, ASSISTANCE AND TRAINING TO FAMILY DAY CARE EDUCATORS PROCEDURES GUIDELINES

The approved provider must ensure that the service has procedures in place to provide information, assistance and training to family day care (FDC) educators.

Effective procedures will assist FDC educators by promoting continuous improvement, as well as ensuring the delivery of quality education and care.

The steps and guidelines you document will not only guide your practice, but also inform regulatory authorities of FDC educator and staff expectations and responsibilities.

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

Under the *Education and Care Services National Regulations,* education and care services must have policies and procedures in place for the provision of information, assistance and training to FDC educators. These guidelines are part of a series and are intended to assist in the development of your *Provision of information, assistance and training to FDC educators procedures.* They have been designed to guide you in the development of your procedures and are not an exact format.

1. Title

Provision of information, assistance and training to FDC educators procedures

2. Reference to policy and philosophy

Here you refer to your *Provision of information, assistance and training to FDC educators 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 service's overall philosophy, your *Provision of information, assistance and training to FDC educators policy,* and evidence-based quality practices.

3. Procedures

This is where you detail the way you will implement the *Provision of information, assistance and training to FDC educators policy.*

It is the 'How to' in your service and includes specific step-by-step procedures for the provision of information, assistance and training to FDC educators.

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 *Provision of information, assistance and training to FDC educators policy,* it might highlight the need to split its various areas into different procedures, which will be displayed or accessed by all educators and staff to follow in relation to their action. For example, you may wish to have separate procedures for *The provision of information to FDC educators* and *The provision of training to FDC educators.*

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.

When developing your roles and responsibilities you will need to consider the context of your FDC service, FDC educators located in remote areas, and the adaptions or adjustments that may need to be made to your systems and processes to meet 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 and in FDC residences. 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, FDC educator assistants or other staff in your service in relation to the provision of information, assistance and training to FDC educators?

- How will you clearly define these roles and expectations and where will it be documented?

- Why are clear and robust procedures for the provision of information, assistance and training to FDC educators, important for children's safety and wellbeing?

- How will you learn from the administration of these procedures to improve your practice?

- How will you ensure that the necessary tools are available so the approved provider, nominated supervisor, coordinators, FDC educators, FDC educator assistants 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

Approved provider	• ensure the *Provision of information, assistance and training to FDC educators policy* and *procedures* are in place
	• take reasonable steps to ensure that nominated supervisors, coordinators, FDC educators, FDC educator assistants and staff follow the policy and procedures
	• ensure there are a sufficient number of coordinators to provide information, assistance and training to FDC educators
	• ensure that FDC educators are provided with relevant information, assistance and training to undertake their role and meet their regulatory responsibilities, such as:
	  - information to maintain an adequate knowledge and understanding of the provision of education and care to children (Regulation 143B)
	  - facilitating training in order to maintain their current approved qualifications in first aid, anaphylaxis management and emergency asthma management (Regulation 136)
	• ensure that the information, assistance and training address relevant aspects of the National Quality Standard, especially:
	  - professional collaboration and professional standards (Standard 4.2)
	  - regular evaluation of performance, with individual plans to support learning and development (Element 7.2.3)
	• ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, FDC educators, FDC educator assistants and staff, and available for inspection
	• notify families at least 14 days before changing the policy or procedures if the changes will:
	  - 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	• ensure that regulatory responsibilities are met in relation to the provision of information, assistance and training to FDC educators
	• ensure that the educational leader and coordinators are equipped to provide information, assistance and training to FDC educators
	• ensure there are systems in place for professional development and to monitor training requirements
	• devise methods to lead the creation and provision of information, assistance and training to FDC educators in line with the National Quality Standard, especially:
	  - professional collaboration and professional standards (Standard 4.2)
	  - professional development (Element 7.2.3)
	• oversee the provision of information, assistance and training to FDC educators

Educational leader	• ensure familiarity with the *Provision of information, assistance and training to FDC educators policy* and *procedures*

Coordinator	• ensure familiarity with the *Provision of information, assistance and training to FDC educators policy* and *procedures*
	• provide information, assistance and training to FDC educators addressing relevant aspects of the National Quality Standard, especially:
	  - professional collaboration and professional standards (Standard 4.2)
	  - professional development (Element 7.2.3)
	• support FDC educators to understand the training requirements and how these support the Regulations, professionalism and professional development
	• ensure that information is provided to FDC educators in a variety of ways to cater for diverse learners

FDC educators	• ensure that access is given to coordinators for them to provide information, assistance and training • undertake all required training • comply with Standard 4.2: Professionalism • actively participate in the service's professional development program • set goals for professional growth

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 *(this will be specific to the context of your service)*	Strategies for monitoring and implementing procedures	Related policy and/or procedures
Provision of information, assistance and training to FDC educators **Reg:** 136, 143B, 169-172 **QA4:** 4.2 **QA7:** 7.2.3	• Ensure there are a sufficient number of coordinators to provide information, assistance and training to FDC educators • What knowledge or skill gaps FDC educators may have upon engagement or registration that can be addressed through the provision of information, assistance and training • What information will be most relevant to provide to FDC educators – e.g. to maintain an adequate knowledge and understanding of the provision of education and care to children (Regulation 143B) – and how to ensure that the information is provided in a variety of ways to cater for diverse learners • What assistance to provide to FDC educators, the form the assistance should take (e.g. by phone or during home visits), and who will provide it (e.g. coordinators) • What training to provide to FDC educators. This includes regulatory requirements (e.g. for qualifications in first aid, anaphylaxis management and emergency asthma management – Regulation 136) and professional development • How to facilitate training if FDC educators are geographically distant • What information, assistance and training is needed to promote professional collaboration and ensure FDC educators comply with professional standards (Standard 4.2)	• Make sure your policy and procedures are available for all to access • Create comprehensive induction and training packs with detailed information for FDC educators • Consider creating a home visit check list to assist with targeted support and assistance • Set aside specific time within the visit for professional development and assistance with pedagogical practice • Consider creating a register to monitor training requirements for each FDC educator • Encourage FDC educators to attend external training sessions • Consider alternative ways to communicate with FDC educators, especially those in remote locations, e.g. web-based applications • Consider providing financial support for FDC educators located in remote areas to attend training sessions • Host play sessions to provide opportunities for further support and professional development • Provide access to translated resources	Engagement or registration of FDC educators Monitoring, support and supervision of FDC educators Staffing Governance and management of the service

Areas to include in your procedures	Things to consider and outline in each area *(this will be specific to the context of your service)*	Strategies for monitoring and implementing procedures	Related policy and/or procedures
	• What systems are needed for regular evaluation of FDC educator performance, including individual plans to support learning and development (Element 7.2.3)		

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, FDC 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 *Provision of information, assistance and training to FDC educators policy?*
- ☐ Have your procedures been written in plain English and can they be easily implemented by a nominated supervisor, coordinator, FDC educator or FDC 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 FDC 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?

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
- Family day care nominated supervisor compliance responsibilities – https://www.acecqa.gov.au/media/22861
- Guide to the National Quality Framework – https://www.acecqa.gov.au/nqf/about/guide
- Requirements for family day care providers – https://www.acecqa.gov.au/media/23141