



How To Develop and Update Policies Successfully (without the stress)

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- Edgewater Outside School Hours Care

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Disclaimer

This resource is based on the most current information available in December 2011.

In developing this resource we have referred to legislation and regulations, sought advice from professional organisations and reviewed contemporary research. This document should be used as a guide to compliment and develop service's existing policies and procedures. Services should always check the currency of information at the time of use and consider the information in this booklet in the context of their particular service.

This booklet can be accessed online at:

www.pscalliance.org.au



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About the How To – Series

The *How To* series has been created to offer professionals working in the education and care sector in Australia practical support to implement the National Quality Framework. The *How To* series consists of seven booklets promoting key areas of quality provision. Throughout each booklet, there are references to national legislation (the Act and Regulations), the National Quality Standard, the Early Years Learning Framework (Belonging, Being and Becoming) and the Framework for School Age Care (My Time, Our Place). The *How To* series can be used by a variety of professionals working in education and care services across Australia.

The introduction of the National Quality Framework marks a significant change in the way we, as a community, see children and their place in society. All professionals working in the education and care services are responsible for continuous improvement to ensure the best possible outcomes for children.

Whāia te iti kahurangi - Ki te tūohu koe, me he maunga teitei.

‘Pursue excellence – should you stumble, let it be to a lofty mountain’ (Māori proverb)



Introduction

Developing policies and procedures is not an easy task as it takes time to gather all relevant information and to collaborate effectively with stakeholders. Sometimes Educators and Directors/Coordinators feel overwhelmed having to write or update policies and procedures, particularly to meet new legislative requirements and the National Quality Framework. This resource is a guide to successfully developing policies and procedures, and encourages critical reflection on your practice.

When policies and procedures are developed, implemented and updated effectively, they are a powerful demonstration of what happens in your Service and what you believe. They set the expectations of individuals working for, and families attending, the service. They help families decide if your Service is right for them, and assist new and existing staff to understand your processes and practices. More importantly, policies and procedures reflect your partnership and collaboration with children, families, Educators and the wider community. Shared decision making with families demonstrates your respect for their role in children's lives and gives consistency across all areas of service delivery.

"If you want to go fast, go alone; if you want to go far, go together" Unknown Author

Policies should be informed by your service's philosophy, Early Childhood Australia's Code of Ethics and current models of good practice. Policy development is an ongoing process for management and all stakeholders and is part of quality improvement.



Definitions

Policy

Describes the guideline or rule to be followed. A policy states your agreed beliefs on a range of topics relating to the service provided, gives a framework for decision making and ensures consistent practice.

Procedure

Details the action to be taken to address the policy and outlines the implementation process. It facilitates decision making, provides consistency and independence and enhances effective management and teamwork.

Practice

The activities carried out to apply the policy as outlined in your policies and procedures.

Abbreviations and Acronyms used in this booklet

ACECQA - The Australian Children's Education and Care Quality Authority established under the National Quality Framework www.acecqa.gov.au

Legislation - In this booklet, the term legislation encompasses the Education and Care Services National Law Act (2010) and Education and Care Services National Regulations (2011) as applied in each State or Territory through an applied law system. This sounds a little complicated but is explained on the ACECQA website www.acecqa.gov.au

Law / Act - Education and Care Services National Law Act (2010)

Regulations - Education and Care Services National Regulations (2011)

NQF - National Quality Framework www.acecqa.gov.au

NQS - National Quality Standard www.acecqa.gov.au

EYLF - Early Years Learning Framework (Belonging, Being and Becoming)

FSAC - Framework for School Aged Care (My Time, Our Place)

Why are Policies and Procedures Important?

Policies and procedures are important in Education and Care settings because they:

- ✓ **Are a legal requirement** under the National Quality Framework.
- ✓ **Identify and minimise risks.**
- ✓ **Establish the service** as a professional and effective organisation.
- ✓ **Enable consistent practice** to support staff, families and children.
- ✓ **Provide information for families** to prevent uncertainty about how particular situations are handled in the Service. For example, if behaviour guidance differs between home and the Service, families understand the Service's practices.
- ✓ **Support staff** to understand their role and responsibilities in the Service. This can be particularly useful for new and recently qualified staff members and leads to more efficient and effective service delivery.
- ✓ **Provide ongoing working documents to guide high quality practice** across all aspects of service provision.



Policies and the National Quality Framework

Most aspects of service delivery need to be underpinned or linked to relevant policies and procedures to meet the requirements of the NQF. You should review the Act, the Regulations, the National Quality Standard and the learning frameworks, particularly the sections shown below.

National Quality Framework

- 1. Education and Care Services National Law Act (2010)**
Parts 5 and 6
- 2. Education and Care Services National Regulations (2011)**
Regulations 168 – 172 and Chapter 4 - Operational Requirements (Part 4.2 and 4.7)
- 3. The National Quality Standard**
Quality Areas 1, 2, 3, 4, 6 & 7
- 4. The Early Years Learning Framework (Belonging, Being and Becoming) and the Framework for School Age Care (My Time, Our Place)**
Principles 1- 5
Practices (8)

To access current resources, go to:

www.acecqa.gov.au (for the ACECQA resource kit and related articles)

www.deewr.gov.au (for learning frameworks and more information)

Meeting New Legal Requirements

ACECQA have developed a Quality Improvement Plan Template which outlines the minimum policies required by all Services to comply with legislation and meet requirements of each quality area in the NQS. Some services may combine policies or have more policies depending on the context of the service, sector type or needs of children and families.

The minimum policies required are detailed in the following table.

NQS Quality Area: (Standards and elements)	Link to National Regulations
2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3	Regulation 168 – Education and Care Services must have policies and Procedures
2.1.3, 2.2.1, 2.3	Regulation 168 (2) (a) - Policies and Procedures are required in relation to health and safety, including matters relating to: <ul style="list-style-type: none"> i. Nutrition, food and beverages, dietary requirements; and ii. Sun protection; and iii. Water safety, including safety during any water based activities; and iv. The administration of first aid
2.1.4, 2.3.3	Regulation 168 (2) (b) - Policies and procedures are required in relation to incident, injury, trauma and illness procedures complying with regulation 85
2.1.4	Regulation 168 (2) (c) - Policies and procedures are required in relation to dealing with infectious diseases, including procedures complying with regulation 88
2.1.1, 2.3.3	Regulation 168 (2) (d) - Policies and procedures are required in relation to dealing with medical conditions in children, including the matters set out in regulation 90
2.3.3	Regulation 168 (2) (e) Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
2.3.2	Regulation 168 (2) (g) - Policies and procedures are required in relation to excursions, including procedures complying with regulations 100 -102
2.3	Regulation 168 (2) (h) - Policies and procedures are required in relation to providing a child-safe environment

(Adapted from *The Guide to Developing a Quality Improvement Plan* – Available from www.acecqa.gov.au)

Key Things to Consider when Updating or Developing Policies

When updating or developing policies, there are many considerations, including:

- ✓ Your **context** including:
 - Service type
 - Location
 - Profile and needs of families and the community
 - Strategic direction and future plans of your Service
- ✓ The **legal requirements under the NQF**.
 - Check the minimum policy requirements for your service type against your current policies. To review requirements, use current information from ACECQA website resources section.
- ✓ The continued relevance of your **Service Philosophy**.
 - A review is an essential starting point
- ✓ **Stakeholder engagement** in the policy development/review process.
 - Who needs to be involved and how will they be engaged in the process?
 - Your stakeholders will include all Educators, Directors/Coordinators, Management Committee, families, children and community members.
 - Are there any other stakeholders you need to include?
- ✓ **Translation and reflection of policies in daily practice**.
- ✓ Your Service's **approach to equity and inclusion**.
 - What is your commitment to equity for children, families, employees (prospective and current) and the wider community?
- ✓ Your Service's **approach to working with children**.
 - How are Educator's beliefs and theoretical perspectives linked with practice?
- ✓ **Current research and contemporary best practice**.
 - How does this guide your policy development?
 - Do your policies reflect best practice principles and learning frameworks?

Starting point - Reviewing your Service Philosophy

Your Service's Statement of Philosophy is a statement about the beliefs, attitudes, core principles and values that underpin practices in your service. It should reflect the guiding principles outlined in the Education and Care Service's National Law Act 2010 and the Early Years Learning Framework and Framework for School Age Care in Australia. It guides everything that happens at the service and thus supports:

- secure, respectful and reciprocal relationships;
- partnerships with families;
- quality inclusive practice;
- equity and respect for diversity; and
- ongoing learning and reflection.

National Quality Standard

Quality Area 7 – Leadership and service management

Standard 7.2 – The service's commitment to continuous improvement is documented in the statement of philosophy or principles.

Element 7.2.1 – A statement of philosophy is developed and guides all aspects of the service's operations.

A clear, thoughtful Statement of Philosophy becomes an important declaration of how your Service sees itself, what it aims to achieve and where its priorities lie. Every statement should include a commitment to work in partnership with families to ensure the best possible outcomes for children.

The NQF outlines the importance of the Service Philosophy. Quality Areas 1, 3, 4, 6 and 7 of the new NQS outlines what should be contained in your philosophy. It also requires Services to provide evidence that families have opportunities to contribute to the development and review of the Statement of Philosophy, policies and procedures, and Quality Improvement Plan (QIP).

Sample Philosophy

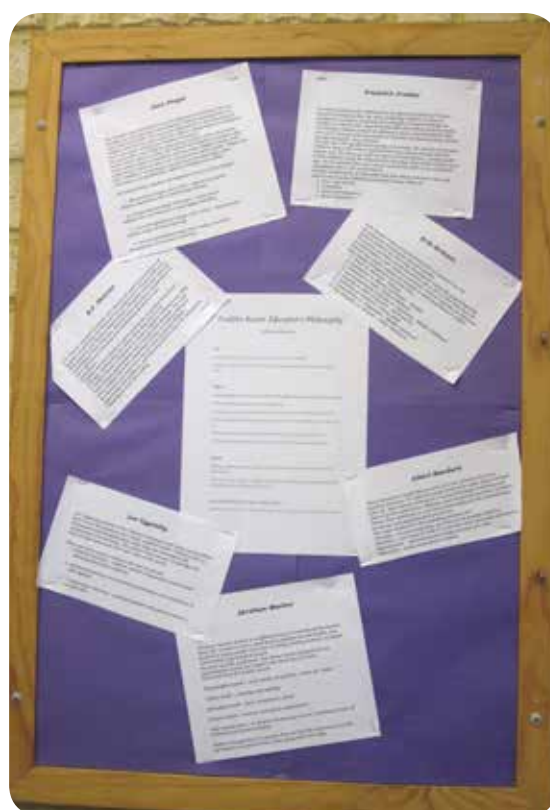
Our service believes that children are capable, competent and active learners, and important contributors to their community. Our service values the importance of childhood as a significant stage of human development in its own right as well as the foundation for all later learning and development.

In our work we seek to contribute to all children realising their promise and potential, both now and in the future. We believe that positive outcomes for children can best be achieved in environments and communities that are free from discrimination, where children can feel they belong and can be safe, and where their rights and views are respected.

Our belief in equity and social justice is expressed in our work with all children. We support our staff to challenge discrimination, to advocate for children's rights, and to access the resources and expertise they need to contribute to equality of outcomes for children.

When families are strong and caring, children can experience the complexities of life in safe and secure ways. Our vision acknowledges the critical role of families in raising children. In our work we seek to recognise, support and advocate for families in order to make this vision a reality. We are committed to continuous improvement to ensure the best possible outcomes for all children.

(See the *How To* Series booklet: Build Strong Partnerships with Families)



Who to Involve in Policy Development or Review

Staff

The most effective approach to creating or updating policies is to include all staff as they will be implementing the policies on a daily basis. Their involvement will promote a sense of ownership, less dissatisfaction and greater commitment to implementation. It may not be possible to have the entire team involved but, at a minimum, all current staff members should sign-off on the final document to ensure their awareness and understanding of the content.

Management

Active leadership is crucial to the development of policies and procedures. Developing a policy review schedule helps to ensure that all policies are regularly reviewed and consistently updated. Coordinators/Directors can allocate staff to review and comment on relevant policies and procedures. (See the PSC Early Childhood Services Diary 2012 for an example of a Policy Review Schedule). Consulting with other Coordinators/Directors in a similar sector type may also be helpful.

Families

Including families in policy development builds their understanding of your philosophy and approach, and gives you an insight into their needs so that policies reflect the needs of families that use your service. You could form a parent committee, or seek their input to and feedback on policies.



National Quality Standard

Quality Area 6: Collaborative partnership with Families and Communities

States *'that all service types under the NQF must provide evidence that families have the opportunities to contribute to the development and review of the service's Statement of philosophy or principles, policies and procedures and Quality improvement Plan'*. (P.153 - Guide to the National Quality Standard)

Community

You might also involve community members in developing or updating relevant policies. For example, you might involve the local child health nurse, dietician or nutritionist when updating a healthy eating and nutrition policy for your service.

National Quality Standard

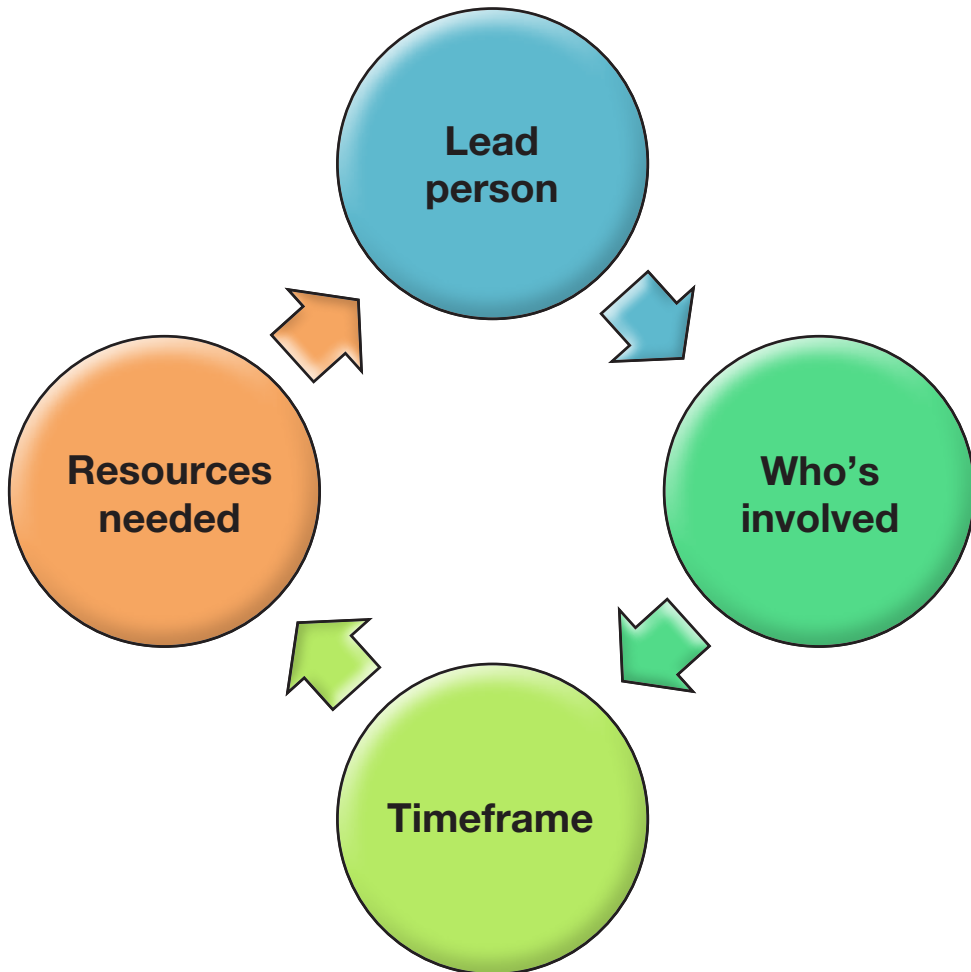
Quality Area 6 - Collaborative partnership with Families and Communities

Element 6.3.4 – The service builds relationships and engages with their local community



Getting Started

A good way to approach policy and procedure development and review is to consider the process as a project. Therefore you will need to decide:



Policy development and review is time consuming so it is useful to break the task into manageable portions that can be worked on by a small team and referred back to others for review and consolidation. This approach must be planned and managed by the lead person to be effective. Usually this person will be the Coordinator or Director.

What Should a Policy Include?

There are several components to a policy including:

- 1) **Policy title.**
- 2) A clear **policy statement or statement of intent** (how it relates to the service philosophy and why it exists) This **could also include a policy objective/aim** (what are you hoping to achieve).
- 3) **Policy** (detailing the procedures, expectations and how the policy will be implemented).
- 4) **Links to regulations** (NQF).
- 5) **Sources** (any reliable websites, books, journal articles and agencies that were used as references when developing the policy, or which may be useful for further reading) should be cited. For further guidance on identifying reliable sources, go to www.childaustralia.org.au - *Policy Tips Sheet* and / or *Policies To Go By* Resource.
- 6) **Version control** including date endorsed (date the policy was approved) and date for review. A sample version control table is shown below. The endorsed policy becomes Version 1 (v1), minor changes are captured (v1.2), and full revisions with lots of changes result in a new version of the Policy (v.2).

Version	Action	Date
Policy1234.v1	Endorsed	23/11/2010
Policy1234.v1.2	Minor changes	3/02/2011
Policy 1234.v2	Fully revised with lots of changes	23/11/2011
	Review Due	23/11/2012

Best Practice Guidelines: Writing Policies and Procedures

Policy Writing/Review Team

- 1) Gather a **policy writing/review team** from staff and other stakeholder (if appropriate).
- 2) **Develop a plan and process** for the policy writing/review project.
- 3) Ensure all **participants understand the process** and have **sufficient time** for the task.

Organisation of Policy Documents

- 1) Prepare a **Policy folder** (hard copy and electronic) and a list of required and proposed policies.
- 2) Group the policies in a logical way to develop a **table of contents**. For example, by topics such as administration, management and staff.
- 3) Develop a policy **document template** with headings and styles for document consistency and incorporate a version control table.
- 4) Develop a **Policy Issues Log** to track issues for updates.
- 5) **Develop a Review Schedule** prioritised by how often the content is expected to need updating.
- 6) Have each policy on a separate page for easy updating.

Sources of Information

- 1) Use **recommended sources** to develop or review every policy. Ensure that you understand the Act, Regulations and NQS requirements for your service. For more information, visit www.acecqa.gov.au.
- 2) Keep **up to date** with best practice by attending professional development offered through the PSC, and use the Resource Library.

Stakeholder input and review

- 1) Consider including **parents and other stakeholders** in the policy writing/review team.
- 2) **Invite opinions and ideas from families** (and other community members) about the service's policies and procedures. This can be done through everyday conversations, family information sessions, interactive parent board, information evenings, suggestions box, emails, or newsletters.
- 3) **Be open to alternative perspectives** and innovative ideas.

Policy currency

- 1) Review all policies and make sure they meet **NQF** requirements.
- 2) Develop a process to **update and record changes** (e.g. Version Control and Issues Log). Events which might trigger a new review are changes in legislation, or a serious incident at the service. This can then form part of your Quality Improvement Plan (QIP) under the NQF.

Accessibility

- 1) Ensure the Policy Folder is **well organised** and easy for all stakeholders to access and follow.
- 2) **Translate relevant sections** for families who do not have English as a first language. Translation services are available from tis@immi.gov.au or www.naati.com.au at a cost. translate.google.com translates large pieces of text without charge. Ask families about the clarity of translated documents after they have read them. Policies and procedures should be **non-judgmental** and use language and images that reflect the children, families and staff involved in the service and its community.
- 3) **The Parent Handbook** should include the **current relevant policies** (with an online version readily available) such as behaviour guidance, fee collection, infectious diseases.
- 4) **The Staff Handbook** should include the **current relevant policies**.

Sign off/endorsement

- 1) Gain **agreement** with the final policy documents and follow your services policy **endorsement procedure**. (This will vary depending on your service type and governance).
- 2) Let **staff** and other relevant stakeholders know when the review is complete and what has changed.
- 3) **Inform parents** of policy changes and give them access to relevant documents.

National Quality Standard

Quality Area 6 - Collaborative partnership with Families and Communities

"The service has made preparation to communicate with families for whom literacy is an issue or for whom English is not a first language, even if it is not currently required. All families must have easy access to service's policies and procedures".

P.151 - Guide to the National Quality Standard

Implementation and Evaluation

- 1) **Test out your policies** to make sure that procedures and practices are realistic and achievable.
- 2) **Have clear guidelines** for implementing policies and procedures
- 3) If implementation isn't successful, **go back and review** the policy and procedures.
- 4) Update your **Staff and Parent Handbooks**

Forming a Policy Review Team - Ideas for Practice

First Meeting – Getting Started

- 1) Decide on the team members and arrange the first meeting.
- 2) **Assemble all required documents** including your current policies, NQS, EYLF/ FSAC, Act, Regulations and best practice guides.
- 3) **Brainstorm the headings and sections** for inclusion/updating in the Policy Folder.
- 4) **Decide what to include.** Compare your current policies with new requirements and identify gaps.
- 5) **Develop a project plan and set realistic timeframes** to develop/review policies.
- 6) **Divide the workload** amongst team members.
- 7) **Agree what forms need to be updated** and assign responsibility.
- 8) **Agree a schedule of meetings.**
- 9) **Decide who else needs to be involved.** Consider bringing in some “outside” expertise.

Second meeting – Reviewing Draft Policies

- 1) Provide **draft Policies in advance** of the meeting for comment and feedback by the team.
- 2) **Discuss and agree changes** to be made.
- 3) Test out/role play scenarios to visualise how procedures would apply in practice (See page 20).
- 4) **Invite someone from outside the team** to give feedback on the first draft.
- 5) Decide where to **display the draft policies for comments** from Educators, families and visitors to your service.
- 6) Review and agree on changes to the forms and other material updated
- 7) Confirm the “next steps”.

Further meetings – Ongoing Continuous Improvement

- 1) **Provide the final draft** in advance of the meeting.
- 2) **Agree final changes.**
- 3) **Sign off on updated forms.**
- 4) Follow the policy endorsement process for your service.
- 5) **Plan policy distribution**, for example, hard copies displayed on notice boards, PDF emailed to families.
- 6) **Develop implementation guidelines and evaluation process.**

How Do You Know If You Have It Right?

Here is a process you can follow to test if your policy is going to be effective:

- 1) Choose 2 or 3 draft policies.
- 2) Apply the policy to a practical scenario and see if the procedures are realistic in your environment.
- 3) Reflect on the usefulness and validity of the policy.
- 4) Identify the strengths and weaknesses in the policy.
- 5) Consider risk management and necessary protocols (adapt risk assessment if needed).
- 6) Assess what is understood by those who will implement the policy.
- 7) Change or update the policy as necessary (this can be part of your Quality Improvement Plan – See National Regulations 55 & 56).



“Research supports the suggestion that when Educators are given the opportunity to participate in making decisions that affect them, they experience greater job satisfaction and higher morale. They also tend to hold a higher opinion of their supervisors.” Paula Jorde Bloom (2011)

Testing Your Policy: Case Study - Behaviour Guidance (Biting)

Scenario

There are ten children and two Educators at Cootehill Early Learning Centre. The children are aged between eighteen months and three years. Hayden is twenty months old and Sam is thirty months old. For no apparent reason, Hayden bites Sam on the face. Sam cries loudly yet Hayden appears unconcerned. This is the first time that Hayden has bitten another child at the service.

- How should Educators react?
- As Coordinator or Director, what will you do?
- How will this be communicated to families? Do you have a policy to guide you?
- How will Educators respond to Sam?
- How will Educators respond to Hayden?
- What do you say to Hayden's and Sam's families when they come to collect their children?
- What do you do if Sam's family:
 - Suggest that Hayden be excluded?
 - Seek assurance from you that it won't happen again?
 - Threaten to remove Sam from the service?
- How will you help Hayden to stop biting?

Policy and Procedure Test

Look at your policy. Does it give you guidance? What does it tell you about:

- how Educators and Directors/Coordinators should respond to each child;
- what to do next and follow up action - curriculum and environment review, observations;
- working in partnership with families and joint planning;
- sharing information with families;
- confidentiality and privacy of children's information;
- exclusion of children; and
- managing risks.

Your policy and procedures should guide how you manage biting in your service. Your procedures should enable educators to consistently respond to biting episodes and work in partnership with parents to reduce the incidence of biting. Do you need to update your policy?

Policy Pitfalls and Suggested Solutions

Poorly developed or implemented policies lead to poor practice. Some common problems and possible solutions include:

Conflicting approaches to educating and caring for children amongst staff with staff disagreeing with the policies. This highlights the importance of all staff participating to develop or review policies. By working together, conflicting views can be discussed to reach shared understanding and approaches.

Differences in child rearing practices between home and the service. It is critical to ensure that parents understand how the Educators work with children and guide children's behaviour in the service. Policies clearly state the approaches taken within the service and provide information by which parents can assess whether the service is the right one for them.

Families have not read or understood the philosophy, policies and or procedures and do not understand service practices. This is a communication issue that is easily addressed by:

- increasing accessibility to policies (online, newsletters - *policy in focus*, noticeboards);
- building positive relationships with parents to enable regular and honest communication;
- invitations and opportunities for parents to comment; and
- critically reviewing the family enrolment/orientation process and Parent Handbook

Policies are out of date, fail to meet the needs of the children, families and staff or are not implemented because they do not accurately describe the values, beliefs or practices within the service. This highlights the importance of using the review/writing process outlined throughout this booklet taking into account:

- the context (families, community, service type);
- current best practice principles; and
- current legislative and regulatory environment.

Policies are only looked at when they are developed and updated, and then filed away and forgotten until they are due for review. Policies will only ever be useful when they are implemented and central to practice. It is the responsibility of all staff members to ensure this happens. Developing policies using the approach described here will assist build reflective practice within your team. This critical reflection and cycle of continuous improvement means that policy development drives and reflects quality practice.

Summary: Successful Policies

It is important that all Educators know and understand your policies and procedures, put them into practice and can describe them effectively for families, Authorised Officers from your local regulatory authority, and for the wider community. Ensuring that the whole staff team understand your policy framework underpins the provision of high quality inclusive early education and care.

As well as guiding daily practice, relevant policies should be included in

- your Parent Handbook
- your Staff Handbook

Well written policies, developed **with** stakeholders:

- ✓ Ensure **consistency of approach** and service operations
(See Quality Area 7 – NQS)
- ✓ **Promote collaboration and partnership with families** through their involvement in the development process
(See Quality Area 6 – NQS)
- ✓ **Reflect the cultural diversity** of children, families and staff attending the service
(See Quality Areas 1, 3, 4, 5, 6 and 7 - NQS)
- ✓ **Help Educators and all staff members** understand their role and responsibilities
(See Quality Areas 4 and 7 - NQS)
- ✓ **Promote a sense of worth for all parties** as their input is valued and respected
(See Quality Areas 4, 6 and 7 - NQS)
- ✓ **Support the vision, principles and practices** of the EYLF and the FSAC
(See Quality Areas 1 to 7 – NQS)
- ✓ **Result in policies and procedures that staff agree with and implement fairly**
(See Quality Area 7 - NQS)

References

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Useful Websites

- ACECQA – www.acecqa.gov.au (For a list of required policies and procedures for all service types)
- Early Childhood Australia – www.earlychildhoodaustralia.org.au
- Food Standards – www.foodstandards.gov.au
- Kidsafe – www.kidsafe.com.au
- Nutrition Australia – www.nutritionaustralia.org
- PSC Alliance - www.pscalliance.org.au
- World Health Organisation – www.who.int
- Sids and Kids – www.sidsandkids.org

Contacts

For information on jurisdiction specific provisions that apply, contact:

ACT:

Children's Policy and Regulation Unit
Community Services Directorate
GPO Box 158
Canberra City ACT 2601
Phone: (02) 6207 1114
Fax: (02) 6207 1128
Email: OCYFSCchildrensServices@act.gov.au
Website: www.dhcs.act.gov.au

New South Wales:

NSW Early Childhood Education and Care Directorate
Department of Education and Communities
Locked Bag 5107
Parramatta NSW 2124
Phone: 1800 619 113
Fax: (02) 8633 1810
Email: ececd@det.nsw.edu.au
Website: www.dec.nsw.gov.au

Northern Territory:

Quality Education and Care Northern Territory
Department of Education and Training
GPO Box 4821
Darwin NT 0801
Phone: (08) 8999 3561
Fax (08) 8999 5677
Email: qualityecnt.det@nt.gov.au

Queensland:

Department of Education and Training
PO Box 15033
City East QLD 4002
Phone: 1800 637 711
Fax: (07) 3234 0310
Email: ecec@deta.qld.gov.au
Website: www.deta.qld.gov.au/earlychildhood

South Australia:

Department of Education and Children's Services
Licensing and Standards
Level 15, 31 Flinders Street
Adelaide SA 5000
Phone: (08) 8226 0085
Fax: (08) 8226 1815
Email: decchildcarelicensing@sa.gov.au
Website: www.decd.sa.gov.au/ybsproviders/

Tasmania:

Department of Education
GPO Box 169
Hobart TAS 7001
Phone: 1300 135 513
Fax: (03) 6233 6042
Email: childcare.comment@education.tas.gov.au
Website: www.childcare.tas.gov.au

Victoria:

Department of Education and Early Childhood Development
GPO Box 4367,
Melbourne, VIC 3001
Phone: 1300 307 415
Fax: (03) 9651 3586
Email: licensed.childrens.services@edumail.vic.gov.au
Website: www.education.vic.gov.au

Western Australia:

Department for Communities
Childcare Licensing and Standards Unit
Level 1, 111 Wellington Street
East Perth WA 6004
Phone: (08) 6210 3333 or 1800 199 383
Fax: (08) 6210 3300
Email: ccluinfo@communities.wa.gov.au
Website: www.communities.wa.gov.au

Professional Support Coordinators National Alliance
www.pscalliance.org.au

ACT
Communities@Work
www.actpsc.com.au

New South Wales
Children's Services Central
www.cscentral.org.au

Northern Territory
Child Australia
www.childaustralia.org.au

Queensland
Health and Community Services Workforce Council Inc.
www.pscq.org.au

South Australia
Lady Gowrie Child Centre
www.pscsa.org.au

Victoria
Gowrie Victoria
www.gowrievictoria.org.au

Western Australia
Child Australia
www.childaustralia.org.au

Tasmania
Lady Gowrie Tasmania
www.psctas.org.au