



Australian Children's
Education & Care
Quality Authority

MONITORING, SUPPORT AND SUPERVISION OF FAMILY DAY CARE EDUCATORS, INCLUDING HOW THE SERVICE WILL MANAGE THOSE IN REMOTE LOCATIONS

POLICY GUIDELINES

These guidelines are part of a series intended to assist in the development of your service's policies and procedures required under regulations 168 and 169. They set out the main components to be included in your policies and procedures, and considerations for each component.

They should guide how you develop your policies and procedures, and are not an exact format to be followed.

Under the *Education and Care Services National Law* (section 51), an approved provider of a family day care (FDC) service must ensure that each FDC educator engaged by, or registered with, the service is adequately monitored and supported by a FDC co-ordinator.

In addition, under the *Education and Care Services National Regulations*, an approved provider of a FDC service must ensure that policies and procedures are in place for monitoring, support and supervision of FDC educators, including those located in remote areas (regulation 169). They must take reasonable steps to ensure those policies and procedures are followed (regulation 170).

Your policy and procedures should address these requirements, as well as quality practices relating to monitoring, support and supervision of FDC educators that align with the National Quality Standard.

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.

1. Title

Monitoring, support and supervision of family day care educators policy

2. Policy statement

The policy statement will reflect your service's philosophy about monitoring, supporting and supervising FDC educators.

For example:

We are committed to all of our FDC educators receiving ongoing monitoring, support and supervision to foster continuous improvement and ensure the safety, health and wellbeing of children. Regular contact with FDC educators will also help to build relationships and promote professional development.

3. Background

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

For example:

The *Education and Care Services National Regulations* require policies and procedures to be in place to monitor, support and supervise FDC educators, including those located in remote areas.

4. Legislative requirements

Your policy must be consistent with, and refer to, legislative requirements to monitor, support and supervise FDC educators.

Examples include, but are not limited to:

Section/regulation	Description
Section 51	Conditions on service approval
Section 164	Offence relating to assistance to family day care educators
Section 166	Offence to use inappropriate discipline
Section 167	Offence relating to protection of children from harm and hazards
Section 168	Offence relating to required programs
Section 169(5)	Offence relating to staffing arrangements
Regulation 10	Meaning of actively working towards a qualification
Regulation 55	Quality improvement plans
Regulation 56	Review and revision of quality improvement plans
Regulation 73	Educational program
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program
Regulation 75	Information about educational program to be kept available
Regulation 76	Information about educational program to be given to parents
Regulation 81	Sleep and rest
Regulation 82	Tobacco, drug and alcohol-free environment
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
Regulation 84	Awareness of child protection law
Regulation 116	Assessments of family day care residences and approved family day care venues
Regulation 118	Educational leader
Regulation 123A	Family day care co-ordinator to educator ratios – family day care service
Regulation 124	Number of children who can be educated and cared for – family day care educator
Regulation 127	Family day care educator qualifications
Regulation 128	Family day care co-ordinator qualifications
Regulation 143B	Ongoing management of family day care educators
Regulation 144	Family day care educator assistant
Regulation 153	Register of family day care educators, co-ordinators and educator assistants
Regulation 154	Record of staff engaged or employed by family day care service

Section/regulation	Description
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons
Regulation 164	Requirement for notice of new persons at residence
Regulation 168	Education and care service must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures
Regulation 173	Prescribed information to be displayed
Regulation 174	Time to notify certain circumstances to Regulatory Authority
Regulation 183	Storage of records and other documents

When writing your policy, you will need to 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 the **Monitoring, support and supervision of family day care educators policy**, it might highlight the need to split its various areas into different policies and procedures that can be readily accessed by all staff members to follow. For example, you may wish to have separate policies for *Monitoring safety* and *Supporting FDC educators' professional development*.

5. Principles to inform your policy

All decision-making should be carried out in accordance with the principles of your service's **Monitoring, support and supervision of family day care 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. We therefore support our FDC educators with their planning, programming and professionalism, and are committed to developing and assisting our educators with their professional development and training, including mentoring and support.
- Children's safety, health and wellbeing is paramount. Co-ordinators monitor the safety of the FDC residences and support FDC educators (including in remote locations) to address any hazards, incidents or other issues.
- Our commitment to governance and leadership is enabled through our service philosophy, policies and procedures. Co-ordinators supervise FDC educators to ensure that their practices are in alignment with the policies, procedures and philosophy.
- Our management, co-ordinators, FDC educators, FDC educator assistants and other staff members are key to the service's effective operation. Clear expectations are in place in relation to their different roles and responsibilities.

FDC educators in remote locations

Regulation 169 also requires approved providers to have policies and procedures which address the management of FDC educators in remote locations. The Accessibility/Remoteness Index of Australia (ARIA+) may be used to help determine whether the FDC educator is in a remote or rural area. Your service will need to consider how the distance from the principal office or co-ordinator's location may impact the regularity and type of contact that the service has with the FDC educator, as well as any associated risks this creates for children, the service or FDC educator.

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.	acecqa.gov.au
FDC co-ordinator	A person employed or engaged by the approved provider of a 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 a 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 a FDC service to assist FDC educators.	National Law (Definitions)
FDC residence	A residence at which a FDC educator educates and cares for children as part of a FDC service.	National Law (Definitions)
FDC service	An education and care service that is delivered through the use of two or more educators to provide education and care to children and operates from two or more residences.	National Law (Definitions)

7. Links to other policies

Refer to related policies and procedures, for example:

- Keeping a register of FDC educators, co-ordinators and educator assistants
- Provision of information, assistance and training to FDC educators
- Governance and management
- Visitors to FDC residences and venues while education and care is being provided to children
- Providing a child safe environment
- Assessment of FDC educators, FDC educator assistants and persons residing at FDC residences
- Engagement or registration of FDC educators
- Engagement or registration of FDC educator assistants

8. Induction and ongoing training

State information about induction training and frequency of ongoing training and information sharing to assist managers, co-ordinators, FDC educators and other 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’s philosophy?
- Is it clear why this policy exists?

PROCEDURES GUIDELINES

Under the *Education and Care Services National Regulations*, an approved provider must ensure policies and procedures are in place for monitoring, support and supervision of FDC educators. These guidelines are part of a series intended to assist in the development of your policies and procedures required under regulations 168 and 169. They are to guide you to develop your policies and procedures, and are not an exact format to be followed.

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

The steps and guidelines you document will not only guide your practice, but also inform regulatory authorities of roles and responsibilities at the service.

When thinking about your procedures for monitoring, supporting and supervising FDC educators, they need to be practical and achievable. For example, if your procedures state that educators will be visited every month, you will need to make sure steps are in place for this to occur.

1. Title

Monitoring, support and supervision of family day care educators procedures

2. Reference to policy and philosophy

Here you refer to your ***Monitoring, support and supervision of family day care educators policy*** as seen in your policy documents. You can reference where you will find your policy to help those looking for it.

Your procedures will also reflect your service's overall philosophy and evidence-based governance and leadership best practices.

3. Procedures

This is where you detail the way you will implement the ***Monitoring, support and supervision of family day care educators policy***.

It is the 'How to' in your service and includes specific step-by-step procedures to monitor, support and supervise 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.

You will also need to consider:

- the methods for monitoring, supporting and supervising FDC educators, e.g. visits, phone calls, electronic communication, play sessions, educator evenings (such as those for training)
- the frequency and scope of visits, whether they are to be announced or unannounced, and what factors will influence these decisions
- the type of documentation from visits to be completed and the alignment with your service's record keeping practices
- what the supervision of FDC educators entails and how FDC educators are supported to improve practices
- how your service includes and provides for FDC educators located in remote areas
- procedures for maintaining the register of family day care educators, co-ordinators and educator assistants to be kept at the principal office, including evidence that each FDC educator is receiving adequate monitoring and support from a co-ordinator (regulation 153)
- how you will ensure co-ordinators hold a relevant qualification and are suitably experienced in the development and delivery of the educational program
- how your service will undertake performance reviews with educators.

As you reflect on your **Monitoring, support and supervision of family day care educators procedures**, 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 required actions. For example, you may wish to have separate procedures for *Safety spot check visits by co-ordinators* and *Professional development and ongoing training and support of 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 *Education and Care Services National Regulations* (see pp. 7–10 below).

When developing your roles and responsibilities you will also need to take into consideration the context of your FDC service and FDC educators located in remote areas, and the adaptations or adjustments that may need to be made to your systems and processes to meet the *Education and Care Services National 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 including FDC environments. Ultimate responsibility lies with the approved provider to ensure their service/s are meeting the requirements under the *Education and Care Services National Law*.

When developing this section consider:

- What are the roles and responsibilities of the approved provider, co-ordinators, and other staff in your service in relation to monitoring, supporting and supervising FDC educators?
- How will you clearly define these roles and expectations and where will it be documented?
- Why are clear and robust procedures for supporting FDC educators important for children’s safety, health 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 co-ordinators and FDC educators can follow the procedures? How will they be made aware of the procedures?
- Do the roles and responsibilities reflect your service type?

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

Roles	Responsibilities
Approved provider	<ul style="list-style-type: none"> • ensure the Monitoring, support and supervision of family day care educators policy and procedures are in place • take reasonable steps to ensure that nominated supervisors, co-ordinators, FDC educators, FDC educator assistants, staff and volunteers follow the policy and procedures • ensure processes are in place to meet and monitor ratio requirements • ensure that co-ordinators and the educational leader are suitably qualified to provide monitoring, support and supervision to the FDC educators • ensure that unauthorised people are not left alone with children • ensure that the register of family day care educators, co-ordinators and educator assistants is kept up-to-date and that information it contains is kept for three years after the FDC educator, co-ordinator or FDC educator assistant has left the service (regulation 153) • support continuous improvement of FDC educators • provide professional development opportunities • ensure copies of the policy and procedures are readily accessible to nominated supervisors, co-ordinators, educational leaders, FDC educators, FDC educator assistants, staff, volunteers and families, and available for inspection • 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.

Roles	Responsibilities
Educational Leader	<ul style="list-style-type: none"> devise methods to lead the development and implementation of educational programs across the service that are linked to the relevant Approved Learning Framework/s oversee the development and implementation of the educational program with FDC educators, and ensure that the required documentation is developed and kept that meets the requirements of regulation 74.
Co-ordinator	<ul style="list-style-type: none"> implement procedures to adequately monitor, support and supervise FDC educators schedule regular contact times with FDC educators ensure that documentation of monitoring, support and supervision meets regulation 153 support continuous improvement and provide opportunities for professional development ensure that the areas within FDC premises from which the service is operating are safe and secure, and free from hazards to children.
FDC educators	<ul style="list-style-type: none"> ensure that access is given to co-ordinators to conduct monitoring, support and supervision contact sign any related documentation when required take responsibility for driving continuous improvement at the service ensure practices align with policies and procedures provide information to the approved provider to be included in the register of family day care educators, co-ordinators and educator assistants ensure any requests from co-ordinators or the approved provider are actioned undertake professional development.

The following table will assist you in developing procedures specific to your needs and context. Referring to the *Education and Care Services National 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
Contact visits Act: 51 Regs: 81-84, 116, 118, 153, 168, 169, 123A, 143B, 170, 171, 172 QA1 QA2 QA3 QA4: 4.2.1 QA5 QA6 QA7: 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3	<ul style="list-style-type: none"> How you intend to conduct the visits. How often to plan visits, including during any excursions. How you are going to document your visits and ensure you meet the requirements under regulation 153. How you are going to document the discussions and actions required from the visits. What the sign-in process for co-ordinators should be on their visits, e.g. signing in as a visitor. What is to be checked and discussed during a visit, e.g. WHS, records, physical environment, continuous improvement, program, interactions with children, challenges faced by the FDC educator. What processes are in place to ensure that ongoing feedback is given about individual performance. How FDC educators located in remote areas can be supported. How to ensure you have sufficient co-ordinators to adequately monitor and support each FDC educator. How visits can be timed to reflect the operating times of FDC educators, e.g. weekends, nights. 	<ul style="list-style-type: none"> Make sure your policy and procedures are available for all to access. Develop procedures for visits. Develop a <i>Home visit record sheet</i> to outline items to be covered during the visit. Design an appropriate and responsive schedule for maintaining contact with FDC educators (keeping in mind that co-ordinators need to be available for emergency situations, so plans need to be flexible). Allocate time to effectively support FDC educators. Ensure contact visit procedures are part of co-ordinator and FDC educator induction training, and regularly reviewed at coordination unit meetings. 	Engagement or registration of FDC educators Providing a child safe environment Incident, injury, trauma and illness Provision of information, assistance and training of FDC educators Sun protection Water safety Sleep and rest for children Emergency and evacuation Assessment and reassessment of residences and venues for FDC Safe transportation of children

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
<p>Monitoring to ensure safety</p> <p>Act: 167, 169</p> <p>Regs: 81–84, 144, 124, 163, 164, 173, 174, 183</p> <p>QA2</p> <p>QA3: 3.1.1, 3.1.2</p> <p>QA4: 4.1.1</p> <p>QA7: 7.1.2</p>	<ul style="list-style-type: none"> • How best to conduct visits so they monitor the safety of the residence or venue. • What the health and safety requirements are. • How you will address any risks, harm and/or hazards observed during a visit. • How you will manage support for the FDC educator/s in a remote location in the event of a critical incident, e.g. FDC educator incapacitated, death of a child. • How you will monitor the level of supervision <ul style="list-style-type: none"> • that all children are being adequately supervised and the FDC educator is only caring for the prescribed ratio of children at any one time. • How you will monitor the role of FDC educator assistants, to ensure they are used in only permitted circumstances. • How to effectively monitor and support FDC educators located in remote areas. • What monitoring, support or supervision may be required in relation to persons residing at FDC residences, including: <ul style="list-style-type: none"> • whether notification has been provided for these persons (regulation 164) • any risks stemming from the residents, especially if on the premise while children are being educated and cared for. • How you will ensure that FDC educators' qualifications are up-to-date. 	<ul style="list-style-type: none"> • Conduct a risk assessment to ensure that risks, harm and hazards in the environment are identified and managed and reasonable precaution is taken. • Conduct scheduled and unscheduled visits. • Create a qualifications register to assist with monitoring required and training renewal dates, e.g. first aid, asthma and anaphylaxis. • Ensure procedures relating to monitoring to ensure safety are part of co-ordinator and FDC educator induction training, and regularly reviewed at coordination unit meetings. 	<p>Engagement or registration of FDC educators</p> <p>Providing a child safe environment</p> <p>Incident, injury, trauma and illness</p> <p>Provision of information, assistance and training to FDC educators</p> <p>Sun protection</p> <p>Water safety</p> <p>Sleep and rest for children</p> <p>Emergency and evacuation</p> <p>Safe transportation of children</p> <p>Governance and management</p> <p>Assessment of FDC educators, FDC educator assistants and persons residing at FDC residences</p>

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
<p>Supporting FDC educators in their professionalism and planning</p> <p>Act: s168</p> <p>Regs: 73–76, 81–84, 118, 143B</p> <p>QA1</p> <p>QA4: 4.2.1, 4.2.2</p> <p>QA7: 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3</p>	<ul style="list-style-type: none"> • What role the educational leader will play in your service with monitoring, support and supervision of the co-ordinators and FDC educators. • How best to conduct visits to support FDC educators in continuous improvement (e.g. planning and programming). • How you will monitor the progress of FDC educators' professional development. • What strategies you will use to develop and extend FDC educators' practices. • How you will decide on the most effective ways to communicate with and support your FDC educators. • How you will ensure that FDC educators are using the relevant Approved Learning Framework to inform programming and planning based on children's ages and developmental needs. • How FDC educators can request support from the coordination unit. • What support you will provide for FDC educators who are culturally and linguistically diverse. 	<ul style="list-style-type: none"> • Consider allocating a proportion of your visit time to support professional development and understanding of current practices. • Conduct regular training sessions for FDC educators focusing on a particular topic. • Subscribe to educational resources and share relevant content with FDC educators. • 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. • Create networking opportunities for FDC educators. • Host play sessions to provide opportunities for further support and professional development. • Provide access to translated resources. • Ensure procedures relating to supporting FDC educators in their professionalism and learning are part of co-ordinator and FDC educator induction training, and regularly reviewed at coordination unit meetings. 	<p>Engagement or registration of FDC educators</p> <p>Providing a child safe environment</p> <p>Incident, injury, trauma and illness</p> <p>Provision of information, assistance and training of FDC educators</p> <p>Sun protection</p> <p>Water safety</p> <p>Sleep and rest for children</p> <p>Emergency and evacuation</p>

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
<p>Supervision of practices</p> <p>Act: s166</p> <p>Regs: 81–84</p> <p>QA1</p> <p>QA2: 2.2.1</p> <p>QA3: 3.2.2</p> <p>QA4: 4.2.1</p> <p>QA5</p> <p>QA6</p> <p>QA7: 7.1.1, 7.2.1, 7.2.3</p>	<ul style="list-style-type: none"> • How to best conduct the visits in order to monitor practices. • How to ensure that FDC educator, educational leader and co-ordinator practices are aligned with the service philosophy. • How to support FDC educators to improve on practices if required. • How you will monitor the level of supervision <ul style="list-style-type: none"> • that all children are being adequately supervised and the FDC educator is only caring for the prescribed ratio of children at any one time. 	<ul style="list-style-type: none"> • Regular newsletter to FDC educators including topics on quality practice and any changes to policy and procedures. • Role model appropriate practices during home visits and play sessions. • Check accuracy, completeness and timeliness of all relevant records. • Ensure procedures relating to supervision of practices are part of co-ordinator and FDC educator induction training, and regularly reviewed at coordination unit meetings. 	<p>Engagement or registration of FDC educators</p> <p>Providing a child safe environment</p> <p>Incident, injury, trauma and illness</p> <p>Provision of information, assistance and training of FDC educators</p> <p>Sun protection</p> <p>Water safety</p> <p>Sleep and rest for children</p> <p>Emergency and evacuation</p> <p>Safe transportation of children</p>

5. Procedures created/reviewed

Include the date the procedures were created or reviewed.

6. Monitoring, evaluation and review

Your service, in consultation with co-ordinators, FDC educators, 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 **Monitoring and supervision of family day care educators procedures** align with your **Monitoring, support and supervision of family day care educators policy**?
- Have your procedures been written in plain English and can they be easily implemented by a co-ordinator or FDC educator new to your service?
- Is it clear who is responsible for the implementation of the procedures?
- Are all co-ordinators and FDC educators 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. Be mindful of the existence of any state or territory specific content.

Some examples include, but are not limited to:

- ACECQA – Family day care approved provider compliance responsibilities
[cecqa.gov.au/media/22851](https://www.cecqa.gov.au/media/22851)
- ACECQA – Family day care educator compliance responsibilities
[cecqa.gov.au/media/22856](https://www.cecqa.gov.au/media/22856)
- ACECQA – Family day care nominated supervisor compliance responsibilities
[cecqa.gov.au/media/22861](https://www.cecqa.gov.au/media/22861)
- ACECQA – Guide to the National Quality Framework
[cecqa.gov.au/nqf/about/guide](https://www.cecqa.gov.au/nqf/about/guide)
- ACECQA – Opening a new service
[cecqa.gov.au/resources/opening-a-new-service](https://www.cecqa.gov.au/resources/opening-a-new-service)
- ACECQA – Requirements for family day care providers
[cecqa.gov.au/media/23141](https://www.cecqa.gov.au/media/23141)
- Family Day Care Association Queensland – Adult learners (Loop Magazine)
fdcqld.org/setting-the-foundation-for-quality-practice-in-family-day-care/