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

Australian Children's Education & Care Quality Authority

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.

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). They must also take reasonable steps to ensure that those policies and procedures are followed (regulation 170).

The *Education and Care Services National Law* and *Education and Care Services National Regulations* do not specify the information, assistance and training to be covered by the policy and procedures. However, FDC educators must have various qualifications, skills and knowledge, and approved providers must support them to undertake their role and meet their responsibilities.

Examples of areas requiring support could include:

- providing FDC educators 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(3)).

Your policy and procedures should address these requirements, as well as quality practices relating to the provision of information, assistance and training to FDC educators including relevant aspects of the National Quality Standard, especially Standard 4.2: Professionalism and Element 7.2.3: Development of professionals.

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

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 are committed to providing our FDC educators with relevant information, assistance and training to assist them in their role and in the delivery of quality education and care.

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 approved providers to ensure their services have policies and procedures 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 have the important responsibility of supporting their FDC educators in this regard, 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 should be 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:

Section/regulation	Description
Regulation 136	First aid qualifications
Regulation 143B	Ongoing management of family day care educators
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

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 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. 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.	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)

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

8. Induction and ongoing training

State information about induction training and the frequency of ongoing training and information sharing to assist managers, co-ordinators, FDC educators, educator assistants 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 in relation to 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 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 FDC educator and staff expectations and responsibilities at the service.

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

When thinking about your procedures for the provision of information, assistance and training to FDC educators, they also need to be practical and achievable. For example, if your procedures state that you will address any knowledge or skill gaps of your FDC educators, you will need to make sure that steps are in place to assess these gaps and supplement them with training or other educational experiences.

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 and evidence-based quality practices for the provision of information, assistance and training to FDC educators.

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, training and assistance to FDC educators.

Some areas that will be outlined here should 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 required actions. 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 *Education and Care Services National Regulations* (see p. 7 below).

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, responsible person, nominated supervisor, co-ordinators, FDC educators, FDC educator assistants, other staff, volunteers, students and families 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, co-ordinators, FDC educators, FDC educator assistants and other staff members can follow the procedures? How will they be made aware of the procedures?
- Do roles and responsibilities reflect the service type?

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
	• ensure that obligations under the *Education and Care Services National Law* and *National Regulations* are met
	• take reasonable steps to ensure that nominated supervisors, co-ordinators, FDC educators, FDC educator assistants and staff follow the policy and procedures
	• ensure there are a sufficient number of co-ordinators 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(3))
	  • information on child protection laws (regulation 84) and child safe standards requirements that may apply in your jurisdiction
	  • best practice health and safety information, including on sleep and rest (regulation 81)
	• 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)
	• take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the ***Provision of information, assistance and training to FDC educators policy*** and ***procedures***
	• ensure that copies of the policy and procedures are readily accessible to nominated supervisors, co-ordinators, 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.

Roles	Responsibilities

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 co-ordinators 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***.

Co-ordinator	• 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 compliance with the *National Regulations*, professionalism and professional development
	• ensure that information is provided to FDC educators in a variety of ways to cater for diverse learners.

FDC educator	• ensure that access is given to co-ordinators 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 service's 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.

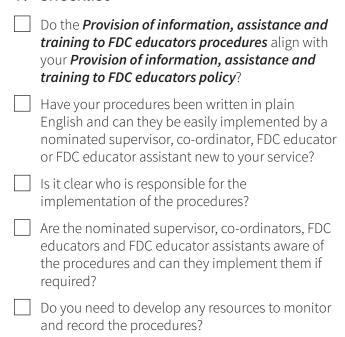| Areas to include in your procedures	Things to consider and outline in each area (this will be specific to the context of your service)	Strategies for monitoring and implementing procedures	Related policy and/or procedures
Provision of information, assistance and training to FDC educators **Regs:** 143B, 136(3), 81, 84 **QA4:** 4.2 **QA7:** 7.2	• Ensure there are a sufficient number of co-ordinators to provide information, assistance and training to FDC educators. • What knowledge or skills 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. co-ordinators). • 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(3)), child protection laws (regulation 84), sleep and rest needs (regulation 81)) and professional development on topics such as child safe standards requirements that may apply in your jurisdiction, and best practice health and safety information. • 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). • What systems are needed for regular evaluation of FDC educator performance, including individual plans to support learning and development (Element 7.2.3).	• 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 checklist 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

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, co-ordinators, FDC educators, FDC educator assistants and other key staff, 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 *Provision of information, assistance and training to FDC educators 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, co-ordinator, 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, co-ordinators, FDC educators and FDC educator assistants aware of the procedures and can they 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 any state or territory specific content.

Some examples include, but are not limited to:

- ACECQA – Family day care approved provider compliance responsibilities
- ACECQA – Family day care nominated supervisor compliance responsibilities
- ACECQA – Guide to the National Quality Framework
- ACECQA – Opening a new service
- ACECQA – Legislative Requirements for family day care providers