

# EDUCATOR HANDBOOK

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## INTRODUCTION

"Welcome to Polaris Family Day Care, where we are dedicated to providing a safe and nurturing environment for your child's growth and development. This handbook serves as a comprehensive guide to our Service, offering valuable insights for educators.

## MISSION STATEMENT

We engage, support, resource and inspire Educators to work in collaboration with families ensuring each child reaches their full potential.

In meeting our vision the Coordination Unit will act in a professional and respectful manner, valuing partnerships and diversity.

Our primary focus is always what is in the best interests of the child and in doing so we honour the United Nations Convention on the Rights of the Child.

## 'POLARIS FDC' PHILOSOPHY

Polaris FDC holds the belief that childhood is a special and precious stage of life. With the aim of securing a happy and healthy future for children, we are dedicated to offering a learning environment through dynamic and creative play experiences.

Our educational approach revolves around planning children's learning based on their interests, needs and ability, guided by the National Quality Standards, the Early Years Learning Framework, and the School Aged Care Learning Framework - My Time, Our Place. This approach promotes holistic development, encompassing physical health and well-being, social skills, emotional skills, language, cognitive development, and exploration of various domains, awakening their potential.

We emphasise partnerships that enrich children's sense of belonging and highly value family involvement and cultural diversity.

By encouraging children to respect each other's diversity, equity, and inclusion, we strive to enhance their understanding of different viewpoints from diverse experiences and cultures.

Through collaboration with our staff, educators, families, the local community, and related support services, we provide a nurturing environment that supports children's learning while maintaining the principles of confidentiality and privacy.

Our practical approach to family day care is geared towards continuous improvement, as educators actively engage with children's interests, needs, and capabilities. We are also committed to the ongoing development and mentoring of our educators, ensuring excellence in care and education for all children.

# CHILD SAFE ORGANISATION

**Polaris FDC** aims to support the active participation of children in our Service. We support and respect our children, their families and our employees. We promote a child safe environment that is inclusive, transparent and promotes children's participation. Children's safety is paramount, and we aim to take all practical steps to protect children from all types of abuse, harm and neglect. We understand our responsibilities and statutory duty of care to comply with both the Child Safe Standards and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

All staff, students and volunteers carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons NSW (Care and Protection Act 1998) and maintain up to date with knowledge of child protection law and the Child Safe Standards.

Our staff are recruited through a rigorous and consistent screening and selection process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to children. All staff are required to provide a current Working With Children Check before beginning employment and maintain/hold a current WWCC as a condition of their employment.

## CODE OF ETHICS

### I. IN RELATION TO CHILDREN, I WILL:

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- provide a meaningful curriculum to enrich children's learning, balancing child and educator-initiated experiences
- understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- ensure childhood is a time for being in the here and now and not solely about preparation for the future
- collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- value the relationship between children and their families and enhance these relationships through my practice
- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- respect children as capable learners by including their perspectives in teaching, learning and assessment
- safeguard the security of information and documentation about children, particularly when shared on digital platforms.

### II. IN RELATION TO FAMILIES, I WILL:

- support families as children's first and most important teacher and respect their right to make decisions about their children

- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship system
- respect families' right to privacy and maintain confidentiality.

### III. IN RELATION TO COLLEAGUES, I WILL:

- encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- participate in a 'lively culture of professional inquiry' to support continuous improvement
- implement strategies that support and mentor colleagues to make positive contributions to the profession
- maintain ethical relationships in my online interactions.

### IV. IN RELATION TO COMMUNITIES AND SOCIETY, I WILL:

- learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- promote the value of children's contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

### VII. IN RELATION TO MYSELF AS A PROFESSIONAL, I WILL:

- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.

source: ECA Code of Ethics (2019) Early Childhood Australia

## SERVICE DETAILS



## Service Details

## INFORMATION ABOUT OUR SERVICE

PROVIDER NAME	Sae Ra Kang
SERVICE NAME	Polaris Family Day Care

PROVIDER APPROVAL NUMBER	PR-400033855	SERVICE APPROVAL NUMBER	SE-40004135
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CONDITIONS ON THE PROVIDER APPROVAL	None
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CONDITIONS ON THE SERVICE APPROVAL
<ul style="list-style-type: none"> <li>The approved provider must comply with the conditions of Section 51 of the Children (Education and Care Services) National Law, and the requirements of the Education and Care Services National Regulations.</li> <li>The approved provider must ensure that no more than 60 family day care educators are employed or engaged by the service during the first twelve months after the service commences operating. An application to amend or remove this condition will not be considered until the service has been operating continuously for at least one year and can demonstrate compliance with the National Law and Regulations during that time.</li> <li>The approved provider must employ at least 1 full time family day care co-ordinator for every 15 family day care educators providing education and care for children.</li> </ul>

HOURS OF OPERATION				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00 - 17:00	09:00 - 17:00	09:00 - 17:00	09:00 - 17:00	09:00 - 17:00

NOMINATED SUPERVISOR / EDUCATIONAL LEADER	CO-ORDINATOR / ADMINISTRATOR
An Na Ko	Jieun Park , Joo Youn Seo, Ji Hyun Bae

Our service will have a Responsible Person placed in day-to-day charge and on premises at all times.

CURRENT NATIONAL QUALITY STANDARD RATING		FEEDBACK, COMPLAINT HANDLING COMMENTS	
QA 1: Educational Program & Practice	Working Towards	NAME	Sae Ra Kang
QA 2: Children's Health & Safety	Working Towards	POSITION	Provider
QA 3: Physical Environment	Working Towards	PHONE NUMBER	02) 9008 2270 / 0424 733 123
QA 4: Staffing Arrangements	Meeting	EMAIL	info@polarisfamilydaycare.com.au
QA 5: Relationships with Children	Meeting	ADDRESS	Suite 2, Unit 5, 8 Avenue of the Americas, Newington NSW 2127
QA 6: Collaborative Partnership with Families	Meeting	CONTACT DETAILS OF REGULATORY AUTHORITY	
QA 7: Governance and Leadership	Meeting	NAME	Department of Education's Early Childhood Education Directorate
OVERALL RATING	Working Towards NQS	PHONE NUMBER	1800 619 113
		EMAIL	eeecd@det.nsw.edu.au

Date Updated Apr 2023



## ABOUT FAMILY DAY CARE

"Family Day Care is an approved educational service catering to children aged 0-13 years. Our primary focus is on nurturing the unique development of each child, all within the cozy and caring atmosphere of a certified Educator's own home.

In small, close-knit groups, children engage in a natural approach to play and exploration, forming genuine and lasting bonds with our qualified and passionate Educators.

Meanwhile, parents can have peace of mind, knowing that their child is thriving in a nurturing, flexible, and home-based learning environment.

Our registered Educators adhere to the Education and Care Services National Law and Regulations, as well as the National Quality Standards and National Curriculum Frameworks, ensuring that your child receives the highest quality care and education."

## STAFF

### Approved Provider

Polaris Family Day Care Service is an Approved provider by the Department of Education and Early Childhood and Development and Educators are registered with the Scheme. The scheme is approved under the Education and Care Services National Regulations 2011 and the Education and Care Service National Law 2010.

### Nominated Supervisor

The Nominated Supervisor is responsible for the overall management and direction of the Scheme. They ensure that the scheme adheres to government requirements, that all Families/Educators grievances are handled in a timely and appropriate manner and ongoing quality care is provided within the service.

The Nominated Supervisor is available to discuss any issues and can be reached via appointment with administration staff at the service.

### Educational Leader

The Educational Leader assists Educators and Coordinators in the development of quality programs for children registered with the service.

### Coordinators/ Administrators

Coordinators are responsible for visiting, supervising and supporting Educators in providing safe, quality care to children registered with the service.

The administration team is responsible for overseeing recruitment, registration, training and fees reduction payments (i.e CCS). Together with coordinators the administrators support Educators in all aspects of their business.

# BECOMING AN EDUCATOR

As a registered Educator with Polaris Family Day Care, you enjoy several advantages.

Our dedicated Coordination Unit staff are qualified professionals with extensive experience in supporting and training Educators. They excel in areas such as child development, quality care, education, as well as business management and administration.

Our Educators are driven by a genuine passion for children and a strong commitment to providing high-quality education and care. At a minimum, all Educators must hold a Certificate III in Education and Care.

Each Educator is approved to provide care and education for a maximum of 7 children, with no more than 4 children under school age.

This intentional limit allows Family Day Care Educators to provide a personalized and comprehensive experience that encompasses all aspects of a child's development.

As an Educator with Polaris FDC, you will:

- Work according to the Education and Care Services National Law and Regulations, National Quality Standards and National Curriculum Frameworks.
- Participate in the Munch & Move, Be You, and Sun Smart programs.
- Be required to participate in a minimum of 2 professional development sessions per registration year.

Family Day Care Educators are self-employed entrepreneurs who have the flexibility to set their own working hours in line with their lifestyle and preferences. They have the unique opportunity to increase their income as early childhood and care professionals based on their individual choices. Here are some common ways in which Family Day Care Educators structure their businesses and take charge of their earning potential:

**Flexible Scheduling:** Educators can tailor their schedules to accommodate their personal commitments, whether it's part-time or full-time work. This flexibility allows them to strike a balance between work and life.

**Additional Services:** Many Educators offer additional services such as extended hours, weekend care, or specialized programs (e.g., language immersion, arts and crafts) to cater to a broader range of families and increase their income.

**Vacation Care:** During school holidays, Educators can provide vacation care services, attracting families in need of childcare when schools are closed.

**Professional Development:** Continuous learning and staying updated with the latest childcare trends can lead to higher demand and potentially higher rates.

**Marketing and Networking:** Actively promoting their services through local networks, social media, and word-of-mouth referrals can help Educators expand their clientele.

**Quality Care:** Providing exceptional care and maintaining a high-quality learning environment can lead to positive reviews and recommendations, attracting more families.



## REQUIREMENTS

The educator must:

- Be over 18 years of age;
- 100 Points of Photo ID
- Have a Police Check issued not more than 6 months;
- Hold a current and verified Working with Children Check (WWCC)
- Complete a medical survey with an accompanying declaration to affirm that all information provided in the medical survey is true and correct. The service may request the applicant to provide a medical clearance should any issues arise from the medical survey that may be considered to affect the work of the family day educator in providing education and care to a child/ren;
- hold a current First Aid qualification (including CPR training)
- have undertaken an approved anaphylaxis management training
- have undertaken emergency asthma management training
- Possess a current driver's licence if driving a vehicle as part of business;
- Provide a declaration of financial capacity to demonstrate they have the resources to operate their business;
- Provide two referees – who agree to be contacted as referees;
- Hold a recognised and accredited food safety supervisor certificate.
- Child protection
- hold PRODA registration, and individual RA number as a FDC Educator
- have, or be actively working towards, at least an approved certificate III level education and care qualification
- maintain current public liability insurance

## GOVERNING BODIES

Our industry's national body that ensures high quality early childhood education and care is ACECQA (Australian Children's Education and Care Quality Authority). More information is available at their website: [www.acecqa.gov.au](http://www.acecqa.gov.au)

Each service must undergo assessment and compliance visits on a regular basis to measure the quality of the service. The assessors spend time visiting educators chosen at random and assessing the coordination unit.

Services are assessed on the educational programs they provide for children, the relationships they form with children, families and communities, the standards of health and safety, and the physical environment.

ACECQA facilitates the National Quality Framework that is underpinned by the National Quality Standard, Education and Care Services National Law, Education and Care Services National Regulations, and the Early Years Learning Framework (EYLF) – the national early childhood curriculum for children prior to starting school – and My Time Our Place (MTOP) for school age children.

## EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

This set of regulations guides our practices when considering and developing our policies, practices and procedures. It is vital that you are aware of the Regulations and Amendment Regulations. There are copies available in our office or online:

Education and Care Services National Law Act 2010.

[Education and Care Services National Regulations](#). (Amended 2023)

## NATIONAL QUALITY STANDARD

The National Quality Standard was informed by research about best practice and the way in which high quality education and care contributes to positive outcomes for children. It comprises quality areas, standards and concepts. The seven quality areas in the National Quality Standard are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and leadership

Within these quality areas sit Standards and Elements that guide our practice. We will be assessed by this document and ranked .

If we are rated at 'Exceeds National Quality Standard' we are then able to apply to receive the rating of 'Excellent'. The quality rating we receive must be displayed at our Service and is published on the national registers on the ACECQA website.

To achieve our expected level of quality in our Service, you must be aware of the National Quality Framework and Standards. There is a copy of the Guide to the National Quality Framework in our office or online: <https://www.acecqa.gov.au/nqf/national-quality-standard>

The Framework is based on the following five outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

More information can be found on the EYLF and MTOP by visiting <http://education.gov.au/>

The EYLF was revised and updated in 2022 and V2.0 is to be implemented in all services from 2024. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, \(2022\).](#)

This holistic approach in our learning environment allows educators and families to work together in planning and reflecting on each child, and seeing their development as an ongoing journey that ebbs and flows naturally, supported by intentional teaching practices that is documented, scaffolded and nurtured to cultivate the best potential outcomes.

We share this information with families in a number of ways; observations, day book entries, project workbooks, verbally, in newsletters, information sheets and formal family meetings.

We view information sharing as one of the most critical strengths of our Service supported by a professional approach and strict confidentiality.

Time is given to educators off the floor, where they are replaced to enable them to complete observations, programs and daybook / journal entries. This time will be entered in the roster, so it is available and accounted for.

## PROGRAMMING

Using the cycle you can plan for an educational care program that is specific to children's strength needs and interests.

### THE EARLY YEARS LEARNING FRAMEWORK PLANNING CYCLE

The planning cycle describes the process educators follow in planning, documenting, responding to and supporting children's learning. Educators make many decisions about curriculum planning based on their professional knowledge, their knowledge of children and local contexts, and their understanding of the Vision, Principles, Practices and Learning Outcomes of the Framework. The steps, sequences and components of the planning cycle that are identified and explained in Diagram 2 can occur spontaneously, 'in the moment', throughout the day or over a period. Educators use these 5 components to inform their thinking about children's experiences and improvement of practice to develop and implement a curriculum that is inclusive of all children.

It is important to note that **documentation** occurs at every stage of the planning cycle.



The Early Years Learning Framework for Australia V2.0, 2022

	<b>OBSERVE / Listen / Collect information</b> Educators use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing. This can be undertaken across the whole curriculum and throughout the day, including during routines, planned and unplanned experiences, and interactions with peers, family members and other adults. Educators observe, listen to, engage with, and are attuned to children's dispositions, curiosity, discoveries, theories, perspectives, knowledge skills, involvement in learning and contributions to their own learning and the learning of others. Educators acknowledge, document and describe children's capabilities and unique ways of belonging, being and becoming ensuring children's and families' voices are sought, heard and included.
	<b>ASSESS / Analyse / Interpret learning</b> Educators draw on a range of sources of information including their professional knowledge and early childhood theories to clearly identify children's strengths and capacities and consider these in relation to the Learning Outcomes and/or other assessment criteria. This includes children's awareness and understanding of their own learning, including the embodied nature of very young children's demonstration of their own learning goals. Educators draw on their knowledge and the expertise of the children, families, communities and other professionals they work with, to interpret their collection of information. Educators assess children's learning and engagement in a variety of ways, in the moment and over time, and in diverse context for and with children.
	<b>PLAN / Design</b> Educators' planning is inspired and informed by their thoughtful analysis of the information collected and their documentation. Using this analysis, they plan how to consolidate, enrich and extend children's learning and thinking. Educators are intentional in their choice of appropriate learning and teaching strategies, content, resources, design of the use of time and indoor and outdoor learning environments. Educators ensure relational and place-based pedagogies are at the core of planning meaningful learning experiences for children and groups of children. Plans can be jointly constructed in collaboration with children and in partnership with families.
	<b>IMPLEMENT / Enact</b> Implementation is where the plans turn into action. Educators enact and review their planned learning experiences for individuals and groups of children throughout the day. They extend children's learning during structured and spontaneous adult-led experiences, child-led play, mealtimes and personal care routines, and indoor and outdoor environments. Educators' intentionality shines within the aspect of the planning cycle, where their learning and teaching strategies, engagement and thinking amplify children's learning.
	<b>EVALUATE / Critically reflect</b> Educators use their assessment of, as and for children's learning to evaluate the implementation of plans. Educators consider how meaningful and effective the plans have been for children's learning development and wellbeing, giving considerations to children's cultural and linguistic identities and diverse capabilities. Evaluation is a time of critical reflection to consider 'What worked well and why?', 'What will I do differently next time?' and 'How can I further extend children's learning?' Critical reflection is a powerful tool for educators to consider the learning possibilities moving forward. Educators' evaluation also identify areas for information sharing with colleagues and professional learning that will improve curriculum processes and practices.

## DAILY ROUTINE

We embrace the full intent of the EYLF that recognises that children's learning is dynamic, complex and holistic. We have a 'routine' guideline in each room for assistance, especially for relief educators; however, the children and their needs and interests dictate us.

We do not withhold food for a child who is hungry or insist that a child separates from an activity that they are engaged in simply because the routine says so. Likewise, we may spend more time outdoors in fine weather if the children are engaged in the experiences. While following the order of the daily routine is beneficial to children, time slots stated on the guideline are to be used as indicators dependent upon children's interests and needs throughout the day.

Our day, like our approach, is open ended; there are no predetermined outcomes, expectations or limitations other than considerations to safety and supervision at all times.

In regard to safety, it is imperative that all daily procedures are carried out; room safety checks, outdoors checks, end of day checks, and kitchen checklists must all be carried out without fail. Safety is never compromised.

## PROFESSIONAL GROWTH

Polaris FDC has a responsibility to our stakeholders to ensure that all of our staff members are kept up to date with changes and advancements in the early childhood sector. We believe that ongoing professional development is one of the most important ingredients in a high quality and effective service. Our responsibility is to ensure you are properly trained to embrace the role you are expected to undertake.

The service's Educational Leader will work with you to identify areas of strengths and areas for further development as part of your Professional Development Plan.

Your responsibility is to take the opportunity to improve your knowledge, reflect on your pedagogy, and look for ways to improve your practice. Additionally, it is expected that you will participate actively in the training you are offered and share the information with other educators.

## CURRICULUM (PEDAGOGY) AND EDUCATOR'S DEVELOPMENT TRAINING

It is important for educators to continue learning for their own pedagogical development and reflection and keep up to date with current theories and practices. The Service's Educational Leader will oversee the allocation of professional development to ensure that all staff members are receiving correct training based on the information that educators provide in their Professional Development Plan.

- A Child Protection 'refresher' training course is to be attended by each educator every 12 months as a minimum to ensure knowledge is current.
- It is a condition of employment that all educators keep their First Aid, CPR, Asthma and Anaphylaxis emergency training (as required) current and supply the Service with valid certificates.
- Management supports educators to undertake WHS training as a part of their in-service training.
- Permanent educators are to attend a minimum of 2 professional development/in-services training over a 12-month period
- Management may support other in-service training above the minimum expected, in respect to the cost of the in-service, if approved by the Nominated Supervisor beforehand.
- Following attendance of training and workshops, educators are required to complete a Professional Development review to share with all other educators and management. With assistance from the Educational Leader, the educator will be asked to share skills and knowledge learnt from professional development with other team members at a meeting
- Educators are to monitor and document their own record of Professional Development Reflection showing their commitment to reflective practice, embracing it as ongoing learning that involves engaging with questions of philosophy, ethics and practice and their influence on the learning environment.
- Educators seeking accreditation are responsible for recording all Professional Development as evidence of learning.
- An educator's Professional Development Plan (PDP) will be discussed with the Educational Leader and Nominated Supervisor during the Staff Performance Review cycle.
- Families will be made aware of all staff professional training and development through the Service's Newsletter
- Relief educators will be advised of details concerning in-service topics and locations.

## QUESTIONS TO GUIDE REFLECTION INCLUDE:

- What are my understandings of each child, their culture and context?
- What theories, philosophies and understandings shape and assist my work?
- Who is advantaged when I work in this way? Who is disadvantaged?
- What questions do I have about my work? What am I challenged by? What am I curious about? What am I confronted by in relation to my own biases?

- In what ways, if any, are the theories, knowledges and world views that I usually draw on to make sense of what I am doing, limit my practice?
  - Are there other theories or knowledge that could help me to understand better what I have observed or experienced? What are they? How might those theories and that knowledge affect my practice?
  - Who is advantaged/included when I work this way? Who is disadvantaged, excluded or silenced?
- (Source: Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0. p. 18)

## INDUCTION AND ORIENTATION

Our FDC Service is committed to providing a comprehensive induction program to ensure the smooth integration of new employees. The Approved Provider or assigned nominee will support the new employee and help them to understand the organisational structure, how decisions are made and communicated and what role they will have in the decision-making process. An induction checklist will be used to support this process, which explains an employee's responsibility to know the policies, procedures and practices within our Service and their duty of care obligations to ensure the safety and wellbeing of all children. Induction will include relevant information on child safe practices adhering to the Child Safe Standards, Code of Conduct, strategies that identify, assess and minimise risks to children and mandatory reporting procedures.

Continuity in care within the FDC Service is paramount. By orientating staff professionally and correctly, it guarantees the consistency of care not only within the room but also across the entire FDC Service. New employees will undergo regular supervision appraisals, mentoring, training and development as part of the orientation process.

### EMERGENCY/EVACUATION MANAGEMENT AND PROCEDURES

We will provide information about emergency and evacuation procedures, management plans, risk assessments and evacuation plans during the initial induction to ensure a safe and healthy working environment. This will also cover your role in any emergency procedures. The *Emergency Evacuation Policy* and *Lockdown Policy* provides guidance and procedures for educators to confidently manage emergency situations effectively and efficiently, while maintaining the safety and wellbeing of children, families and visitors.

### THE SELECTION PROCESS

- The selection process will incorporate a range of methods through which applicants are asked to provide information about themselves. This may include some or all of the following: – Written applications;
  - Home visits;
  - Practical sessions (such as observing interactions between the applicant and children, educators and staff at a playsession);
  - Oral/written answers to hypothetical questions;
  - Reference checking;
  - NSW Police Check;
  - Qualifications and training;
  - Details about previous experience;
- Special consideration is given for applicants from differing cultural or linguistic backgrounds to provide them with equal opportunity and enable the service to meet the child care needs of the community. Such considerations may include an interpreter or oral discussions rather than written applications.



- Selection criteria will be set which will be the benchmark/minimum standards on which all applications will be assessed.
- Applications will be assessed against the selection criteria and applicants who meet the required criteria will be invited to attend an interview with the service manager, nominated supervisor and/or delegated staff member.
- The nominated supervisor and/or delegated staff member will interview prospective educators to determine their suitability and explain the service's requirements in detail with the applicant.
- A visit will be made to the applicant's home to complete an assessment of the facilities, provide feedback on any issues requiring attention, and meet with the applicant's family to discuss the philosophy of family day care and the possible impact of providing care on the educator's family.
- Whenever possible, more than one person will be involved in the recruitment process. Ideally two or more service staff members will meet and visit the applicant and also score any written applications or answers.
- After final assessment of the applicant's application, and provided that the required benchmarks have been achieved, and the applicant has met all regulatory requirements for the service home, the applicant will be offered educator registration.
- Unsuccessful applicants (those who do not meet the selection criteria) will have the opportunity to discuss their applications with the service manager and be given information on where they did not meet requirements for the position and how they may improve in the future.
- Before offering an applicant registration with the service, the service will:
  - always conduct reference checks;
  - check two forms of identification;
  - ask for verified copies of qualifications;
  - carefully look at the applicant's employment history and seek explanations (eg. travel, study leave) for any gaps;
  - ensure the applicant has a current working with children or NSW Police Check;
  - ensure the applicant's proposed family day care venue has been approved.

## ORIENTATION

- Before commencement, new educators will meet with the service manager who will:
  - introduce the new educator to the service administration and staff;
  - explain the management structure of the service and how the educator may have input;
  - outline the training and information sessions educators are required to attend;
  - explain when relevant resources and information such as handbooks, forms, policies, procedures and information sheets will be given to the educator;
  - review the steps required before children are placed with the new educator;
  - discuss the service's expectations of the educator during the orientation period;
  - allow the educator to spend time familiarizing themselves with the service and any information given; – answer questions and provide further clarification as needed.
- Educators who have completed an approved certificate III level education and care qualification (or higher) may be exempted from some of the information/training sessions, at the service manager's/nominated supervisors' discretion.
- The information/training sessions are information sharing opportunities for educators and staff and provide a venues for small group discussion and time for informal networking as well as professional development.
- At each training session educators will be given the relevant written material such as handbooks, forms, policies and procedures, and information sheets.
- Educators information/training requirements will cover, at least, the following topics: – What is Family Day Care,



- National Quality Agenda,
  - Child Protection,
  - Work Health and Safety,
  - Health and Hygiene,
  - Business Practices,
  - Legal Responsibilities,
  - Administration,
  - Communication,
  - Child Development,
  - Language and Behaviour, – Inclusive Practices.
- When compliance with all regulatory requirements for new educators has been confirmed by the staff person responsible for educator recruitment, the educator's details will be placed onto the Register of Educators by service administrative staff.
  - Whenever an educator leaves the service or notifies the service of a change of details, adjustments will be made to the register.
  - The Register of Educators is kept digitally in the administration computer network and will periodically, as required, be transferred to a hard copy using the Register of Educators format provided by ACECQA.

## CHILD SAFE STANDARDS

Our Family Day Care Service is committed to be a child safe Education and Care Service and aims to implement the 10 Child Safe Standards as recommended by the National Office for Child Safety. Our robust recruitment, probation and induction/orientation processes play a vital role in protecting children from harm.

[https://ocg.nsw.gov.au/sites/default/files/2021-12/q\\_CSS\\_GuidetotheStandards.pdf](https://ocg.nsw.gov.au/sites/default/files/2021-12/q_CSS_GuidetotheStandards.pdf)

## FAMILY MEMBER IN CARE

If considering a Family Day Care business from your home, it is essential to discuss your application with family members who live at home. All family members over the age of 18 years that reside in the premises where education and care is provided will need to complete a Working with Children Check, Police Check, Child Protection training and sign a household members agreement. We will provide guidance and advice on these requirements. We encourage active participation of family members as it adds to the 'family' experience of the service.

# Child Safe Code of Conduct

## We will:



Actively promote cultural safety and inclusion



Listen to and value children and young people's ideas and opinions



Report any conflicts of interest



Treat everyone with respect and honesty



Advocate the rights of the child and always prioritise their needs



Where possible, have another adult present or in sight when coaching



Remember to be a positive role model



Set clear boundaries about appropriate behaviour



Respect the privacy of children and their families



Follow organisational policy and guidelines for the safety of children



Report or raise concerns with management if risks to child safety



Gain consent from parents or carers when situations need to be safely managed

## We won't:



Overlook or participate in illegal, unsafe, or abusive behaviour towards children



Do things of a personal nature that a child can do for themselves



Develop any 'special' relationships with children



Ignore or disregard any concerns or suspicions or disclosures of child abuse

## RESPONSIBILITIES and EXPECTATIONS

1. Will not undertake the education and care of more children in my home than the number allowed by registration. I understand that the Service policy is to care for no more than 4 pre-school children at one time (including my own) and no more than seven children together under 13 years of age.
2. Provide care to children who attend the service at least one day a week
3. Must operate on all normal working days for at least 48 weeks of the year.
2. Must provide a written program plan that includes a range of activities and experiences designed to promote the social, emotional, creative, manipulative, cognitive, cultural and physical development of each child.
3. Must provide an environment that is conducive to the health, safety, development, education and care of children
4. Positive Behaviour Guidance and appropriate role modelling for children is required. No physical punishment is to be used with children in care.
5. Must restrict the times that the television is on, and programs must be suitable for the ages of the children in care.
6. Must have parents' permission to take children on excursions or outings that are not part of normal routine.
7. All children being educated and cared for are to be registered with the Polaris FDC Service. No private children are to be cared for at the same time.
8. CONFIDENTIALITY regarding families and children in care must be strictly maintained.
9. To allow the Coordination unit staff access their homes/care environments at all times, including weekends, when education and care is taking place; and also access records upon request; e.g., excursion permission, medication forms and receipts.
10. Children must not be left with anyone that is not a registered with the Polaris FDC Service.
11. Child swapping is not allowed. Child swapping is a practice where an Family Day Care educator, or their partner, receives child care payments for a session of Family Day Care provided to their child on the same day that they themselves provide Family Day Care. Attendances submitted from 12th of October 2015 will reflect this changes and any children enrolled under educator's or their partner's name will not be able to claim any payments. Some specified circumstances allow for child care payments to be paid where an eligible individual, or their partner, is a family day care educator. These allow the eligible individual to claim child care payments for their own child while they, or their partner, work as a family day care educator in an approved family day care service. These specified circumstances are where:
  - the child has been diagnosed as having a disability ('eligible disability child'), or is undergoing an assessment of a disability ('eligible ISP child'); or
  - the child lives in a remote or very remote area within Australia; or

- the individual/s for whom the child is the Family Tax Benefit (FTB) child or the regular care child, and who would otherwise care for the child on the day, are required to work (other than for an approved FDC service). The child must not yet have turned 16 years of age and those individuals must work for a minimum of five (5) hours on the care day.
- 12. Children receiving education and care must be closely supervised at all times.
- 13. Provision of a safe, clean, well ventilated, properly lit and heated home/care environment.
- 14. Kitchen, bathroom and toilet are to be kept clean at all times. Perishable food is to be kept refrigerated. Food preparation and serving areas and utensils are to be kept clean and free from any type of contamination.
- 15. Appropriate care will be taken when toileting children to ensure that both children and Educator follow proper Hygiene procedures.
- 16. To ensure that a smoke free environment is maintained.
- 17. External areas of the premises, to which children have access, are to be kept free from rubbish, animal excrement, etc. and are to be kept tidy to ensure a safe, uncluttered environment.
- 18. A working telephone must be available. (If using a mobile phone make sure it is always charged and has service)
- 30. Children must not be left unattended in the car, home or care environment.
- 31. Approved car restraints must be used at all times when children are taken in the car.
- 32. No medication is to be given without the parents/guardians written authorisation. Educators have medication forms.
- 33. Inform the Co-ordination Unit of any changes relating to the children receiving education and care e.g. increased hours, change in days.
- 34. Must present a doctor's certificate before recommencing education and care after illness of 2 weeks or more.
- 35. Must inform the Co-ordination Unit of any medical or psychiatric condition that occurs that may affect Educator's capacity to provide education and care.
- 36. In the event of an accident or injury to a child receiving education and care requiring medical attention, the parent/guardian and Service staff must be informed as soon as possible.
- 37. In the event of an incident, (e.g. parent/guardian arriving in an incapable state e.g. intoxicated) or accident, an incident report form must be completed as soon as possible and given to the Co-ordination Unit.
- 38. Will not consume alcoholic beverages or drugs of addiction whilst caring for children.
- 39. If any child/ren in care have a contagious illness, Parent/Guardian and Coordination unit staff must be notified.
- 40. Sun smart strategies should be implemented throughout the year, particularly Sep to April months. Parents/guardians are to supply SPF 30+ broad-spectrum, water resistant sunscreen and an appropriate sun hat for children's use as necessary.
- 41. Should endeavor to attend play-session regularly.

42. Must maintain an up to date emergency telephone list, which includes details of:

- Each parents/guardians telephone number and emergency contact numbers;
- The child's Date of Birth;
- Hospital / ambulance contact numbers;
- Coordinator's contact number;
- The contact number of another adult, accepted by the Coordination Unit who can provide emergency education and care.

43. It is the Educators responsibility to keep their financial records up to date.

44. The timesheets are submitted to the office for approval before being processed through the Harmony system on a fortnightly basis.

45. Notify the Coordination Unit at least two weeks prior to terminating my services as an Educator.

46. In circumstances involving the safety of children, Coordination unit have the responsibility to withdraw children from the Educators' Service or give warning about possible deregistration.

47. To notify the Coordination Unit of any current, past or pending police records, convictions, court cases, or any other matter, relating to myself or other household members, in areas that could be seen as detrimental to the welfare and/or safety of the children (eg. physical abuse, child maltreatment, drug abuse).

48. A review of Educators' registration will take place annually. This review will include a full Home / Venue Safety Check, an up-date of information regarding the premises and household members, and a discussion of availability to continue to provide education and care as outlined in the position description for a Family Day Care Educator.

49. Coordination Unit must be notified prior to any extensions or renovations to the Family Day Care home/environment.

## HOME SAFETY CHECK

All family day care residences and/or venues will be assessed prior to registration with the service.

1. The family day care educator will be provided with a copy of the Residence Assessment form for self-assessment.
2. Polaris family day care staff member will attend the residence and/or venue to assess the environment against the requirements stated on the assessment form.
3. The family day care staff member will provide the educator with a list of any identified outstanding items, if applicable.
4. On completion, the Residence Assessment form will be included with all other documents pertaining to the application and submitted for final approval to the nominated supervisor.

★Annual reassessment of the approved family day care residences

★Reassessment will be conducted annually or additionally as required.

5. Polaris family day care staff member will attend the residence and/or venue to assess the environment against the requirements stated on the Residence and/or Venue Assessment form and will keep a copy on the family day care educator's file.

6. If the family day care educator is determined as non-compliant in meeting the family day care service requirements then:

- i) an action plan will be developed; or
- ii) the grievance procedure will be enacted; or
- iii) cancellation of family day care membership will be enacted

## TAX REQUIREMENTS

Family Day Educators are regarded as being Self-Employed by the Australian Taxation Department. You will need an Australian Business Number (ABN), a business Tax File Number it is the responsibility of the educator to lodge a tax return, if a Taxable income is earned, and to keep all records for Taxation purposes. Your home is your principle place of business. This means that you run your business from home and an area of the home is set aside exclusively for these business activities.

Further information is available on the Australian Government Australian Tax Office website:

[www.ato.gov.au](http://www.ato.gov.au)

## REGISTRATION and LEVY FEES

Polaris Family Day Care Educators are required to pay an annual registration fee of \$200.

This registration will cover administration fees for a year, signs and a copy of Polaris Family Day Care Policies and Procedures.

Educator levy of \$2.00 per hour/per child is deducted from fortnightly payment.

## COMMUNICATION

It is of the most importance that Educator's are able to be contacted at all times. This means you must have at least one of the following: Working Mobile Phone, a working home landline or accessible email address. During your working hours Educator's must ensure that they are able to be contacted and are able to return missed calls to the office.

Parents/guardians and educators are encouraged to work together to ensure children are receiving the best possible care in Family Day Care. One of the most important aspects is open, honest and sensitive communication between both parties. Each has a responsibility to respect the other, which can be achieved by regular informal exchanges of information. It is both the educators and parent's/guardian's responsibility to keep each other "up to date" with information relating to the children, eg, the children's health, whether the children have slept well or are unhappy for a particular reason. To assist in making the child care placement a positive experience, educators need to be aware of children's daily routines and any issues relating to their care. Parents/guardians also need to know of their children's day in Family Day Care. Caring for children is both satisfying and extremely demanding. A sharing of satisfaction in children's progress and a word of praise or appreciation is valued and can lighten the day.



## TIMESHEETS

Each time child goes into care at the Educators parents must sign them in and out using Harmony Web. Every family member or authorized person who drops off or picks up their child needs to be issued an individual PIN to sign your child in or out. Please contact the office to be issued a PIN. Parents' sign in and out times, extra days, absent days and weekly fee amount will be shown on the time sheet and parents need to use their PIN to approve the time sheet each week.

The timesheets are then submitted to the office for approval before being processed through the Harmony Web on a fortnightly basis.

Please note that absences submitted for children at the start of care and the end of care will not be paid out. In example, Jerome is due to start care on Monday the 23rd May but does not attend until Wednesday 25th May. The educator cannot claim ABSENCES for Monday 23rd and Tuesday 24th May because the child has not officially started until he attends. It is the same for the end of care where Jerome is due to cease care on Friday 17th June and does not attend on Thursday 16th and Friday 17th June, the educator cannot claim payment for those last absences.

### **Timesheet and Payment Processing Time**

- Timesheets are submitted no later than Sunday (Timesheet week).
- Payments are processed on Wednesday and Educators are mailed their payment advices
- It is important to note that processing times may vary depending on the receiving bank in relation to payments
- Once every two weeks, Educator receives the remaining total amount, after deducting Levy from the total income, regardless of the parents' gap fee deposit.

### **Child Care Subsidy System (CCSS)**

Child Care Subsidy System (CCSS) is a government department that processes the Child Care Subsidy (CCS). CCSS is paid to Service for the care children who are eligible for CCS. Each week the completed timesheets are input into the Harmony system. The process is not as straight forward as submitting timesheets to the Polaris FDC Service and receiving payment the next week.

Payments are processed and calculated by CCSS then after it has received any relevant information from the Department of Human Services office. The payment information is then passed into Polaris FDC Harmony system and the funds are transferred to the Polaris FDC accounts.

Through our harmony system we process any levies or deductions and forward payment to each educator.

## PUBLIC LIABILITY INSURANCE

Polaris Family Day Care Educators are required by law to hold Public Liability Insurance for \$10,000,000 at all times they are caring and educating children. Public Liability Insurance covers educators for any accidents to themselves or children in care; it also covers fines and penalties incurred from a visit from the department.

Educators must not let their insurance lapse or they will face suspension until it is renewed.

## EDUCATOR to CHILD RATIOS

Educators can look after a maximum of 7 children at one time:

Family Day Care Services Educator to child ratio – birth to 13 years
From 1 Jan 2016
<b>1:7 with no more than four children preschool age or under, including educator's own children younger than 13 years of age at the residence</b>

Family day care ratio requirements

1:7 educator to child ratio

Maximum of four(4) children preschool age or under.

4 Preschoolers:

\*1 child under 12 months of age,

\*1 between 12 and 18 months of age 2 up to 5 years of age

3 Before and After School Care children: 5yrs – 12yrs (before and after school care)

Ratio includes the educator's own children younger than 13 years of age if there is no other adult to care for them.

Under the Family Assistance Law, children who are a niece/nephew, cousin or grand/great-grandchild of a Family Day Care educator must make up fewer than half of the children to whom the educator is providing care within any fortnight.

## HOME VISITS

Coordinators provide support to Educators. Home visits enable Coordinators to develop professional working relationships with educators and their families. Home visits are unscheduled and occur at different times and days to observe care in progress, educator's interaction with the children and monitor children's development.

Home visits also ensure that regular assistance and support is offered to the Educator in their day to day work. Clear, open and honest communication is encouraged between educators and Coordinators to ensure that the home visit is productive. All home visits are documented and signed by both educator and Coordinators.

Home visits comprise the following elements:

- Monitoring the quality of care and safety standards
- Supporting the educator
- Observation of children in care
- Discussion of service issues
- Maintenance of administrative records

## INTERACTION with CHILDREN

Adult – Child interaction is a very important part of children's education, care and learning. Interaction with children means the language you use with children, your actions with children and how the children respond to your language and actions. Educators will be visited regularly by our Coordination Unit Staff to monitor and support their services during these visits you will be observed on the way that you interact with children.

Please remember that all interaction with children whether it be your own or children in care must be positive. There will be times when children's behaviour may be very testing but it is your responsibility to manage that behaviour in a positive way. Please keep in mind that "Time Out" is no longer an option to be used with children as it is seen to be a negative response.

If you need more help or suggestions for positive interaction please ask your visiting coordinator or call the Polaris FDC Service for more advice.

## MEDICATION, ACCIDENT and ILLNESS FORMS

"Regulation QA2 aims to support each child's health.

Educators must make sure that children are adequately supervised at all times, and every measure is taken to minimise the risk of harm and injury. Educators must observe and respond to signs of illness and injury in children and record and share this information with families (and medical professionals where required). Educators are required by company policy to report any accident, injury or trauma to the Coordination Unit staff. Educators are encouraged to discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all.

Educators must maintain enrolment records containing health information and authorisations for each child. Individual medical management plans must be in place (if applicable – refer the enrolment form).

All medication forms must have written authorisation for the administration of the medication from parents/guardian. Ensure the forms are completely filled as missing information could make it impossible for the educator to give the medication to the child.

Training in regards to medication, incident, illness or injury forms will be given to each educator before they start care and they will be kept up to date on any information or form changes. Educators must ensure that in the case that forms need to be filled, parents/guardians are aware of what has happened and have read and signed the form when the child is picked up that day.

## EDUCATOR TERMINATION PROCEDURE

1. The Educator must provide the coordination unit with a minimum of two weeks notice when terminating their agreement and the service provided.
2. Educators must return all documentation pertaining to the children and families in care, resources and equipment borrowed from or belonging to the Service within one week of the termination of this agreement.
3. The payment of last fortnight from the termination date will be on hold until all requested documents are provided. If the educator cannot provide all the requested documents in the time frame they may not receive the last fortnight payment.

## GRIEVANCES/ DEALING WITH COMPLAINTS

The Service will always aim to provide a fair and equitable workplace; this includes procedures for settling grievances. We should all work together to ensure a safe, healthy and harmonious work environment.

We acknowledge that conflict is a natural part of the work environment. It may relate to something as simple as leaving a dirty teacup on the sink or more major issues such as what changes to make to the daily routine. Conflict may also arise due to seemingly incompatible personalities. It is important that all conflict is resolved. Unresolved conflict leads to tension, stress, low productivity, sour relationships, excess time off, ill health, anxiety and many other destructive emotions. When conflict is addressed and handled constructively the outcomes are feelings of relaxation, openness, high productivity, vitality, good health, empowerment, a sense of achievement etc.

It is every staff member's responsibility to contribute to the development of an open, healthy and constructive work environment. All grievances, whether considered minor or not, are to be dealt with promptly and thoroughly.

The Service's educators are expected to look at conflict in a positive way, ready to learn something new or improve work relationships.

Educators are also to be aware of their responsibility to provide good role models for children in their handling not only of conflict with work colleagues, but with children, parents and other associates.

Educators should reflect on the service's *Dealing with Complaints Policy* and Early Childhood Australia's Code of Ethics for guidance and direction of appropriate behaviour.

## CONFIDENTIALITY

Family members and residents may occasionally come across information regarding families enrolled in our Family Day Care program. It is imperative to understand that this information is strictly confidential and must not be shared with anyone else.

The FDC Educator plays a pivotal role in communicating with families about their children and addressing any FDC-related issues. If any concerns or questions arise, family members and residents should direct their inquiries to the FDC Educator.

In our commitment to safeguarding the privacy, dignity, and confidentiality of individuals, it is essential that all records and information pertaining to individual children and families are handled discreetly and stored securely in accordance with our legal obligations.

Access to this information is limited to authorized individuals who require it to fulfill their responsibilities within our organization or possess a legal entitlement to such knowledge. Any requests for information will be thoroughly discussed with our Coordination Unit staff before any disclosure is made.

This statement underscores the importance of confidentiality while highlighting the role of the FDC Educator and the procedures for handling sensitive information.