

Community Involvement

Rationale and Policy Considerations

As a community-based organisation, our purpose is grounded in the community and our connection to community members. Glenelg Community Child Care Centre has a responsibility to support children and their families to feel part of their community and to contribute to it.

We access and support families to gain access to valuable resources from within the community to support children's learning and wellbeing.

The service has an active presence in the local community, seeks to strengthen community links and uses community resources to meet the needs of local families and their children. .

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion, and participation in the program.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
76	Information about the education program to be given to the parent
157	Access for parents
171-173	Policies and procedures information to be available

Philosophy

We believe a documented approach to how the service reflects the importance of the community and its cultural heritage; approach to encouraging respecting and valuing diverse backgrounds, contributions, and perspectives.

Legislation and Government Requirements

Education and Care Services National Law Act 2010

United Nations Convention on the Rights of the Child

Policy Statement

Glenelg Community education and care service will provide regular information about community engagement opportunities, We will support and provide ongoing opportunities for children and their families to access local community experiences and resources. We will encourage our service community (families, staff and children) to participate in community events, services and experiences and will encourage them to have input into the services accessed.

The service will liaise with resource and service providers within the community to determine which networks exist that may connect children and families with the community. Participation in appropriate community projects and events is viewed as a positive contribution to the education and care program. The approved provider/Nominated Supervisor /educators will actively promote the positive aspects of the service to families and the local community. Any family or community concerns will be dealt with promptly to address the issue and promote the service culture of continuous improvement to meet changing needs and uphold the positive reputation of the service within the community. Providing opportunities for students, volunteers and people seeking work experience in education and care services is seen as a community service and means of promoting quality education and care within the community.

Connecting with the community

The service holds current information on relevant community resources and makes these available to families.

Nominated Supervisor We discuss new strategies to improve the service's connections and image in the community, these strategies will be documented and maintained through the Quality Improvement Plan and shared with families.

The service will invite community members to visit us at Glenelg CCC to share their social and cultural heritage with the children, families and educators/staff of the service.

Educators will reflect those cultural values and diversity of the broader community, including Aboriginal and Torres Strait Islander communities, when planning the children's learning and learning environment.

Connections with the local community are built through a number of strategies including:

- partnerships with families
- involvement in community meetings, committees, and networks
- Walking to and from Baden Pattinson Kindergarten sessions to support children to have access to external Kindergarten
- liaison with other children's services, local businesses, school, health services and organisations working with families and children in the local area

Participation in community events

Local community members are invited to participate in social events held at the service.

We will ensure children's safety and wellbeing is always the prime factor in any decision to invite visitors to the service.

Visitors may be invited into the service as part of the children's learning program i.e. – members of the Fire Service, Police Department, medical or nursing profession may be invited to share aspects of their work that are of interest to children, – community people with a skill, art or experience from which the children will gain experience or enjoyment.

The service will offer student placements to students attending early childhood or education and care training at TAFE SA, UniSA, or another private institute. All placements will be negotiated through the Nominated Supervisor who will ensure that there are no more than 2 student placements in each room at any one time. Students will be provided with clear guidelines in relation to their responsibilities and code of conduct whilst at the service and will be closely supervised by educators at all times.

All students must provide an appropriate current Working with Children check in accordance with the Education and Care Services National Regulations.

Students are supplementary to educator / staff requirements and will not be used to replace absent educators / staff unless they are on the service's payroll.

Management committee access to the service will be organised through the Nominated Supervisor. (Refer to service policy on Management Committee.)

All other visitors to the service must make an appointment with the Nominated Supervisor /coordinator or educator. (See also policy on Establishing a Protective Environment)

Professional access to the service will be at the discretion of the Nominated Supervisor and (if involving the children) with the parent's written consent. The only exception to this would be in the case of children at risk.

The types of professionals or officials that may require access include:

- Authorised child protection officers
- Police Officers (with warrant)
- Health & Safety Inspectors
- Authorised officers of the Education Standards Board SA who have the right of entry under the Education and Care Services National Regulations
- Australian Government officers - have the right of entry to inspect service records for accountability requirements under the Child Care Act 1972

Procedures

The service will adhere to the following procedures ensuring the implementation of this policy:

- Confidentiality Statement
- Educator/staff Code of Ethics
- Grievance procedures
- Orientation checklists
- Procedure for dealing with privacy complaints
- Closing the gap clearinghouse – Dockett S., Perry B. And Kearney E. – School readiness: what does it mean for Indigenous children, families, schools and communities – Retrieved 29 April 2011, from http://www.aihw.gov.au/closingthegap/documents/issues_papers/ctg--
- Communities and Families Clearinghouse Australia – Practice Sheet – Price–Roberston, R and McDonald, M – Working with Indigenous children, families and communities – Lessons for practice – Retrieved 29 April 2011, from <http://www.aifs.gov.au/cafca/pubs/sheets/ps/ps6.pdf>
- DEEWR Child Care Service Handbook 2017 – 2018; Section 6.5 – What are my services responsibilities to parents? – Retrieved 2 Nov. 2018, from www.deewr.gov.au Early Childhood Australia (ECA). (2005).
- The Code of Ethics. Retrieved 02 November 2018, from http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html
- Early Childhood Development Intercultural Partnerships – Cultural safety in practice with children, families and communities poster – Retrieved 29 April 2011, from <http://www.ecdip.org/docs/pdf/Cultural%20Safety%20Poster.pdf>
- Moore T. – Building Inclusive communities for all children and families – Retrieved 29 April 2011, from <http://www.togetherwegrow.com.au/speakernotes/SessionB2.pdf> Queensland
- Fact sheet: A summary of the rights under the Convention on the Rights of the Child. Retrieved 2 November 2018, from http://www.unicef.org/crc/files/Rights_overview.pdf
- Understanding cultural competence – the early years framework, professional learning program. Retrieved 09 November 2016, from http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLFPLP_E-Newsletter_No7.pdf

Approved by the Management Committee on:

Date: January 2023

Next review date: Under review