



3+ Early Learning Program

Information Handbook



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Acknowledgement of Country

The Grange Community Centre acknowledges the Traditional Custodians of the Land of the Kulin Nations the traditional owners of the land on which we work and live in Wyndham.

We pay respect to Elders past, present and those of the future.

We also acknowledge all the Traditional Owners of Country throughout Australia and recognise all First Nations peoples continued cultural and spiritual connection to land, sky and waterways that surround us, we pay respect to the ongoing living cultures of First Peoples.



As part of our Reconciliation Plan, and the need to meet the principles outlined in the Early Education and Care requirements of the National Law, we will acknowledge and embed Aboriginal and Torres Strait Islander perspectives into our program and practices. Valuing Aboriginal and Torres Strait Islander culture and traditions is an important aspect of our program. You will see and experience a variety of activities, events, celebrations, and acknowledgments. It is very important that we acknowledge the first Australians as the custodians of this beautiful country and teach our children to be proud of the oldest living culture in the world that belongs to all of us. Regular acknowledgments to first nations people, flag raising, and yarn circles will be a prominent feature of our program

Welcome

We welcome you and your family to The Grange Community Centre. We look forward to working with you and value your opinions and close co-operation to ensure a mutually rewarding relationship. Please take the time to read through this handbook so that you are familiar with our expectations and can identify any areas that you may need further information about before commencing sessions.

Early Childhood trained Educators will plan and deliver the educational program that will assist your child's development and learning. A program will be developed to extend your child's learning including play skills, independence, communication, attention, memory, and relationships with others. All educators will provide an environment where positive attitudes encourage children to be independent, to show initiative, self-control, and an inquiring mind.

Parents play an important role in the service and educator welcome parent involvement. Parents can be on the daily roster, assist in the program, provide feedback on the program or be on the Board of Governance. We sincerely hope that you and your family will have an enjoyable and rewarding year and we look forward to your involvement with the Centre.



Our Philosophy



Session & Fee Information

Early Learning Program Session Times at **The Grange Community Centre** are:

Thursday	9.00am - 2.00pm	\$49.61
Friday	9.00am - 2.00pm	\$49.61

There is often a waiting list and payment of fees will ensure your child retains a place in the service. Fees may be subject to change through the year.

Before Commencing In 3+ Early Learning Group

- ✚ Children may commence at the beginning of term 1 if they are 3 years old by 31st January; children who turn 3 later in the year may start once they turn 3. Proof of age is required.
- ✚ If your child turns 3 after the 30th April, you may apply, however you will be placed on our waiting list. Once your child has turned 3, and a position becomes vacant, we can contact you accordingly.
- ✚ Please note that if your child turns 3 between the start of term and the 30th April, you can accept a place but will not be able to attend until they turn 3. To accept and hold a place until your child turns 3, you will need to pay the full-term fees.
- ✚ Your child must be up to date with their immunisations for their age (See Immunisations, No jab, No Play for more information).
- ✚ Children attending should be able to attend to their own needs (e.g., washing hands, toileting, removing/replacing clothing).
- ✚ Pay your \$50 registration fee
- ✚ Purchase any uniform items you may like for your child

Preparing For 3+ Early Learning Program

Starting 3+ Early Learning Program is a special time for families. Your child can look forward to engaging in new experiences, developing friendships, and learning valuable lifelong skills. Before your child starts, there are some things you can do to help ensure your child enjoys a smooth transition to 3+ Early Learning Program.

Complete Your Child's Enrolment Form

The enrolment forms are available online on The Grange Community Centre Website www.grangecommunity.org.au or by scanning the QR code.



Please complete all relevant sections of your child's enrolment form and submit it to the centre before they start. This is a regulatory requirement, and it will help educators understand your needs. Please ensure that you provide any relevant documents before your child starts. Parents should ensure that the educators have current information regarding custody arrangements, change of address, telephone numbers, and mobile numbers. If there is an emergency, it is vital that you or your nominated emergency person can be contacted. Please tell the educator immediately of any changes so that they can update your personal information on file at the Centre.

Review Our Policies

We invite you to review our policies, which cover operation, quality, health, safety, and wellbeing. These are available at the Centre and on our website at www.grangecommunity.org.au. If you have any questions or feedback, please contact the Centre.

Attend our information night

Before your child starts, you will be invited to an information session where our team will provide you with information related to our 3+ Early Learning Program. This is an excellent opportunity to share your child's needs, likes and dislikes, and to ask any questions.

Orientation - Meet Your Child's Educators

Before your child starts, the educators will spend some time with you and your child during their orientation. During orientation, your child will be given the opportunity to spend a shorter day with their educators exploring their new environment. Your child's orientation date and time will be outlined in your information pack, which will be provided to you at our information night.

Supporting Your Child's Transition

Our educators will support your child and family to transition into the 3+ Early Learning Program. During the first week of the program, children will be divided into smaller groups for a shorter session time. This will provide an opportunity for the educators to share information with you and a time to get to know each other. After the initial week, the groups will come together as one. If your child is having difficulties adjusting at this time, the educators will consult with you to arrange a second week of shorter sessions to help support your child's transition and offer you some guidance in relation to settling your child.

Before Your Child Starts

1. Visit the Centre one or more times.
2. Attend the orientation session with your child and meet educators.
3. Talk to your child about what to expect at 3+ Early Learning Program. Tell them when they will be attending, their educators' names and the activities they can look forward to.
4. Read your child stories about trying new things.

Once Your Child Starts

1. Establish a good relationship with your child's educators. Speak to them when you arrive if time permits.
2. If your child is feeling a little anxious, try to be calm and acknowledge how they are feeling. When it is time to leave, let your child know you will be collecting them later in the day. Our educators will support your child to settle in and will keep you informed each day.
3. When you collect your child, take some time to ask them about their day such as what they did and their favourite activity

What to Bring

- A **clearly labelled water bottle** with clean drinking water (Please do not send your child with juices or other sugary drinks)
- A **clearly labelled lunch box**. Please refrain from packing any sugary items such as chocolate and chips. We promote healthy eating in our service and encourage children to come with fresh fruit and healthier food choices.
- **Spare clothes** (pants, tops, socks and undies) in case your child has a toileting accident or becomes wet during water play.
- A wide brimmed **hat** (September to April). These can also be purchased from our centre
- A beanie (colder weather)
- A warm jacket (colder weather)
- Sunscreen if your child has sensitive skin and cannot use the one the centre provides. (Please help your child apply their sunscreen in the morning before they arrive)
- Pull ups if required
- Comfortable shoes for playing and climbing. (Thongs and Crocs are not recommended). Please send your child in closed toe shoes.
- If your child would like to bring a favourite toy from home, please let your educator know. (Educators cannot accept responsibility for toys brought from home and we encourage families not to send any valuable or sentimental items)

Our Daily Routine

9:00am	Session begins – Children are assisted to place their belongings in their locker. Free exploration/play & program plan commences.
10:40am -11:00am	Group time – Conversations, story time, music Acknowledgment of Country
11:00 -11:30am	Morning tea
11:30am -12:45pm	Indoor/Outdoor play
12:45am -1:00pm	Lunch
1:00pm -1:40pm	Free exploration/play & program plan continues
1:40pm – 1:50pm	Pack up time. The children will assist to pack up the room as well as their own belongings into their bags and join us on the mat for our end of day group time. Story time
2:00pm	Session Ends

Our Program

Literacy and Language

Supporting early literacy by providing children with the tools for expression and communication through daily communication with children, reading, fun activities, games, playing with rhyme & singing.



Cultural Studies

Through the exploration of Science, Geometry, Geography (cultural & social), History, Cooking, Music, Art & crafts we aim to assist children to understand the world around them.



Social Skills

Supporting children's social skills by helping them to communicate, relate to, and connect with other people as well as become effective, caring, concerned members of their communities.



Sensorial

Our experiences assist children to develop & build on their language development, cognitive growth, fine & gross motor development, social interactions, scientific thinking & problem-solving.



Practical Life Skills

Daily opportunities to take part in practical life experiences. From personal care tasks such as, dressing or applying their own sunscreen, to activities about food preparation or looking after our plants and room pets.



Health and Wellbeing

Supporting strong sense of well-being by providing warm, trusting relationships, safe environments, affirmation and respect for all aspects of physical, emotional, social, cognitive, linguistic, creative and spiritual being



Mathematics

Supporting early development of the mathematical mind through concrete materials and our everyday experiences, activities, games and stories, as we explore mathematical concepts in different ways.



Whole body Movement

We provide a range of activities and games that support whole body movement to strengthen children's muscles, improving stability, balance, and coordination



Your Child's Learning

The Grange Community Centre recognises parents as their child's first and most valuable teachers. Our educators will work in partnership with you to develop an early learning program that reflects and builds on your child's interests, curiosity, and skills.

Our educator practices are influenced and guided by The National Early Years Learning Framework and The Victorian Early Years Learning and Development Framework. These are the foundational curriculum documents for early learning. These frameworks outline the principles, practice, and outcomes essential to enhancing children's learning from birth to eight.

Our programs are guided by the approved Early Years Learning and Development Framework and the National Quality Framework to achieve the following key learning outcomes:

Outcome 1: Children have a strong sense of identity;

Outcome 2: Children are connected with and contribute to their world (community);

Outcome 3: Children have a strong sense of wellbeing;

Outcome 4: Children are confident and involved in learning;

Outcome 5: Children are effective communicators.

You can learn more about both these frameworks by visiting <https://www.education.gov.au/early-years-learning-framework>

The 3+ Early Learning Group programs are planned and implemented by trained Early Childhood Educators. The program aims to extend the child's development and learning by providing a safe, secure, and caring atmosphere where children feel supported and free to speak their mind, blossom and grow emotionally, intellectually physically and socially, using routines and play based learning experiences appropriate for children's unique and holistic development.

The program content is developed using the interests and developmental needs of each child as the prime focus as well as incorporating community events and cultural traditions and celebrations.

The Value of Play

Play is the vehicle for children to develop vital physical, social, cognitive, and emotional skills. Play helps children make sense of their world and practice skills such as empathy and resilience. Your child will have the opportunity to learn through a range of play-based activities.

Activities will include:

- Literacy and language
- Cultural studies
- Social skills
- Sensorial experiences
- Practical Life skills
- Health and wellbeing
- Mathematics
- Creative art
- Whole body movement and physical activity
- Music
- dramatic play
- sensory motor activities
- Other activities to promote physical co-ordination and fine motor development.

Your child will make choices about their learning and their curriculum will be based on their unique interests. Educators will set up experiences that allow your child to explore and research, enabling them to realise their potential in all areas of their development.

Our **objectives** are to provide a safe and welcoming learning environment that will enhance your child's development, nurture their emerging skills, and encourage them to:

- Separate from their parent/guardian(s) with ease and self-confidence
- Develop a positive self-image and sense of their value as an individual
- Develop independence and self-help skills (e.g., hygiene, putting smocks on, packing up, attempting challenges)
- Develop responsibility for their own belongings (e.g., hat, bag, clothing, and other items)
- Seek out and explore all avenues of creativity, e.g., art, drama, sensory play, problem solving
- Practice social skills with other children and adults, encouraging respect and consideration of others
- Participate in group activities that encourage co-operation, good listening skills and confidence in group situations
- Communicate their needs and ideas with children and adults
- Refine their emerging motor skills
- Become aware of the diversity of their world through multi-cultural experiences
- Gain knowledge of and respect for the natural environment.

Eight Vital Skills Children Develop in 3+ Early Learning Program

Confidence

Mastering new skills takes practice. Children build confidence when they can practice these new skills in a supportive environment and at their own pace. In our program, play-based learning experiences build on children's interests and capabilities. Children become curious explorers and researchers of their world, make decisions, and problem-solve. In this process, children gain important social, emotional, language, physical and cognitive skills. Learning these skills gives children a real sense of self-confidence and independence.

Relationship-Building

Being able to build relationships with people outside the family before school starts is important. It is also an exciting thing for a child to do. Children develop meaningful relationships with others and learn how to talk and play with their peers and educators. They learn about themselves in groups, how to start conversations, and how to understand and cooperate with each other.

Participation and Contribution

Children are encouraged to contribute to their early learning community every day. This gives children a real sense of ownership and belonging in their learning space. Being 'known' and recognised by others makes children feel good about themselves. Knowing how to participate and contribute is also a huge advantage for when Kindergarten starts.

Problem-Solving

Decision-making and problem-solving are crucial life skills, both socially and intellectually. Children can practice these skills by being given lots of opportunities to choose and decide how things happen. Children learn what they can do to lead and change things around them, which helps them develop critical thinking. Problem-solving and reasoning are also vital pre-numeracy skills. Children learn things like patterns, sequencing, puzzle solving and reasoning.

Language and Communication

Language-rich environments are important for children to understand their world. That is why you will see lots of conversations, stories, singing and chatter. To be understood and have your needs met, you need to be able to ask, tell and inquire. Giving children a voice to be heard and understood, encourages children to connect and belong. Lots of talking and discussion helps children develop thinking skills and later literacy skills too.

Emotional Regulation

Children do not learn how to manage their emotions and develop a sense of reason until about the age of two or three. Before this, children are still 'collecting' and 'experiencing' emotions. Our program enables children to practice managing themselves in relation to others. In our setting, children begin to understand that action and reaction are linked. They can master self-control and have an impact on what happens. It is an exciting time for children realising they are 'powerful!'

Empathy

At about the age of two children start to show understanding of other people's feelings. Empathy is a sophisticated feeling that is a platform for strong social connections in the future. Our program opens opportunities for children to explore and practice their empathy with other children. Educators will design play-based experiences that encourage children to understand and develop language around empathy.

Resilience

Resilience requires children to step out of their comfort zone and try new things. Resilience comes from facing challenges, sometimes feeling a bit scared or vulnerable and finding ways to overcome this by being strong and brave and confident. Our programs provide lots of experiences for children to develop and practice resilience skills including problem solving, optimism, independence, and social connection.

Building Relationships

Relationships with adults and other children are critical in children's early years. The relationship your child develops with their educator is a pathway for your child to build trust, confidence and belonging at the service. Another important relationship is the one that you have with your child's educators. Working together, you can help your child gain the best possible early learning experience and ensure your child's experience is consistent with your values and culture.

Documenting Your Child's Learning Journey

Educators value all the work children do in their play. Educators will capture, collate, and document your child's work to ensure you have full access to all the stages in your child's learning and development. Documentation may include photographs, your child's words and dialogue, written observations, learning stories, group projects and investigations and samples of your child's work. Please ensure that when viewing Portfolios, that you only view your child's learning story and not those of other children.

Our Service also uses Storypark to document children's learning. Storypark is a live, secure, login-based e-portfolio that will enable you to enjoy insights into your child's learning throughout the day. It will also allow you to contribute to and comment on what your child is doing. We encourage you to share information about your child and family with educators at every available opportunity. You can also post your family activities and your child's updates on Storypark to share with educators. Storypark will provide you with documentation on your child's early learning journey that you can keep for life at no cost to you.

A Commitment to Excellence

We are committed to providing consistent best-practice and high-quality educational experiences throughout your child's time in our program. We all benefit when we invest in quality early learning programs that help all children to be healthy, get a good education and contribute to lifelong learning.

Quality Educators

We believe Early Childhood Education is the most important job in the world. We also believe qualified educators are essential. Educators in our programs are qualified and undertake extensive professional development every year so they can continue to build their practice, skills, and experience.

Quality Programs

Our educators will design your child's learning program around their unique learning needs. Educators will structure the early learning program to maximise your child's opportunities and experiences to explore, grow, participate, and learn. Our early learning programs are responsive to our local environments. This will enable your child to understand a sense of place and culture in their immediate world.

Quality Environments

Your child's learning environments will be engaging and inviting. The program space will feature natural, sustainable, and quality equipment for experimentation and play and will change regularly. Our service operates an indoor, outdoor curriculum throughout the year, so children have choices about where to play. Outdoor play enables children to understand their world through weather, planting, flora, and fauna. It allows children to explore their environment and understand their place and impact on their surroundings.

Appointments with Educator

Your questions are important, however, parents are requested to make appointments should they wish to have an extended conversation with the educator. During session times, all educators are required to supervise and interact with the children to ensure that a high-quality program is maintained. Educators are available during preparation time should you wish to make an appointment to discuss your child's development, or any other issues related to the program.

Participating in Your Child's Learning

Your involvement in your child's learning experience will be rewarding for both you and your child. Parent participation and volunteering in early learning services supports children's development, building their sense of identity and belonging. Through your voluntary participation in the service, you will also make friends and build connections with educators and local community members. You will learn more about what happens in the service and be encouraged to contribute your ideas and suggestions.

Family members are encouraged and actively supported to contribute in a variety of ways. You may like to be a family helper on a regular, occasional, or ad hoc basis. You might also consider being part of the service's Board of Governance, who meet regularly to share ideas and strengthen the service now and into the future.

Other ways you can be involved include:

- Providing feedback regularly and participating in our Annual Parent Survey.
- Participating in community/social events.
- Participating in the review of the service's philosophy.
- Participating in the development and review of the service's quality improvement plan.

It is a requirement of the Education and Care Services Law and Regulations that the Service maintains records of family helpers participating in the program. Educators will ask you to complete the visitor's book, to meet this legal requirement.

If you are able to assist in a group session you will be helping in the following ways:

- Preparing activities (e.g., setting out blocks or books and clearing away materials)
- Participating in activities (e.g., reading stories, helping to put smocks on/off, labelling children's work, helping with puzzles, modelling appropriate behaviour, hand washing, etc.)
- Cleaning duties (e.g., sweeping floor, wiping tables and chairs)

Communication

Parents are encouraged to connect with the educators in many ways:

- Sharing family information
- Discussing their child's routine and needs
- Providing feedback about the children's program
- Communicating with educators on a regular basis
- Adding their ideas to the program plan in the family feedback section

Information will be provided to families on a regular basis. This will be done through the newsletter, notice boards, Storypark and face-to-face communication with the Educational Leader, Team leader and Educators.

Parents are requested to read the notice boards and program plans displayed at the Service to keep informed of activities at the program. Families wishing to discuss matters of a more confidential nature are encouraged to make an appointment with the Team Leader or Children's Services Manager.

Your Child's Health, Safety and Wellbeing

The Grange Community Centre educators and staff are required to protect children from any harm and hazards, and to adequately supervise children at all times. As an organisation, we recognise that child safety is everyone's responsibility.

Our policies cover all aspects of children's health, safety, and wellbeing. Our policies are available on our website.

Our Child Safe Commitment Statement

We hold children's safety and wellbeing central to all our work in practice, recruitment, professional development, advocacy, and policy work. In line with the United Nations Convention on the Rights of the Child, we fully endorse the rights of all children to participate, have a purpose, be protected and ensure that prevention from risk and harm is paramount in all we do. We have a duty of care to ensure children in our programs are happy, safe, and well and are empowered to have a voice.

We are committed to the wellbeing of all children, families, staff, volunteers, and partners in delivering high-quality early childhood education and care. We fully acknowledge our social, moral, and legal obligations to ensure that all children, families, and staff are protected and have opportunities to flourish in line with our vision, mission, and values.

We are committed to:

- Empowering children: We recognise that children have a voice and are vital and active participants in our organisation. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.
- Ensuring that the health, safety, and wellbeing of children in our care is always protected in the pursuit of promoting their learning, development, and wellbeing.
- Upholding the rights of all children to feel safe, and be safe, at all times
- Promoting a culture of inclusion as a principle for all children including Aboriginal children, children at risk, children from culturally or linguistically diverse backgrounds and children with additional needs

- Encouraging active partnerships with parents/ guardians and families and ensuring that best practice is based on a family-centred approach with shared outcomes for children’s learning, health, safety, wellbeing, and development
- Fulfilling our duty of care obligations under the law by protecting children from any reasonable, foreseeable risk of injury or harm
- Ensuring the people caring for children in our organisation act in the best interests of the child and take all reasonable steps to ensure the child’s safety and wellbeing at all times
- Promoting prevention of child abuse by identifying potential risks early in the pathway of emerging risk and acting
- Embedding child safety and protective behaviours learning into the curriculum to empower children
- Taking all concerns, allegations, and indications seriously by responding robustly and consistently in line with Organisational Policies and Procedures
- Notifying DHHS regarding any concerns on the safety and wellbeing of a child
- Reviewing and monitoring all our systems and processes annually to ensure they meet requirements to uphold child safety
- Implementing a robust child safe recruitment process in line with the child safe organisation indicators when employing staff and volunteers
- Ensuring that the Child Safety Standards are mandatory professional development requirements for ALL staff employed by The Grange Community Centre.

Building and Playground Safety

Your child’s educators will conduct daily safety inspections of all the learning environments. Educators will remove any hazards or make them inaccessible to children, and report these to management/local council for further action. The Australian Standards for Playgrounds are used to guide all outdoor equipment purchases.

Emergency Procedures and Equipment

Fully maintained fire extinguishers and first aid kits are available at the Service. You will find an emergency evacuation procedure displayed in the foyer and the program room. Each month educators will practice the emergency evacuation with the children. If there is an emergency evacuation, educators will follow the outlined procedures. You will be contacted as soon as possible to collect your child.

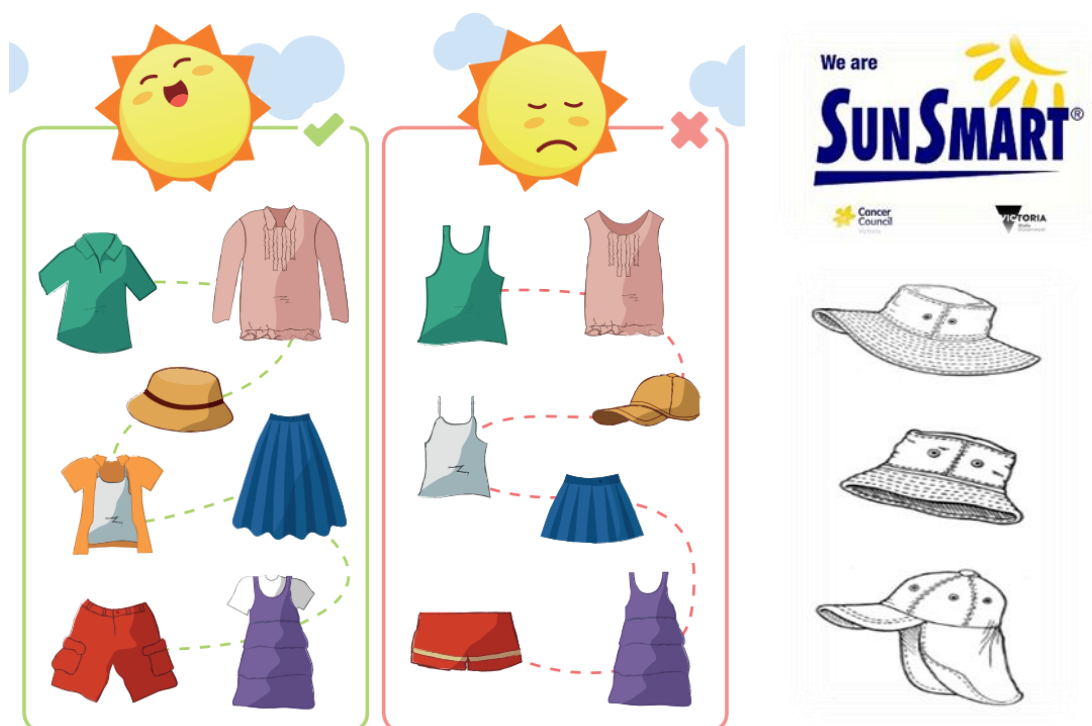
The Grange Community Centre aims to provide a safe environment for all children, employees, educators, and visitors. Personal safety and security of all children is of prime importance while in attendance at The Grange Community Centre. The Grange Community Centre premises are constantly monitored by a CCTV system.

Sun Safety

The Grange Community Centre is committed to protecting all children and educators from skin damage caused by harmful UV sun rays. Our duty of care extends to ensuring children, educators and visitors are protected from ultraviolet radiation from the sun. A combination of sun care measures will be implemented for outdoor play from 1 September until 30 April or whenever the UV index is three or above. When enrolling their child, families are:

- Asked to provide a suitable hat for their child and apply sunscreen in the morning
- Asked to provide their child with suitable outdoor clothing that is cool and covers as much skin as possible (e.g., clothing that covers the shoulders and chest, upper arms, and legs).
- Required to give permission for educators to re-apply sunscreen to their child
- Encouraged to practice Sun Smart behaviours themselves when at the Service.

Families and visitors are requested to use a combination of sun protection measures (sun protective clothing and hats, shade, sunglasses, and sunscreen) when attending the service. For more information, please refer to the Sun Smart Policy.



Visitor's Book

All visitors must sign in and out of the visitor's book at the Service. This is a regulatory requirement and is necessary for keeping children, parents, and educators safe. The visitor's book also provides a record of visitors at the Service in the event of an emergency evacuation.

Absences

In the interest of safety, please contact educators via phone or email if your child is unable to attend the program on their regular days due to holidays, sickness, or other reasons.

Collection and Access

To protect your child's safety, only the people authorised on your child's enrolment form can collect your child from the Service. A late payment fee of \$15.00 per 15 minutes or part thereof will be incurred if children are collected after the end of the session. For more information, please refer to Arrival and Collection of Children Policy.

Signing In/Out Procedure

The Grange Community Centre will ensure that all children are signed in and out of the service. We will provide a procedure for dropping off and picking up children, which is clear and ensures the safety and wellbeing of the children in our care. Families are required to follow specific communication procedures to ensure we can provide appropriate care of their children. No child will be released to persons other than those elected by parents. Parents must provide in writing the name of the person or persons who will be collecting their child from the program. Verbal authorisation can be given in an emergency for a new person to collect a child. This must be followed up by written permission from the parent or guardian. People unfamiliar to an educator will be required to provide photo identification before the

child is released into their care. **Please ensure you notify educators of any changes to your contact and emergency contact details.**

Custody

If custody and contact orders are applicable to your child, a copy must be provided to the Service at the time of enrolment. Any changes to these orders must be provided to the Service as soon as possible. Educators will always abide by the custody and contact orders provided to them. Unless a custody and contact order applies, both parents are deemed to be authorised to collect their child.

Medication

Administering medication to children at their parents' request requires attention to detail, meticulous record keeping, teamwork, strict adherence to policies and procedures and communication with children and families.

Medication (including prescription, over-the counter and homoeopathic medications) will not be administered to a child without authorisation by a parent or person with authority to consent to the administration of medical attention to the child. Clear instructions must be provided regarding administration requirements. Please note, educators will only administer medication from its original container, bearing the original label with the child's name, instructions, and the expiry date. Medication must not be left in children's bags or within reach of children. Please ensure medications are handed to an educator who can then ensure medication is safely and appropriately stored.

Illness and Infectious Disease

The Grange Community Centre will follow legislated procedures to promote children's health and minimise the spread of infection. If your child has the following symptoms or illnesses, please keep them at home until they are completely well:

- High temperature (37.6°C or above)
- Vomiting (if less than 24 hours since the last episode)
- Loose bowel motions (if less than 24 hours since the last episode)
- Rashes – any irritation that cannot be identified
- Red, swollen or discharging eyes
- If your child seems sick without obvious symptoms. For example, they are unusually tired, irritable, lethargic, not eating or drinking.
- Runny nose, coughing, sneezing or wheezing

A list of all infectious diseases in the Children's Service Centre's exclusion table is available at <https://www2.health.vic.gov.au/public-health/infectious-diseases/infection-control-guidelines>. This list also covers minimum exclusion periods.

If your child develops any of these symptoms or illnesses while at their centre, they will need to be collected. Educators will ensure your child is comfortable and observed until this time. Details of your child's illness will be written in the Illness Record, which you will need to read and sign. Please inform educators as soon as possible if your child is diagnosed with an infectious illness. Educators will need to alert all families at the service. Your confidentiality will be respected at all times. For more information, please refer to our Dealing with Infectious Diseases Policy.

Immunisation

Your child must be fully vaccinated for their age to attend any early learning and care service. Please complete your child's immunisation details on their enrolment form and provide a current immunisation history statement, approved catch-up schedule or medical exemption form as soon as possible. If your child is not vaccinated, our educators will support you through the process outlined in the No Jab, No Play toolkit but your child will not be able to attend early learning until their records meet the requirements of the law. For more information, please review our Immunisation Policy. For more information, please speak to your child's educator or :

http://www.humanservices.gov.au/customer/services/medicare/australian-childhood-immunisation-register?utm_id=9

Parents of children attending early childhood services are required to provide the service with evidence that their child continues to be up to date with immunisations while attending. An Immunisation History Statement from the Australian Immunisation Register is the only acceptable form of evidence.

If there is a vaccine-preventable disease outbreak at the service, accurate and current evidence of immunisation enables us to work with health authorities to quickly identify children at risk (for example, children too young to be fully immunised against a disease) and take whatever action is required to protect public health. Parents/carers should provide us with up-to-date evidence of immunisation as soon as is practical after their child receives a vaccination, or in response to a request from us. A new statement only needs to be provided to the service if the one we have on file is out of date. If families are experiencing difficulties meeting this obligation, please discuss this with us as soon as possible.

Health Conditions

Please speak to educators if your child has a medical condition that requires treatment. Educators will work with you to develop a plan that ensures your child can participate in all aspects of the program. This will include developing:

- A Medical Management Plan
- A Risk Minimisation Plan
- A Communication Plan
- An understanding of how to keep your child well
- An understanding of the signs and symptoms of your child's medical condition and their attention or treatment needs
- A strategy for responding if your child shows any signs or symptoms.

For more information, please refer to our Medical Conditions Policy.

Asthma

Asthma is a chronic condition which can be life threatening. If your child has been diagnosed as an asthmatic, you must complete an Asthma Action Plan. This must be signed by your child's medical practitioner and given to educators at the Centre when your child commences in the Service. If your child has prescribed asthma medication it must be available at the Centre at all times your child is in attendance. Please ensure medication is handed to an educator for safe and appropriate storage at the beginning of each session.

Anaphylaxis

Anaphylaxis is a severe allergic reaction which can be life threatening. If your child has been diagnosed as an anaphylactic you must complete an Action Plan for Anaphylaxis. This plan must be signed by your child's medical practitioner. If your child has an EpiPen® it must be available at the Children's Centre at any time your child is in attendance.

To maintain a safe environment, we encourage all families to be 'allergy aware'. Please contact educators before bringing food, drink, or recycled material such as egg cartons to the Service. Some children may be allergic to food that is potentially life threatening. In some cases, particular foods may be excluded from the Service to provide a safe environment for all children.

Accidents and Injuries

All educators hold current first aid qualifications and will follow specific procedures if your child is injured. You will need to sign an authority for educators to seek emergency medical or ambulance assistance if necessary.

Minor Incidents

If your child is involved in a minor incident (e.g., tripping over), educators will comfort your child, assess their condition, apply basic first aid, and monitor their wellbeing. Educators will record details of the incident in the Accident and Injury Book and discuss it with you at pickup time. You will need to read and sign the accident record. Please inform the educator if your child's condition changes or if you seek medical advice.

Accidents

If your child is involved in a more serious accident (e.g., bumping their head), educators will comfort your child, assess their condition, administer first aid as required and monitor their wellbeing. Educators will contact you by phone to inform you of the accident. You may need to collect your child and seek medical advice. Educators will record details of the accident in the Accident and Injury Book. Educators will discuss the accident with you when you collect your child. You will also need to read and sign the accident record. For more information, please refer to our Accident, Injury, Illness and Trauma Policy.

Medical Emergencies

If your child is involved in a medical emergency, educators will administer first aid as required, call emergency services and contact you. Educators will endeavour to keep you informed of all actions until you are with your child. You will be responsible for any medical costs (including all ambulance costs) associated with your child's accident or injury.

Child Protection

Our educators, employees and volunteers have a duty of care to protect children from any form of abuse, a risk of abuse, and neglect. Educators will contact Child FIRST or report to Child Protection when there are reasonable grounds to believe a child has or is likely to suffer significant harm or the child's safety and wellbeing is at risk. For more information, please refer to our Child Safe Policy.

Useful Information

Inclusion Support

We are committed to providing an accessible early learning program that meet the needs of all children and families. However, there is no government funding for any children with additional needs in 3-year-old programs. Please notify us of any considerations required upon enrolment and commencement of the program, to ensure the provision of appropriate programs for children with additional needs. Children with additional needs will be considered on a case-by-case basis to ascertain the ability of the service to provide effectively for them. It is essential that you disclose any medical or additional needs your child has at the time of lodging your application. If you do not inform us, this may lead to your child's position being cancelled from the allocated session. We require this information to ensure that we are able to provide a safe environment for learning and development of all the children attending our programs.

In some circumstances, extra support can be provided to children and families with additional needs. Please speak to the Centre Manager or Educational Leader if your family or child will require additional support to access the program fully. For more information, please refer to our Inclusion Policy.

Guiding Behaviour

The Grange Community Centre is committed to the safety and wellbeing of all children, educators, and volunteers at the Centre. We believe all children need a safe and secure environment and positive interactions with adults and other children. We recognise that all children and individuals develop at different stages.

Methods of Positive Behaviour Guidance include:

- Encourage positive behaviour in all children and ensuring that all children are respected and valued as individuals.
- Setting limits for behaviour which is important for the safety and protection of children, others, and the environment.
- Helping children learn the consequences of their behaviour and thus develop an understanding of how their actions affect others.

Strategies to achieve Positive Behaviour Guidance include:

- Encouraging parents to inform educator of anything that may affect their child's behaviour e.g., sleeping problems, grief, family changes, etc.
- Providing a developmentally appropriate behavioural guidance structure for all educators working with the children.
- Ensuring children receive positive reinforcement for acceptable and appropriate behaviour.
- Consistency by all educators working with the children in the management of unacceptable behaviour.
- Involving, when necessary, parents/guardians in issues relating to the guidance of their child's behaviour.

Child Care Subsidy (CCS)

Childcare Subsidy is available for all sessions at our service. Childcare Subsidy is paid directly to the approved Service, reducing the amount of fees that you are required to pay. The package will mean that childcare will be more affordable for most Australian families. For more information on the Child Care Package and to further understand the CCS eligibility requirements, please visit the Department of

Human Services Website or contact Centrelink directly on 13 1650. If you are not already registered, we encourage you to contact the Family Assistance Office (Centrelink) to find out more.

Payment Procedure

Your invoice will be paid via direct debit, through Debit Success. The Centre has appointed 'Debit Success' as our provider of payment solutions via direct debit from bank accounts and credit cards. Debit Success have an Australian Financial Services Licence and are fully compliant with the latest technology in data storage and encryption, so you can be assured that you are dealing with a highly professional team.

This system of fee payment will be enforced by the Centre. Upon registering for the program, families agree that any monies outstanding to The Grange Community Centre will be paid in accordance with the fee policy. Should payments not be met, accounts will be forwarded to the Centres debt collector who will seek to recover monies owing. Any fees incurred to recover these monies will be paid by the family.

Payments for families attending programs at The Grange Community Centre will be deducted fortnightly in advance from your nominated account on a Monday unless otherwise arranged. An invoice will be available through the Xplor Software Package. You will need to login to your account to see your invoice or statement balances.

Only amounts outstanding on your account will be deducted. Any payment that is returned to the Centre unpaid will be charged a late payment and dishonour fee. If arrangement for full payment is not made with the Centre within 48 hours of overdue fees notification being sent, bookings from that date forward will be cancelled and access to the program denied. All fees must be paid and maintained in accordance with the schedules outlined above. Fees are payable for any days your child does not attend once your booking has been confirmed. The service is unable to carry fees and charges for dishonoured payments. Any cost incurred to the service due to dishonoured payments will be charged to parents.

Notice Period

Families who wish to cancel their child's place from their allocated session will be required to give 2 weeks written notice to the Centre. A pro-rata refund will be paid to the family once written notice is received. A non-refundable amount of \$45.00 will be retained for administration costs.

Priority of Access

The Grange Community Centre knows that children who face a range of disadvantages are less likely to have access to early education and care than other children. We want to ensure that children who will benefit the most from access to early childhood and care are given the first opportunity to enrol at our Service. For more information, please refer to our Priority of Access Policy.

Providing Feedback

We encourage you to share your feedback about your child's 3+ Early Learning Program experience. If you have a concern or complaint, please firstly make an appointment with the Team Leader to discuss the issue. In the event that the Team Leader cannot help you or you do not feel comfortable discussing your concerns with the Team Leader, you may contact the Children's Services Manager/Educational Leader or Centre Manager on 8742 8000. For concern about health, safety or welfare of any children at the Centre you may contact a Children's Services Advisor from the Department of Education & Early Childhood Development on (03) 8397 0247.

Confidentiality will be respected at all times, and you can expect your issue to receive prompt attention and be resolved in a professional and non-discriminatory manner. As well as assisting you with your concerns, it is encouraging for educators and management to hear your compliments also.

Toilet Training

Educators will follow your lead regarding your child's toilet training and provide advice regarding your child's developmental stage. Our educators will encourage and support families with toilet training. Please speak to your child's educators for more information.

Photography

From time-to-time educators will take photos of your child for programming, children's learning stories, internal display, service display, promotion, and general marketing. Photos will only be publicly displayed if you have given your written permission on your child's enrolment form. You are also asked to complete a separate consent form if photographs or videos are to be used outside the centre for newspaper/media or external publications.

From time-to-time families are invited to attend special events at the Centre. During these events other parents may take photos. Families are reminded to be aware when sharing photos of these events on social media that other children are not visible in these photos.

Privacy

We respect your right to privacy. In order to provide care to your child, we are required to collect a range of information, some of which is defined as personal or sensitive information, under the Privacy Act 1988. Under the Act:

- 'Personal Information' means any information or opinion about an identified, or reasonably identifiable, individual.
- 'Sensitive Personal Information' means any information or opinion about an individual's racial or ethnic origin, political opinion or association, religious beliefs or affiliations, philosophical beliefs, sexual preferences or practices, trade or professional associations and memberships, union memberships, criminal record, health or genetic information and biometric information or templates.

If the requested personal information requested in the enrolment form is not provided, we will be unable to assess your eligibility to access education and care at our service or your eligibility for any available childcare assistance support or funding that may be or become available. The information that you provide will only be disclosed to relevant National or State based agencies for regulatory or compliance purposes and only if that disclosure is consistent with relevant laws, in particular the Privacy Act 1988. All personal or sensitive information you entrust us with will be used, stored or disposed of, as necessary, in accordance with Privacy Principles.

By completing the enrolment form and submitting the application and associated forms, you consent to the collection of all personal information, including sensitive personal information, contained in these forms. Our Privacy Policy includes information about how to access, and if necessary, correct your personal information. A copy of the policy can be obtained at the Service or on our website.

If you have any questions, comments, or complaints about how we handle your personal information, may contact the Manager or the Board of Governance on 8742 8000 or email enquiries@grangecommunity.org.au

Birthday Celebrations

If you would like your child to celebrate their birthday at 3+ Early Learning Program, please discuss this with your child's educator.

Celebrations

We acknowledge the diversity of festivals and celebrations enjoyed by families and the community. We encourage families to discuss their cultural celebrations and festivities with the educators, so that educators can incorporate different cultural and religious celebrations into the program. It is important that all children share the cultural experiences that families of other nationalities bring to Australia.

Celebrations that have meaning for your family may include:

- Community or Centre celebrations
- Traditional celebrations
- Celebrations significant to children and families

Nutrition

The Grange Community Centre aims to promote healthy eating habits. We will encourage and educate parents, children, and families in providing healthy and nutritious snacks for the children in the 3+ Early Learning Program. The Grange Community Centre will respect and support any special dietary requirements of individual children. Food prepared during cooking activities shall reflect the cultural diversity of the wider community. Families of children with special dietary requirements are required to provide a list of suitable foods.

The Grange Community Centre complies with Federally Legislated standards and the State Government's food safety requirement. Our educators promote good nutrition and healthy bodies by:

- Encouraging parents to provide healthy meals and snacks
- Ensuring drinking water is accessible to all children throughout the day
- Providing a calm and flexible approach to serving and consuming food and drink
- Role modelling healthy eating and drinking.

Children are encouraged to:

- Drink water throughout the session
- Eat healthy meals and snacks
- Become involved in discussions and experiences that develop an understanding of good health, such as cooking, growing vegetables, etc.

We seek the assistance of parents to support and promote our healthy eating policy. Parents can do this by ensuring only healthy food is provided for snack during 3+ Early Learning Program. This could include sandwiches, fruit, vegetables, crackers, cheese, yoghurt, etc. Please do not send food such as chips, chocolate, cake, lollies, biscuits, etc.

Food Restrictions

Allergies to food are common. Please inform educator if your child is allergic to any particular foods. Please note that The Grange Community Centre is a nut and egg free Service. Nut products include all nuts, peanut butter, Nutella or any other products containing nuts.



Smoking Policy

The Grange Community Centre is a non-smoking environment. Please refrain from smoking on the premises, which includes the entrance, foyer, hallways, garden areas, the building, storage sheds, outdoor play areas and toilets. Smoking is not permitted within 10 meters of the entrance to the building.

Parents under the influence of drugs or alcohol

Educators have a duty of care to the children. If a person arrives to collect your child and is under the influence of drugs or alcohol, educators will contact another authorised person to collect your child.

Board of Governance

The Board is made up of volunteer parents who govern the operations of the Community Centre. Parents from the 3+ Early Learning Program can nominate for official positions on the community centre Board of Governance. The community centre is registered with Consumer Affairs Victoria as an Incorporated Association. As such office bearers such as the President, Treasurer and Secretary are needed to comply with the requirements of the Incorporated Association Legislation.

The responsibilities of the Board include:

- Representing the parents of the centre.
- Consulting with educators on program and service issues.
- Maintaining the grounds.
- Employing educators and contractors.
- Implementing financial procedures ensuring financial viability.
- Meeting requirements of Associations Incorporation Act.

The Board of Governance has a commitment to all users of the Centre and welcomes any input or ideas. Association Membership by any Centre user is encouraged. An election of new Board Members occurs at the Annual General Meeting held in February/March each year.

Keep in Touch

Please check you emails regularly and ensure that your email address is up to date. Invoices, receipts, newsletters, notices, special events and activities etc. will be sent to you via email. Other Community Centre news will also appear on our Facebook page; so please like us! More centre news can also be found on our website www.grangecommunity.org.au



Facebook: The Grange Community Centre

Instagram: Grangecc





VISION

Professionals who adhere to this Code of Ethics act in the best interests of all children and work collectively to ensure that every child is thriving and learning.

PREAMBLE

Early Childhood Australia recognises that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years. The *Code of Ethics* acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children.

This *Code of Ethics* is informed by the principles in the *United Nations Convention on the Rights of the Child* (1991) and the *Declaration on the Rights of Indigenous Peoples* (2007). A Code of Ethics is an aspirational framework for reflection about the ethical responsibilities of childhood professionals who work with, or on behalf, of children and their families. In this *Code of Ethics* the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

Being ethical involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned. The *Code of Ethics* recognises that childhood professionals are in a unique position of trust and influence in their relationships with children, families, colleagues and the community, therefore professional accountability is vital.

CORE PRINCIPLES

The core principles in this *Code of Ethics* are based on the fundamental and prized values of the profession. They act to guide decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.



ACKNOWLEDGEMENT

The first *Code of Ethics* for the Australian early childhood profession was developed in 1988; it was widely cited and used for 19 years. The first review of the *Code of Ethics* began in 2003 with the second version launched in 2007. The second review of the *Code of Ethics* began in 2014 with the third (current) version approved by the ECA National Board in February 2016.

ECA is grateful to everyone who has contributed to the development and ongoing review of the *Code of Ethics* including those who have participated in consultation surveys, forums and workshops over the years as well as those who have provided advice and oversight through their service on reference and advisory groups. We would particularly like to acknowledge those engaged in writing each version of the Code.



DEFINITIONS OF TERMS IN ECA'S CODE OF ETHICS

A CODE OF ETHICS—defines the core aspirational values of the profession and provides guidance for professional decision making especially when there are conflicting obligations or responsibilities.

CORE PRINCIPLES—fundamental and prized values of the profession.

FAMILIES—the people who have significant care responsibilities for and/or kinship relationships with a child.

CHILDHOOD PROFESSIONAL—a person who works with or on behalf of children and families in education and care settings.

COMMUNITIES—a group of people living in the same place or having a particular characteristic in common.

COLLEAGUES—includes employers and those with whom you work directly or more broadly.

STUDENT—a person undertaking study at a secondary or tertiary institution.



Early Childhood Australia
A voice for young children

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Code of Ethics



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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.



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.



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 systems
- respect families' right to privacy and maintain confidentiality.



IN RELATION TO COMMUNITY 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.



IN RELATION TO THE PROFESSION, 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.

