

Intereach Children's Services Family Day Care Monitoring Support and Supervision of Educators Procedure



Applies to	Intereach Family Day Care (FDC)				
Definitions	Refer to Schedule of Definitions: <i>Approved Provider, Nominated Supervisor, Educator, Working with Children Check, National Police Check</i>				
Policy	NQS Four: Staffing Arrangements				
Version	3.0	Date approved	02/07/2025	Next review date	02/07/2028

1. Objective

Intereach is committed to ensuring that all Family Day Care (FDC) educators receive consistent and ongoing monitoring, support, and supervision. This commitment aims to foster continuous improvement in educational practice, uphold the safety, health, and wellbeing of all children in care, and strengthen professional relationships. Through regular contact and guidance, we promote the professional development of educators and support them in delivering high-quality care and education.

2. Background

Under the Education and Care Services National Regulations (Regulation 169), an approved provider must ensure that policies and procedures are in place regarding the monitoring, support and supervision of family day care educators, including how the service will manage educators at remote locations.

3. Responsibilities

It is the responsibility of the Nominated Supervisor of the FDC service to:

- ensure the Monitoring, support and supervision of family day care educators' procedure is in place and take reasonable steps to ensure that nominated supervisors, co-ordinators, FDC educators, staff and volunteers follow the procedures
- ensure processes are in place to meet and monitor ratio requirements
- ensure that co-ordinators and the educational leader are suitably qualified to provide monitoring, support and supervision to the FDC educators
- support continuous improvement of FDC educators
- provide professional development opportunities

It is the responsibility of the FDC Coordination Unit to:

- implement procedures to adequately monitor, support and supervise FDC educators
- ensure regular contact with FDC educators
- ensure that documentation of monitoring, support and supervision meets regulation 153
- support continuous improvement and provide opportunities for professional development
- ensure that the areas within FDC premises from which the service is operating are safe and secure, and free from hazards to children
- communicate respectfully and professionally with all the educators at all times;
- work with educators in accordance with the procedures outlined in Issues of Non-Compliance in FDC Procedure;
- uphold educators' privacy and confidentiality

FDC Educator Assessment, Monitoring and Support Procedure

- support educators who are providing practical placement opportunities for students studying Certificate III or Diploma in Early Childhood Education and Care through a registered training organisation. (All students must follow and meet the safety and supervision requirements of Intereach FDC policies);
- identify and manage any actual, perceived or potential COI within the FDC service; and,
- Ensure all visit reports are completed and made available to educators within 5 days of the visit occurring

It is the responsibility of the Educational Leader to:

- lead the development and implementation of educational programs across the service that are linked to the relevant Approved Learning Framework/s
- oversee the development and implementation of the educational program with FDC educators, and ensure that the required documentation is developed and kept that meets the requirements of regulation 74

It is the responsibility of FDC educators to:

- ensure that access is given to co-ordinators to conduct monitoring, support and supervision contact;
- sign any related documentation when required;
- take responsibility for driving continuous improvement at the service;
- ensure practices align with policies and procedures;
- provide required information to the coordination unit when requested;
- ensure any requests from co-ordinators or the approved provider are actioned
- undertake professional development;
- engage and cooperate with Coordination Unit to complete annual and mid-year review processes;
- sign and abide by the educator agreement, on an annual basis; and
- work collaboratively and be open to support and learning from other to further develop their skills and knowledge;

4. Procedure

4.1. Methods for Monitoring, Support and Supervision

The Coordination Unit will provide monitoring, support and supervision to educators through a variety of methods, Including:

- **Face-to-Face Visits:**
 - Formal home visits
 - Short home visits (resource delivery or spot checks)
 - Annual Home Safety Audit
- **Phone and Video Communication:**
 - Regular calls via phone, Microsoft Teams, or video call
- **Written Communication:**
 - Emails
 - Facebook posts
- **Community and Group Engagement:**
 - Play sessions
 - Regular Outing or Excursion visits

- Training sessions

Educators are informed during recruitment and induction of the monitoring, support and supervision methods, with emphasis on the importance of face-to-face visits

Educators located in more rural and remote locations will be monitored, supported and supervised as per all registered educators however in some circumstances video calls may be increased or used to supplement face to face visits when contact is limited such as during staff leave periods, pandemics, etc.

4.1.1. Support Visit Locations

Monitoring, support and Supervision can take place in any setting where education and care is being provided, including:

- The educator's residence or venue
- FDC or educator-run play sessions
- Community settings like parks and libraries as part of the educational program

These visits help verify that educators maintain compliance in all environments where education and care are provided.

4.1.2. Visit Types

- Unannounced Visits:
Allow for authentic observations of the daily practice, educator-child interactions, and ensure compliance with National Regulations, service policies and procedures
- Scheduled Visits:
Enable child-specific observations and in-depth, uninterrupted discussions, while allowing educators time to prepare and reflect

4.1.3. Visit Frequency and Timing

Visit frequency is determined by the coordination unit staff and will be based on a variety of factors including but not limited to the educator's experience, skills, compliance history, compliments or complaints, changes in service operations i.e. days/ hours, children in care or changes to the National Quality Framework. Visits will occur between weekly and six weekly.

Note: visit frequency can alter depending on but not limited to the above circumstances

Additional visits may occur to address specific needs, complaints, or at educator request.

- Support visits are scheduled across various times of day and days of the week, including weekend care/ overnight where this is available, to capture a full picture of the educator's service.
- Educators must inform the Coordination Unit if they are not working or will be away, additionally if all children are absent.

During Support Visits, Coordination Unit Staff will:

- observe and interact with children in care;
- discuss children's learning, planning, and developmental goals;
- address educator or service concerns;
- provide and explain new or updated information;
- support quality practices in planning, documentation, and routines;
- guide educators in aligning with the National Quality Framework (NQF);

- develop educator QIP goals;
- complete the annual and mid-year review; and,
- sign in via visitor book for record-keeping.

4.2.Areas Monitored During Monitoring, support and supervision

4.2.1. Quality of Care

- Educator/family/child communication
- Behaviour guidance practices
- Documentation of children's learning
- Active supervision
- Use of learning resources
- Home presentation and routines
- Record keeping and administrative compliance

4.2.2. Care Environment

- Health and hygiene practices
- WHS standards
- Environments reflecting children's interests and needs

4.2.3. Child Observations

- Developmental progress and needs
- Appropriateness of experiences
- Cultural responsiveness
- Communication with families

4.2.4. Documentation

- All Monitoring, Support and Supervision interactions are documented.
- Coordination unit will provide a record of Monitoring, support and supervision notes within three days from the occurrence
- Records are shared with educators via harmony.
- Educators can provide feedback on reports and amendments will be made
- Once the educator has reviewed and is satisfied with the visit report, they must acknowledge it by signing or pinning it in Harmony
- Records are securely stored in each educator's file and are accessible via harmony

4.3. Responding to Issues of non-compliance

- Where non-compliance or professional concerns are identified:
- Coordination Unit staff will provide guidance and a clear action plan
- Serious breaches or incidents will be reported to the Regulatory Authority as required (Reg 175–176)
- Ongoing concerns may lead to escalated procedures, including recommendations for de-registration, per the Issues of non-compliance in FDC Procedure
- Educators may raise concerns or complaints through the complaints and feedback policy.

5. Monitoring, evaluation and review

This procedure will be reviewed every three years and incorporate feedback and suggestions from children, families, educators, co-ordinators, volunteers and students or when there is a legislative change.

6. National Quality Framework

Element	Description
4.1.1	The organisation of educators across the service supports children's learning and development
4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills
4.2.2	Professional standards guide practice, interactions and relationships
7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service
7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development

7. Context

7.1. Standards or other external requirements	Child Safe Standards (Vic) 2015 Office of Children's Guardian - Child Safe Standards (NSW)
7.2. Legislation or other requirements	Child Protection (Working with Children) Act 2012 (NSW) Child Wellbeing and Safety Act 2005 (Vic) Children and Young Persons (Care and Protection) Act 1998 (NSW) Children, Youth and Families Act 2005 (Vic) clause 84 Commission for Children and Young People Act 2012 (Vic) Crimes Act 1958 (Vic) Education and Care Services National Regulations 2011 (Cth) Working with Children Act 2005 (Vic)
7.3. Internal documents	Children's Services Staffing Arrangements Policy Intereach Work Check Policy Intereach Conflict of Interest Policy Intereach Child Safe Policy Intereach Child Protection Procedure Intereach Code of Conduct Policy Issues of Non-Compliance in FDC Procedure Children's Services Fit and Proper Assessment of FDC Educators Procedure Home Safety Risk Assessment Audit Educator Visit Form FDC Educator Medical Form Educator Agreement

8. Document control			
Version	Date approved	Approved by	Next review date
1.0	9 July 2020	R. Phillips - Acting Senior Manager, Children and Family Services	9 July 2023
2.0	16/12/2021	M.Tai – General Manager Operations	16/12/2024
3.0	02/07/2025	J Farrow – Manager Education and Care	02/07/2028