

E-10 Community Involvement

NQS

QA. 6.1.1	Engagement with the service.
QA.6.1.2	Parent views are respected.
QA.6.1.3	Families are supported.
QA. 6.2	Collaborative partnerships.
QA.6.2.1	Transitions.
QA.6.2.2	Access and participation.
QA.6.2.3	Community engagement.
QA.7.1.2	Management systems.

National Regulations

Reg. 73	Educational program
Reg. 74	Documenting of child assessments or evaluations for delivery of educational program
Reg. 75	Information about educational program to be kept available
Reg. 76	Information about educational program to be given to parents
Reg. 86	Notification to parents
Reg. 111	Administrative space
Reg. 157	Access for parents

My Time, Our Place

LO. 1	Children feel safe, secure, and supported
LO. 2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
LO. 2	Children respond to diversity with respect
LO. 2	Children become aware of fairness
LO. 3	Children become strong in their social and emotional wellbeing

Policy Statement

We recognise the importance of community involvement in facilitating and enhancing each child's learning and development and in doing so, strengthening their sense of belonging. We aim to promote community involvement in the day-to-day running of the centre by organising programs and routines to encourage each child's connection to their community, encourage family and community participation and create a welcoming environment which reflects the lives of the children, their families and the broader society they live in.

Related Policies

- THE KIDS CASTLE Policy A-4: Enrolment
- THE KIDS CASTLE Policy E-2: Written Programs
- THE KIDS CASTLE Policy E-4: Cultural Relevance and Anti-Bias

Procedure

The Centre Director and educator will ensure that the program and practices at the Centre incorporate and reflect the importance of the local and wider community in relation to the individual circumstances of each child.

Information about the individual communities specific to each child will be obtained through enrolment documentation informal conversation, surveys, interaction and discussion with families and meetings.

The environment will set up in such a way that is welcoming, inclusive and representative of the children, their families and the local community. This can include the presentation of children's art work, photographs of the children at the Centre, images of the local community etc.

Families will be invited and encouraged to participate in and contribute to the Centre's program through newsletters, informal discussions and conversations, family handbook, emails and signage.

A community resources folder will be set up at the Centre and made available to families. This could contain any current information which may be of interest to the community such as relevant information with regards to current events occurring in the local area, updates to public health legislation, recipes, craft ideas, extra-curricular providers etc.

The Centre will endeavour to develop links, share information and work in collaboration with other community organisations and OSHC Centres to gain ideas, feedback and strategies for the betterment of the children and families in the service.

Sources

- Education and Care Services National Regulations (2011)
- Education and Care Services National Law Act (2011)
- Jones, N., & Bastion, F. (2002). Creating a Community Vision for the Care and Education of Young Children. *Rattler*, 63, 27-30

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