

Yarram Early Learning

Staff Communication

PURPOSE

This policy outlines the procedures to:

- Ensure educators and staff are aware of their obligations and the best practice of communication practices at Yarram Early Learning.
- Communicate via conversations, documentation, phone calls and emails.
- Communicate strategies between staff members and different roles, e.g. room leaders, management, educational leaders and educators.

POLICY STATEMENT

VALUES

Yarram Early Learning is committed to:

- Promoting a friendly, collaborative and cooperative relationship between committee and staff through daily contact.
- Listening and respecting each other's ideas, opinions and suggestions.
- Providing opportunities for staff to share information both formally and informally with other co-workers and committee.
- Nurturing a spirit of respect and cooperation between staff members.
- Providing an environment that is sensitive to the cultural and social values of families and the community.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, Responsible Person, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Yarram Early Learning.

Background

The quality of the relationships between staff in early years settings impacts on their ability to work together effectively and more importantly, it is important to model positive interactions and relationships to the children.

To ensure relationships between staff are professional, they should be built upon mutual respect, open and honest communication. A level of self-awareness, along with an ability to reflect on their behaviour, is an essential aspect of working with children. Reflection enables staff to make positive changes to how they work, thus impacting their attitudes towards their work. These attitudes in turn influence behaviour.

Good communication practices can help prevent workplace problems from occurring and resolve issues quickly. Employers and employees are both responsible for communicating with each other respectfully at and about work.

Benefits of good communication

- Open and respectful conversations resolve problems.

Legislation and standards

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Racial and Religious Tolerance Act 2001 (Vic)
- Sex Discrimination Act 1984 (Cth)
- Equal Opportunity Act 2010 (Vic)
- Fair Work Act 2009 (Cth) as amended 2019
- Fair Work Regulations 2009 (Cth) as amended 2019

National Quality Areas.

Quality Area 4: Staffing Arrangements

4.2 Professionalism Management, educators and staff are collaborative, respectful and ethical.

4.2.1 Professional collaboration: 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: Professional standards guide practice, interactions and relationships.

Quality Area 7: Governance and Leadership

7.1. Governance - Governance supports the operation of a quality service.

7.1.3 Roles and responsibilities: Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

7.2. Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

7.2.1 Continuous improvement: There is an effective self-assessment and quality improvement process in place.

7.2.2 Educational leadership: The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

7.2.3 Development of professionals: Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

SOURCES AND RELATED POLICIES

Sources

- ECA Code of Ethics – Early Childhood Australia:
www.earlychildhoodaustralia.org.au
- ACECQA: www.acecqa.gov.au
- The Universal Declaration of Human Rights: <https://www.un.org/en/universal-declaration-human-rights/index.html>
- Victoria Legal Aid: www.legallaid.vic.gov.au

Service policies

- Code of conduct policy
- Staffing policy
- Complaints and grievance policy
- Employee assistance program policy
- Governance and management policy
- Inclusion and equity policy

- *Privacy and confidentiality policy*

DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the General Definitions section of this manual.

Communication: the imparting or exchanging of information by speaking, writing, or using some other medium.

Cooperation: the action or process of working together to the same end.

PROCEDURES

The Approved Provider is responsible for:

- *Communicating any concerns raised by any stakeholders in YELC with Director or Department of Education and Training*
- *Allowing the Centre Director an opportunity to communicate concerns or strategies as part of their Performance Review.*
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- *Attending committee meetings and if unavailable to attend ensuring meeting minutes are read and acted upon where necessary*
- *Regularly checking and responding to the Committee of Management email address*
- *Conducting staff opinion surveys to obtain written feedback*
- *Being open to communication from all staff members at YELC (phone calls and emails)*
- *Regularly communicating with the Centre Director*

The Responsible Person is responsible for:

- Conducting induction with new educators
- Reading planning documents, ensuring they are up to date, readily available and have sufficient detail to ensure effective handover of group

- Conducting staff meetings and allowing opportunities for all staff to raise concerns
- Following up concerns raised about individual children
- Conducting performance reviews and allowing opportunities for educators to raise any concerns.
- Making regular opportunities for educators to approach leadership face to face
- Reading emails and group chats and responding to concerns within twenty-four hours

Other educators are responsible for:

- Actively participating in induction process, ensuring they are conversant with strategies and practices in place
- Keeping planning up to date, readily available and have sufficient detail to ensure effective handover of group
- Actively participating in staff and room meeting and comply with strategies as set out in minutes
- attending staff meetings and if unable to reading minutes and seeking clarification if required.
- Keeping children's files up to date and raising concerns with management as soon as practical
- Actively participating in performance review
- Actively participating in feedback sessions (including the staff opinion survey)
- Regularly reading diaries in rooms and staff room
- Raising concerns as soon as possible with team leader or leadership team in person or via email (If concern is unresolved, seek director, chair of committee of management or HR)

In order to assess whether the values and purposes of the policy have been achieved, the Responsible Person will:

- Regularly seek feedback from all stakeholders regarding the policy's effectiveness

- Monitor the implementation, compliance, complaints and incidents in relation to this policy
- Assess whether a satisfactory resolution has been achieved in relation to issues arising from this policy
- Keep the policy up to date with current legislation, research, policy and best practice
- Revise the policy and procedures as part of the service's policy review cycle, or as required
- Notify parents/guardians at least 14 days before making any changes to this policy or its procedures

AUTHORISATION

This policy was adopted by the Yarram Early Learning Incorporated in October 2022

REVIEW DATE: JULY 2024