



EDUCATOR HANDBOOK

KIDZONE FAMILY DAY CARE 2020

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Our Philosophy

In respect to our values we believe

Kidzone FDC upholds the traditional values of justice, courage, integrity, inclusion, kindness, and honesty. Our practices are guided with these values and we strive to create a home-based learning environment that foster children's development in areas of language, social and emotional, spiritual/religion, cognitive, fine, and gross motor skills.

In respect to children's learning we believe

In Kidzone learning occurs in small groups where children's voices are heard, opinions respected, and sense of agencies and independence is promoted. We do this to achieve our main goal which is to equip each child with knowledge and skills to become competent and healthy 21st Century citizen (becoming). Central to this is our holistic approach to teaching where we consider children's sense of belonging, their being here and now and what they aspire to become as influential individual that make up and enrich the wider Australian society. We are aware that one developmental domain is not more important than another however, we believe that getting closer to nature or/and Supreme Being would significantly enhance quality of young children life.

In respect to our curriculum we believe

Our play-based curriculum with holistic approach is guided by the Early Years Learning Framework (EYLF) and the My Time Our Place (MTOP) as well as The National Quality Framework (NQF) which safeguards quality of our service's FDC teachings. Our philosophy is based on the vision that children learn best when they are free to do what they know and do best-play. Thus, our play-based curriculum is design and implemented according to children's interests and we believe that the roles of adults are to facilitate a range of meaningful experience that incorporates deliberate choice and intentional teaching. By doing these children are able to experience many of the organisational elements that are important at home, school, and wider community (being)as well are able to achieve the developmental domains.

In respect to our environment we believe

We acknowledge the original custodians of this land through effort to incorporate elements of sustainability in our program by encouraging children to care for nature and use the nature as source of inspiration for creativity, learning and healthy growth.

In respect to our staff we believe

At Kidzone we recognise and respect that each team member has his/her own set of values, life experiences, interests, strengths, and professional identity. The management encourages our educators to peruse their own personal and professional goals while working in boundaries of prescribed frameworks. With great appreciation, all staff members are invited to have direct and indirect input into our policies and practices as we believe that each staff member has potentials to advance our performance and ultimately contribute to our main goal which is to ensure the best outcome for children. Management and other team members adhere to the Code of Conduct and we are committed to personal and professional growth and learning through on going reflective practices, trainings, and participation in community. Our team is built on collaboration and celebration of each other, clear communication, respect for difference and cultural competence.

In respect to families and Communities we believe

Families are the most important people in their child's life, and they have valuable information about their children to share with us. Educators and management respect parents' childrearing practices, culture, and beliefs and these are imbedded in our practices. Partnership with families are one the most important aspects of our work therefore we endeavour to build sound and reciprocal relationship with parents, extended family members and community (belonging). Families are encouraged to be part of family and they are invited to attend meetings, regular educator- parents' meetings, give feedback and spend time with children and educators. We have open door policy, so we encourage family members to share their experiences and culture with us. We place high value on involvement with community recognizing it as an evolving resource benefiting children, families, and the community.

In respect to children's rights we believe

At Kidzone advocating for children's rights happens on daily basis by consulting children with matters that affect them. The management, educators and children join forces to improve conditions of those who are less fortunate, close to home and wider through range of activities. We believe in protecting children from every harm possible.

In respect to diversity

Every participant in our scheme starting from children, educators, coordinators, and families from different religious, culturally, or linguistically diverse backgrounds are treated equitably and supported, valued, and included in every decision making of our scheme. We promote an anti-bias program which encourages children's awareness of similarities between people and which teaches them respect for individuals regardless of gender, religion, culture, race, physical or intellectual disabilities.

OUR STAFF

Director

Ahmed Ibrahim

Noinated Supervisor

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Educational Leader

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Coordinators

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Introduction

Welcome to Kidzone Family Day Care, a quality daycare – a truly innovative and affordable concept in childcare and preschool education. This handbook introduces and an overview of Family Day Care. It provides you with the information you need to know to become a Family Day Care Educator.

What is Family Day Care?

A Family Day Care Service is a network of professional educators providing Education and Care in their own homes or venue for children aged 6 weeks to 12 years of age. With the assistance of Kidzone Family Day Care educators will be supported in setting up their own business plan and registering with the Family Day Care Scheme.

Kidzone Family Day Care Scheme is licensed under the Education and Care Services National Regulations (2011). We are required to comply with the National Quality Framework.

Funding is also available to families though Family Assistance Office in the terms of Child Care Subsidy.

Educators at Kidzone Family Day Care provide a range of care: Full time, Parttime, Occasional, Emergency, Before and after school care, Vacation, Roster, Casual, Extended Hours and Overnight.

There are many reasons why an educator chooses to work in a Family Day Care. Whether, it is to provide their own children with playmates, to add to their income working comfortably from home or as the next step from providing care for neighbours or friends. Family day care is fantastic in its capacity for flexibility.

Our service goals

At Kidzone Family Day Care we are aware that each child is unique in both their abilities as well as way in which they learn. We therefore tailor specific support for each Educator in order for them to provide the best possible experience for all children in their care. We celebrate equality and diversity among not only the children enrolled in our service but also among Educators. We respect all individuals irrespective of culture, race, religion, physical/intellectual ability or socio-economic and family background.

Our Staff

The Kidzone Family Day Care staff is committed to assisting Educators in providing quality care to families. Our responsibilities include the following:

- Pre-service home safety checks and training of all Educators
- Assisting Educators in meeting qualification requirements
- A range of in-service training and development sessions throughout the year
- Frequent home visits by professional support staff
- Adherence to National Quality Framework Standards
- Adequate insurance cover for all Educators
- Assisting Educators in adhering to required standards involving thorough inspections of homes and safety/hygiene requirements
- Additional support service such as organising playgroups and equipment loans
- After hours on-call emergency

Nominated Supervisor

The Nominated Supervisor is responsible for the overall management and direction of the Scheme. They ensure that the scheme adheres to government requirements, that all Families/Educators grievances are handled in a timely and appropriate manner and ongoing quality care is provided within the service. The Nominated Supervisor is available to discuss any issues and can be reached via appointment with administration staff at the service.

Educational Leader

The Educational Leader assists Educators and Coordinators in the development of quality programs for children registered with the service.

Coordinators

Coordinators are responsible for visiting, supervising and supporting Educators in providing safe, quality care to children registered with the service.

Administrators

The administration team is responsible for overseeing recruitment, registration, training and fees reduction payments (i.e CCS, ACCS) Together with coordinators the administrators support Educators in all aspects of their business.

Approved Provider

Hayat Business Services Pty Ltd is an Approved provider by the Department of Education and Early Childhood and Development (NSW) and Educators are registered with the Scheme. The scheme is approved under the Education and Care Services National Regulations 2011 and the Education and Care Service National Law 2010.

National Quality Framework

The National Quality Framework (NQF) is the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children using education and care services.

The NQF introduces a new quality standard to improve education and care across long day care, family day care, preschool/kindergarten, and outside school hours care.

ACECQA

The Australian Children's Education and Care Quality (ACECQA) is the National body responsible for ensuring consistency and guiding the states and territories in implementing the National Quality Framework.

The national Legislative Framework is founded in the Education and Care Services National Regulations 2011 and the Education and Care Service National Law 2010, and is approved, monitored and assessed by a regulatory authority in each state/ territory.

The NSW Regulatory Authority is the Department of Education and Early Childhood Development (DEECD). It is the responsibility of DEECD to monitor the fulfillment of the National Quality Standard in NSW.

National Quality Standard

The National Quality Standard (NQS) is a key aspect of the NQF and sets a national benchmark for early childhood education and care, and outside school hours care services in Australia. It is divided into seven Quality Areas including:

1. Educational program and practice
2. Children's Health and Safety
3. Physical environment
4. Staffing arrangements
5. Relationships with Children
6. Collaborative partnerships with families and communities
7. Governance and Leadership

These Quality Areas are linked to the following National Learning Framework:

- Belonging, Being and Becoming: The Early Years Learning Framework (EYLF – from birth to 5 years of Age)
- My time, Our Place: Framework for School Age Care in Australia (FSAC- from 5 to 12 years of age)

You are your own Boss

Educators at Kidzone Family Day Care Service are part of a network of self-employed individuals in a contractual arrangement with the service. They provide professional childcare for children in their own homes or at an approved venue. Educators are registered with a Family Day care Service where they are provided with support and assistance through the scheme's coordination unit.

In Family Day care you are essentially opening your home and your family to others. The nature of childcare can be emotionally invasive and physically exhausting. Furthermore, it is in the best interests of these children to be placed in continuing routine-based care.

Therefore, there are several important questions you must consider before committing to becoming an Educator. Such considerations include:

- Do I have the skills to run a small business? Can I cope with having my management skills reviewed by others?
- Would I be able to give the children the continuity of care needed? Am I committed to provide care for a minimum of the next 12 months?
- How will this affect my partner or family?
- Do I have the physical strength and endurance to care for children for an extended period?
- Can I approach emergencies or accident in a calm and considered manner?
- Am I willing to build my rapport with parents and children through ongoing training and professional development?
- Can I always be professional and use professional language when dealing with

families?

- Would I be willing to promote my business using brochures, car branding, letter box drops, newspaper advertisements etc?

Family Day Care Environment

As a Family Day carer you open your home and your family to others, it is important to be aware of effect it will have on your home as well as how your home environment will affect the children in care.

As is the case with all children, it is expected your home may experience a little wear and tear. Furthermore, all Educators are required to ensure that their homes are and continue to be hygienic and safe for children. This will be formally assessed by the coordination team during an initial and annual home safety visit, as well as informally on subsequent bi-monthly visits. Most importantly, a Family Day Care environment must be alcohol, illicit drug and tobacco free. The need for regular prescription medication needs to be flagged in the Educator Registration Form and should not impair your capacity to provide care.

Home Safety Visit

A formal home safety assessment of the proposed family day care premises will be conducted by the coordination team upon registration. The assessment will consider the following matters before education and care can be provided to children at the premises:

- State of furniture and equipment
- Fencing and security of premise
- Adequate toilet, washing and drying facilities
- Glass safety issues check
- Suitability and space for number, age and abilities of children likely to attend
- Suitability of nappy change arrangements
- Existence of water hazards
- Any risk posed by animals
- Adequate first aid and fire safety equipment
- Suitability of motor vehicle restraints

Standard and Non-Standard Working Hours

Standard working hours for all educators are between **7am – 6pm**, Monday to Friday. Non-Standard hours refer to early morning before 8am and late evening after 6pm on weekdays, as well as anytime during the weekend. However, as Family Day Care Educators are self-employed, they are able to select the days they work and hours they are available to provide care. Parents who require non-standard working hours, most especially for weekend care must discuss this with the Educator and the Coordination Unit.

Educators Registration

First Aid, Anaphylaxis and Asthma Qualification There are number of requirements and qualifications that Educators must satisfy before beginning to provide Family Day Care Service.

General requirement includes:

- Be over 18 years of age
- Be prepared to attend regular scheduled training sessions
- Have a responsible understanding of children's development and capacity to learn
- Have a current Working with Children's Check
- Have a current Police Certificate (no more than 6 months old)
- Have a public liability Insurance policy
- Have an Australian Business Number Any inquiries regarding the above requirements or assistance in applying for any checks can be directed to the Service Office.

QUALIFICATIONS INCLUDE:

First Aid, Anaphylaxis and Asthma Qualification

Educators must have current First Aid, Anaphylaxis and Asthma Management training. We recommend the following unit as it covers the requirement of First Aid, Anaphylaxis and Asthma Course.

HLTAID004 Provide and emergency first aid response in an education and care setting

Early Childhood Education and Care Qualification

From 1 January 2014 Educators must have or be actively working towards at least an approved Certificate III level Early Childhood Education and Care qualification. Information on these courses can be obtained from the Coordination Unit Office.

Note: While requirement listed do not need to be met before interview; they must be completed before children can be placed in your care.

The Path to Educator Registration



It is important to understand that there are number of steps that must be undertaken and completed in the above necessary order before providing care to families.

- If an Educator does not satisfy the requirements of the initial home safety visit as deemed by the Coordinator, this is stepped to be repeated until approval.

- Educators must also be prepared for both monthly scheduled and unscheduled home visits, during which coordinators will provide both positive and constructive feedback.

Communication

It is vital that Educators be available for contact during contract hours be it with a working mobile phone or home landline. Educators are also encouraged to provide an accessible email address to receive reports from the service and newsletters. If an Educator is unavailable for contact for an entire contracted day without valid reason or appropriate notice, timesheet payment may be withheld or that day unavailable to claim.

Resources

Following a successful interview and home visits, each Educator will be supplied with a range of resources. In addition to the service policy and procedures and Education and Care Service Law & Regulations, there are several services designed safety and informational posters, program planning tools as well as activity idea aids provided.

These resources are provided to Educators before commencing care and the cost of the resources/package can be deducted from Educators first payment.

Taxation

As Family Day Care Educators are self-employed, they are responsible for paying and filing their own taxes. This means you need to keep a record of your profit and losses as well as register for an Australian Business Number (ABN).

Fees

Fees are outlined in the “Individual Fee Schedule” which is agreed upon during registration with the scheme.

In Consultation with the service, Educators can review their fee twice a year, with families notified of any changes at least four weeks in advance. Kidzone can provide consultation in regards to fee parameters, as well as providing an advisory opinion on your Educator Fee.

Individual Fee Schedule

In establishing the Individual Fee Schedule, Kidzone FDC recognises the following:

- That fees need to be both equitable and affordable for families. Educator’s Individual Fee Schedule is charged to all children in the Educator’s care regardless of their circumstances.
- That the self-employed business owner, an Educator has the right to charge fees that allows them to secure an income as well as cover expenses in the interest of

providing quality education and care service to children.

The Individual Fee Schedule will comply with the scheme's statement of fees and meet the requirements of the fee policy. There will be no consideration of fees set outside of the statement of fees.

Fee Collection

Kidzone adopts the following model of fee collection:

- Kidzone will pass on the fee reductions paid on behalf of the parent to the Educator
- The Educator is authorized to collect and retain the remaining parent fee accrued on behalf of the scheme.
- Collecting the parent fee as well any debts accompanying the non-collection of fees will be responsibility of the Educator
- The Scheme will provide Educators with fortnightly payments slips that demonstrate paid subsidies and owing fees.
- The Educators are required to retain clear and adequate records of paid and owing parent fees

Administration Levy

Kidzone FDC charges parents/families an administration levy for each child at an hourly rate. This is subject to change at any time, please refer to the Statement of Fees for more details.

Absences/Public Holidays

Fees are payable for every day your child is enrolled at the service, regardless of whether the child attends. This includes public holidays, sick days and family holidays. However, fees are not charged when the Educator is unavailable and as such they are closed for business. Educator may choose to work on public holidays at their own discretion at an increase rate.

Timesheet Policy

Educators are expected to fill out one timesheet for each child in their care daily. This will be monitored during home visits conducted by the Coordinators. Timesheets are legal documents therefore timesheets with no parent or educator signatures or initials are deemed to be invalid. Educators must not submit hours for which they did not work or unnecessarily inflate contract hours, as this is considered fraud.

If an Educator has a school aged child in their care on a day where they would otherwise be attending school, Educators must obtain a note from parents detailing the date and reason for care. However, Educators do not need to obtain a note from parents when a child is absent from care but are instructed to note this clearly on their timesheet in the designated sign in/ sign-out area.

Timesheet and Payment Processing Time

- Timesheets are submitted no later than 5pm Monday (Timesheet week).
- Payments are processed on Thursday and Educators are mailed their payment advices
- Administration staff are available to answer payment queries the following Monday

It is important to note that processing times may vary depending on the receiving bank in relation to payments

Policies and Procedures

Kidzone FDC policies and Procedures are our guide to providing quality care and complying with the standards and regulations provided by the relevant authorities. Most importantly it addresses our shared obligation of duty of care for families and children in our service and covers topics such as Child Protection policy, Emergency Management, Evacuation policy, Health, Hygiene and safe Food Policy etc. Copies of these policies & procedures for Educators will be provided to you upon registration.

Code of Conduct

Our service upholds the following code of conduct in relation to Educators, volunteers, students, families and children:

For Educators:

- Report any situation where they suspect a child is at risk of significant harm to the Child Protection Helpline
- Promote the welfare, safety and wellbeing of children at the service
- Have an awareness of referral agencies for families where concerns of harm do not meet the significant harm threshold.
- Assist in supporting children and families when liaising with relevant government agencies.
- I will not drink alcohol or use illicit substances while on the service's premises and I will not come to the service while under the influence of alcohol or illicit substances.
- I will not smoke on the service premises.
- I will not show favouritism towards any child
- I will refrain from developing close personal relationship with children out of the carer/child relationship
- I will refrain from using abusive, derogatory or offensive language.

For Families:

- • Treat all children at the service equally and respectfully
- • Respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background
- • Focus on encouraging children's efforts and learning
- • Support all efforts to remove any form of abuse in the service and encourage a safe and supportive service environment
- • I will not drink alcohol, smoke or use illicit substance while on the service's premises and I will not come to the service while under the influence of alcohol or illicit substance.

Child Ratio Policy

Educator to child ratio allows Educators to give more individual care and attention and contributes to better social and learning outcomes for children. Educators are able to develop more effective and meaningful relationships with children, resulting in more engaged, happy and relaxed individuals. Currently Educators in Family Day Care can provide care for up to 7 children (1:7 ratio) including the Educator's own children and any other children who will be present at the residence during times of care.

Educator to child ratio:

- No more than 7 children under the age of 12 years
- No more than 4 children preschool age or under

Curriculum and Quality of Care

Quality for Early Childhood Educator refers to not only the care but also the education they provide.

Curriculum

Curriculum is defined as interactions, relationships, experiences, routines that are both planned and unplanned to foster and develop children's learning.

Routines

Routines are vital in not only providing structure to your program but also to facilitate learning. Consistent sleep times, mealtimes and play times allow for routines that make children feel both comfortable and safe in your home. When children feel safe in their environment, they feel safe to explore and ultimately learn.

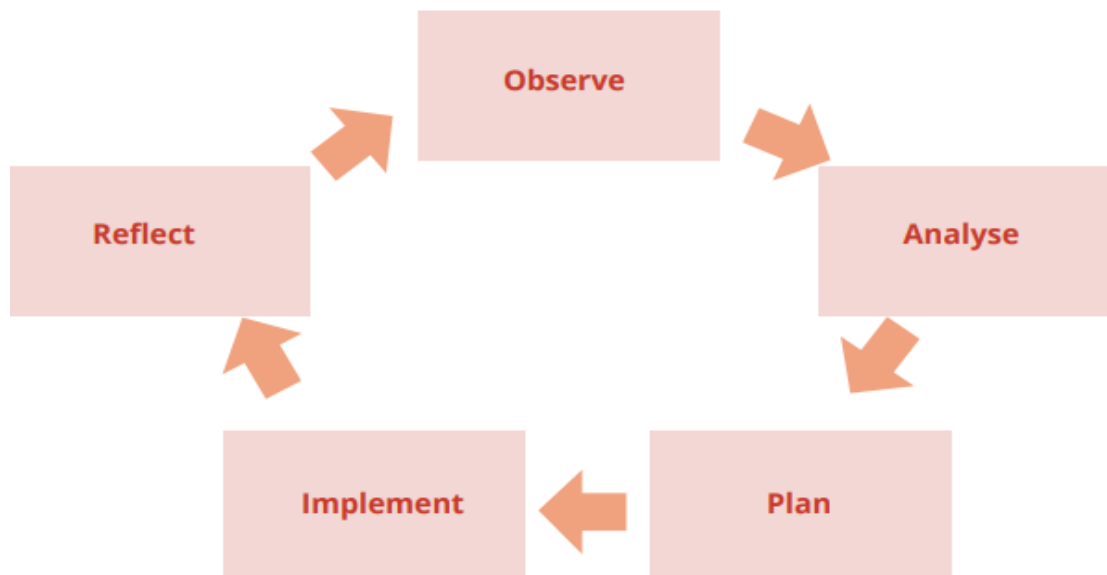
Equipment and Resources

Providing quality care requires you to have resources and equipment to facilitate children's learning. A variety of resources are required to provide age appropriate learning opportunities. However, this

does not mean you have to buy countless toys to provide quality of care. Quality of care refers to the learning you provide, be it through your daily interactions, routines and/or experiences provided.

Program Planning

Using the cycle, you can plan for an educational care program that is specific to children's strength needs and interests.



Observation

Gather information on children by speaking to their family, observing their play as well as their interactions with other children

Analyse

Analyse and make meaning of the information you have gathered to find the child's needs, strengths and interest

Plan

With this now meaningful information, Educators can come up with ways to further develop children's learning and development. Be it using toys, games and other resources or by emphasizing certain relationships and routines that the child may need as part of the development process.

Implement

At this stage of the planning cycle Educators set up activities, routines and relationships as planned.

Reflective

Practice It is important for Educators to regularly reflect on both their program and personal practice as a means of assessing the quality of care they provide. Educators should reflect on all aspects of the curriculum to look at their strengths as well as need for possible further improvements.