

7.06 FIELD VISITS – SUPPORTING EDUCATORS

Purpose Statement

Field visits are an important component of the Family Day Care scheme, enabling Coordination Unit staff to discuss ideas with educators and monitor the provision of quality child care. Relationships between Coordination Unit staff and educators need to convey respect, equity and recognition of the diverse strengths and skills that each brings to the partnership.

Scope

This policy applies to all salaried full time and part time staff (including casual), home based educators and families.

Definitions

Field Visits: visits to an approved Family Day Care residence to meet with an educator and discuss issues relating to education and care service provision.

Policy Statement

HOME VISITS WILL BE CARRIED OUT TO SUPPORT CARERS IN THEIR ROLE, PROMOTE OPPORTUNITIES FOR COMMUNICATION, DISSEMINATE INFORMATION SUCH AS CURRENT RECOMMENDATIONS FROM REGULATORY BODIES, IMPLEMENT PROFESSIONAL DEVELOPMENT NEEDS AND TO DISCUSS, PLAN AND EVALUATE CHILDRENS EXPERIENCES.

Procedures

General

Educators are encouraged to seek support from coordinators as necessary. Coordinators are accessible via the telephone during working hours and are available for support and guidance during scheduled field visits.

Field visits create opportunities for the identification and implementation of training needs, communicating children's needs, educator wellbeing and program planning.

The following practices guide field visits:

1. Coordinators will endeavour to visit educators at least once per month.
2. Coordinators will make both unannounced and scheduled field visits.
3. Discussions during each visit will actively engage educators and may include:
 - a. The needs of children in care
 - b. The content of current ISS Service Support Plans
 - c. Equipment needs
 - d. Child behaviour and positive guidance strategies



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- e. Developmental needs of children and appropriate activities
 - f. Observations, reflection, planning and documentation
 - g. Health and safety issues
 - h. Quality improvement ideas
 - i. Relationships – status of relationship (with children and/or parent/guardian).
4. A visit form will be completed outlining the discussions that took place during the visit and any agreed actions or items requiring follow up. Where necessary, a list of the agreed actions will be provided to the educator.
 5. An action plan may be developed to support any actions identified on the visit form. An action plan must identify who is responsible for implementing the action and the associated timeframe. The educator is responsible for keeping a copy of this action plan in their records.
 6. The privacy, dignity and confidentiality of educators will be protected at all times by storing visit forms securely and in line with the *Confidentiality and Privacy* procedure.
 7. Under no circumstances is an educator able to refuse a coordinator permission to enter an approved Family Day Care residence or venue, at any time when children are engaged in care.
 8. Where a relief educator is engaged to provide education and care services over an extended period of time, a coordinator will endeavour to schedule a field visit during the relief care period.
 9. Parents/guardians will be advised of coordinator visits.

Relevant Standards/Legislation

- National Quality Framework for Early Childhood Education and Care Services including:
 - Education and Care Services National Law 2011
 - Education and Care Services National Regulations 2011

Related Policies & Links

- *Privacy and Confidentiality* Procedure
- Field Visit form