



# EDUCATOR HANDBOOK

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# WELCOME

On behalf of the entire Kath Dickson Family Day Care team, we extend a warm welcome to you as a valuable member of our family. We are delighted that you have chosen to join our Family Day Care service, and we are excited to embark on this educational journey with you.

At Kath Dickson Family Day Care, we take pride in offering a flexible, supportive, experienced, and high-quality service to our educators and the families we serve. This handbook is designed to provide you with essential information to help you get started and thrive in your role as a Family Day Care educator.



## KDFC PHILOSOPHY

Kath Dickson Family Day Care Services  
METROPOLITAN & EAST COAST SERVICES - 1300 336 345

**KATH DICKSON FAMILY CENTRE WAS FOUNDED IN 1975 BY MISS KATHLEEN DICKSON,  
A WOMAN DEDICATED TO THE NEEDS OF CHILDREN AND THEIR FAMILIES.**

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### OUR VISION

KDFDC provide the community with affordable, flexible, quality child care in a nurturing family environment to advance the education and wellbeing of children, educators and families.

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### OUR PHILOSOPHY

Our service believes that children and families are the foundation of our community.

Children have the right to belong in safe, secure environments where they can develop a strong sense of identity.

We believe in fair and inclusive practices that support culture, individuality and diversity.

We promote rich educational and play-based environments, with a variety of experiences that engage children in their own learning.

The holistic development of children is enhanced as their needs and interests are responded to positively.

We advocate strongly for children, families, educators, coordinators and members of the wider community to participate in preparing children for their future in society.

We endeavour to build strong relationships with all stakeholders and act as a role model to promote sustainability and an awareness of environmentally friendly practices.

Together we believe we can make a difference as we continue to encourage our children, families, and community.

Service Manager,  
Kath Dickson Family Day Care

#### METROPOLITAN & EAST COAST SERVICES

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# WHY BECOME A FAMILY DAY CARE EDUCATOR?

Becoming a Family Day Care Educator is a rewarding career choice that offers the flexibility of working from home while making a meaningful impact on the lives of children and their families. This handbook will provide you with essential information to embark on this exciting journey with the Kath Dickson Family Day Care Scheme.

## WHY BECOME A KATH DICKSON FAMILY DAY CARE EDUCATOR?

### Experience and Support

Starting a new venture as a Family Day Care Educator can be a daunting task, but with over 45 years of experience, you can be confident that you'll receive the best support and mentoring available in our profession. Our highly qualified Coordination team, further backed by our Institute, ensures that knowledge transfer is based on current best practices.

Your primary point of contact and support person will be a member of our Coordination team, who will guide you through the process and provide ongoing assistance, this includes regular visits, support with your programming and practices and assistance when connecting with third parties such as Inclusion support services.

### Benefits of Becoming a Kath Dickson Family Day Care Educator

- 1. Flexible Work Hours:** As a Family Day Care Educator, you have the freedom to choose your own working hours. This flexibility allows you to create a schedule that suits your lifestyle and commitments.
- 2. Income Control:** You can set your income based on the number of children you care for, providing you with the opportunity to earn in alignment with your goals and financial needs.
- 3. Quality Time with Your Children:** If you have young children of your own, this career allows you to spend invaluable early years with them, fostering a nurturing environment.
- 4. School Pick-up Flexibility:** With the flexibility of your work schedule, you can easily pick up older children from school each day, providing them with a safe and caring environment.
- 5. Meaningful Impact:** Above all, becoming a Kath Dickson Family Day Care Educator enables you to make a significant and lasting difference in the lives of the children you care for and their families.

Becoming a Family Day Care Educator with Kath Dickson Family Day Care Scheme offers a fulfilling career choice backed by decades of experience, ongoing support, and a commitment to excellence. Your decision to join our team will not only provide you with a rewarding career but also positively impact the lives of children in your care and their families. We will be with you every step of the way on this exciting journey. Welcome to the Kath Dickson Family Day Care community!

# WHAT MAKES A KATH DICKSON HIGH QUALITY EDUCATOR?

## 1. FAMILY DAY CARE VALUES

High-quality Family Day Care Educators are attracted to Kath Dickson Family Day Care due to shared values regarding quality education and care for children. Educators have a close and supportive relationship with the coordination team, characterized by mutual respect, safety, and trust.

## 2. VALUES FAMILY DAY CARE AS ENABLING WORK / LIFE BALANCE

Family Day Care offers educators flexibility, allowing them to manage work-life balance. Educators can care for their own children while earning an income from their own homes. Professionals from other fields are also showing interest in becoming educators due to these benefits.

## 3. BUSINESS-ORIENTATED

Educators are attracted to Kath Dickson Family Day Care because it provides them with the opportunity to manage their own small business with support from the coordination unit.

## 4. PROACTIVE AND SELF-MOTIVATED

Educators exhibit proactive behavior by seeking information about regulatory and compliance requirements. Educators make changes to their home environment in preparation for becoming educators. Communication with your family about the implications of becoming educators.

## 5. EDUCATION AND CARE PROFESSION

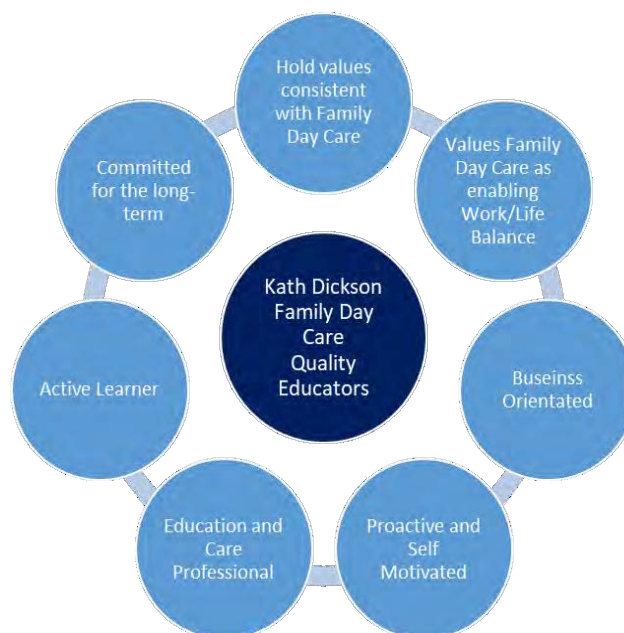
Kath Dickson Family Day Care Educators see themselves as education and care professionals, not just service providers. They take pride in delivering high-quality, evidence-based education and care services. The coordination team's support helps them grow their confidence and skills.

## 6. ACTIVE LEARNER

Educators are supported in obtaining and maintaining their formal qualifications, either through Kath Dickson's Institute or another Registered Training Organisation. Educators are also motivated by the prospect of acquiring additional skills through ongoing learning and professional development.

## 7. COMMITTED FOR THE LONG TERM

With ongoing support, Kath Dickson Family Day Care Educators choose to remain with the scheme for the long term.



## WHY DO PARENTS CHOOSE KATH DICKSON FAMILY DAY CARE?

Our Family Day Care Educators are dedicated professionals who are approved under the principles and practices of the National Quality Framework. Each of our educators is highly qualified and holds, or is working towards, a Certificate III or Diploma of Early Childhood Education and Care qualification.

At Kath Dickson Family Day Care, we are committed to delivering the highest standard of care for children. Our values drive our organization, and these values are reflected in our educators who provide best-practice care services within a warm, family-oriented environment. We strive to:

### 1. Recognize and Value Parents

We understand the crucial role parents play in the care and development of their children, and we actively value and involve parents in our programs.

### 2. Open Communication

We promote open and transparent communication between families, educators, and our coordination team to ensure that everyone is well-informed and involved in the child's development.

### 3. Caring Environment

Our focus is on creating a nurturing and caring environment that fosters the growth and development of each child in a family setting.

### 4. Safety and Hygiene

We are committed to providing a safe and hygienic environment where children can thrive and explore with confidence.

Our Family Day Care offers a flexible childcare solution to accommodate the needs of busy parents. We understand that contemporary family life can be unpredictable, and our service is designed to cater to extended hours' care or irregular care needs. This includes situations such as shift work, unplanned doctor's appointments, or school holiday periods.

To ensure the well-being of children, our Family Day Care educators are limited to caring for a maximum of four (4) under school-aged children, or up to seven (7) children, including school-aged children. Please note that educators' own children are counted toward this limit.

Our childcare services are available for children from birth to 12 years of age. We celebrate and support children's diverse developmental needs and cultural backgrounds. Our goal is to provide an environment where children can grow, learn, and actively contribute to their surroundings, all within a nurturing and homelike setting.



## ROLE OF THE COORDINATION UNIT

The coordination unit at Kath Dickson Family Day Care, plays a crucial role in ensuring the smooth operation and quality of care provided by registered educators.

They assess educators' qualifications, suitability, and compliance with regulatory requirements.

### 1. Support and Training

Coordinators offer continuous support and training to educators. They help educators understand and meet the high standards necessary for maintaining their registration. This includes guidance on curriculum planning, child development, health and safety regulations, and more.

### 2. Advising and Guidance

Coordinators are a valuable source of advice and guidance for educators. They assist in addressing any concerns or questions educators may have regarding their child care service. This can include regulatory compliance, educational strategies, or handling specific child care situations.

### 3. Initial Point of Contact

Coordinators serve as the initial point of contact for families seeking family day care services. They help families connect with suitable educators, ensuring a smooth transition into care.

### 4. Regular Contact

Coordinators maintain regular contact with educators to monitor their performance and address any issues that may arise. This includes conducting home visits and organizing play sessions to ensure that educators are providing a safe and high-quality learning environment.

### 5. Availability

Coordinators are available during office hours from Monday to Friday to address any concerns or questions that families or educators may have. This availability enhances communication and helps resolve issues promptly. During an emergency there is a 24-hour emergency phone that Educators can call.

### 6. Location

The coordination units are based in Toowoomba and Sunshine Coast regions allowing coordinators to efficiently manage and support educators in their respective regions.

The coordination unit plays a pivotal role in ensuring that educators are well-prepared, maintain high-quality standards, and provide a safe and nurturing environment for children. They facilitate communication between families and educators while offering ongoing support and training to enhance the overall quality of family day care services.

## ROLE OF THE EDUCATIONAL LEADER

The educational leader in children's education and care services has an influential role in inspiring, motivating, affirming and also challenging or extending the practice and pedagogy of educators. The role is a collaborative endeavor involving inquiry and reflection, which can significantly impact on the important work educators do with children and families.

The role of the educational leader is primarily to:

- collaborate with educators and provide curriculum direction and guidance
- support educators to effectively implement the cycle of planning to enhance programs and practices
- lead the development and implementation of an effective educational program in the service
- ensure children's learning and development are guided by the learning outcomes of the Early Years Learning Framework and/or the Framework for School Age Care or other approved learning frameworks.

# HOW TO BECOME A PART OF OUR FAMILY?

Becoming an educator in a Family Day Care involves several steps, including initial discussions, home visits, paperwork, and ongoing support. Here is a detailed outline of the process:

## Initial Contact and Discussion

The process begins when a potential educator expresses interest in becoming an Educator. This can happen through a phone call or email enquiry.

During the initial contact with a Coordinator we will have a conversation around:

- qualifications and experience in childcare and early childhood education.
- Holding a valid working with children check (BlueCard) and any other adult over the age of 18 residing or visiting regularly to the premises will also be required to hold a valid check.
- Discuss the days and hours you are looking to work

## Home Visit

We Arrange a convenient time for an initial home visit to your residence.

During the home visit, walk through the areas that you intend to use for Family Day Care. Provide suggestions and ideas on safety changes that may be needed to ensure a child-friendly and safe environment.

The safety and wellbeing of all children in our care is paramount, there are Kath Dickson Family Day Care and Regulatory requirements that must be confirmed before you can begin to operate. Of course, our Coordination team will be there to help you with this.

We will discuss with you the following requirements to commence as an Educator

- Approved current First Aid and CPR
- Child protection / mandatory reporting certificate
- Red Nose Safe Sleeping certificate
- Current Public Liability Insurance
- Drivers Licence
- Reference checks
- Medical clearance
- Landlord approval if renting
- PRODA registration
- Customer Reference Number (CRN)
- Australian Business Number (ABN)
- Criminal History Check
- You will need to own an operational computer and printer with the capacity to scan
- Occupants of the Home

We will provide you a copy of Kath Dickson's compliance checklist that outlines safety and regulatory requirements. We will go through this checklist together, addressing any questions or concerns.

You will be provided with the following documentation during our initial visit

- Application Form - used to provide information about your family, your knowledge of children, and how you want to operate your business.
- Fee Parameters – this outlines the range of fees and expectations around charges
- Compliance checklist



## TRAINING

Once you have been approved to start as a Family Day Care Educators, we will conduct initial training. The Coordination team will use the information gained at the initial interview process in order to individually tailor your training. Because we are committed to ensure your success, the training will include, but is not limited to:

- Early Childhood Education and Care National Quality Framework
- Policies and Procedures
- Marketing
- Fee Setting
- Professionalism
- Parent enrolments
- Health and Safety
- Excursions and Risk Analysis

There are matters that are specific to Family Day Care, so even if you already have some early childhood background you may still require additional training. If you identify any areas where you would like additional information please let us know. We want to provide you with all the information you require to feel competent in your new role.

Whilst the Coordination team will make every effort in your training, a basic understanding of the requirements of your role will need to be met in order for the process to continue.

## OPERATIONAL STANDARDS

Throughout your initial training, operational standards need to be confirmed and maintained in order to ensure the process is able to continue:

- A child care business requires that good hygiene practices are in place and able to be continued on a daily basis
- Running your own small business requires that a basic standard is able to be maintained
- Good communication and appropriate language between all stakeholders need to be a foundation of your business
- A professional attitude needs to be maintained at all times towards your business and the Kath Dickson Family Day Care

## LEGISLATIVE REQUIREMENTS

Family Day Care is governed by the Education and Care Services National Law Act 2010, the Education and Care National Regulations 2011, National Quality Standards, Approved Learning Frameworks, and Service Policies. These are in place to provide children with high quality care. The Coordination unit is to support your business to provide the best possible education and care.

Part of the Coordination unit's role is to monitor the way you conduct your business to ensure it consistently meets all standards, and meets ongoing eligibility under the Child Care Subsidy Scheme.

## HOME AND SAFETY ASSESSMENT

The Coordination unit will conduct a full Compliance Check. When all other requirements have been met throughout your initial training and all necessary documentation is obtained you will be registered as an Educator and placed on a 6-month probation. A compliance check will be done Annually to ensure continued compliance against the regulations and KDFDC policies and monthly support visits from a Coordinator.

## FAMILY MEMBERS

A meeting will be required with the family members over the age of 18, especially the partner and any adults living at the home. This will be an opportunity to discuss the impact that running a child care business from your home may have on your family, and how they feel about that. We will talk about the role of family members' policy and discuss protective behaviours.

Any business that is run from home has the ability to impact on the family. This is a time to be open and honest about what can and can't be dealt with, and how to do it in a positive way to benefit everybody.

There are many things to consider and sometimes the impact can be too much for your business to run successfully and professionally, and the process would need to discontinue.

*The Coordination Unit has the right to stop the process at any stage if you have not demonstrated the minimum requirements needed. You have the right to stop the process at any stage if you feel you no longer wish to continue.*

# GETTING STARTED

## FEES AND PAYMENTS

To be registered with the Kath Dickson Family Day Care, contracted Educators are required to have an Australian Business Number (ABN).

Business expenses may be tax deductible, so it's essential to keep accurate records. You may also claim a proportion of costs that are used both for your Family Day Care business including electricity cleaning products, etc. Incomes vary, depending on hours worked. We recommend you seek independent professional financial advice and / or contact the Australian Tax Office (ATO). Phone: 132 478 or [www.ato.gov.au](http://www.ato.gov.au)

Our Coordination team will provide the fee setting parameters, and will approve your fees ensuring they adequately reflect your industry knowledge and skills, qualifications, quality of environment, and program offered.

Kath Dickson Family Day Care will process attendance records weekly, Families may be eligible for Child Care Subsidy (CCS) fee subsidies. When attendances are processed Educators are paid the CCS portion of fees from Kath Dickson and families are charged the gap fee (out of pocket expenses) and this debited through RedPAY (direct debit).

## START-UP COSTS

As with any small business, there are a number of costs that you will need to outlay before you get started. Start-up costs include:

- Any home maintenance or changes required to meet safety standards
- Equipment and materials
- Blue Card, Criminal History Check, and Insurances

To fully equip your business, you will need age-appropriate resources, books, and equipment, such as bedding and furniture:

- Child sized table and chairs
- Individual beds for children to sleep on and cots for younger children
- A nappy change area or table
- A suitable and shaded outdoor area
- Open ended art and craft materials
- Props and dress up for pretend play
- Music
- Storage containers for equipment
- Books
- Assorted toys and equipment
- Smart phone/camera
- Working computer and printer

## WHAT DO WE EXPECT FROM YOU?

As an Educator, there are standards to which you are expected to adhere to at all times.

The term "Educator" recognises the teaching role of a child care professional, regardless of qualifications.

Educators are defined as people "who work directly with children in early childhood settings".

To operate your Family Day Care business, you will be required to:

- Hold a Certificate III or higher in Early Childhood Education or equivalent.
- Commit to engaging in ongoing professional development (minimum of four per year)
- Meet the National Quality Framework requirements and be guided by Belonging, Being, Becoming: The Early Years Learning Framework (EYLF), and My Time, Our Place (MTOP) Framework for School Age Care (FSAC)
- Have a commitment to providing an educational program and practice that engages, stimulates, and enhances children's learning and development
- Be respectful in your communication with others

- Maintain confidentiality, and respect the National Privacy Principles
- Work collaboratively with children, parents, and the Coordination team
- Have a documented philosophy (i.e., what you believe about your profession) and goals for children
- Value diversity and different perspectives
- Continually reflect and evaluate your daily practices
- Be open to learning, and keep up-to-date on issues relating to children and families
- Always be transparent and honest in your practices
- Keep accurate and honest business records for families and the ATO
- Maintain effective business systems and practices
- Have self-care strategies in place to reduce stress levels
- Follow the minimum expectations set out in the Programing and practice manual in regards to documenting children’s wellbeing and learning.

## WHAT YOU CAN EXPECT FROM US

- Focus on working as a team and supporting/networking with each other
- Provide support, wellbeing, and monitoring to the Educator’s home during regular visits
- Develop and maintain professional working relationships with all Educators, providing telephone, email, social media contact, and additional visits where required
- Support Educators to ensure that their licensed area meets the individual needs of children in the areas of child development, health and safety
- Provide a resource manual to all Educators
- Provide a Policies and Procedure manual to all Educators
- Maintain respectful, open communication with Educators, parents, and children
- Provide relevant support and resources to Educators
- Ensure Educators are trained in identifying and managing risks
- Provide and/or direct training appropriate to the needs of Educators, including respectful and appropriate behaviour in working with children
- Document all visits and communication with Educators
- Act upon any breach (whether reported and/or witnessed) to the Educator’s registration agreement which encapsulates all documented policies and procedures of the service
- Provide a calendar of scheduled professional development activities

## TIPS FOR EDUCATORS

### MAKING THE MOST OF SUPPORT VISITS FROM THE COORDINATION TEAM

Home visits provide a vital link between children, the service, families, and the broader community. The primary purpose of these visits is to offer support and monitor the quality of care provided. Below is essential information for educators on home visits and how to develop a strong partnership with the Coordination team to enhance the quality of childcare practices.

#### 1. The Role of Home Visits

- Offer support to educators.
- Monitor and improve the quality of care.
- They serve as a bridge between the child, family, service, and community.

#### 2. Building a Positive Relationship with the Coordination Unit

- View the Coordination team positively as a resource and sounding board.
- Cultivate relationships based on respect, equity, and recognition of each party's strengths.
- Understand that the Coordination team is supportive and proactive, not just reactive to challenges.
- See the Coordination team as a source of value and improvement suggestions.

#### 3. Professional Partnership

- Establish a professional partnership to solve problems and engage in continuous improvement.
- The Coordination unit possesses skills in coaching, mentoring, modeling, demonstrating, and negotiating.

#### 4. Effective Communication

- Clear, honest, and open communication is crucial.
- Engage in two-way communication to share information, both positive and negative.
- Effective communication fosters teamwork and positive outcomes for children and families.
- Be prepared to give and receive feedback and constructive criticism professionally.

#### 5. Types of Home Visits

- A combination of scheduled and unscheduled visits.
- Scheduled visits may be requested by educators or initiated by the Coordination Unit for specific purposes.
- Unscheduled visits are more common and help maintain accountability.
- Some visits may occur outside regular hours to monitor children cared for evenings and weekends.

#### 6. Balancing Home Visits

- During visits, the Coordination team aims to interact with educators and children while documenting key observations.
- Minimize disruption to the daily routine and allow educators to continue planned activities.
- Use visits as opportunities for reflection, informal learning, and discussions on child development and best practices.

#### 7. Support and Resources

- The Coordination team supports educators in interpreting observations, planning for children's interests and abilities, and developing programs that reflect children's culture and home languages.
- Assistance with sharing information with families, guiding children's behavior, and documentation.
- Provision of educational materials, journal articles, posters, and equipment.
- Introduction to playgroup sessions and scheduled professional development opportunities.

### STRESS MANAGEMENT

Caring for children can drain your reserves of energy and your patience. Children are constantly on the move. They chatter without stopping, ask questions and make mess. Frustration and extreme fatigue may occur when one is constantly interrupted and drained of physical and mental energy.

Some tips to de-stress:

- Keep your relationships with parents professional at all times (i.e. do not blur the boundaries into friendships or additional services, maintain firm payment deadlines)
- Take a Break (even for 10 min) at the end of the day before throwing yourself into making meals and starting family time
- Be satisfied with your job - have realistic expectations of the job and yourself
- Don't try to change parents' attitudes, they have a right to their own beliefs
- Balance activity times during the day with quiet times
- Pace yourself so that you will have energy for the children in care and your own family
- Make the day fun for yourself and the children (plan fun outings for you and the children)
- Take regular leave/time off



# COMMUNITY

## PLAYGROUPS

Educators who attend playgroups, such as the Kath Dickson Family Day Care playgroups, can enjoy several benefits, both for themselves and the children in their care.

### Positive Interactions for Children

Playgroups create an environment that fosters positive social interactions among children. These interactions are crucial for their social and emotional development. Educators can observe how children interact with peers, which can inform their caregiving strategies.

### Interaction and Networking

Playgroups provide an opportunity for Family Day Care Educators to interact and network with one another. This social interaction can be valuable for sharing experiences, discussing challenges, and offering mutual support. It can also lead to friendships that provide emotional support outside of work.

### Enhanced Program Planning

By participating in playgroups, educators gain exposure to a variety of activities and play-based learning experiences. They can draw inspiration from these sessions to enhance their own program planning, ensuring that they offer diverse and engaging activities for the children in their care.

### Skill Development

Playgroups offer children the chance to develop new skills, both social and cognitive. Educators can observe how different activities and interactions contribute to children's skill development. This knowledge can be used to tailor their teaching methods to each child's unique needs.

### Exposure to Different Activities/Toys

Playgroups often have a wide range of toys and activities that may not be available at home or in a care setting. This exposure allows children to explore new interests and develop new skills, broadening their horizons.

### Community Involvement

Participation in playgroups can help educators and children feel more connected to their local community. It fosters a sense of belonging and can lead to increased community engagement and support.

### Professional Growth

Educators can use their experience at playgroups to enhance their professional development. Learning from other educators, sharing best practices, and staying updated on the latest educational trends and research can contribute to their growth as childcare providers.

### Parent Engagement

Playgroups often involve parents as well. Educators can use this opportunity to build strong relationships with the families they serve, enhancing communication and collaboration between parents and caregivers.

## INTERACTIONS AND CONFIDENTIALITY

Parents and Educators are encouraged to work together to ensure the children are receiving the best possible care and education in Family Day Care. One of the most important aspects is honest, open, and respectful communication between both parties. Each has a responsibility to respect the other, which can be achieved by regular informal exchanges of information.

The sharing of information between Parents and Educators is to be non-judgemental, honest, and diplomatic with the privacy of both parties respected.

Educators will record daily information relating to each child in care and share this with families in a confidential way to ensure the dignity and privacy of all children.

It is essential that parents and Educators adhere to booked hours to ensure that Educators do not exceed the limit of children in care. It is imperative that parents are prompt when picking up their children. Children will expect parents at a certain time each day and may become anxious if parents are late. Educators also have their own commitments. Parents need to allow time for unhurried goodbyes.

Educators need to be aware of children's daily routines and any issues relating to their care.

It is both the Educator's and parents' responsibility to keep each other "up to date" daily with information relating to the children, e.g., the children's health, whether the children have slept well, or are unsettled for a particular reason.

Caring for children is both satisfying and extremely demanding. A sharing of satisfaction in children's progress and a word of encouragement or appreciation is valued and can lighten the day. If concerns arise, it is vital to deal with them promptly and sensitively.

Any concerns should first be discussed between the Educator and parents at a mutually agreeable time. Should the concerns be about the children, please ensure that meetings are made when children are not present. If Educators or parents feel uneasy about raising concerns with each other, it is important to speak to the Coordination team.

Parents are encouraged to provide feedback to the service at any time. A feedback form is also provided at the cessation of care. Feedback from parents is encouraged and assists the service to better meet the needs of families.

## NETWORK SUPPORT SERVICES / AGENCIES

### KU CHILDREN'S SERVICES

This unit is funded by the Department of Education and Training. The unit offers services to all Commonwealth funded Children's Services (including Family Day Care and centre based care). Inclusion Support Program assists child care services with a range of practical supports, including advice, planning, and resources, so that they are better able to provide all children with the opportunities to participate in activities that encourage learning and development within relationships with peers and adults and in a manner that reflects the interests and strengths of all children inclusive of physical, cultural and linguistic diversity.

### SERVICES AUSTRALIA

Funding and policy body for family day care

Website: <https://www.servicesaustralia.gov.au>

### Department of Education and Department of Employment and Workplace Relations

The Department of Employment and Workplace Relations enables access to quality skills, training, and employment to support Australians to find secure work in fair, productive and safe workplaces – supporting individuals and our nation to prosper.

Website: [Department of Employment and Workplace Relations \(dewr.gov.au\)](http://www.dewr.gov.au)

### FAMILY DAY CARE AUSTRALIA (FDCA)

FDCA is Family Day Care's national peak body. Their role is to support, enhance, and resource Family Day Care services, and lead the way for Family Day Care in the Australian child care industry. They work on behalf of the Family Day Care community – Educators, the Coordination team, families and operators/sponsors - to ensure the strength and continued growth of family day care in Australia.

Address: PO Box 571 Gosford NSW 2250

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Email: [enquiries@fdca.com.au](mailto:enquiries@fdca.com.au)

Website: [www.fdca.com.au](http://www.fdca.com.au)

### AUSTRALIAN CHILDREN'S EDUCATION AND CARE QUALITY AUTHORITY (ACECQA)

ACECQA is an independent statutory authority, providing national leadership in promoting quality and continuous improvement in early childhood education and care and school age care in Australia. They work with State and

Territory Governments, and the children's education and care sector, to implement changes to education and care that will benefit children and their families. ACECQA will monitor and promote the consistent application of the Education and Care Services National Law across all states and territories. They will also oversee how the National Quality Standard is applied across the country and ensure that services are meeting the new requirements. ACECQA is responsible for guiding the implementation of the National Quality Framework at the national level. The National Quality Framework commenced on 1 January 2012 for long day care, family day care, outside school hours' care and preschool (kindergarten) services. The National Quality Framework is the key mechanism for achieving the strategy's vision for young children in Australia. It will raise quality and drive continuous improvement in early childhood education and care and school age care services through:

#### The National Quality Standard

- A quality rating system
- Streamlined regulatory arrangements
- A new national body jointly governed between the Australian Government and State and Territory governments - ACECQA

Visit the ACECQA website to access the following resources:

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011
- Guide to the National Quality Standard
- National Early Years Learning Frameworks – Belonging, Being & Becoming, Framework for School Age Care- My Time, Our Place
- Subscription to the ACECQA Newsletters

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## MEET MISS KATHLEEN DICKSON

The inspirational woman behind our organisation was an influential and tireless advocate for children throughout her career as a teacher and principal.

Born in 1910, Miss Kathleen Dickson's early childhood was spent on their property outside Tenterfield. The family later moved to Warwick, and Kathleen was one of the first pupils to attend the Presbyterian Ladies College in this town. The family moved to Toowoomba and Kathleen continued her education at Fairholme College where she was head girl and dux of her year in 1927.

Having decided to enter the teaching profession, she was one of the first groups of teachers to graduate from Teachers' Training College in Brisbane, spending her early days in the far west of Queensland.

When World War II began, Miss Dickson was on the staff of the Toowoomba South Girls and Infants School. She joined the V.A.D.'s, that later became the Australian Army Medical Women's Service, and rose rapidly to the rank of Captain.

With the return to civilian life, Miss Dickson resumed her teaching profession and was appointed Principal of the Infants' School at Mackay West, followed by the role of Principal at the Rockhampton Central Girls' School. In 1960, Miss Dickson returned to Toowoomba as Principal of the South Girls and Infants School where there was an enrolment of nearly 800 children.

For the next fifteen years, Miss Dickson played an important part in the education of children in the city of Toowoomba. She recognised children's needs over and above academic accomplishments, and encouraged a love of music and art in her young students. Extra-curricular activities involving her natural initiative and drive saw Miss Dickson emerging as a figure of great compassion in the community. The 1960s and 1970s brought with them the emergence of 'latch key' children in the community. This was of concern to Miss Dickson who voluntarily extended her own working hours in order to provide interests and, in turn, protection for these children.

Retirement in 1975 coincided with the emergence of the Family Day Care Scheme introduced by the Whitlam Government. Miss Dickson was instrumental in establishing family day care in Toowoomba and the surrounding region. Today, more than 1,000 children on a daily basis receive child care through the Kath Dickson Family Centre, Queensland's first family day care service.

For the next 17 years, Miss Dickson worked tirelessly in a voluntary capacity to maintain the high standard of care available through the Kath Dickson Family Centre.

Kath Dickson died in November 2003 aged 93.

Today, thanks to her vision and determination, the Kath Dickson Family Centre has earned a reputation as 'leaders of excellence' and now manages Queensland's first family day care scheme as well as operating three early education centres, running community programs including playgroups, a toy library, and training the future generation of educators through the Kath Dickson Institute.





# OUR VISION

To advance the education and wellbeing of children, individuals and families.

# OUR MISSION

Empowering children, individuals and families through:

EDUCATION	CONNECTION	ENGAGEMENT	SUPPORT	LEADERSHIP
Creating confident and curious learners.	Connecting with community, culture and each other.	Community participation and collaboration.	Demonstrating compassion, care and encouragement.	Inspiring others to achieve greater things.

# OUR VALUES

INTEGRITY	WELLBEING	BELONGING	LEARNING	RESILIENCE
 <p>We are trustworthy and honest in everything we do.</p>	 <p>We are committed to the wellbeing of ourselves and others.</p>	 <p>We welcome and include each individual with respect.</p>	 <p>We embrace curiosity and continue to learn every day.</p>	 <p>We grow stronger in the face of adversity.</p>

