



EARLY
LEARNING
ASSOCIATION
AUSTRALIA



The voice for parents and service providers

PRE SCHOOL MATTERS

EARLY CHILDHOOD EDUCATION
PREPARING CHILDREN FOR LIFE
TERM ONE 2017

2017 PROFESSIONAL
DEVELOPMENT AND
LEARNING PROGRAM

ECE CONFERENCE PREVIEW

THE NDIS AND EARLY
CHILDHOOD INTERVENTION



Combine your super and save

Combine your super for easier account management and reduce unnecessary fees.

Find out more at australiansuper.com/combine
or call us on **1300 300 273**



Things to consider: Before making a decision to combine your super, you should ask your super provider about any fees or charges that may apply, or any other effect this transfer may have on your benefits, such as insurance. This is general financial advice and does not take into account your personal objectives, situation or needs. You should read the PDS and other relevant information at australiansuper.com before making a decision. Prepared in December 2016 by AustralianSuper Pty Ltd ABN 94 006 457 987, AFSL 233788, Trustee of AustralianSuper ABN 65 714 394 898



PRESIDENT'S REPORT

Welcome back to all our members and friends for a new year and a new term.

I am excited by the prospect of a busy and challenging year – my first as ELAA President. Throughout 2017, we will continue to enhance the services and resources provided to members – and to work with governments and stakeholders to strive for excellence in early learning for all children.

We will also be working closely with members and colleagues across the sector to campaign for the continuation of Federal funding to ensure *all* Australian children can access kindergarten in the year before school. Time is running out! The Turnbull Government's commitment to its component of preschool funding is not guaranteed beyond the end of this year. It is therefore vital that we work together – parents, educators and service providers – to lobby the Commonwealth to commit to on-going funding of 15 hours a week of quality early childhood education. You can read more about our campaign plans in the ELAA CEO's report on page 3.

In this edition of *Preschool Matters*, we feature a range of stories and activities designed to inform and assist members in delivering excellence in early learning during the year ahead.

Members seeking to keep educators, service providers and management committee members up-to-date with practice, policy and legislation should read about the ELAA Professional Development Program on pages 7 to 9 – plus there's a preview of the annual

ELAA and Gowrie Victoria Early Childhood Education Conference on pages 10 to 11.

We're very proud of our soon-to-be released video on the appropriate use of child car seat restraints, produced in association with VicRoads and the TAC (see pages 12 to 13). We also acknowledge excellence in early learning in a review of the finalists for the 2016 McArthur Early Childhood Volunteer of the Year Awards on pages 16 to 17.

Service providers and educators should read our features on supporting children in out of home care (pages 14 to 15); the NDIS and early childhood intervention (pages 18 to 19); creating culturally rich early education environments (pages 22 to 23); and research findings from the 'Early Years Education Program', a study by Charles Sturt University with practical insights for educators working with children and families experiencing family stress or social disadvantage (pages 20 to 21).

I would also like to take this opportunity to acknowledge the commitment and tremendous work of my predecessor, Jo Geurts. I look forward to continuing to work with her on the Board.

On behalf of all my ELAA Board colleagues, I wish you all the best for the year ahead and encourage you to make the most of your ELAA membership – whether it is through contacting our Member Services team, using our management resources, attending our Professional Development program, reading our publications or supporting our advocacy campaigns.

Lee Cath President, ELAA

IN THIS EDITION

- 06 ELAA'S ADVOCACY
- 07 ELAA PROFESSIONAL LEARNING AND DEVELOPMENT PROGRAM FOR TERMS 1 & 2 IN 2017
- 10 2017 EARLY CHILDHOOD EDUCATION CONFERENCE
- 12 CHILD RESTRAINTS AND BOOSTER SEATS – WHAT YOU NEED TO KNOW
- 14 BEST PRACTICE SUPPORT FOR CHILDREN IN OUT-OF-HOME CARE
- 16 MCARTHUR EARLY CHILDHOOD VOLUNTEER OF THE YEAR AWARDS 2016
- 18 NATIONAL DISABILITY INSURANCE SCHEME AND THE EARLY YEARS
- 20 SHARING RESEARCH FINDINGS FROM THE EARLY YEARS EDUCATION PROGRAM
- 22 CREATING CULTURALLY RICH LEARNING COMMUNITIES

Cover: Odellon – Laverton Community Children's Centre. Image: Ange Basdekis.



EARLY
LEARNING
ASSOCIATION
AUSTRALIA

Level 3, 145 Smith Street, Fitzroy Vic 3065
PO Box 1246, Collingwood Vic 3066
Phone (03) 9489 3500 Rural 1300 730 119
Fax (03) 9486 4226 Email elaa@elaa.org.au
Web www.elaa.org.au

CEO Shane Lucas
President Lee Cath
Editor James Gardener
Creative Director Louisa Roubin
Advertising James Gardener

Printing Mouleprint @ www.mouleprint.com.au
All rights reserved. This publication cannot be reproduced in any form without written permission from the publisher.
Preschool Matters © ELAA 2017. Preschool Matters belongs to ELAA.
ISSN 1448-9597 Reg No A0024070C ABN 39058205158

Preschool Matters is a quarterly magazine which communicates issues and developments that concern and assist members in the effective management of early childhood services.

Disclaimer Early Learning Association Australia and its employees accept no responsibility for the performance of the products and services advertised in this newsletter. The listing of products and services in this publication does not constitute a recommendation. To the maximum extent permitted by law, all warranties, terms, conditions and any duty of care, which otherwise may arise or be imposed on Early Learning Association Australia as well as Early Learning Association Australia's liability to any person in connection with the products and services advertised in this newsletter, are hereby excluded.

NEWS & EVENTS

Early Years Award for BPA service

The good news arrived too late to make the previous edition of *Preschool Matters* so we wanted to acknowledge the success East Sunshine Kindergarten – a service operating under Early Years Manager (and ELAA member) BPA Children's Services – who won a Victorian Early Years Award toward the end of last year.

East Sunshine Kindergarten (in partnership with Foundation House) won one of five Victorian Early Years awards, announced by Minister Mikakos on 18 October 2016 at the Arts Centre.

East Sunshine Kindergarten and Foundation House worked together over 2011 and 2012 to support the kindergarten to make significant changes in their work with Chin families. The Award acknowledged the creation of "a welcoming, supportive environment where Chin families are now highly involved..."

Congratulations to all! You can read more about the project at www.foundationhouse.org.au/news/foundation-house-wins-early-years-award.

A great fundraising idea for early learning services

The Caring for Kids Raffle is an easy and effective way to raise funds for your service. Everything is organised for you, including professionally printed tickets, promotional posters, and a comprehensive raffle kit providing simple forms.

Your service earns \$1 from every \$2 ticket sold and there's prizes for the services who sell the most tickets.

For more information and to order your tickets go to elaa.org.au/services_resources/our_services/fundraising

Order your tickets now and commence sales in Term 2.

2017 Starting Out Safely Road Safety Education Award

Nominations are open for the *Starting Out Safely* Road Safety Education Award, sponsored by VicRoads.

This Award recognises and celebrates the achievements of early childhood educators in providing exemplary road safety education. The Award will be presented on Saturday 27 May 2017 as part of the 2017 Early Childhood Education Conference *together we grow – the child in focus*.

To apply for this Award please share a practice example or learning story (approximately 200 words) highlighting how road safety education, through your curriculum, has 'the child in focus'.

Please email your nomination to rse@elaa.org.au by 12 May 2017.

This award is open to all Victorian early childhood educators. The winner will receive \$500 and road safety education resources for their nominated service.

Please contact the RSE team on (03) 9489 3500 or rse@elaa.org.au for more information.

ELAA 2017 Professional Learning and Development Program – bookings now open

The 2017 ELAA Professional Learning and Development Program is out now and available for bookings.

For a listing of professional development sessions on offer during Terms 1 and 2 see pages 7 to 9.

To download a copy of the full 2017 program as well as information on OHS training for service managers and committees plus committee governance training go to elaa.org.au/services_resources/training

To book a session go to elaa.org.au/pld

Enterprise Bargaining Process concludes with approval of VECA

Victorian Early Childhood Agreement (VECA) 2016 was approved by the Fair Work Commission on 7 December, 2016. The VECA covers 41 services which either failed to complete the employee notification/ballot process for VECTEA earlier in the year or which subsequently elected to join this multi-enterprise agreement.

This concludes the enterprise bargaining process, some four years after it effectively commenced when the AEU served ELAA with a log of claims. Well done to all who worked toward the realisation of the VECTEA and VECA.

2017 Early Childhood Education Conference Registrations Opening in February

It's on again during May 26 and 27 – the conference brings together over 1000 early childhood professionals including early childhood education service providers, educators, and specialists working with children from birth to the early years of school.

This year's theme – *the child in focus* – has attracted a record number of presenters.

To register as a delegate and for more information on this year's speaker program visit www.togetherwegrow.com.au. Online registrations open in late February. Book before 16 April to receive an 'Early Bird' discount. More information on pages 10 and 11.

CEO's REPORT



Welcome to the new early learning year – 2017 is shaping up as another important year of advocacy for ELAA members, stakeholders and friends across the country.

As always, ELAA will be guided by our members' views and by our shared vision of excellence in early learning for every child.

We expect that two significant funding and policy issues will dominate the first part of the year – and that the resolutions will impact on the future development and education of children, the overall well-being of families, and the social and economic health of our community as a whole.

Firstly, we are still waiting on the long overdue Federal Government child care assistance package. The package was initially developed in response to the Productivity Commission Inquiry into Childcare and Early Childhood Learning in 2014, and then revealed by the Government in its 2015 Budget. The package was subsequently shelved ahead of last year's Federal election and then reintroduced into Parliament in September 2016. That's three long years of promised but unrealised reform.

In the main, we still believe it is a good package and ELAA has been a consistent supporter of it. We have also worked closely with members, stakeholders and like-minded sector organisations to advocate for amendments to the package to ensure low income, Indigenous and other families and children are not disadvantaged.

While we want to see the positive benefits of the package implemented, we continue to oppose the Government's proposal to in part fund the package through cuts to Family Tax Benefit Part B. Reducing the entitlements of some low-income families to help pay for the package has always seemed like "robbing Peter to pay Paul" to us.

And we remain very concerned that the proposal before Parliament provides only a 12 hour per week base entitlement for children of parents that fail to satisfy a more severe work/study Activity Test. 12 hours is simply not enough to sustain access to two days of quality early learning – and to us, it has always seemed like a proposal to punish children for the so-called "sins" of the parents.

Along with our sectoral colleagues, ELAA has written to all political party leaders urging them to support the package, but to amend it in these and other areas, particularly to increase that base entitlement to at least 15 hours. We remain hopeful that the Government will agree to our proposed amendments and deliver a package that ensures quality child care is affordable and accessible to all families.

And while on the subject of "15 hours", let's not forget that other magic number: 15 hours of quality early learning (for forty weeks of the year) for all Australian children in the year before school. This is the "dosage" of quality early childhood education – call it kindergarten or preschool or kindy – articulated in the National Partnership Agreement on Universal Access to Early Childhood Education and signed up to by all governments. On the basis of the agreement, the States have contributed the necessary funding to deliver two-thirds of the 15 hours and the Commonwealth has contributed the remainder.

Despite the success of the National Partnership Agreement and the benefits of 15 hours quality early learning, incredibly – and repeatedly – the Abbott/ Turnbull Government has refused to commit to this funding beyond the end of 2017. Indeed, in a pre-Christmas response to our petition (thanks to

all the members and friends that have gone online over recent months and signed up to "Keep funding 15 hours"!)

Federal Minister for Education, Simon Birmingham described Canberra's contribution as only ever intended as a 'top up' to the funds provided by the States to increase kindergarten participation.

Let's be really clear on that point: this Commonwealth funding is and was never – under Labor or the Coalition – just a 'top-up'; it is and was always a central component of the National Partnership Agreement. The funding is critical to the delivery of 15 hours and the agreement reflected the shared commitment by the States and the Federal Government to making quality early learning available to all Australian children.

Later in February, members of the ELAA CEOs Group will be meeting with Minister Birmingham. In our experience, Simon Birmingham is a sincere and strong supporter of early childhood education. In that same December 2016 letter, the Minister said that "we know that a quality preschool education is essential for laying the foundations for successful learning, including transition to full-time school and future school success."

So when we meet with the Minister, we will be asking him to give practical emphasis to the importance of early childhood education by committing to funding 15 hours of preschool beyond next Christmas.

Meeting with the Minister will be one step in what looms as a long and active year of campaigning on these vital issues for children and families. Over the coming weeks, we will be releasing more material for members and friends to use to support the campaign.

Our children deserve an early childhood education and care system – across all forms of care and early learning – that is properly funded and properly supported by governments and parties of all political persuasions.

Shane Lucas, CEO, ELAA

REGS IN FOCUS



This regular feature focuses on specific Education and Care Services Regulations to ensure that services and staff are clear about their responsibilities

Excursions and special events – Regulations 100, 101

Throughout the year early education and care services will often include a range of additional activities and events in their program. These include:

- **incursions** – when external experts or entertainers come into the service to provide a specific program or experience
- **excursions** – outings organised by the service but does not include outings on school sites if the service operates on that site and the children are accompanied by a qualified staff member
- **regular outings** – a walk, drive or trip to and from a destination that the service visits regularly as part of the program and where the circumstances relevant to the risk assessment on each outing are the same e.g. walk to the local library
- **special events** – usually held outside normal hours (but not always) at the service such as Christmas concerts, special friends nights, morning/afternoon teas.

Risk assessment – when planning any of these events and activities for which the staff will be responsible for the children, Service Providers are required to complete a Risk Assessment. Regulation 101 outlines what must be included in this assessment and a template risk management plan is available on the ACECQA website: <http://www.acecqa.gov.au/FAQCategory.aspx?pid=168&fpid=336#336>

Consideration of any risks to children, family and staff should also be part of planning for any events which are conducted by the service such as family nights, picnics, fundraising events etc.

Ratios – minimum ratio requirements apply at all times that the service is responsible for caring and educating the children however it is often necessary to increase your ratios to adequately manage the risks identified in your risk assessment.

Licensed space – service providers need to be aware of the approved space for their service and ensure that they do not exceed the number of children that can be cared for during normal operating hours. This applies to any special events being conducted at the service during normal operating hours and also when children are being taken on an excursion outside the centre e.g. if your service is licenced for 30 children then no more than 30 children can be taken on an excursion or participate in a special activity at the service. If your service operates a Bush Kinder program and has an approved space of 30 then only 30 children can be enrolled and attend any program at that time – it is not possible to have 30 children at the service and 30 children at the Bush Kinder program at the same time.

Funding requirements – the funding agreement requires all funded services to ensure that they provide a program for 15 hours per week or 600 hours per year. Activities such as special events (which may be held in the evening or on the weekend) are not considered to be part of the minimum hours as it is not part of the normal program and therefore may not be

accessible to all children. These activities should be viewed as additional to the program and should not replace (in part or in full) the regular timetable session e.g. cancelling a session or finishing a session early because there is a concert at night.

Authorisations – when a child is to be taken out of the premises the parent or authorised person named on the child's enrolment record must provide authority to the service for this. Regulations 102 (4) outlines what must be included on that authorisation. If the activity is considered a 'regular outing' e.g. to the local library, authorisation is only required once per 12 months. However, in these circumstances a notice should be displayed at the service which informs families that a regular outing to where and at what time, is being conducted that day.

Costs and planning – at all times the cost of these activities need to be reflected in the budget and any impact on fees should also be kept to a minimum to maintain affordability and accessibility for all children. Suitability and relevance of the activity should be continually reviewed to ensure that they meet the needs and interests of the children at the service. The Approved Provider should have policies and procedures in place which requires staff to prepare and submit a proposal for any extra event or special activity. This enables the Approved Provider to review each risk assessment and ensure that they are comfortable with the proposal in terms of safety of children, relevance to the program and costs before making a decision to approve the excursion or special event.

Q&A



“ There needs to be a balance between affordability, accessibility and maintaining a viable budget as well as the capacity of parents to provide time and expertise.”

Glenda Glover, Manager –
ELAA Member Services

Can we have a fundraising levy rather than conduct fundraising events?

Fundraising has been an essential part of not-for-profit organisations (including early childhood services) for many years as a way of keeping fees low and managing a tight budget. However, over recent years participation in fundraising activities has become more difficult due to heavy workloads and limited availability of volunteers.

Income generated through fundraising activities has also become less predictable and often not as high. In some cases, changes in service policies and values have restricted the types of activities that a service is willing to conduct e.g. chocolate drives are now considered by many services as incompatible with healthy eating policies.

As a result, some services have now introduced a fundraising levy – either by increasing their fees or the option of a refundable levy.

Communicating your fundraising policy to families

The Kindergarten Guide (page 45) states that a funded service is required to have a written fees policy that includes information about refundable levies (if applicable) and plans for fundraising (if applicable).

If an Approved Provider is considering introducing a levy by increasing fees they need to ensure that this is clearly communicated to families and that they are made aware there will be no further expectations of them to contribute additional funds throughout the year. When determining the level of fees to be paid by families, funded service providers need to be aware of the requirements of the funding agreement with DET and ensure that fees are kept at a level which is affordable to families and do not provide any barriers to participation in kindergarten.

Administering refundable levies

Some services provide families with the option of paying a levy or having the levy refunded in return for participation in fundraising activities. Administering refundable levies can be complicated and your policy needs to clearly state what families are required to complete to qualify for a refund. Again, levies should not provide a barrier to attendance (some families may not be able to pay a levy up front even if there is the option of having it refunded). Services also need to be flexible and fair in what they require of parents in order to have their levy refunded. Non-refundable levies must be included as part of the fees.

Maintaining community engagement

Although the main purpose of fundraising activities is to raise additional income for the service, these events often have a valuable social benefit as well. If a service decides to either increase fees or to implement a refundable levy in place of fundraising activities they should ensure that there are also opportunities provided for families to come together socially.

When deciding if your service will continue to participate in fundraising activities or introduce a levy it is important that all these issues are taken into consideration. There needs to be a balance between affordability, accessibility and maintaining a viable budget as well as the capacity of parents to provide time and expertise.

Does your service need help with a governance or management issue?

Contact ELAA on (03) 9489 3500, rural 1300 730 119 or elaa@elaa.org.au

ELAA'S ADVOCACY

*In this new regular section in **Preschool Matters**, we will keep members up-to-date regarding ELAA's advocacy work.*

In 2015 ELAA established a CEOs Group as a quarterly forum through which senior executives and thought leaders across our membership meet regularly to discuss strategic issues of State and National importance to the early learning sector. At a meeting in late 2016 the group expressed concern about the absence of a funding commitment from the Commonwealth to their contribution to 15 hours of preschool beyond the end of 2017. The group also raised concerns about the implementation of the Early Years Management Framework. ELAA's advocacy work on these two issues is outlined below.

15 hours – more than a top-up

2017 is a critical year for the future of early learning. With no ongoing commitment from the Commonwealth to fund their component of 15 hours of preschool in the year before school, ELAA is currently planning to renew its Keep Funding 15 Hours campaign.

Late last year ELAA wrote to the Federal Minister for Education, Simon Birmingham on behalf of the ELAA CEO's Group and all

ELAA's members regarding the future of the National Partnership on Universal Access to Early Childhood Education which is due to expire at the end of the year.

Minister Birmingham's reply reiterated the Turnbull Government's commitment to ensuring that all children have access to quality early learning, however, the response also stated that the Commonwealth contribution was only ever intended as a 'top up' to increase participation rates at preschools. ELAA rejects this interpretation of the partnership agreement which describes a shared commitment by all Australian Governments to the longer-term economic and social benefits of investment in early learning. We will be looking to meet with the Minister early in the New Year to discuss this important issue further.

Over 2017 the Keep Funding 15 Hours campaign will be expanded and elevated including increased activity across a range of channels. We will be looking to lobby, work with like-minded organisations and networks and hold public relations events – stay tuned for more information through ELAA's eNews and *Preschool Matters*. If you have ideas or would like to be involved in any way in the campaign, please email elaa@elaa.org.au.

Implementing the Early Years Management Framework

ELAA also wrote to the Victorian Minister for Families and Children, Jenny Mikakos, regarding implementation and governance of the Early Years Management Framework. The implementation of the framework faces a number of challenges which early years management services with their operational expertise can help to address. ELAA believes that a shared commitment from government and stakeholders to co-design the implementation of the framework will drive the development of a sustainable and integrated early childhood education and care system in Victoria.

ELAA's submissions

From October – December 2016, ELAA contributed three written submissions re:

- Productivity Commission discussion paper about how to increase Australia's Future Prosperity
- Productivity Commission National Education Evidence Base Draft Report
- SkillsIQ consultation regarding the ASQA review of training for early childhood education and care in Australia.

The submissions can be viewed at https://elaa.org.au/news_advocacy/publications

PUTTING A FACE TO THE VOICE



Laura Mondon commenced working as a Member Services Officer with ELAA in February 2012. As a trained and accredited mediator with a Bachelor of Social Science, specialising in Industrial Relations, Laura's expertise lies in workplace mediation. She is passionate about helping empower people to resolve conflict.

My work day entails... helping our members to understand their obligations as employers and early childhood service managers through over the phone and face-to-face advice and support.

I am most inspired by... my Mum who has a recently acquired a vision impairment and has adapted to her low vision with dignity and determination; and my Dad for the support he has provided to Mum during this life changing event.

What I like most about my job... is seeing the commitment of our volunteers who give so much of their time to enable our community run services to function.

If I wasn't doing this job I'd be... spending more time chasing the elusive phenomenon, the Aurora Australis; travelling the globe with my son and my husband; and looking after my pet rabbit 'Bridget'.

ELAA PROFESSIONAL LEARNING AND DEVELOPMENT PROGRAM FOR TERMS 1 & 2 IN 2017

ELAA has put together a current and extensive Professional Learning and Development Program for 2017.

Our 2017 program features some of Australia's leading early childhood education and care experts and is tailored for all early childhood education and care professionals with each seminar mapped to the National Quality Standards (NQS). The program also clearly aligns to the Australian Professional Standards for Teachers (APST), making it easier for teachers to record and fulfil their Victorian Institute of Teaching professional development requirements. Program participants receive a certificate of participation for all sessions which can be used as evidence for VIT annual professional development requirements.



Strategies for improving participation and inclusion of children with a disability

Quality Area: 1, 2, 3, 5 & 6
APST: 1.5, 1.6, 4.1, 6.2

Presenter: Yooralla

Date: Friday, 3 March 2017

Time: 9.30am – 2.30pm

Venue: Abbotsford Convent – Salon Room, 1 St Heliers Street, Abbotsford (Enter Gate 1). Parking on site (\$12 all day).

Cost: \$175 members \$250 non-members



Working with vulnerable children and families

Quality Area: 1, 2, 5 & 6
APST: 1.3, 3.7, 4.1, 6.2, 7.3

Presenter: Children's Protection Society

Date: Tuesday, 7 March

Time: 9.30am – 2.30pm

Venue: Southern Golf Club, Lower Dandenong Road, Keysborough. Free parking on site.

Cost: \$175 members \$250 non-members



Safety – not just child's play

Quality Area: 3, 4 & 7
APST: 4.4, 6.2, 7.2, 7.4

Presenter: Zora Marko & Emma Morgan

Date: Tuesday, 14 March

Time: 9.00am – 5.00pm

Venue: Quest Caroline Springs, 234 Caroline Springs Boulevard, Caroline Springs. Free parking on site.

Cost: \$323.50 members \$367.50 non-members



Developing relationships as the foundation of the curriculum in infant/toddler learning environments

Quality Area: 1, 3, 5 & 6
APST: 1.2, 1.5, 3.5, 4.1, 6.4

Presenter: Karen Glancy

Date: Thursday, 16 March

Time: 9.30am – 2.30pm

Venue: Darebin North East Community Hub, 35 Copernicus Crescent, Bundoora. Free parking on site.

Cost: \$175 members \$250 non-members



Going deeper with the revised VEYLDF

Quality Area: 1, 5 & 6
APST: 1.1, 3.3, 3.5, 4.3, 6.2

Presenter: Heather Barnes

Date: Friday, 24 March

Time: 9.30am – 2.30pm

Venue: Manningham City Council, 699 Doncaster Road, Doncaster. Free parking on site.

Cost: \$175 members \$250 non-members



Positive behaviour guidance for 3–5 year olds

Quality Area: 1, 5 & 6
APST: 1.1, 3.3, 3.5, 4.3, 6.4

Presenter: Jo Lange

Date: Monday, 27 March

Time: 6.30pm – 9.00pm

Venue: Hobson's Bay City Council, Civic Centre, 115 Civic Parade, Altona. Free parking on site.

Cost: \$80 members \$95 non-members



New frontiers for planning: taking assessment for learning to the next level

Quality Area: 1, 6 & 7

APST: 2.1, 2.2, 3.6, 5.1, 5.4, 7.2

Presenter: Catharine Hydon

Date: Friday, April 21st

Time: 9.30am – 2.30pm

Venue: Abbotsford Convent – Salon Room, 1 St Heliers Street, Abbotsford (Enter Gate 1). Parking on site (\$12 all day).

Cost: \$175 members \$250 non-members



Digital technology in the early years

Quality Area: 1, 5 & 6
APST: 1.5, 2.6, 3.4, 4.5, 6.2, 6.4

Presenter: Daniel Donahoo

Date: Thursday, 27 April

Time: 9.30am – 2.30pm

Venue: Hobson's Bay City Council, Civic Centre, 115 Civic Parade, Altona. Free parking on site.

Cost: \$175 members \$250 non-members



What is Autism Spectrum Disorder and Positive Behaviour Support – an overview

Quality Area: 1, 2, 5 & 6
APST: 1.5, 1.6, 4.1, 6.2

Presenter: ASPECT

Date: Monday, 1 May

Time: 10.00am – 12.00pm

Venue: Victorian Archive Centre, 99 Shiel St, North Melbourne. Free parking on site (enter via Macaulay Street).

Cost: \$80 members \$95 non-members



Collaboration in teams: the make or break of greatness in teams

Quality Area: 1, 4 & 7
APST: 1.2, 6.2, 6.3, 7.4

Presenter: Anthony Semann

Date: Friday, 5 May

Time: 9.30am – 2.30pm

Venue: Quest Caroline Springs, 234 Caroline Springs Boulevard, Caroline Springs. Free parking on site.

Cost: \$175 members \$250 non-members



Digital technology in the early years

Quality Area: 1, 5 & 6
APST: 1.5, 2.6, 3.4, 4.5, 6.2, 6.4

Presenter: Daniel Donahoo

Date: Tuesday, 9 May

Time: 9.30am – 2.30pm

Venue: Eastern Hub Geelong, 285a McKillop Street, East Geelong. Free parking on site.

Cost: \$175 members \$250 non-members



Using positive relationships and the EYLF to plan for and support children whose behaviour is affected by challenging life circumstances

Quality Area: 1, 2, 3, 5 & 6
APST: 1.3, 3.5, 4.1, 4.3, 6.2

Presenter: Children's Protection Society

Date: Thursday, 11 May

Time: 9.30am – 2.30pm

Venue: Abbotsford Convent – Salon Room, 1 St Heliers Street, Abbotsford (Enter Gate 1). Parking on site (\$12 all day).

Cost: \$175 members \$250 non-members



Health and wellbeing for early years professionals

Quality Area: 4 & 7
APST: 6.2, 6.3, 7.4

Presenter: Dr Lyn O'Grady

Date: Friday, 19 May

Time: 9.30am – 2.30pm

Venue: Southern Golf Club, Lower Dandenong Road, Keysborough. Free parking on site.

Cost: \$175 members \$250 non-members



Safety – not just child's play

Quality Area: 3, 4 & 7
APST: 4.4, 6.2, 7.2, 7.4

Presenter: Zora Marko & Emma Morgan

Date: Tuesday, 6 June

Time: 9.00am – 5.00pm

Venue: Abbotsford Convent – Salon Room, 1 St Heliers Street, Abbotsford (Enter Gate 1). Parking on site (\$12 all day).

Cost: \$323.50 members \$367.50 non-members



Exploring the EYLF – starting from the beginning

Quality Area: 1, 5 & 6
APST: 2.1, 2.3, 6.2, 7.2, 7.4

Presenter: Catharine Hydron

Date: Wednesday, 7 June

Time: 9.30am – 2.30pm

Venue: Southern Golf Club, Lower Dandenong Road, Keysborough. Free parking on site.

Cost: \$175 members \$250 non-members



Strategies to include physical education and wellness in the 1-5 years program

Quality Area: 1, 2, & 3
APST: 1.1, 1.5, 3.3, 6.4

Presenter: Paul Pennisi

Date: Wednesday, 14 June

Time: 6.30pm – 9.00pm

Venue: Manningham City Council, 699 Doncaster Road, Doncaster. Free parking on site.

Cost: \$80 members \$95 non-members



Brave leadership in the everyday – living life on the edge

Quality Area: 4 & 7
APST: 2.3, 3.3, 6.1, 6.2, 7.4

Presenter: Anthony Semann

Date: Friday, 16 June

Time: 9.30am – 2.30pm

Venue: Knox Civic Centre, 511 Burwood Highway, Wantirna South. Free parking onsite (enter via Capital City Boulevard).

Cost: \$175 members \$250 non-members



Resilience, independence and self-esteem – a 3 to 5-year-old focus

Quality Area: 1, 2, 5, & 6
APST: 1.1, 3.3, 3.5, 6.3, 6.4

Presenter: Jo Lange

Date: Monday, 19 June

Time: 9.30am – 2.30pm

Venue: Eastern Hub Geelong, 285a McKillop Street, East Geelong. Free parking on site.

Cost: \$175 members \$250 non-members



Indigenous perspectives in children's programs

Quality Area: 1, 5, & 6
APST: 1.4, 2.4, 6.2, 7.4

Presenter: Annette Sax (Yarn Strong Sista)

Date: Thursday, 22 June

Time: 9.30am – 2.30pm

Venue: Victorian Archive Centre, 99 Shiel St, North Melbourne. Free parking on site (enter via Macaulay Street).

Cost: \$175 members \$250 non-members



Literacy, numeracy and science in the outdoors

Quality Area: 1 & 5
APST: 1.1, 2.5, 3.4, 6.2, 7.4

Presenter: Karen Glancy

Date: Tuesday, 27 June

Time: 9.30am – 2.30pm

Venue: Hobson's Bay City Council, Civic Centre, 115 Civic Parade, Altona. Free parking on site.

Cost: \$175 members \$250 non-members

APST = Australian Professional Standards for Teachers

NQS = National Quality Standard

Quality Area 1 – Educational Program and Practice

Quality Area 2 – Children's Health & Safety

Quality Area 3 – Physical Environment

Quality Area 4 – Staffing Arrangements

Quality Area 5 – Relationships with Children

Quality Area 6 – Collaborative Partnerships with Families and Communities

Quality Area 7 – Leadership and Service Management

Register on-line at www.elaa.org.au/pld or call (03) 9489 3500.

Prior registrations are essential. Please sign in 15 minutes prior to the commencement of a session.



2017 FREE COMMITTEE TRAINING

QUALITY AREA 7: LEADERSHIP
AND SERVICE MANAGEMENT

FREE COMMITTEE TRAINING IN PARTNERSHIP WITH THE
DEPARTMENT OF EDUCATION AND TRAINING AND LOCAL COUNCILS.

Starting from the beginning – governance information and support

Join us for a comprehensive introduction to the roles and responsibilities of committees of management of early childhood services.

This free session will cover:

- An introduction to the roles and responsibilities of committees of management to ensure sound governance.
- Your role as:
 - an Incorporated Association committee
 - an Approved Provider and an early childhood funded service provider
 - an employer of staff in an early childhood service
 - a manager of an early childhood service.

About our presenters

Our ELAA Member Services Team bring specialist skills and extensive experience to these sessions. With backgrounds in the management of early childhood services, industrial relations, early childhood assessment, and early childhood teaching, they understand the governance and management challenges that you face as a committee member.

DATE	VENUE
Monday February 6th 10.00am – 12.00pm	ELAA Office Level 3/145 Smith Street, Fitzroy
Thursday February 9th 6.30 – 8.30pm	Whitehorse City Council, Waratah Room 379 – 397 Whitehorse Road, Nunawading
Tuesday February 14th 6.30 – 8.30pm	Manningham Civic Centre, Heide Room 699 Doncaster Road, Doncaster
Thursday February 23rd 6.30 – 8.30pm	Nillumbik Council 34 Civic Drive, Greensborough
Saturday February 25th 9.00am – 1.00pm	Hobson's Bay City Council, Newport Community Hub 13 Mason Street, Newport
Wednesday March 8th 6.30 – 8.30pm	City of Boroondara, The Blackwood Room Building 1, 8 Inglesby Road, Camberwell
Tuesday March 21st 6.30 – 8.30pm	City of Kingston, Mentone Room 34 Brindisi Street, Mentone
Thursday March 30th 6.30 – 8.30pm	City of Whittlesea, Fountain View Room Civic Centre 25 Ferres Boulevard, South Morang
Wednesday April 19th 6.30 – 8.30pm	Mornington Peninsula Shire Library Meeting Rooms 1 and 2 2 Queen Street, Mornington

NB: please bring a copy of your current Constitution to these sessions.

Register on-line at www.elaa.org.au/pld or call (03) 9489 3500.

Prior registrations are essential. Please sign in 15 minutes prior to the commencement of a session.



2017 Early Childhood Education Conference



councils in Norway, Finland, Portugal, South Korea, Chile, Australia, and Canada, and a consultant to the European Commission, OECD and WHO.

Biggest selection of speakers yet

With a record number of applications from ECE professionals to present at the Conference, this year's speaker program is the largest in the Conference's history with around 73 sessions over two days. Sessions cover a wide range of topics from numeracy, literacy and children's rights to integrated service models, professional ethics and much more. To learn more about the program and speakers go to www.togetherwegrow.com.au

Program highlights

With more sessions on offer than ever before, the Conference has something for just about anyone working in the early childhood education sector. Some of the many highlights include:

The Hon. Jenny Mikakos MP (Vic Minister for Families and Children) – Conference opening.

Professor Ted Melhuish – Keynote address re early childhood experience and its impact on children's educational and socio-emotional development through to adulthood.

Bruce Hurst – *Development isn't something that just happens. It is also something you do.*

Carmel Phillips & Anne Stonehouse – *Too high, to low, just right: expectations of very young children.*

Rhonda Livingstone – *Children's identity, growth and sense of belonging – connection and engagement through community.*

Nicole Pilsworth, Dr Jane Page, Gracie Pupillo, Anna Russell & Rebecca Sabo – *Educational Leadership: Making a difference to children's learning and development.*

The conference brings together over 1000 early childhood professionals including early childhood education service providers, educators, and specialists working with children from birth to the early years of school.

The 2017 conference theme ***Together we grow – the child in focus*** explores children's sense of identity; their connection and engagement with their community; their rights and sense of wellbeing. The theme looks at what makes children confident, involved and resilient learners; effective communicators; and the networks that support families and professionals to provide quality early childhood education and care to all Australian children.

Keynote Presentation – Professor Edward (Ted) Melhuish OBE

Much evidence has accumulated in recent decades that the child's experience in the early years has profound consequences for later life.

Recent evidence from large-scale longitudinal studies in many countries e.g. the UK, indicate how differing patterns of experience in the early years, both in the home and outside the home e.g. early childhood education & care, can have

long-term impact on children's educational and socio-emotional development.

The impact affects a wide range of people's lives including educational attainment, socio-emotional development, employability, criminality and mental and physical health. In particular it would appear that a child's oral language development and self-regulation are aspects of early development that act as mediating variables – linking early experience with later development. Several international studies provide evidence for these ideas and this evidence is discussed during Professor Melhuish's address in terms of its relevance to practice and policy, including resource allocation at both a local and national level.

Ted Melhuish is Professor of Human Development at Oxford University, and a visiting professor at the University of Wollongong. He was involved in studies affecting policy in the UK and is currently undertaking studies in Norway, the European Community, UK, and Australia. His research has influenced the 1989 Children Act, the 2005 Children Act, 2006 Childcare Bill and policy on childcare, early education, child poverty and parental support in the UK and other countries. He is a scientific advisor to research

A conference for everyone involved in early childhood education from birth to the early years of school

26 and 27 May, 2017 at the Caulfield Racecourse, Melbourne

together we grow **the child in focus**

Georgie Meyer and Alex Price – *Five hundred children and one museum (the creation of the new Melbourne Museum Children's Gallery).*

Cheryl Neilson and Jennifer Sebire – *The integral role of relationships on early brain development.*

Heather Barnes – *STEM – Supporting, Teaching, Environments & Motivation.*

Ann Slater and Karen Anderson – *Our story of three educational services: our practices and journey embedding First Peoples perspectives into our community.*

Stacey Fox (Mitchell Institute) – *What policies do we need to make sure every child has the opportunity to be a confident and engaged learner?*

... and many more high quality presentations from early learning professionals.

Trade Fair

The Early Childhood Education Conference not only provides attendees the opportunity to hear about the latest in early learning policy, pedagogy and management practice; there's also the Trade Fair where delegates can view, touch and test the latest in early learning education resources, play equipment, health and safety equipment, and services to the early learning sector.

Door Prizes and Road Safety Award

Delegates will be eligible to win great door prizes (to be announced) and there will also be the announcement of the annual Starting Out Safely Road Safety Education Award which celebrates the achievements of early childhood educators in providing exemplary road safety education.



"Great speakers – relevant, respectful balance of thinking and practice."

"Loved the links to NQS and APST in the program, makes life easy."

"Always so inspiring and motivating. Great speakers. That's why I enjoy coming every year. Fabulous Trade Fair!"



Keep up-to-date with the latest Conference news

Visit www.togetherwegrow.com.au or subscribe to ELAA's eNews at <http://bit.ly/2jDroD9>

Secure your seat at the conference to receive an early bird discount

To register as a delegate and for more information on this year's speaker program visit www.togetherwegrow.com.au. Online registrations open in late February. Book **before 16 April** to receive an 'Early Bird' discount.



CHILD RESTRAINTS AND BOOSTER SEATS – WHAT YOU NEED TO KNOW

ELAA has been tasked by VicRoads and TAC to develop a video resource that will be available to parents, carers, educators and anyone who is transporting children in cars.

For Australian children, road trauma is the number 1 killer. Around 3,000 children are injured on our roads each year. Research conducted in Australia shows that if you put children in the right fitting restraint – right for their age – but more importantly, for their size, many of these deaths and injuries can be prevented.

For the past six years ELAA has been delivering Victoria's early childhood *Starting Out Safely* program for VicRoads. As part of our work we have spoken to many parents, educators and people transporting children and have heard the message repeatedly that there is a great deal of confusion regarding child restraints and how to transport children safely.

VicRoads and TAC asked ELAA to produce an instructional video based on our work and research around the community's knowledge about how to safely transport children in cars.

We took up the initiative and have produced a video that will clarify a number of misconceptions. We drew on the work of Neuroscience Research Australia and the *Best Practice Guidelines for the Safe Restraint of Children Travelling in Motor Vehicles*. Our aim was to have an up-to-date resource that is based on research that is appropriate for all Australian states and accessible to parents, educators, medical professionals and others transporting children.

Engaging and expert presenters

ELAA asked Associate Professor Warwick Teague, Director of Trauma Service at the Royal Children's Hospital, to assist with the content and to be one of the main presenters, bringing his passion for keeping children safe and out of the Emergency Department of his hospital.

Warwick Teague said "In my work ... we strive towards zero ... zero deaths... zero injuries ... so one death or one injury is one too many and, if we can prevent them, which we know we can, it's important we take those steps. It's vital that we choose the right child restraints for our children and use them correctly every time we travel in a car, whether going around the corner or on a long drive."

The video is narrated by TV journalist, presenter and columnist, Elise Elliott, in a clear non-technical style that is engaging and easy to understand. She brings her experience as a mother of a seven-year-old girl; her interactions with other parents; and an understanding of peer pressure to the production.

"What the law says and what research says are often quite different and conflicting. As a mum I often get confused about what child restraints are right – as do many parents I know. This video will help clear up some of those mixed messages."

Easy to understand information that could save a child's life

The video addresses a number of key questions related to children and child restraints, effectively illustrating and reinforcing critical messages including:

- how seat belts and child restraints work and protect against the forces generated in a crash
- why a child's need for an appropriate child restraint should be assessed in relation to the child's size, not their age
- how to choose the most appropriate restraint
- when is it safe for a child to use an adult seat belt?
- how to become confident in fitting a child restraint in your own vehicle.

How can I access the new video?

The video will be able to be accessed and downloaded via the *Starting Out Safely* website childroadsafety.org.au. We are also producing a number of supporting resources including a series of interviews with new parents, a grandparent, a restraint fitter and VicRoads.

The childroadsafety.org.au website also includes valuable links to:

- research on child restraints and keeping children safe
- information resources on child restraints in 22 languages.

"You could never live with yourself if anything happened to one of your grandchildren. Find out what the rules are, find out how the restraints work, practise on them before you drive anywhere, make sure that the child's parents are there to check because they've done it more times than you have. That gives you the confidence that they feel that their child is safe."

David (Grandfather)

"Take your time, know your child restraint parameters and don't feel pressured to move your child either out of the restraint or into the front seat before they are tall enough to be moved."

Kate (mother)

"From a VicRoads point of view we want to make sure that every child is safe when they're travelling in a vehicle. And the safest way for a young child to travel would be in a child restraint or a booster seat that fits their size."

Jana Leckel (Policy Advisor, VicRoads)

"There are a lot of websites, chat rooms and forums that provide conflicting advice. You don't know who has the expertise and knowledge. Having a video supported by VicRoads and TAC you can be sure that you are getting the best advice."

Carrie (new mother)

"Once you have more than two children and depending on their ages, your choice of cars is reduced. This video made me aware that children need to be in a child restraint for much longer than I believed. It's much more important to keep them in a restraint than to put them in an adult seatbelt in order to save space in the car."

Sonali (mother of five boys)



Clockwise from top: The video production crew filmed on location at the Royal Children's Hospital; ELAA RSE Project Manager, Zora Marko (right), provided technical consultancy on the use of child restraints during the production of the video; A key message in the video is ensuring your child is wearing an appropriate restraint for their height; And action! Elise Elliot and Warwick Teague during the video shoot; The video emphasises the importance of reading the manufacturer's instructions when using a child restraint for the first time; Associate Professor Warwick Teague brings his passion for keeping children safe to the video.

BEST PRACTICE SUPPORT FOR CHILDREN IN OUT-OF-HOME CARE

BY LISA MINCHIN, ELAA POLICY OFFICER*

In busy early learning environments where there is limited funding and available places, meeting the needs of children who are in out-of-home care (OoHC) can be challenging. This article provides some insights into inclusive practices when supporting children in OoHC in children's services.

Provide a welcoming safe environment

Vulnerable children and particularly children in OoHC will often have very spasmodic attendance at the service which may include long periods of absences. Recognition and a sense of belonging and safety are critical for all children. Having warm relationships with staff, familiar things they recognise around them as well as some predictability of routine contributes to children feeling welcomed and safe.

If a child at your service suddenly stops coming it's important to ring and see if you can find out if everything is okay. Sometimes a call inquiring if "Billie is okay and wondering if he's coming back to kinder as there's an exciting activity happening on Thursday" can make all the difference. If you are unable to make contact and you know there is child protection involvement it's critical to make a call to Child First, the case manager or team leader and let them know the child is absent. Also let them know the place is available and will be kept available for the child to return.

As a significant other adult in a child's life it is very reasonable for you to seek information pertaining to the child's health and wellbeing so don't be afraid to ask the case worker what is going on and how the service can contribute to supporting the child.

If a child in your service enters OoHC, or if a child should arrive during the year due to being placed in OoHC, additional information you may require includes:

- case manager's name and contact details
- name of case manager's team leader and the name of the child protection unit
- details of authorised persons. You need to be certain who is authorised to not only collect the child but also visit the child on site. There is often confusion about parental access in these cases so be sure you know all the facts.

Services are required to have copies of any orders pertaining to the child. Make sure you understand them. It's perfectly okay to run through these with the foster carer, case manager or your own line manager if you don't understand them.

Retain or provide a place

There are a number of targeted DET resources that can help these children to attend kindergarten, for example, Early Start Kindergarten funding and Pre-purchased kindergarten places that cover the cost to families and carers and can help overcome barriers to participation such as enrolling late, moving into a new area, or being in OoHC.

It may be possible in certain circumstances to apply to DET for a waiver to minimum educator to child ratios or to increase the number of approved places to allow an additional child to attend the service. Contact DET for further information by emailing licensed.childrens.services@edumail.vic.gov.au or ring 1300 307 415.

Where a child has entered OoHC and has stopped attending the service, it's important to keep the place available for them to return to. It may be necessary to have a discussion with the relevant person at your local regional office of the Department of Education and Training to explain why the place is being kept open.

Advocate for the child and their participation

All children have the right to access and participate in high-quality early childhood services. Research tells us that 'intensive and sustained participation in high quality early childhood services makes a significant difference for the most disadvantaged children' (*Early Childhood Agreement for Children in Out-of-Home Care*, 2014). It is critical that all early childhood staff and service providers advocate for, and support their children's attendance at kindergarten. They also have a role to play in educating other professionals, such as social workers and nurses, about the value of attending, especially for vulnerable children.

Collaborate

Having good working relationships with community services smooths the way to deliver better outcomes for children. Staff in early childhood services develop close relationships with the children in their care and therefore will often know a child





better than any other service provider. For a child who is experiencing multiple placements, his or her relationships with staff at the service may be the strongest relationships they have. Staff knowledge of a child's significant relationships, how to work with a child's behaviour and their preferences is valuable when working together with other professionals on plans for the child's future and care.

Develop expertise and seek support

Children who have experienced trauma or a number of care placements may present with a range of specific behavioural, emotional, medical and physical needs. A good understanding of the effects of trauma can assist staff and service providers to recognise the signs and respond appropriately to the child. There are a range of training providers which can assist with developing the skills for working with children who have experienced trauma.

Professional supervision and the availability of counselling can provide the

necessary emotional support for educators as well as information and guidance through the challenges.

Useful resources

The Early Childhood Agreement for Children in Out-of-Home Care provides descriptions of agreed roles and responsibilities across the Department of Human Services or contracted community service, local government, kindergarten and early childhood education and care services, and the Department of Education and Training. The agreement is currently being reviewed to determine the learning outcomes from its early implementation.

https://elaa.org.au/services_resources/free_resources/early_childhood_agreement_children_out_of_home_care

Training

The ELAA Professional Learning and Development Program 2017 has relevant training:

- *Using positive relationships and the EYLF to plan for and support children whose*

behaviour is affected by challenging life circumstances with Children's Protection Society on 11 May and 20 October 2017.

- *Health and wellbeing for early years professionals* with Dr Lyn O'Grady on 19 May and 25 August 2017

See https://elaa.org.au/services_resources/training for further details.

Other training providers include:

- Children's Protection Society
- Australian Childhood Foundation

* This article was informed by Jo Geurts, CEO, Eureka Community Kindergarten Association and Janet Williams-Smith, Director Service Development & Strategy, Early Childhood Management Services

Do you have experiences working with children in out-of-home care which you would like to share or additional advice which would assist? Please get in touch by emailing LMinchin@elaa.org.au

McARTHUR EARLY CHILDHOOD VOLUNTEER OF THE YEAR AWARDS 2016

Sponsored by ELAA preferred partner and leading early learning recruitment specialists, McArthur, the Early Childhood Volunteer of the Year Awards acknowledge the significant contribution that volunteers provide to early learning services – a contribution that benefits children, parents, early learning professionals and our communities.

From an excellent field of applicants, the selection panel shortlisted eight nominations and the Awards were presented during the 2016 ELAA Annual General Meeting at the Melbourne Town Hall on October 27.

Honourable Mentions

Three shortlisted nominees were awarded an Honourable Mention by the selection panel including:

Katie Tonkin – Undera Kindergarten, a Goulburn Region Preschool Association service;

Helen Delmo – East Sunshine Kindergarten, a Brimbank Preschool Association service; and

Laura Coomber – Woodbine Road Preschool in Cranbourne North.

The 2016 Finalists

Cecilie Munro – Goulburn Region Preschool Association (Early Years Management Service) and Murchison Preschool.

In 2011, Cecilie became President of the Murchison Preschool Committee – while simultaneously joining the Board of the GRPA ‘cluster manager’.

Among her many achievements, Cecilie campaigned for the reinstatement of Take a Break occasional care funding – her efforts ultimately resulted in a new round

of this funding, which can be especially important for women in regional and remote communities.

And while serving as Chairperson of GRPA, Cecilie saw the association double in size and all early years services within the Association achieve an “exceeding” rating in Quality Area 7 for service leadership and management.

Sheena Teeder – Albert Park Preschool. Sheena made a significant impact at Albert Park in a relatively short time on the Committee of Management.

A professional counsellor and yoga teacher, Sheena volunteered her skills to a newly created Health and Wellbeing Sub-committee. She introduced a Health Charter; trained staff in mindfulness practices and yoga techniques; delivered yoga incursions for children; and helped create ‘retreat spaces’ at the service.

Sheena’s work also contributed to Albert Park being shortlisted as a finalist in the 2016 Worksafe Awards.

ADVERTISING



Thoughtful Playful Engaging
High quality outdoor play space design

www.jeavons.net.au
TEL 03 9387 7337

CONTACT US FOR A COMPLIMENTARY BOOKLET OUTLINING HOW OUR LANDSCAPE ARCHITECTURAL SERVICES CAN HELP RESOLVE PROBLEMS IN YOUR OUTDOOR PLAY AREAS



The 2016 Awards finalists with McArthur Victorian State Manager, Matt Mullins (centre), and ELAA Board member, Lee Cath (far left).

Sarah Gofton – Fyans Park Kindergarten (a Geelong Kindergarten Association service).

Over the past four years Sarah has served on the Fyans Park Committee as Treasurer and Purchasing Officer.

Among her many achievements and activities, Sarah was Project Officer for a \$1.2M refurbishment and extension project, which saw Fyans Park double its capacity. Sarah was the “lynchpin” between the service, the architect, the builders, and local government.

Christen Watkins – Evesham Road Kindergarten in Cheltenham.

Like many early learning volunteers, Christen has worn many ‘hats’ at her service, being President, Vice President, HR Officer and Fundraising Officer.

She led a significant restructure of the Committee, helping to optimise opportunities for parents to get involved and to share the volunteer workload.

Christen reviewed and modernised the service’s HR and professional development practices, and has been an incredibly effective fundraising coordinator, assisting in raising over \$6000 for Evesham Road in 2015.

2016 McArthur Early Childhood Volunteer of the Year

Congratulations to Elissa Simmons from Glenroy West Kindergarten on being selected as the 2016 McArthur Early Childhood Volunteer of the Year.

Elissa has served as President of the Glenroy West Kindergarten Committee for over seven years.

In 2013, the Committee faced an impossible challenge when the kindergarten was told to vacate their premises after nearly 30 years on the same site.

Elissa’s organisational skills, leadership and positive attitude played a big part in Glenroy West avoiding closure as she assembled a community coalition to identify a new site and build a new service from scratch.

The new Glenroy West Kindergarten was up and running for the start of 2014 on the back of a modest council grant and fund-raising within the community and local businesses.

NOMINATIONS FOR 2017

ELAA would like to thank McArthur for their generous support in recognising Early Childhood volunteers. If you believe there is someone volunteering within your early learning service that deserves to be recognised then why not nominate them for the 2017 McArthur Early Childhood Volunteer of the Year Awards. Nominations will open in July so keep an eye on the ELAA website elaa.org.au or watch out for the call for nominations in ELAA’s **eNews** or **Facebook** page.

ADVERTISING



Administration Support for Kindergartens

Specialising in Early Childhood Services with over 20 years experience in Kindergartens and Child Care Centres.

We support independant Committees of Management and offer flexible services to meet your centre’s individual needs.

Contact Julie Limbach and **Just a.s.k for help.**

Phone 03 93795244 **Fax** 03 93792144 **Mobile** 0418 376 904

SERVICES

Payroll & Personnel Management
Full HR Services
All Bookkeeping
MYOB & XERO
Budget Preparation & Monitoring
Timetabling
Arrange Auditing
Fee Collection & Management
Registered B Pay Provider
KIM & FAC Registered
Registered BAS Agent

www.a-s-k.com.au

NATIONAL DISABILITY INSURANCE SCHEME AND THE EARLY YEARS

BY EARLY CHILDHOOD
INTERVENTION AUSTRALIA
(VICTORIAN CHAPTER)

The National Disability Insurance Scheme (NDIS) has been described as being the most significant social reform in Australia since Medicare. With such a major change impacting on children with disability and/or developmental delay, what should you know about the NDIS and what role do you play in the scheme?



“ Early Childhood Partners help families navigate through the NDIS and can connect them with Early Childhood Intervention and mainstream community services where appropriate.

The NDIS is a new way for children and their families to access disability services and to strengthen links within their own community. The NDIS is being rolled out progressively across Victoria until June 2019. The roll-out is occurring in a staged way, area by area. In addition, children on waiting lists for Early Childhood Intervention (ECI) may be able to enter the NDIS early.

For infants and young children with disability and/or development delay, the NDIS will provide access to reasonable and necessary supports, including ECI, with choice and control over how, when and where supports are provided. As this funding is allocated on an individual basis, it is different for every child, reflective of the child and family's goals and needs.

A network of community partners that includes Early Childhood Partners is currently being established across Australia and is a critical component of the NDIS. This network will help ensure that families and children are connected with supports and services in their local community and is a gateway to the NDIS.

Early Childhood Partners help families navigate through the NDIS and can connect them with Early Childhood Intervention and mainstream community services where appropriate.

What is Early Childhood Intervention?

Early Childhood Intervention (ECI) is the process of providing specialised support for infants and young children with disability and/or developmental delay and their families to promote development, well-being and community participation.

ECI encourages and supports everyday learning, naturally building on the learning and development already happening at home and through services and supports within the community, including early childhood education and care services, preschools, playgroups and kindergartens.

What role do Early Childhood Education and Care services play within the NDIS?

For the NDIS to be a success, it requires a commitment from everyone involved with young children and families. We are being asked to question our thinking around the historical views of disability and to consider different ways to shift the disempowering perceptions of disability and move towards

a strengths-based social model – which is the intention of the NDIS.

Whilst the NDIS provides a platform for the provision and funding of disability supports in a way that empowers individuals with disability and their families (individual plans), it also requires the whole of the community, including the early learning sector to embrace inclusive practice – we all have a key role to play!

The Early Childhood Australia and Early Childhood Intervention Australia: *Position Statement on the Inclusion of Children with a Disability in Early Childhood Education and Care* outlines ways in which the early childhood education and care sector can work together.

What does all this mean for Early Childhood Education and Care services?

- Educators are often the first to notice where there may be a developmental concern with a child. You can encourage families to self-refer to their local Early Childhood Partner, where available, or make contact with the NDIS through the NDIS Call Centre (1800 800 110). The Call Centre will be able to advise who to contact.
- Collaboration and integrated teamwork around the child (where the family are central and the final decision makers) is essential best practice. All members of the team share their knowledge, skill, experience and expertise to assist the child and family in working towards their goals and implementing their NDIS plan.
- Develop relationships with other professionals in your community, such as: maternal and child health services, specialist early intervention, occupational therapists, speech therapists, psychologists, paediatricians and the local school.
- Other federal and state funded support programs will continue. Connect with The Inclusion Support Agency or Preschool Field Officer Program in your area and continue to build your capacity and capability.
- Stay informed and up-to-date! While the NDIS is being rolled out across the country, we are still seeing many changes and tweaks along the way. Checking in on the NDIS website (<https://www.ndis.gov.au>) is a good place to start.

CASE STUDY

By Amina McFarlane, Noah's Ark

'Abdul' is 5-years-old and recently finished attending his local kindergarten. He has a diagnosis of global developmental delay and has been in receipt of NDIS funding for the past 12 months. Abdul's family met with a planner to access funds.

The Noah's Ark key worker, the family and the kindergarten teacher then met to establish goals for Abdul in the program. These were to:

- communicate his needs
- learn to play with other children
- develop fine-motor skills to join in activities

The Noah's Ark key worker met with his teachers and parents regularly to jointly develop strategies to enhance Abdul's learning within the program's everyday routines and learning activities. The NDIS also funded a 'burst' of play therapy.

NDIS funding has been used to ensure that there is consistency in the strategies used across both home and kindergarten and as a result Abdul has made great progress. He now has two friends from the kindergarten. He is able to better communicate his needs and, as a result of the work by the team, his behaviour has improved.

Further information

For further information see the following websites.

<https://www.ndis.gov.au/ecei>

<http://www.theinclusionhub.com.au>

<https://www.ecia.org.au/advocacy/position-statements/statement-on-the-inclusion-of-children-with-disability>

<http://www.ecia.org.au/resources/best-practice-guidelines>

SHARING RESEARCH FINDINGS FROM THE EARLY YEARS EDUCATION PROGRAM

BY LORAIN FORDHAM, PHD, CHARLES STURT UNIVERSITY

This article reports on a recent Australian research study which took place at an early childhood education and care (ECEC) service targeted to support children and families experiencing significant family stress and social disadvantage. It shares some of the study's findings and suggests practical implications for the universal ECEC sector.

The research study

The study took place in the 'Early Years Education Program', a program operated by the Children's Protection Society in a low socio-economic, high-need area of North East Melbourne. In this particular area 23% of children are developmentally vulnerable on two or more domains of the Australian Early Development Census (2014) when they enter school.

Accordingly, this program is *targeted* to young children (and their families) who are known to be experiencing vulnerabilities. All the children have been identified as having two or more risk factors (Jordan et al., 2014) such as parental mental health difficulties, parental substance abuse, living with family violence, having teenage parents, or being recent refugees. Children enter the program aged under three.

In the Research Report (see Fordham, 2016, p. 16), the program is described as follows:

Children receive at least 25 hours a week of high-quality education and care for 50 weeks of the year for three years, at no cost to their families. The structural features of the program are above the NQF/Regulatory requirements and include high staff to child ratios (1:3 for children aged under 3 years; 1:6 for children aged over 3 years); qualified staff; attachment-focused and trauma-informed care; a child-centred curriculum based on the EYLF; integration with family support services; support from infant mental professionals; and partnerships between educators and parents.

Three of the study's research questions were:

1. How do educators facilitate meaningful interactions with the children?
2. How does learning occur between children and with educators?
3. How do educators build and sustain trusting relationships with children and families?

To answer these questions data collection occurred over two years (2014–2015) and involved observations of educators interacting with children, parents and each other; interviews with parents; interviews with educators and other program staff; focus group discussions with educators; and photos of the learning spaces and program elements. The findings shared below are a synthesis of the data.

1. Facilitating meaningful interactions with children

Educators facilitated meaningful interactions when they:

- were 'authentic' with children, i.e., they were clear, consistent, honest, open and respectful
- incorporated activities that helped children regulate their emotions
- created calm environments
- had a thorough knowledge of children's developmental needs, abilities, and stages
- knew how to extend *all* children's learning, whatever their developmental stage
- allowed children to 'go-back' developmentally (children at-risk or who experience vulnerability may miss developmental steps: Fordham & Shard, 2016)

- had excellent observational skills, noticed interactions and responded positively; and
- predicted the potential for new interactions and guided them supportively.

2. Facilitating children's learning

Educators facilitated children's learning when they:

- were available and supportive, and respected children's agency and choice-making
- sequenced children's learning
- used language to enrich and extend children's thinking and skills
- followed children's interests and seized teachable moments
- were playful and modelled how to play
- had high expectations for learning
- slowed down all transitions (see Harrison, 2016)
- set safe limits
- supported children's capacities to negotiate.

3. Building and sustaining trusting relationships with children and families

Educators built and sustained trusting relationships with children and families when they:

- were intentional with their interactions and understood the significance of relationships to learning
- were available for every child and family and responded respectfully
- were sensitive to children and families as they arrived and left each day
- communicated warmly
- acknowledged children's feelings
- invited and respected parents' contributions to their children's education and care plans (see Fordham, 2015).



LEARNINGS FOR UNIVERSAL EC SETTINGS

Facilitating meaningful interactions with children

1. Educators have a thorough understanding of the centrality of high quality relationships and interactions to children's wellbeing, learning and development.
2. Educators are skilled in observing, modelling and responding to children's behaviours in ways that promote children's positive sense of self and capacity to self-regulate.

Facilitating children's learning

1. Educators are physically and emotionally available for children.
2. Educators understand the interplay between teaching and learning.
3. Educators engage in sustained shared thinking and conversations with children.

Building and sustaining trusting relationships with children and families

1. Educators know how to connect with families.
2. Educators understand that it takes time to build meaningful relationships.
3. Educators share information with families respectfully and inclusively, and view parents as capable contributors in planning for their children's learning and development.

HOLISTIC CURRICULUM

The Research Report concluded that the Early Years Education Program delivered 'a high quality holistic early childhood curriculum in that it was both *child-centred* (it had a strong understanding and implementation of the EYLF and the National Quality Standard, with special attention to relational pedagogy, the role of the environment and the value of time) and *family-centred* (it enhanced parental belonging and sustained parental engagement with intentional family-centred practices).' These aspects are described in greater detail in the Report (Fordham, 2016, pp. 76–79).

The Report determined that in addition to the learnings already shared there were three broad implications for universal EC services working with children and families experiencing vulnerabilities, which were:

1. Take time to engage families, offering intensive support and gradually orienting families into settings
2. Foster a welcoming environment and involve families in their children's education and care plans
3. Provide high quality training for educators in attachment theory; the effects of trauma on children's learning and development; and implementing a holistic EC curriculum and a relational pedagogy that supports and enhances every child's capacity as a learner.

Acknowledgements

The author is extremely grateful to CPS for its financial and in-kind support, as well as to the John T Reid Charitable Trust, the William Buckland Foundation and the Alfred Felton Bequest for funding the research study.

References

- Australian Early Development Census. (2014). *Banyule community profile*. Commonwealth of Australia. From <http://www.aedc.gov.au/>
- Fordham, L. (2015). Developing meaningful partnerships with vulnerable families around their children's education and care. *Reflections*, 60 (Spring), 10–13.
- Fordham, L. (2016). *Extending the Research of the Early Years Education Program: The EYEP: Q Research Report*. Melbourne, Australia: Children's Protection Society.
- From http://www.cps.org.au/wp-content/uploads/2016/07/EYEP-Q_Research_Report_web.pdf
- Fordham, L., & Shard, S. (2016) *Inspiring excellence in practice with children and families experiencing vulnerability: making every interaction count*. Presentation given at Early Childhood Australia Conference, Darwin, October 5–8.
- Harrison, L. J., (2016). Transitions in children's everyday lives. *An Everyday Learning Series*, 14(4). Early Childhood Australia: New Millennium Print, Canberra.
- Jordan, B., Tseng, Y., Coombs, N., Kennedy, A., & Borland, J. (2014). Improving lifetime trajectories for vulnerable young children and families living with significant stress and social disadvantage: The early years education program randomised controlled trial. *BMC Public Health*, 14 (965).

Where to find more information

The full Research Report (Fordham, 2016) is available from http://www.cps.org.au/wp-content/uploads/2016/07/EYEP-Q_Research_Report_web.pdf



CREATING CULTURALLY RICH LEARNING COMMUNITIES

BY ASHLEY HOWDEN, FKA CHILDREN'S SERVICES

'How we respond to that experience [diversity] will either limit or expand our understanding (and acceptance) of the idea that there are many ways to be human.' – Derman-Sparks & Olsen-Edwards 2010.

Creating and investing in culturally rich and respectful environments requires mindfulness, understanding and acceptance. Surprisingly, it may be easier than you think to access the wealth of untouched knowledge that surrounds you.

Within our pedagogy, service philosophies, and guided by the Victorian Early Years Learning and Development Framework (VEYLDF), the National Quality Framework and the National Quality Standard, we strive to provide environments that respect, support and nurture the identity of children within our learning communities. As Early Childhood Educators we know that a strong sense of identity and wellbeing are vital to success. We recognise that positive self-esteem is achieved through acknowledgement and appreciation for who you are; inclusive of race, class, ethnicity, religion, language and ability. Acknowledgement and appreciation are demonstrated when educators show meaningful interest in children and their families; in their culture, in their ways of being, in their life

experiences, and in their values. Developing these meaningful reciprocal relationships is where we become competent in communicating across cultures (Clarke 1996).

Providing culturally rich learning environments in the early years is fundamental in supporting children's sense and understanding of identity. It can be a simple yet powerful tool in building meaningful and reciprocal relationships. Being celebrated within your own identity affords greater outcomes in life-long learning, relationships and active citizenship. It is time to 'go beyond surface culture towards understanding deep culture, particularly children's culturally situated identities, and the complex ways in which dimensions of diversity influence children's repertoires of choice and participation' (Wood 2010, p. 21). Educators who reflect on the identities of children participating in their programs will observe that children, like adults, become very aware of where their personal identity is placed compared to

those around them. This can influence their daily choices of how to be and belong.

We feel a sense of cultural safety when engaged in meaningful relationships. Cultural safety is defined as 'An environment that is safe for people: where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning, living and working together with dignity and truly listening' (The Australian Human Rights Commission 2011).

Specific to cultural competence we understand that culture is fluid, influenced by the environments, relationships and experiences in which we participate. This is the first step in creating a culturally reciprocal environment. Reflect on this, think of your own ways of being and doing. Your values, views and ideologies are influenced by your life experiences, family, friends, media, theory, regulations and policies.

Practicing cultural competence requires a whole-of-setting focus that promotes equity and respect for diversity as well as a strong approach to countering racism and bias. When we think about where the

MEMBER PROFILE



ALFRED ROAD KINDERGARTEN

Our service has been operating for... over 50 years. Originally called Burwood Preschool, it became Alfred Road Kindergarten when it came under the Boroondara Council. The site was originally a thoroughfare from Alfred Road to Hartwell Reserve. It has recently been renovated to facilitate the new staff ratio changes and also to enhance the garden and play areas. In recent years it has been a catalyst encouraging increased communication between the local kindergartens, sharing information and resources.

Our approach to early learning focuses on... the children as they play and work to achieve their individual potential. Our program is open-ended, play-based and creative where the children's interest and suggestions are taken into account when planning activities. It allows them to explore, discover, create and experiment.

The children's families are welcomed into the programs at any time, and there are occasions throughout the year where sessions are programmed specifically for families. Multiculturalism is particularly an important focus and we pride ourselves on celebrating all relevant cultural festivals and encourage the children to share their experiences.

Our proudest moment was... in 2013 when our program was assessed against the NQF and awarded an overall rating of "Exceeding", a testament to the commitment and professionalism of our teaching staff, as well as our hardworking committee. Another special moment in 2015 was opening the new renovated building, landscaped rear garden and storytelling area. Supported by Boroondara Council, this was a major achievement with renovations and work being carried over a year while the program was still running. Council, teaching staff, and families worked together to make this happen with minimal impact on the teaching program.

Lately we've been working on... changes to the 3-year-old program hours for 2017 after much consultation with families, combining two groups in to one. We have received a Boroondara Strengthening Communities grant to landscape the front playground to include a digging patch and dry river bed and water pump. We are installing Solar Panels with the assistance of a Federal Government grant as part of environmental awareness and sustainability program.

We are inspired by... our families, teachers and volunteers. The extra lengths all of these people go to support and enhance the kindergarten creates a fantastic community spirit. This spirit provides a caring and nurturing environment for our children to flourish.

Have you registered for your free e-News from ELAA?

e-News is delivered free each fortnight and features all the latest news from the sector, including information on training and resources.

For more information visit www.elaa.org.au/e-newssubscribe

ADVERTISING

Caring
for Kids2017
Raffle

“What an amazing surprise it was receiving the phone call telling us we had won the raffle. We bought a ticket through our daughter's kinder and had almost forgotten we'd entered, now we're heading off on a family adventure to Vietnam!”

Peter Nicholas
(2016 1st prize winner)



Order
tickets now
for term 2

1st
Prize

\$6,000 Flight Centre
voucher

2nd
Prize

Harvey Norman voucher
Valued at \$3,000

3rd
Prize

JB HiFi voucher
Valued at \$1,000

4th
Prize

ColesMyer voucher
Valued at \$250

A great fundraising idea for your service! • Earn \$1 from every \$2 ticket sold
Visit elaa.org.au/services_resources/our_services/fundraising to find out more.

- Engage **parents**
- Strengthen **outcomes** for children (and your NQS rating)
- Streamline **documentation and reporting**

Leading educators are improving practice and supporting children's development *through Storypark.*

Preferred supplier to
these great organisations:



EARLY
LEARNING
ASSOCIATION
AUSTRALIA

goodstart
early
learning

KU
Children's Services
Since 1889

ecms

Storypark

Start your trial at www.storypark.com.
Enter **ELAA2016** when you upgrade to
receive **3 months free** and **10% off**.

ADVERTISING

EARLY CHILDHOOD EDUCATION FOUNDATION

Make a difference to a child's future.

Since 1997 the Early Childhood Education Foundation has helped children from families experiencing financial difficulties to access a funded kindergarten program and enjoy the same opportunities to succeed in life as any other child.

You can make a difference to a child's future by donating to the Foundation. All contributions will be issued with a receipt and donations of \$2 or more are tax deductible.

If you would like to donate please:

1. Download the donation form from elaa.org.au/ecef
2. Print out and complete the form
3. Return the form via post or email (see form for address details).

Alternatively, call ELAA on 03 9489 3500.



EARLY CHILDHOOD
EDUCATION
FOUNDATION



ELAA



'Best Fit' recruitment solutions ... 24/7

McArthur provide both permanent and temporary workplace/ career solutions across all skill sets including:

- Management roles
- Early Childhood Directors
- Early Childhood Teachers
- Diploma Trained Workers
- OSHC and Vacation Care
- Food Preparation roles
- Cooks
- Certificate Trained Workers

We offer a 24/7 service and guarantee a consultant will be in contact within one hour. **So call the Early Childhood team on 9828 6565**

McArthur
Best People Fit



Early Childhood Australia
A voice for young children

HOW CAN YOU HELP ECA GIVE A VOICE TO YOUNG CHILDREN?

BECOME AN EARLY CHILDHOOD AUSTRALIA MEMBER TODAY

Your contribution will help us continue to promote best practices in the care and education of young children.



www.earlychildhoodaustralia.org.au/member-benefits
1800 356 900 (freecall) • eca@earlychildhood.org.au

Everything your kindergarten needs.



In addition to our guaranteed everyday lowest prices across the widest range in Australia, Officeworks has partnered with ELAA to bring members:

- **Preferential pricing**
- **FREE delivery**
- **Dedicated Education Account Managers**
- **A dedicated ELAA ordering website**

Open your Education Account today by registering at www.officeworks.com.au/elaa

**LOWEST PRICES
EVERY DAY**

Officeworks

ADVERTISING



Proud Partner of the ELAA



Place your Kindergarten in experienced hands

Insurance House offers ELAA Members;

- The chance to save money with Competitive Premiums
- Policy covers tailored to suit their specific business needs
- Personal attention from the one Account Manager
- 24/7 Emergency claims support line

Contact Mary Kunjan on 03 9235 5287 or via email mary.kunjan@ihgroup.com.au

 **EARLY LEARNING ASSOCIATION AUSTRALIA**

find us on   



**SANDPITS and COVERS
SHADE SAILS**

BALINESE PLAY HUTS

DRY CREEK BEDS

WATER PUMPS

WATER COURSES

SWING FRAMES

PLAY TOWERS

DINOSAUR SAND PODS

DIGGING PATCHES

BOARDWALKS, TEEPEES

FEATURE BRIDGES

ARBOURS, SOFTFALL

KITCHEN GARDENS

ACTIVITY PLATFORMS

DRAMA STAGES

**SHADE SAIL REPAIRS
& CLEANING**

**PLAYGROUND UPGRADES,
DESIGN & ALL LANDSCAPING
WORKS**

24 YEARS OF NATURAL AND CREATIVE PLAYSCAPES



EFFECTIVE SHADE SOLUTIONS

Over play structures, mulch areas, swings, sandpits and all other playspaces. Single, multiple shade sails and structures. Engineer certified for your peace of mind. Building and planning permits accommodated.



We design and build new, or rejuvenate old sandpits to create exciting sand play areas with sand play decking, workstations, cooks galleys using timbers and flat rocks.

**Call or email us
for an "info and picture" pack**

EXPLORE * IMAGINE
INTRIGUE * SURPRISE

This is where little minds love to go, where mystery and wonderment is the norm.

DRY CREEK BEDS with smooth river pebbles, native grasses, flat rocks, feature bridges. Bamboo totem poles and 'dinosaur nests'.

BALINESE PLAY HUTS where sand and role play abound. Cooks galleys, shop counters and real 'Balinese' thatch roofing



REGISTERED BUILDING PRACTITIONER
ph 9876 4112 mob 0414 348 188
email pjoe@rabbit.com.au

ADVERTISING

Creating culturally rich learning environments?



Contact **fka Children's Services**
We provide:

- Consultancy & phone support
- Customised professional learning
- Bilingual support
- Multicultural resource library



Find out how we can help
phone 03 9428 4471
email fkacs@fka.org.au
web www.fka.org.au



TIME FOR AN UPGRADE

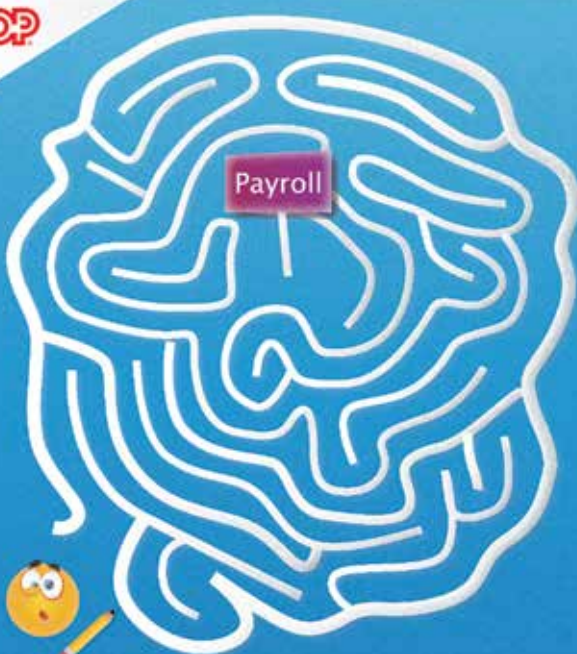
Talk to us about rejuvenating your outdoor play areas.
From simple makeovers to major upgrades.
We offer an extensive range of products and working with you will create a fun filled, action packed, cost effective upgrade for your kinder.

- MAXI SAIL SHADE SYSTEMS. Sails and Structures
- MASTERPLAY FLEXIBLE PLAY SYSTEMS
- SANDPITS and FITTED COVERS
- RUBBERFLEX – RUBBER SOFTFALL SOLUTIONS
- 'BALINESE' OPEN PLAY HUTS • SWING FRAMES
- DRY CREEK BEDS • TEE-PEES • ARBOURS
- SECRET GARDENS • DIGGING PATCHES
- DRAMA STAGE and ACTIVITY PLATFORMS
- LANDSCAPING AND ALL SURFACES

Your new playground is only a phone call away



phone 9876 4112
mobile 0414 348 188
email pjoe@rabbit.com.au



Do you get lost navigating your payroll?

Join over 500 kindergartens that are already taking advantage of a free payroll service provided by ADP for the Department of Education.

With different rates of pay, superannuation and annual leave it can be difficult to know where to start and which way to turn.

To get started, call us on 1800 000 729
or visit adppayroll.com.au

For all your playground surfacing needs
1800 060 072

www.rubbertough.com.au

>Rubber wet pour

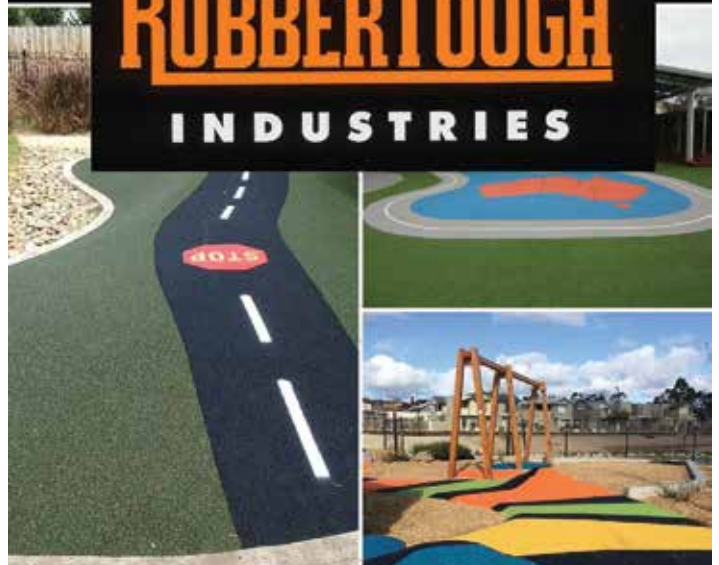
>Synthetic Grass

>Playground Safety Mats

>Playground Log Edging

RUBBERTOUGH

INDUSTRIES



“Our experience will help you minimise the risk of temporary recruitment.”

McArthur

Best People Fit



With over 30 years experience delivering temporary recruitment solutions to the early childhood education sector, McArthur is now Australia's leading specialist.

We provide permanent and casual workplace/career solutions across all skill sets including:

- Management roles
- Early Childhood Directors
- Early Childhood Teachers
- Diploma Qualified Childcare Educators
- OOSH and Vacation Care
- Certificate Trained Childcare Educators
- Food Preparation Roles
- Cooks
- Workplace Trainers & Assessors

Minimise your temporary recruitment risk by calling the McArthur early childhood team on (03) 9828 6565.



Victoria Teachers Mutual Bank

Invested in you

While you invest in early learning, we invest in you.



As a bank for the education community, we are proud to support your professional development and financial wellbeing.

Find out more about us and take a look at our special banking offers for new customers.

Visit campaigns.victeach.com.au/early or call **1300 654 822**.

Term Deposit¹
90 Days

2.40%

per annum
(\$500 - \$49,999)

Important Information: All offers available to new retail customers over 18 years old. We reserve the right to amend or withdraw these offers at any time. To qualify for these offers the promotional code EARLY must be quoted at time of customer application. Interest rate effective 18 November 2016 and subject to change. Check website for current rates. 1. A Term Deposit interest rate reduction applies on early withdrawals, with interest paid at the reduced rate from the date of deposit to the day prior to withdrawal. Where the withdrawal reduces the Fixed Term Deposit balance to an amount that attracts a lesser rate, that lesser rate shall apply for the remainder of the term. This information does not consider your objectives, financial situation or needs - consider the suitability of this information and refer to Terms and Conditions or Product Disclosure Statements before acquiring a product, available at our branches or call 1300 654 822. Victoria Teachers Limited, ABN 44 087 651 769, AFSL/Australian Credit Licence Number 240 960



Starting Out Safely

childroadsafety.org.au

Starting Out Safely, Victoria's early childhood road safety education website



Developed by Early Learning Association Australia, this website includes:

- Resources for educators and parents
- Information about training sessions for Victorian teachers, early childhood professionals and students
- ThingleToodle visits – education sessions for Victorian pre-schoolers
- Road Safety Education Policies for early childhood services and Family Day Care
- Child car seats – information on keeping children safe
- Child car seats – multilingual information
- Research and publications about road safety

Visit the Child Road Safety website, childroadsafety.org.au.

ELAA delivers the Victorian Government's early childhood road safety education program, Starting Out Safely, on behalf of VicRoads. Contact the RSE team on (03) 9489 3500 or email rse@elaa.org.au



EARLY
LEARNING
ASSOCIATION
AUSTRALIA

