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The voice for parents and service providers

# PRE SCHOOL MATTERS

EARLY CHILDHOOD EDUCATION  
PREPARING CHILDREN FOR LIFE  
TERM THREE 2016

THE ART OF INTEGRATION

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# PRESIDENT'S REPORT



## Welcome to the Term 3 edition of *Preschool Matters*.

In this edition, we reflect on another successful Early Childhood Education Conference that connected and challenged the many early learning educators, service providers, academics and policy experts who attended.

The theme of *Together we grow – connecting communities* attracted thought-provoking presenters from across a wide spectrum of disciplines and sectors. There were many highlights including our keynote speaker, Charlotta Oberg, who provided a fascinating exploration into cross-cultural intelligence; and Toby Kent, Chief Resilience Officer with the City of Melbourne, who challenged our ideas about risk and resilience in delivering quality early learning programs. For a perspective on the Conference, make sure you read the overview on pages 10 and 11.

June was dominated by the Federal Election campaign and ELAA – through its *keep funding 15 hours* pre-election campaign and Special Election edition of *Preschool Matters* – ensured members

views on the key issues facing the early childhood education and care sector were effectively represented to the nation's political leaders. You can read more about the election issues, ELAA's campaign and how you can continue to support the sector in its bid to elevate the national conversation on early learning in our CEO's Report on pages 4 and 5.

And Term 2 ended with the much-anticipated and long-awaited approval of a new industrial agreement for the Victorian sector – VECTEA 2016. As the agreement is implemented across the State, ELAA is supporting members with a range of resources including Q&A documents, wage calculation workbooks and implementation webinars. These are available in the members' only section of the ELAA website.

There are more great articles in this *Preschool Matters* including a profile of the great work being done by our 2016 *Starting Out Safely* Road Safety Education Award winners, Newport Gardens Early Years Centre (pages 8 and 9); an essential update on the Victorian Child Safe Standards (pages 12 to 14); an integrated approach to improving outcomes for local children in the City of Kingston on (pages 6 and 7); and information about Kindergarten Inclusion Support Packages (KIS) (pages 16 and 17).

Thanks again to all our members and stakeholders for your ongoing support of ELAA – and all the best for Term 3!

### Jo Geurts

President, ELAA

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# NEWS & EVENTS

## 2016 Caring for Kids Raffle Winners

The Caring for Kids Raffle is presented by ELAA and Playgroup Victoria.

Congratulations to the winners of the 2016 Caring for Kids Raffle (Permit No 10053/16).

The Raffle was drawn on 24 June by Shane Lucas CEO, ELAA and Danny Schwarz CEO, Playgroup Victoria.

The winners are:

**1st Prize** – Ticket 000287 – Peter Nicolas (Ascot Vale) Ticket purchased from Progress Kindergarten – \$6,000 Flight Centre voucher

**2nd Prize** – Ticket 005884 – Tim Lo Presti (Briar Hill) Ticket purchased from Briar Hill Preschool – \$3,000 Harvey Norman voucher

**3rd Prize** – Ticket 040540 – Allan Wood (Myrtleford) – \$1,000 JB HiFi voucher

**4th Prize** – Ticket 046160 – Wendy Cummins (Drouin) Ticket purchased from Drouin Preschool – \$720 Acacia Villas, Lorne accommodation package

Congratulations to Clare Court Children's Service who sold the most raffle tickets. Clare Court receives the following fantastic prizes: a \$500 voucher from Officeworks; a \$500 voucher from Bellbird Kid-Z; products from Crayola valued at \$200; and a selection of children's books valued at \$150.

Thank you to our sponsors Officeworks, Acacia Villas, Crayola and Bellbird Kid-Z.



Caring for Kids Raffle 1st prize winners (L–R) Peter, Ella, Mila and Kristie.



## Helping parents become NDIS Ready

Raising Children Network and the National Disability Insurance Agency (NDIA) have partnered to produce free online videos and articles to help parents become NDIS Ready.

The free resources cover many common queries including: what is the NDIS, how parents can access it, how to go about choosing services, early intervention and transitioning from Better Start and Helping Children With Autism to the NDIS.

The NDIS national rollout began on 1 July 2016.

The new NDIS resources are freely available at [raisingchildren.net.au/ndis](http://raisingchildren.net.au/ndis)

## Correction

In the Term 2 edition of *Preschool Matters* the article *Creating a Healthier Early Childhood Service* was incorrectly attributed to Emma Bruce. The article was written by Emma Schreiber, Media and Communications Advisor – The Achievement Program, Cancer Council Victoria.

## New Early Years Management (EYM) Framework Announced

The Minister for Families and Children, Jenny Mikakos MP, has announced the release of the Early Years Management Policy Framework and Early Years Management Kindergarten Operating Guidelines, which will replace the Kindergarten Cluster Management (KCM) Policy Framework 2009.

Fact sheets outlining the key changes, the EYM Policy Framework, and EYM Kindergarten Operating Guidelines can be downloaded from <http://www.education.vic.gov.au/childhood/providers/edcare/Pages/eym.aspx?Redirect=5>

## Help with Implementing VECTEA 2016

The Victorian Early Childhood Teachers and Educators Agreement 2016 (VECTEA 2016) has been approved by the Fair Work Commission and became operational on 29 June 2016, replacing the VECTAA 2009.

To support ELAA members to implement the new agreement and transition employees from the old to the new, ELAA has developed materials and tools which are available on the Member Section of the ELAA website.

Resources include a VECTEA 2016 Implementation Kit and VECTEA 2016 Implementation Webinars, and can be found in the Services and Resources section on the ELAA website [www.elaa.org.au](http://www.elaa.org.au). ELAA members need to enter their membership number to access the kit and webinars.

# REGS IN FOCUS

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

Term 3 is usually when services commence the process of offering places to families who have completed an enrolment application. It is important that early childhood service providers understand their obligations under a range of legislative and funding requirements before accepting an enrolment or offering a place.

## No Jab, No Play

Legislation has recently been introduced at both a Federal and State level which impacts on the eligibility of children to attend an early childhood program. In Victoria, the Public Health and Wellbeing Act 2008 has been amended to include the 'No jab, no play' law. This law applies to all long day care services, kindergartens, occasional care services and family day care services from 1 January 2016. Before commencing at any of these services, this legislation requires all children to be:

- be fully vaccinated for their age or
- be on a recognised catch-up schedule (16 week grace period), if their child has fallen behind with their vaccinations or
- have a medical reason not to be vaccinated.

An offer of a place should be tentative and subject to an assessment of the child's eligibility to attend under this legislation.

Families must provide current (not more than 2 months old) acceptable documentation (e.g. Immunisations History Statement from the Australian Childhood Immunisations register or an Immunisation Status certificate from a medical doctor or local council immunisation service) before the child is

able to attend the service. Relevant early childhood service providers must then review the documentation to determine if the child meets the above criteria before confirming the offer of a place.

This assessment of a child's eligibility is only required before the child first attends your service and must be kept with the child's enrolment record. The service provider is not required to continue to monitor the child's immunisation status or to reassess the immunisation status in following years.

ELAA is currently updating our Enrolment and Orientation Policy template and early childhood services who have already purchased the ELAA PolicyWorks v2 2013 should register for the ELAA eNews to ensure that they are notified when this updated policy becomes available.

The Victorian Government has released *The Immunisation enrolment toolkit for early childhood education and care services* to assist services to comply with this new legislation <https://www2.health.vic.gov.au/about/publications/policiesandguidelines/immunisation-enrolment-toolkit>

## Priority of access

Early childhood service providers should also ensure that their enrolment policy promotes fair and equitable access and complies with the DET Kindergarten guide regarding priority of access. It is also important to ensure that the policy does not inadvertently contravene other legislation such as anti-discrimination, disability-discrimination or equal opportunity. All children eligible to attend kindergarten in the year before school (4 years of age by April 30) are entitled to equal access to enrolment.

When there are more children than places available, services need to have in place a set of criteria for determining allocation of places. Long day care services which qualify for Child Care Benefit and Child Care Rebate are required to comply with the *Commonwealth Government's Priority for allocating places* policy.

State funded programs have criteria set out in the DET Kindergarten guide 2015 (page 10). High priority categories include children at risk of abuse or neglect, Aboriginal and/or Torres Strait Islanders, Asylum seeker and refugee children, children eligible for the kindergarten fee subsidy and children with additional needs including children who have been approved for a second year of funding.

For those children not identified as high priority or who are wishing to attend an unfunded program, service providers may apply one or more locally agreed criteria to prioritise children and determine the order in which offers are made. Criteria may include residential proximity or a demonstrable link to the service or some services may elect to offer places through a random ballot to ensure equal opportunity to all. Allocation of places based on enrolment date or having a cut-off date for enrolment prior to 30 April may unfairly disadvantage younger children and therefore be in breach of equal opportunity.

Service providers should regularly review their enrolment policy to ensure that it meets all relevant legislative and funding requirements. It is important that any changes are clearly communicated to families and that an appropriate time frame is in place to implement changes without disadvantaging any families who may have already enrolled. Information regarding the immunisation requirements and priority of access criteria for all families should be provided at the time of enquiry and again when an application for enrolment has been completed.



# CEO's REPORT

*With the Federal Election result finally decided, the campaign to keep funding 15 hours and advocating for other key early childhood education and care issues must continue.*



The election was one of the most closely fought in decades and in the lead up to 2 July it became clear that early childhood education and care was an issue of concern to many Australian families.

This was demonstrated by a pre-election Galaxy Poll commissioned by the **Early Learning: Everyone Benefits Campaign** which affirmed that Australians of all ages view early learning as a priority for our children and for the nation's prosperity. Eight out of ten of those polled agreed that early learning was critical to our future regardless of whether they were Coalition, Labor or Greens voters; while 43 percent of voters aged 18 to 34 with children said they would most likely vote for a candidate who supports affordable child care and early learning.

While ELAA is actively engaged on all issues of significance in the early learning sector, we focussed our pre-election campaign on seeking a commitment from the major political parties to maintaining the Commonwealth funding component that delivers 15 hours a week of early childhood education for every child (for 40 weeks in the year before school).

ELAA's *keep funding 15 hours* campaign was launched at our annual Early Childhood Education Conference *together*

*we grow* – connecting communities on 27 May. The campaign employed a mix of communication channels including:

**Website** – a *keep funding 15 hours* website – [keepfunding15hours.org.au](http://keepfunding15hours.org.au) – that includes research and facts supporting the case for funding 15 hours; template letters for politicians and the media; a resource kit for parents and educators; plus tips on promoting the campaign via social media.

**Online Petition** – an online petition directed to the Prime Minister and the Leader of the Opposition, asking for an ongoing political commitment to funding 15 hours. The response was inspiring with around 1750 signatories.

**Social Media** – ELAA conducted a sustained Facebook campaign calling on the public to support funding 15 hours. The campaign included links to a series of video 'Vox Pops' on the ELAA and *keep funding 15 hours* websites featuring ELAA members and sector leaders stating the case for funding 15 hours.

**Preschool Matters** – a special 2016 Federal Election edition of *Preschool Matters* was emailed to ELAA members and supporters outlining the key issues for our sector; the relevant policy positions of the major parties; and highlighted views of members and sector thought leaders on the case for funding 15 hours.

On behalf of ELAA, I want to thank all our members and supporters who supported our *keep funding 15 hours* campaign whether it was through signing our online petition, writing to politicians, sharing our social media or just simply talking to colleagues, parents and friends.

## Where to from here?

ELAA looks forward to working with the new Federal Government to ensure all Australian children have access to high quality preschool education and care from educators and carers that are truly valued by the community. In the coming months, we will focus our advocacy on these four issues:

**National Partnership Agreement on Universal Access to Early Childhood Education** – we need a clear commitment from the Federal Government to the ongoing funding of a minimum of 15 hours a week (for forty weeks in the year before school) of quality early learning for every Australian child.

**National Quality Framework Review** – the sector needs assurance that the Framework will continue to be the benchmark for practice standards in our early childhood services.

**Budget Based (Service) Funding (BBF)** – it must be recognised that BBF services are essential to Australia's non-mainstream early childhood education and care programs, especially for Indigenous children and communities experiencing entrenched disadvantage, and that such services need continued Federal funding beyond 2018 that is not predicated on a user-pays model.

**Jobs for Families Childcare Package** – the postponement of proposed reforms to this package needs to be resolved in the shortest possible time while services, parents and educators need a guarantee that children will be able to access a minimum of two full day's quality early learning regardless of any proposed activity test.

**Shane Lucas**  
CEO, ELAA

## keep funding 15 hours

### FACEBOOK CAMPAIGN

**21**  
POSTS

**63**  
COMMENTS

**393**  
SHARES

**1173**  
LIKES/VIEWS

**143,494**  
TOTAL REACH



## EARLY LEARNING: EVERYONE BENEFITS

ELAA is a leading partner in the Early Learning: Everyone Benefits Campaign.

Launched on 6 May by former Governor General, the Hon Dame Quentin Bryce, the campaign brings together a consortium of early childhood peak bodies, welfare and parenting groups, and advocacy, research and service organisations with three key aims:

- that all Australian children benefit from early learning, particularly vulnerable children
- achieving a universal commitment from our political parties to 100% of four-year-olds and 90% of three-year-olds attending early learning for a minimum of two full days a week, and for younger children to be able to access quality early learning and care as needed by their families
- changing the national conversation on the value of early learning and convincing the nation's politicians that supporting attendance in early learning is a building block for Australia's future prosperity.

Now that we have a newly elected Federal Government, it is vital that ELAA members, supporters, educators and

parents build momentum around the Early Learning: Everyone Benefits campaign. This is because, despite the substantial body of evidence that participation in early learning improves educational, cognitive, social, emotional and behavioural outcomes for all children (and particularly vulnerable children), we still have:

- one in five Australian children deemed socially, emotionally or cognitively vulnerable on commencing school<sup>1</sup>
- Australia in the bottom third of OECD countries when it comes to enrolment of three-year-olds in early childhood education.<sup>2</sup>

To learn more about the Early Learning: Everyone Benefits campaign as well as accessing excellent information resources for families and educators, go to **[www.everyonebenefits.org.au](http://www.everyonebenefits.org.au)**

1 Australian Early Development Census 2015, <https://www.aedc.gov.au/about-the-aedc/aedc-news/article/2016/03/08/2015-summary-findings>

2 Education at a Glance 2015: OECD Indicators, OECD Publishing, Paris, p. 322.DOI: <http://dx.doi.org/10.1787/eag-2015-en>



**Show our politicians you care – take the Early Learning: Everyone Benefits pledge – [www.everyonebenefits.org.au/pledge](http://www.everyonebenefits.org.au/pledge)**

Get campaign news and resources [www.everyonebenefits.org.au/getinvolved](http://www.everyonebenefits.org.au/getinvolved)



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## THE ART OF INTEGRATION AND THE BETTER BEGINNINGS GROUP

DONNA FEORE

*The Better Beginnings group was formed in 2014, and was coordinated by Bayside Medicare Local. The group consisted of a number of agencies and services from the City of Kingston who came together with a shared understanding of the importance of the early years for improved outcomes for children and families. The Better Beginnings group decided to work together to develop an integrated approach to support local children to have the best possible start to life.*

The group looked at a number of data sets including population, Maternal and Child Health, playgroup and kindergarten participation rates and the Australian Early Development Census (AEDC). This data indicated that some children were doing well and other children not so well.

The group also understood the changing needs of families and the service system; acknowledging the current delivery of services was often complex and fragmented. In locations where there are many providers and programs, gaps or unnecessary duplication in services could make it difficult for families and providers to access the services they needed. The group sensed that by working in an integrated way, the result would be a more accessible and efficient service system with better outcomes for children and families.

**“ The Better Beginnings group sensed that by working in an integrated way, the result would be a more accessible and efficient service system with better outcomes for children and families.**

At this point the group decided to identify a project that would progress this objective. To that end we undertook an Appreciative Inquiry process. Appreciative Inquiry is a strengths-based model that engages groups in change by encouraging participants to look at what is working well, to ask questions and understand that if you can achieve excellence once you can do it again. This was an ‘Aha’ moment for the group and enabled us to move from discussing the issues to coming up with achievable and realistic actions.

Through Appreciative Inquiry the group identified the significant value in developing a range of resources that would strengthen the shared understanding of how agencies and services in the City of Kingston work together with children and families to create a ‘no wrong door’ culture among professionals and to improve the service system at the local level. The resources developed include an:

- Early Years Induction Resource;
- Early Years Induction Resource Executive Summary and PowerPoint presentation; and
- Video.

The resources have been designed to be used as a flexible shared induction tool for existing and new staff members who work with children and families in the City of Kingston; and they are accessible in a central location on the Kingston City Council’s website.

This shared approach aims to integrate ideas, philosophies and approaches to guiding local service provider’s everyday practice. Combined, they foster the opportunities which maximise the potential of children and their families, and are necessary ingredients in laying the foundation for local children’s future health and well-being.

*Donna Feore is the Team Leader, Children’s Services Partnerships, Family Youth and Children’s Services at the City of Kingston*

## REFLECTIONS OF AN EARLY CHILDHOOD PROFESSIONAL

The first few Better Beginnings meetings I attended consisted of a wide range of early childhood professionals. From department representatives, maternal child health nurses, speech therapists, occupational therapists, early intervention specialists, family support workers and other early years professionals.

At first I was a little bit apprehensive about what value I would bring to this group. I was sitting there thinking “I’m out of my league here” looking around at all the highly educated and respected professionals and feeling like “just a childcare worker”.

With the support of the group facilitator I started to understand the importance of my role. I was someone who saw first-hand every day the issues children and families were facing and could offer great insight to the group from this perspective.

It took another four monthly meetings for us, as a group to reach our “Aha!” moment. This was when the Appreciative Inquiry model was put to us.

From the moment it was introduced to us I loved the concept. I was sitting there thinking, “Yes! This is what we need”.

As a sector, particularly early childhood education and care, we focus so much on what isn’t working rather than what is. For example the Quality Improvement Plan focuses on areas for improvement and action plans to fix things rather than looking at we do really well and working back from there.

It was at this moment I thought that this would be a great tool to use at my centre. So at our next team meeting we used the Appreciative Inquiry model to help improve and guide our practices.

The educators really enjoyed using a method that helped to recognise what worked well and we got a lot out of using this positive approach. We felt empowered and capable of actioning our plan.

It was from being a part of this group that I realised that I am not just a childcare worker, I am an Early Childhood professional.

*Ineke King (Centre Director, Goodstart Early Learning, Chelsea Heights)*



Above: Members of the Better Beginnings Group, from left, Deanne Masters (SCOPE), Ali Johns (City of Kingston), Ineke King (Goodstart Early Learning), Donna Feore (City of Kingston), Lou Ambrosy (Noah’s Ark), Helene Kivell (Central Bayside Community Health Services).

# FINDING THE RIGHT MIX – USING MULTIPLE APPROACHES TO ROAD SAFETY EDUCATION



*Leonie Hede and Jo Bogic were thrilled to accept this year's Starting Out Safely Road Safety Education Award on behalf of Newport Gardens Early Years Centre, an ECMS service.*

*The annual Starting Out Safely Award is sponsored by VicRoads and was awarded at the Early Childhood Education Conference together we grow – connecting communities in late May.*

With a risk assessment in place for the local area and standing parent permissions, the centre often seizes the opportunity to take its children into the local community where they practise road safety fundamentals.

"We also try to transfer safe habits from home such as when using the bikes and the scooters in our yard. The children use road rules to ensure they do not impede anyone on the pathways and the rule is

if they want to use a scooter or a bike they need to be wearing the helmets," says early years educator, Jo Bogic.

"We talk about safe places where children can play, such as in their back yard or in the park with a responsible adult, while safe arrival and leaving practices are communicated through our newsletter and signage and we also provide parents with pamphlets on safe use of child car seats," adds teacher, Leonie Hede.

During early 2016 Joanne attended a *Starting Out Safely* professional development session to "gain up-to-date information into ways we could increase 'Road Safety' in our program".

"It was great to hear how we can imbed Road Safety Education principles into the curriculum at our centre," recalls Jo. "Also, it was good to collaborate with other educators on what they do and how we can improve. The training also allowed me to recognise the value of what we already had embedded in our programs."

The staff at Newport Gardens ensured their children would get the best value out of their ThingleToodle session by setting up additional learning experiences prior to the session including creating their own road signs and using block play to simulate roads and traffic.

**“ But going out and experiencing the real world is what real life learning is. So I think that those experiences broaden children’s concept of self and self-esteem and strengthen their resolve that they’re capable and confident learners.”**

Jo also had increased discussions with the children about “How can we keep safe on our roads?”. There was also an excursion into the local community during which the “children spotted many road signs which we talked about”.

“So they (the children) knew quite a lot beforehand and were able to be really involved in the session,” recalls Jo.

“I think the ThingleToodle session was very effective. It is delivered in a fun way and makes it fun for the children to learn about how to be safe with the prompts of ‘stop look listen and think’ and learning the song and they have the big mascot of ThingleToodle ... the children loved it. Leonie was actually ThingleToodle ... she was amazing.”

“It’s really well related to the children ... they get a lot of messages out of it and it’s reinforced here afterwards and shared with parents through Story Park and our newsletter,” adds Leonie.

Once the ThingleToodle Session had been delivered, Jo continued following up on what was learnt in the session with her group. “We also play games in our room using the colours of the traffic lights. So for ‘green’ they would have to move around the room and for ‘red’ they would have to stop so they knew what the colours represented.”

When asked “What’s the most effective approach to teaching children about road safety?” Jo and Leonie recommend a combination of approaches ranging from structured sessions such as ThingleToodle to excursions into the nearby community.

“Some (children) are visual (learners) and some are auditory, some need that kinaesthetic input so I think that having multiple ways of offering information is really valuable,” says Leonie.

“But going out and experiencing the real world is what real life learning is. So I think that those experiences broaden children’s concept of self and self-esteem and strengthen their resolve that they’re capable and confident learners.”

For both Jo and Leonie, the *Starting Out Safely* professional development session reaffirmed their belief in the strength of their existing RSE activities plus introduced them to other possibilities and the experiences of other educators.

“I just think we embrace Road Safety Education really well at our centre,” says Jo. “I have talked to the children in our room and let them know that we won this award and they’re just so excited and really proud.”



Opened in 2014, Newport Gardens Early Years Centre operates as an integrated hub encompassing long day educational care, sessional three and four-year-old kindergarten programs, a maternal and child health service, Yooralla early intervention services, toy library, community playgroups, and community room available for training, parents groups and other related functions.

The centre’s kindergarten and long-day educational care programs are managed as part of the Early Childhood Management Services (ECMS) early years management organisation.

To organise a *Starting Out Safely* professional development session, please contact the RSE team [rse@elaa.org.au](mailto:rse@elaa.org.au)





# 2016 Early Childhood Education Conference

The tired hands of the barista at the 2016 Early Childhood Education Conference *together we grow – connecting communities* conference is one of the best possible measures of the events' success.

The warmth and enthusiasm of delegates reacquainting themselves with colleagues and talking about conference sessions translated to serious pressure on the McArthur coffee cart, with more than 1000 coffees brewed for delegates over two days.

The highlight of the annual calendar for preschool educators attracted more than 80 speakers across 47 sessions and was opened by Victorian Minister for Families and Children, the Hon Jenny Mikakos.

Ms **Charlotta Oberg** provided much food for thought with her keynote address on educating in the global village.

Originally from Sweden – but now settled in Sydney – Charlotta works with professionals around the world to develop Cultural Intelligence in many different commercial and educational settings. Charlotta previously worked for the Swedish Government as a cultural diversity advisor and has also been an intercultural consultant to the International Criminal Court in The Hague.

After painting an evocative picture of the complex communities in which we now live, Charlotta challenged delegates to consider their own socio-cultural experience and assumptions when seeking to connect with children and families from diverse culturally, linguistically and faith-based backgrounds. These are daily challenges in our modern life, but challenges that can be met by early childhood educators with a mix of respect, reflection and openness.

On Saturday morning, Mr Toby Kent briefly summarised his role as the Chief Resilience Officer at the City of Melbourne, and the work being undertaken through the Rockefeller Foundation to develop resilience strategies in 100 cities across the world. In preparing delegates for the enlivening panel debate about risk in Early Childhood Education settings to follow his presentation, Toby asked delegates to think about risk – avoidable, manageable or unacceptable – in the context of delivering rich educational and development experiences for children that balance an educator's need to provide children with a safe environment, with a child's need to explore risk to develop resilience.

Dr Tom Nehmy's session on pathways to a healthy mind and a session on the National Disability Insurance Scheme

by Noah's Ark Training Manager, Lou Ambrosy, each attracted a huge audience response underlining a commitment to building resilience and inclusion.

"It was so inspiring to see so many educators committed to finding out more about building resilience and inclusion of children with disabilities, so that we move beyond discussions of how is it possible to include them, into dialogue about how children with disabilities can develop a sense of belonging," Ms Ambrosy said.

Like many delegates, Ms Ambrosy had enjoyed Comedian Denise Scott's wry observations, but the ultimate standout presentation for her was from an early childhood educator called Ally Bruce.

"Ally shared her own story, growing up with Cerebral Palsy Hemiplegia and the issues of how she longed for a sense of acceptance and belonging – and how she has used that insider's knowledge in her career as an early childhood educator, working with children with a range of disabilities.

"It's great to hear so many perspectives and learnings throughout the conference and certainly the trade show was absolutely buzzing, with a terrific line-up of exhibitors, but when someone shares their own personal experience and we can all learn from it that's a really powerful moment. It is fair to say that I wasn't the only one who shed a tear during her presentation."

The event was the culmination of months of work by staff from ELAA, Gowrie Victoria and the Conference Reference Committee, drawing on the talents and insights of a dedicated band of educators and experts from across our sector.

The Committee acknowledged the support of a range of representatives, including Gold Sponsor, the Department of Education and Training.

The coffee cart, provided by one of ELAA's partners, McArthur, along with delicious lunches, morning and afternoon teas, plus the 43 exhibitors at the trade show kept the 850 conference delegates engaged and well fed between sessions.



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*"Experienced, driven, motivated speakers"*

*"Amazing diversity of presenters"*

*"Great to be able to go online/ revisit information"*

*"Well done – a great day – best yet"*

*"The conference is always run exceptionally well and is at the highest quality in every way! Always so inspiring and motivating. Great speakers. That's why I enjoy coming every year! Fabulous trade fair! Everything!"*



Clockwise from top left: Keynote speaker, Charlotta Oberg; feathered fun during one of the sessions; workshop during the 'The art of integration' session; Ally Bruce presenting 'The Importance of Belonging'; Shane Lucas (ELAA CEO), the Hon. Jenny Mikakos MP (Victorian Minister for Families and Children), Jo Guerts (ELAA President); Nicole Pilsworth (ELAA Board member) and Andrew Hume (Gowrie Victoria CEO). Opposite: the Main Plenary area was packed for the opening session.

### **2017 Early Childhood Education Conference**

The 2017 Conference will be held on Friday 26 May – Saturday 27 May. All suggestions for sessions can be sent to ELAA's Communications and Marketing Officer James Gardener [jgardener@elaa.org.au](mailto:jgardener@elaa.org.au)

See you there!



# CRIMINAL LAW REFORM AND CHILD SAFE STANDARDS

LISA MINCHIN, ELAA POLICY OFFICER

*The implementation of the recommendations of the Victorian Parliamentary Inquiry, Betrayal of Trust, has implications for early education and care services. In the first of a two-part series, this article provides an overview of the criminal law reforms services should be aware of and provides information about how your service can work towards compliance with the Child Safe Standards.*

**“All forms of sexual, physical and psychological abuse of young or otherwise vulnerable members of our community are, and must remain, matters of the deepest concern. We should take all reasonable steps to prevent them from occurring.”<sup>i</sup>**

The Betrayal of Trust Inquiry identified a number of serious failures of organisations to prevent and respond to abuse as a result of an over-reliance on the Working with Children Check and gaps and inconsistencies in their policies and practices.

The recommendations of the Inquiry are being implemented in three phases.

Phase 1: criminal law reform.

Phase 2: strengthen organisations' approaches to preventing and responding to abuse through a number of measures such as the introduction of Child Safe Standards.

Phase 3: improve access to justice for victims through civil law reform.

### Criminal Law Reforms

Three new criminal offences which focus on the immediate safety of children were introduced in 2014 and 2015. The offences are designed to improve responses within both organisations and the community to child sexual abuse.

**Failure to disclose child sexual abuse to police** – is a criminal offence unless there is a reasonable excuse or an exemption applies. There is a legal duty on all adults to report information about child sexual abuse to police. Any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 in Victoria has an obligation to report that information to police.

**Failure to protect a child from sexual abuse** – this offence applies to people who hold a position of authority in a relevant organisation, such as childcare centre, family day care, or kindergarten, and who know of the substantial risk that another adult (who is associated with the organisation) may commit a sexual offence against a child and they have the power or responsibility to remove or reduce that risk but they negligently fail to do so.

**Grooming** – this offence targets communication, including online communication, with a child under the age of 16 or their parents with the intent of committing child sexual abuse.

The responsibilities implied by these offences to protect children are in addition to mandatory reporting obligations of qualified early childhood teachers in Victoria.

### Child Safe Standards

Under the *Child Safety and Wellbeing Act 2005*, Victorian organisations that provide services to children are required to implement the child safe standards.

The implementation of the standards is occurring in a staged way. Organisations regulated or funded by government that provide services for children, such as early education and care services, are required from 1 January 2016 to work towards compliance.

The child safe standards build on the principles, objectives and requirements of the National Quality Framework and the *Children's Services Act 1996*.

A good starting place to identify any gaps in compliance with the standards is to complete the Child Safety Review checklist provided in *A Guide for Creating a Child Safe Organisation* developed by the Commission for Children and Young People. The results of the checklist will identify areas of strength in the protection of children and areas which need further work.

To be a child safe organisation, services must be taking deliberate steps to protect children from harm. The commitment to child safety must be able to be demonstrated through your services' culture and policies.

Involving staff, volunteers, families and children in undertaking the review and subsequently developing a plan to comply with the standards and enhance child safety will ensure everyone's experiences and ideas are included.

The ultimate goal is to create a culture of safety which reduces the opportunities for harm and has a clear process to be followed when concerns about child safety are raised or reports of abuse are made.

It is important to recognise that the work needed to build a child safe organisation is never complete; rather it is an ongoing developmental process of reviewing and learning, planning and monitoring.

## CHILD SAFE STANDARDS

To comply with the compulsory child safe standards, an organisation must include the following principles as part of each standard:

- promoting the cultural safety of Aboriginal children
- promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
- promoting the safety of children with a disability.

To create and maintain a child safe organisation, an organisation to which the standards apply must have:

1. strategies to embed an organisational culture of child safety, through effective leadership arrangements
2. a Child Safe Policy or Statement of Commitment to Child Safety
3. a Code of Conduct that establishes clear expectations for appropriate behaviour with children
4. screening, supervision, training and other human resource practices that reduce the risk of child abuse by new and existing personnel
5. processes for responding to and reporting suspected child abuse
6. strategies to identify and reduce or remove risks of child abuse
7. strategies to promote the participation and empowerment of children.

<sup>i</sup> Parliament of Victoria Family and Community Development Committee (2013) *Betrayal of Trust: Inquiry into the handling of child abuse by religious and other non-government organisations* November 2013

### Useful resources

Information about the criminal law reforms is available at: <http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/betrayal+of+trust+implementation>

Frequently asked questions for early childhood providers about the child safe standards are available at: <http://www.education.vic.gov.au/childhood/providers/regulation/Pages/child-safe-faq.aspx>

A Guide for Creating a Child Safe Organisation (December 2015) is available at: <http://www.ccyp.vic.gov.au/downloads/creating-a-childsafe-organisation-guide.pdf>

Information on the standards, including a toolkit is available at: <http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards-resources>

*PolicyWorks Manual v 2. 2013 – National Quality Framework* was developed by ELAA to support early childhood services to meet the legal requirements to have specific policies and procedures and provides best practice policies. ELAA is currently updating the *Child Protection Policy* and *Code of Conduct Policy* to reflect the Child Safe Standards. *PolicyWorks* can be purchased from the ELAA website and includes free access to all updates to policies.

**“To be a child safe organisation, services must be taking deliberate steps to protect children from harm. The commitment to child safety must be able to be demonstrated through your services’ culture and policies.”**



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# Q&A



**ELAA advises services to have clear guidelines set out in a policy which considers impact on the service, restrictions on leave outside of term breaks and processes for applying for leave."**

David Haesler,  
ELAA Member Services  
Officer

## Are teachers and educators in a kindergarten program allowed to take leave (other than personal leave or long service leave) during the term?

Staff employed in kindergarten programs have access to 11 weeks of leave per year, including 6 weeks during term breaks and approximately 5–6 weeks during the Christmas break. Therefore, it is expected that they will plan holidays and events around those times.

Unlike most workplaces, early childhood staff do not have the same flexibility to take their annual leave at any time throughout the year without impacting on service delivery both financially (relief staff cost more to employ) and continuity of the program for the children.

Applications for leave outside of term breaks (other than in exceptional circumstances outside the employee's control, such as a family wedding or notable birthday interstate or overseas) should be discouraged.

ELAA advises services to have clear guidelines set out in a policy which considers impact on the service, restrictions on leave outside of term breaks and processes for applying for leave. It is important that employees understand the provisions of such a policy and that all leave outside of term breaks must be approved by the employer. If the employer does decide to grant a request for such leave it is considered to be an Approved Unpaid Absence and will affect accrual of Annual Leave, Sick Leave and Long Service Leave.

If ELAA members have any questions regarding this issue they are encouraged to contact our Member Services Team.

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](mailto:elaa@elaa.org.au)

## PUTTING A FACE TO THE VOICE



**Janelle VanderWerf, our Administration Officer, is part of the team that keeps ELAA running smoothly so we can focus on serving members.**

**My work day entails...** the great thing about my job is that everyday delivers something different! It covers a broad range of duties including supporting the EA, training administration, office maintenance, banking, and general administration. One of the perks of the job is being able to buy flowers to celebrate special occasions!

**I am inspired by...** photography, art and my family.

**What I most like about my job...** being part of an organisation that supports and advocates for quality Early Childhood Education.

**If I wasn't doing this job...** I'd take my cameras and my suitcase and jump on a plane!

# KINDERGARTEN INCLUSION SUPPORT PACKAGES AND SPECIALIST CONSULTANCY SUPPORT



The objective of Kindergarten Inclusion Support (KIS) Packages is to build the capacity of funded kindergartens to support the access and participation of children:

- with a disability and high support needs and/or
- with complex medical needs.

The support from the KIS packages is in addition to the existing resources available to kindergarten staff and may not provide full coverage of all costs.

The range of support available through the KIS package program includes:

- specialist training
- specialist consultancy support
- minor building modifications
- additional staffing support.

To be eligible for the KIS packages program, the child must meet the following criteria:

1. Attend a four years old funded kindergarten program or be eligible for Early Start funding at a funded kindergarten.
2. Have a disability or is currently supported by early childhood intervention service or undergoing continuing assessment of a disability as defined by the Disability Act 2006.
3. Meets at least one of the following:
  - at significant risk of serious injury to self or others; and/or
  - are extremely restricted in their capacity for movement; and/or
  - have exceptional support needs that require immediate medical intervention for life-threatening situations.

To download the guidelines, information and application kit, please visit the Department of Education and Training (DET) website listed below:

<http://www.education.vic.gov.au/childhood/parents/needs/Pages/kinderinclusion.aspx>

## Specialist Consultancy support

Support available from specialist consultants may assist early childhood teachers to enhance their knowledge, confidence, and skills to:

- implement the previously identified adaptations to the program, activities, routines and environment
- plan a program which responds to newly identified learning and development needs of all children
- support all children to access and meaningfully participate in all aspects of the program
- implement a team approach to support inclusion of all children
- respectfully engage with families and respond to their concerns
- link with, and collaborate with other professionals.

*ELAA would like to thank the Education and Inclusion team at Connections UnitingCare for this article.*

## Educators' experience with the KIS Specialist Consultancy support

**“** *The Early Childhood sector can feel isolating at times and I certainly felt overwhelmed with the child's behaviours and found it challenging to engage the family into the program. At that stage, I was just in a survival mode, making sure the children and staff were safe at each kindergarten session. It was a relief when I discovered I could access the specialist consultancy support which is available to kindergartens with a funded KIS support package. Things quickly turned around with the child regularly attending the sessions and engaging with other children, remaining calm and willing to explore different learning experiences. The child's mother also noticed that her child was connecting with other children and them with him and she was no longer fearful that he would hurt other children. Dad also became more involved and volunteered to be at the working bee session.”*

**“** *We should have availed ourselves of this support much earlier, and then we could have learned to work in a different manner with some of the children.”*

**“** *[Consultant] was so inspirational this year (2015) with both myself as well as everyone connected to the centre; the other educators, parents and committee. Her positive communication with me and families inspired us every time. Her ability to support everyone in the service resulted in a vulnerable family feeling like they had a place in our centre. They were able to recognise how valuable kindergarten is to the development of their child. Such a rewarding and inspiring year I have had!!!”*

## KIS REGIONAL ADVISORY GROUP CONVENORS

### SOUTH WESTERN VICTORIA REGION

#### KIS Program

##### Gateways Support Services

10–12 Albert Street, Geelong West 3218  
Tel (03) 5221 2984

Covers the following local government areas: Greater Geelong, Colac-Otway, Corangamite, Glenelg, Moyne, Southern Grampians, Surf Coast, Queenscliff and Rural City of Warrnambool.

#### KIS Program

##### Lentara UnitingCare

PO Box 3217, Broadmeadows 3047  
Tel (03) 9351 3600

Covers the following local government areas: Brimbank, Hobsons Bay, Maribyrnong, Melbourne, Melton, Moonee Valley and Wyndham.

#### KIS Program

##### Pinarc Disability Support

PO Box 1841  
Bakery Hill Business Centre, Ballarat 3354  
Tel (03) 5329 1300

Covers the following local government areas: City of Ballarat, Rural City of Ararat, Golden Plains, Hepburn, Moorabool and Pyrenees.

#### KIS Program

##### Wimmera UnitingCare

PO Box 3402, Horsham 3410  
Tel (03) 5362 4000

Covers the following local government areas: Rural City of Horsham, Hindmarsh, Northern Grampians, West Wimmera and Yarriambiak.

### SOUTH EASTERN VICTORIA REGION

#### KIS Program

##### Department of Education and Training

PO Box 381, Moe 3825  
Tel (03) 5127 0400

Covers the following local government areas: Bass Coast, Baw Baw, East Gippsland, Latrobe, South Gippsland, and Wellington.

#### KIS Program

##### Yooralla

PO Box 5435, Cranbourne 3977  
Tel (03) 5990 9640

Covers the following local government areas: Bayside, Cardinia, Casey, Frankston, Glen Eira, Greater Dandenong, Kingston, Mornington, Port Phillip and Stonnington.

### NORTH WESTERN VICTORIA REGION

#### KIS Program

##### Department of Education and Training

PO Box 442, Bendigo 3552  
Tel (03) 5440 3111

Covers the following local government areas: Buloke, Campaspe, Central Goldfields, Gannawarra, Greater Bendigo, Loddon, Macedon Ranges, Mildura, Mount Alexander and Swan Hill.

#### KIS Program

##### Lentara UnitingCare

PO Box 3217, Broadmeadows 3047  
Tel (03) 9351 3600

Covers the following local government areas: Banyule, Darebin, Hume, Moreland, Nillumbik, Whittlesea, and Yarra.

### NORTH EASTERN VICTORIA REGION

#### KIS Program

##### SCOPE (Vic) Ovens, Murray and Goulburn Region (East)

PO Box 128, Benalla 3672  
Tel (03) 5762 7121

Covers the following local government areas: Alpine, Benalla, Shepparton, Indigo, Mansfield, Mitchell, Moira, Murrindindi, Strathbogie, Towong, Wangaratta, and Wodonga.

#### KIS Program

##### Connections UnitingCare

PO Box 354, Ringwood 3134  
Tel (03) 9871 0215

Covers the following local government areas: Boroondara, Whitehorse, Knox, Manningham, Maroondah, Monash and Yarra Ranges.

# TRAINING IN 2016

*Keep up to date, learn new skills and achieve your professional standards for 2016.*

*ELAA provides free training for committees and managers as well as specialist professional development presented by some of Australia's most respected early childhood experts.*

*Each seminar is linked to the National Quality Standard and early years learning frameworks, as well as the Australian Professional Standards for Teachers (APST). ELAA provides certificates of participation for all ELAA training sessions which can be used as proof for annual professional development requirements with VIT. ELAA members are eligible for discounts on sessions.*

## Curriculum & pedagogy: exploring practice possibilities – 2 part seminar

APST 1.1, 1.3, 1.4, 1.5, 3.3, 3.4, 3.5, 3.7, 4.1, 6.2, 6.3, 6.4  
Quality Area 1 & 5

**Date:** Part 1 – Friday, 29 July 2016 &  
Part 2 – Friday, 26th August 2016

**Time:** Both 9:30am to 2:30pm

**Location:** Victorian Archive Centre,  
99 Shiel Street, North Melbourne  
**Free parking** (enter via Macalua Street)

**Speaker:** Catharine Hydon

**Members rate per person:**  
\$300.00 (for both sessions)

**Standard rate per person:**  
\$450.00 (for both sessions)

**DON'T  
MISS OUT**



## Collaboration at its best: team teaching that rocks the world

APST 1.2, 3.3, 6.3, 7.4  
Quality Area 4 & 7

**Date:** Thursday, 4 August 2016

**Time:** 9:30am to 2:30pm

**Location:** Manningham City Council  
Chambers, 699 Doncaster Road, Doncaster  
**Free parking**

**Speaker:** Anthony Semann

**Members rate per person:** \$150.00

**Standard rate per person:** \$225.00

## Engaging with the EYLF: a professional learning session for educators who want to start from the beginning

APST 1.5, 2.3, 3.2, 3.3, 3.4, 5.1, 6.2, 7.2, 7.4  
Quality Area 1, 5 & 6

**Date:** Friday, 5 August 2016

**Time:** 9:30am to 2:30pm

**Location:** Manningham City Council  
Chambers, 699 Doncaster Road, Doncaster  
**Free parking**

**Speaker:** Catharine Hydon

**Members rate per person:** \$150.00

**Standard rate per person:** \$225.00

## Intentional teaching in the outdoor program

APST 1.1, 1.5, 1.6, 2.1, 3.3, 3.4, 6.2, 6.3, 7.4  
Quality Area 1, 2 & 3

**Date:** Friday, 12 August 2016

**Time:** 9:30am to 2:30pm

**Location:** Southern Golf Club, Lower  
Dandenong Road, Keysborough  
**Free parking**

**Speaker:** Karen Glancy

**Members rate per person:** \$150.00

**Standard rate per person:** \$225.00

## Curriculum that changes the world. Big ideas that make education matter

APST 2.3, 3.2, 7.4  
Quality Area 1, 5, 6 & 7

**Date:** Thursday, 1 September 2016

**Time:** 9:30am to 2:30pm

**Location:** Darebin Arts Centre,  
Cnr Bell Street & St Georges Road, Preston  
**Free parking**

**Speaker:** Anthony Semann

**Members rate per person:** \$150.00

**Standard rate per person:** \$225.00

## Responding to child abuse & talking to children about safety

Quality Area 1, 2, 5, 6 & 7

**Date:** Friday, 9 September 2016

**Time:** 9:30am to 2:30pm

**Location:** Hobson's Bay Civic Centre,  
115 Civic Parade, Altona  
**Free parking**

**Speaker:** Children's Protection Society

**Members rate per person:** \$150.00

**Standard rate per person:** \$225.00

Sign-in for these sessions is 15 minutes prior to the commencement of the session.  
Registration is essential for all sessions. Visit the training section at [www.elaa.org.au](http://www.elaa.org.au)

## FREE COMMITTEE TRAINING

### Free Committee training in partnership with the Department of Education and Training and local councils

#### AGM Planning & Handover

AGM planning and management, strategies for recruitment of new committee members, ensuring a smooth transition through effective handover.

**Thursday, 11 August**, 6:30pm – 8:30pm  
ELAA Office, Level 3, 145 Smith Street, Fitzroy

**Wednesday, 17 August**, 6:30pm – 8:30pm  
Nillumbik Council, 14–32 Civic Drive, Greensborough

**Tuesday, 23 August**, 6:30pm – 8:30pm  
Stonnington City Council, Malvern Town Hall, Cnr Glenferrie Road and High Street, enter off High Street, Malvern

#### Welcome to the Committee

An overview of roles and responsibilities

**Tuesday, 22 November**, 6:30pm – 8:30pm  
Monash City Council – Civic Centre, 293 Springvale Road, Glen Waverley

**Tuesday, 6 December**, Closed council meeting 7:00pm – 7:30pm,  
ELAA training 7:30pm – 9:00pm, Bayside City Council, 76 Royal Avenue, Sandringham

### Hot Topics

ELAA presents workshops on specialist topics that are important to volunteer committees as managers of early childhood services. These are all conducted at the ELAA Office, Level 3, 145 Smith Street, Fitzroy.

#### Wednesday, 7 September

10:00am – 11:30am *or*

6:00pm – 7:30pm

**Committee Succession Planning & Recruitment** – Strategies for recruitment of new committee members

#### Thursday, 13 October

10:00am – 11:30am *or*

6:00pm – 7:30pm

**Committee Handover** – Ensuring a smooth transition through effective handover

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[www.ohsinecservices.org.au](http://www.ohsinecservices.org.au)



ELAA established the Early Childhood Education Foundation to address concerns that many Victorian families were not accessing preschool. Due to financial hardships and other factors many children are not experiencing this vital year of development.

## Why was the Early Childhood Education Foundation established?

The ELAA Early Childhood Education Foundation believes that all young children and their families should have access to high quality educational programs.

Please help us to help those families in need. Donations will assist us in providing a child with the opportunity of accessing this vital year of development.

To make a donation or to apply for funding, call 9489 3500 or download an application form from [www.elaa.org.au](http://www.elaa.org.au) and send to PO Box 1246, Collingwood Vic 3066.



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# MEMBER PROFILE



**ff** *My passion is working in the not-for-profit sector because it is both rewarding and challenging. It is one of the reasons that I applied to work for LMPA. I enjoy the multi-task aspect that not-for-profits offer, the opportunity to learn new skills and working in a collaborative environment..."*

Jean Giles, Loddon Mallee Preschool Association

## Jean Giles, Finance Manager, Loddon Mallee Preschool Association

Loddon Mallee Preschool Association (LMPA) began work as a Cluster Manager in 2004. Today, LMPA works to ensure that the services in the Loddon Mallee cluster are leading the way in times of rapid change for the early years. LMPA has developed a reputation as a strong and effective kindergarten cluster management group.

**I have been in this role since...** I have been the Finance Manager at Loddon Mallee Preschool Association (LMPA) since May 2009.

**My career path to this role was...** after gaining my Bachelor Degree in Commerce (Accounting) and completing my CPA, I have been lucky enough to have had a number of senior finance management roles working for both private for profit and not-for profit organisations in sectors such as aged care, welfare and disability. My passion is working in the not-for-profit sector because it is both rewarding and challenging. It is one of the reasons that I applied to work for LMPA. I enjoy the multi-task aspect that not-for-profits offer, the opportunity to learn new skills and working in a collaborative environment rather than one that is necessarily competitive all the time. My role provides a great deal of job satisfaction.

**My working day is...** diverse and interesting. It includes liaising with a wide range of people within the organisation and externally such as our Early Childhood Teachers and Educators, Early Years Advisors, the Regional Department of Education, and local governments (e.g. council staff). I also liaise with parents, Parent Advisory Groups, suppliers and contractors. A major part of my role is to manage the financial risks and to ensure effective financial operations. This includes providing both management and financial reporting to the Board of Directors and the individual 24 preschools within the LMPA cluster. I also complete the staff payroll. I am responsible for the complex capital works and manage the cyclical maintenance calendar. My days always start with a plan of what I would like to achieve for that day. The common place reality is that often the day has taken me on another path. This can provide a wide range of challenges but rewarding tasks even though my planned tasks still need to be completed by the deadlines that are always in the Accounting field.

**I'm most inspired by...** my colleagues, whom I work with on a daily basis, especially the Early Years Advisors. I am inspired by their passion in their role of supporting our Early Years Teachers and Educators. They always have a smile on their faces and look forward to the challenges of the day.

**What I love about my job is...** the diverse aspect of my role and how no one day is the same. It keeps me on my toes and provides lots of opportunities to grow and learn new things. I also get to meet and greet a range of parents and children when they are bringing in their enrolments for the next year. The faces of the children, when they handover their enrolment for their commencement of their learning journey, is priceless.

**What makes me laugh is...** the comments from children who are so honest and direct and say it as they see it. My grandchildren stay over once a week and they are a blessing to have around. What comes out of their mouths is often hilarious and very honest.

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**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](http://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](mailto:rse@elaa.org.au)



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