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AUSTRALIA

The voice for parents and service providers

PRE SCHOOL MATTERS

EARLY CHILDHOOD EDUCATION
PREPARING CHILDREN FOR LIFE
TERM TWO 2018

EARLY CHILDHOOD
EDUCATION CONFERENCE

VIT TEACHER REGISTRATION
REQUIREMENTS

RECOGNISING SIGNS OF
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PRESIDENT'S REPORT



I am delighted to make a 'temporary' return to the President's column in Preschool Matters while our current President, Lee Cath, gets to know her new baby boy, Hamish.

As members will no doubt be aware, the Federal Minister for Education and Training – Simon Birmingham – announced at the beginning of February (somewhat unexpectedly early) an extension to funding the Commonwealth portion of the 15 hours of weekly early learning currently available to children in the year before school. The extension is only until the end of 2019. ELAA welcomed the announcement, although we made it clear in statements to the media that year-by-year extensions are not good enough. This has been reiterated in a recent letter to the Prime Minister, Malcolm Turnbull, which was signed by ELAA (as one of 36 co-signatory organisations) which calls on all levels of government to support one of the key recommendations of the recent Lifting Our Game Report i.e. secure, long-term investment in two years of high quality early childhood education for every child. We have also called on the Victorian Government (in our recent Budget

submission) to advocate for a new National Partnership Agreement that commits to funding two-years of early learning. More details regarding our 2018/19 Victorian Budget submission can be found in the CEO's Report on page 2.

In this edition of Preschool Matters we have an updated preview of the 2018 Early Childhood Education Conference on pages 12 to 14. There's a great program of speakers on offer and we were thrilled to be able to add Lifting Our Game Report co-author, Professor Deborah Brennan, to the line-up. If you haven't yet registered as a delegate for the Conference then there's still time to register at www.togetherwegrow.com.au.

Also, be sure to read the other key features in this Term's edition including stories on advancing our early years workforce (page 16), Worksafe inspections at services (page 18), changes to VIT teacher registration (page 22), working with children with autism (page 24), plus many more features and our regular columns.

I wish you a happy and productive Term 2 and look forward to seeing as many of you as possible at the Conference in May.

Jo Geurts, Acting President, ELAA

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Cover: Sarah Talbot values a quality early learning program for her daughter, Scarlett, at ELAA member service – Nola Barber Kindergarten. "Kindergarten is opening the door to Scarlett's life long journey of learning. She is developing socially and emotionally and becoming familiar with numbers and letters."



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

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CEO'S REPORT



Welcome to Term 2. There has been some significant activity for our sector and ELAA since my last report in Preschool Matters.

2018-19 Victorian Budget Submission

During February, ELAA delivered its submission on the 2018-19 Budget to the Victorian Government. At its heart, our Budget Submission emphasised the key message that high quality early childhood education is a central ingredient for realising positive futures for our children.

While our Submission acknowledged the recent substantial investment by the Andrews Government in early childhood education through the Early Childhood Reform Plan, it identified five key areas where more financial resources are needed including:

1. universal access to funding for two years of (non-compulsory) kindergarten
2. greater investment in early learning infrastructure
3. better professional development, resources and a new EBA for early learning educators
4. measures to increase children's access and participation in kindergarten
5. improved safety, wellbeing and mental health support for kindergarten and childcare workers and children.

Funding for two years of preschool

Our Submission urged the Victorian Government to plan for two years of

(non-compulsory) kindergarten for all children. With one in five children developmentally vulnerable, the Submission noted that currently funded programs for three-year-olds only target specific 'at risk' groups, such as Aboriginal and Torres Strait Islander children or those who have come into contact with child protection services. To address the wider prevalence of developmental vulnerability and to bring Victoria into line with most OECD nations, our Submission asks the Victorian Government to advocate for a new National Partnership Agreement on funding early learning which commits to long-term planning and expanding the current funding (in which four-year-old children access 15 hours a week of quality early learning) to children whose parents wish to access a program for three-year-olds.

Infrastructure

To support an expansion of funded programs to three-year-olds and to address the anticipated doubling of Victoria's population by 2050, our Budget Submission also called on the Victorian Government to invest more heavily in early learning infrastructure, particularly in the State's growth corridors where vulnerable children are more likely to live.

Workforce development

Our submission calls for increased funding to deliver a workforce development strategy that includes more support for educational leaders; a multi-component professional learning program (training, coaching, educational leadership) for educators in areas of high disadvantage; a legislative, regulatory and practice development portal for early learning professionals; and improved access to mentors for provisional teachers.

Increased access and participation

To increase opportunities for children to access quality early learning, ELAA has asked the Victorian Government to boost funding for cultural support such as interpreting/translation services; provide additional support to children to match that provided by the National Disability Insurance Scheme; provide key workers to help families engage with early years

services; and improve workforce cultural competence.

Safety, health and wellness

Our Budget Submission seeks a commitment from the Victorian Government to assist in equipping our sector to assess and manage workplace hazards; implement an Employee Assistance Program; train workplace mental health first aiders; and develop and implement a wellbeing program for the sector.

'Lifting Our Game' Report

ELAA welcomed the publication of 'Lifting Our Game' – the Report of the Review to Achieve Educational Excellence in Australian Schools Through Early Childhood Interventions – in early February. There is great significance in the fact that the Report was commissioned by all state and territory governments and ELAA believes it provides a succinct and insightful snap shot of the state of early learning and care in Australia – we support the Report's 17 Key Recommendations.

2018 Early Childhood Education Conference

Be sure to read our full 2018 Early Childhood Education Conference preview on pages 12 to 14. This year's Conference speaker program is the biggest yet and we are thrilled to announce the inclusion of one of the co-authors of the 'Lifting Our Game' report – Professor Deb Brennan – on the speaker program.

New CEO

Finally, I would like to extend a warm welcome to David Worland who will commence as the new ELAA CEO in mid-May. Both the ELAA Board and staff are very excited about David joining us and we are all looking forward to a new and innovative phase for ELAA and our members.

Tina Martin, Interim CEO, ELAA

NEWS & EVENTS



Welcome David Worland – our new CEO

Early Learning Association Australia (ELAA) is pleased to announce the appointment of David Worland as ELAA's new Chief Executive Officer (CEO).

David has leadership experience in membership associations and we look forward to working with him in realising ELAA's ten-year Vision for Excellence (2017 – 2027) as defined in the ELAA Strategic Action Plan.

Some of David's key focus areas will be ensuring that investment in early childhood education and care is increased and linked to quality evidence-based practice models while he also has a strong commitment to addressing access issues for vulnerable children and their families.

David will commence in the CEO role on 14 May, 2018 and is "honoured and excited to have been selected to lead this wonderful association".

2018 Early Childhood Education Conference – don't miss out on the 'early bird' discount

Delegate registrations for the 2018 Early Childhood Education Conference are now open so make sure you register via the Conference website by May 4 to take advantage of the 'early bird' discount. There's also a great rate for groups of four or more. To register go to www.togetherwegrow.com.au and check out pages 12 to 14 of Preschool Matters for a full preview of the Conference program.



Is your Road Safety Education program deserving of an award?

The Starting Out Safely Road Safety Education Award, sponsored by VicRoads, celebrates educators who demonstrate a commitment to high quality road safety education in their early learning services.

The award is open to all Victorian early childhood educators and the winner's service will receive \$500 plus a set of road safety education resources.

To find out more and apply see the Conference preview on pages 12 to 14.

Professional Learning and Development for Terms 2 and 3

The ELAA 2018 Professional Learning and Development Program is packed full of useful and relevant training sessions for early learning service managers, teachers, educators, coordinators, family day-care providers, maternal child health nurses and committee of management members. See our program for Terms 2 and 3 on pages 8 to 10 or jump on line to view the program guide at elaa.org.au/learning-development and book your sessions at elaa.org.au/pld.



MEMBER PROFILE

BONBEACH PRE-SCHOOL



Our service has been operating since ... 1995. We are co-located with Bonbeach Primary School which, at the time, was staring down the barrel of closure. Staff and parents from the school had the vision to set up our preschool with an eye to the future. In 2015 we celebrated our 20-year anniversary and it was amazing to look back and see just how far things have come, with the school's rapid growth in that time being heavily influenced by its links with the preschool.

Our approach to early learning focuses on ... the children; their play, exploration and discovery as they build upon their knowledge and further develop skills. Our program is open-ended, and play

based, with children's interests, ideas and suggestions taken into consideration when activities are planned. The children's families play an integral role within the program and we are fortunate to have much family involvement, resulting in ideas, knowledge, culture and expertise being shared with our preschool community. Transition to school is particularly important, being a part of Bonbeach Primary School. There are constant opportunities for the children to join in whole school activities, familiarising themselves with the school environment and spending time engaging with school children and school teachers.

Our proudest moment was ... the expansion of our preschool in 2013 into a dual room service. This meant that we could cater for two three-year-old groups and two four-year-old groups – 88 children in total. This was essential to serving the needs of our community and we continue to be in high demand due to a growing number of families moving to the area as well as our highly regarded transition program which operates with the primary school.

Lately we've been working on ... the preschool's governance structure. Responsibility for the management of the service lies with Bonbeach Primary School Council, not a committee of management. Although we have a sub-committee made up of parent volunteers for the purpose of day-to-day operations, we made a number of changes at the beginning of 2018 to reflect the limited authority that this sub-committee has. The Primary School has taken over further management and administrative tasks lessening the load and responsibility for volunteer parents on the sub-committee.

We are inspired by ... our community. Being co-located with the Primary School means we are part of a community of over 300 families that is in many ways the beating heart of the area. There are many benefits of this, such as a smooth transition for families heading onto the Primary School, increased fundraising potential and a wonderful social element. Last year we held a trivia night at the local football club attended by more than 140 people and the one lesson we took from it was that we needed a bigger venue next time around!



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ADVOCACY YOUR COLLECTIVE VOICE

*Each edition of **Preschool Matters** we report on ELAA's advocacy work to represent the collective voice of our members.*

Lifting their game

In February ELAA welcomed the Turnbull Government's announcement that it will extend funding for the 15 hours a week of early learning currently available to Australian children in the year before school until the end of 2019. While the extension of Commonwealth funding provides more time for the Federal Government to work out a plan with the states and territories to achieve ongoing certainty regarding funding, it is only a stop-gap measure. In responding to the announcement, ELAA reiterated its calls for federal, state and territory governments to tackle the issue of ongoing funding once and for all rather than just keep relying on year-to-year extensions.

The announcement of the funding extension came just a few days after the release of a major new report into the state of early childhood education in Australia – **'Lifting Our Game': Report of the Review to Achieve Educational**

Excellence in Australian Schools Through Early Childhood Interventions.

Significantly, the Report was commissioned at the request of all Australian states and territories.

ELAA contributed to the national discussion and debate – which followed the release of the report and the Turnbull Government's announcement – through commentary by Interim CEO, Tina Martin, on radio and in the print media. Go to www.elaa.org.au/media-news/elaa-in-the-media/ to see examples of our media commentary.

Campaign for two years of preschool

ELAA will be echoing the messages of the 'Lifting Our Game' report and advocating for all the report's recommendations throughout the year as we head toward the Victorian state election and also in the lead up to the next federal election. ELAA supports all 17 recommendations in the report, particularly the report's recommendation regarding the extension of funded places in quality play-based early learning programs to three-year-olds. The overriding message in the report is that quality play-based early childhood education is best viewed as an 'investment, not a cost'.

Together, with advice from ELAA's CEO

Group and informed by our sector partners, we are preparing a position paper on two years of preschool which will inform our campaign messages. ELAA will ensure that members and friends are kept informed and provided with tools and resources to support the campaign for two years of preschool. Please ensure that you have subscribed to ELAA eNews to stay abreast of developments.

State budget submission

In February ELAA submitted its 2018-2019 Budget Submission to the Victorian Minister for Families and Children, Youth Affairs, and Early Childhood Education, Jenny Mikakos. In developing the document we consulted with the ELAA CEO Group and Early Years Management Reference Group and talked to a number of key stakeholders. We also drew on our strategic plan, previous submissions on industry matters, membership conversations and other relevant research and analysis. An overview of the submission is available in the CEO Report on page 2.

ELAA is here to listen to you.

ELAA is pleased to represent the interests of our members and we welcome any questions or input by contacting us at elaa@elaa.org.au

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Q&A

CAN TEACHERS AND EDUCATORS IN A KINDERGARTEN PROGRAM 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 six weeks during term breaks and approximately five to six 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 on the continuity of the program for the children.

Applications for leave outside of term breaks (other than in exceptional circumstances outside the employees' 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. Employees should be provided with a letter which clearly states the agreed period of Approved Unpaid Absence and that no leave will be accrued during that period. The ELAA Early Childhood Management Manual v2.1 Update 2018 includes a Sample Letter

Confirming Granting of Request for an Approved Unpaid Absence.

If ELAA members have any questions regarding this issue they are encouraged to contact our Member Services Team on 03 9489 3500.

PUTTING A FACE TO THE VOICE



Johanna Morcom started working as a part-time Administration Assistant with ELAA in January 2018 after taking 12 months maternity leave with her first child. Prior to this she was an Events & Marketing Manager and also has a background in the disability field.

My work day entails... performing various administration and office support tasks including managing training registrations and resource orders.

I am most inspired by... strong women who are making a difference in the world – mothers, scientists, CEOs...

What I like most about my job... learning more about the early childhood sector, and being able to solve problems and streamline processes. The people are alright too.

If I wasn't doing this job I'd be... travelling the world and photographing amazing places (I can dream...)

ELAA PROFESSIONAL LEARNING AND DEVELOPMENT PROGRAM FOR TERMS 2 & 3 IN 2018

ELAA has developed a comprehensive calendar of Professional Learning and Development workshops for 2018. These will be presented by well-known and respected presenters who are experts in their field.

Our 2018 program:

- covers important issues and contemporary topics relevant to the early childhood sector
- is tailored for all early childhood professionals including teachers, educators and other staff such as service managers, coordinators as well as Committees of Management
- is mapped to the National Quality Standards (NQS) and clearly aligns to the Australian Professional Standards for Teachers (APST)
- provides participants with a certificate of participation for individual sessions which can be used as evidence for VIT annual professional development requirements.



Register online at www.elaa.org.au/pld or call (03) 9489 3500
Prior registrations are essential. Please arrive 15 minutes prior to the commencement of a session.

9 MAY 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: Wednesday, 9 May 2018
Time: 9:00am – 5:00pm
Venue: Recovre, Level 8, 570 Bourke St, Melbourne. Public transport recommended. No free parking on site.
Cost: \$340 Members \$385 Non Members

11 MAY Fostering Strengths Based Learning (SBL) in early childhood
Quality Area: 1 & 5
APST: 1.2, 1.5 4.1 6.2 & 7.4

Presenter: Ariadne Lack
Date: Friday, 11 May 2018
Time: 9:30am – 2:30pm
Venue: Quest Caroline Springs, 234 Caroline Springs Boulevard, Caroline Springs. Free parking on site.
Cost: \$185 Members \$265 Non Members

15 MAY Strategies and practices to support children with a disability
Quality Area: 1, 2, 3, 4, 5 & 6
APST: 1.1, 1.2, 1.5, 1.6, 3.4, 3.5, 4.1, 4.3, 6.2 & 7.3
Presenter: Yooralla
Date: Tuesday, 15 May 2018
Time: 9:30am – 2:30pm
Venue: CPS Thomastown, 273 Settlement Road, Thomastown. Free parking on site.
Cost: \$185 Members \$265 Non Members

21 MAY Creating safer organisations: implementing and embedding the Child Safe Standards
Quality Area: 1, 2, 4, 5, 6 & 7
APST: 4.4, 6.2, 6.3, 7.1, 7.2 & 7.4
Presenter: Children's Protection Society
Date: Monday, 21 May 2018
Time: 9:30am – 2:30pm
Venue: Hobson's Bay City Council, Civic Centre, 115 Civic Parade, Altona. Free parking on site.
Cost: \$185 Members \$265 Non Members

1 JUN Music and movement in early childhood programs
Quality Area: 1, 2 & 3
APST: 1.1, 2.1, 3.2, 3.4 & 6.2
Presenter: Anne Belcher
Date: Friday, 1 June 2018
Time: 9:30am – 2:30pm
Venue: Manningham City Council, 699 Doncaster Road, Doncaster. Free parking on site.
Cost: \$185 Members \$265 Non Members

4 JUN Unpacking the revised NQS – QA 1 & QA 5
Quality Area: 1 & 5
APST: 2.3, 5.4, 5.5 & 7.2
Presenter: Heather Barnes
Date: Monday, 4 June 2018
Time: 9:30am – 2:30pm
Venue: Southern Golf Club, Lower Dandenong Road, Keysborough. Free parking on site.
Cost: \$185 Members \$265 Non Members

15 JUN Preparing for difficult conversations
Quality Area: 4, 5 & 6
APST: 6.2, 6.3, 7.3 & 7.4
Presenter: Dr Lyn O'Grady
Date: Friday, 15 June 2018
Time: 9:30am – 2:30pm
Venue: CPS Thomastown, 273 Settlement Road, Thomastown. Free Parking on site.
Cost: \$185 Members \$265 Non Members

18 JUN Professionalism: what's the big whoop and is it worth it?
Quality Area: 4 & 7
APST: 6.1, 6.3, 7.1 & 7.2
Presenter: Louise Dorrat
Date: Friday, 8 June 2018
Time: 9:30am – 2:30pm
Venue: Hobson's Bay City Council, Civic Centre, 115 Civic Parade, Altona. Free parking on site.
Cost: \$185 Members \$265 Non Members

22 JUN Supporting children's agency
Quality Area: 1, 5 & 6
APST: 1.5, 2.3, 3.2, 3.3, 6.2 & 7.4
Presenter: Debbie Cole
Date: Friday, 22 Jun 2018
Time: 9:30am – 2:30pm
Venue: Knox Civic Centre, 511 Burwood Highway, Wantirna South. Free parking on site (enter via Capital City Boulevard).
Cost: \$185 Members \$265 Non Members

25 JUN Learning environments that support children's wellbeing as well as respectful and considerate behaviour
Quality Area: 1, 3, 4 & 5
APST: 1.5, 4.3, 4.4, 6.3 & 7.4
Presenter: Karen Glancy
Date: Monday, 25 June 25 2018
Time: 9:30am – 2:30pm
Venue: Darebin North East Community Hub, 35 Copernicus Crescent, Bundoora. Free parking on site.
Cost: \$185 Members \$265 Non Members

20 JUL Strategies and practices to support children with a disability
Quality Area: 1, 2, 3, 4, 5 & 6
APST: 1.1, 1.2, 1.5, 1.6, 3.4, 3.5, 4.1, 4.3, 6.2 & 7.3
Presenter: Yooralla
Date: Friday, 20 July 2018
Time: 9:30am – 2:30pm
Venue: Knox Civic Centre, 511 Burwood Highway, Wantirna South. Free parking on site (enter via Capital City Boulevard).
Cost: \$185 Members \$265 Non Members

24 JUL Fostering Strengths Based Learning (SBL) in early childhood
Quality Area: 1 & 5
APST: 1.2, 1.5 4.1 6.2 & 7.4
Presenter: Ariadne Lack
Date: Tuesday, 24 July 2018
Time: 9:30am – 2:30pm
Venue: Manningham City Council, 699 Doncaster Road, Doncaster. Free parking on site.
Cost: \$185 Members \$265 Non Members

27 JUL Brave leadership in the every-day – 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, 27 July 2018
Time: 9:30am – 2:30pm
Venue: Darebin North East Community Hub, 35 Copernicus Crescent, Bundoora. Free parking on site.
Cost: \$185 Members \$265 Non Members

6 AUG Bush Kinder in your own back yard
Quality Area: 1, 2, 3 & 6
APST: 2.3, 3.3, 3.4 & 7.4
Presenter: Karen Glancy
Date: Monday, 6 August 2018
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: \$185 Members \$265 Non Members

14 AUG 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 August 2018
Time: 9:00am – 5:00pm
Venue: Manningham City Council, 699 Doncaster Road, Doncaster. Free parking
Cost: \$340 Members \$385 Non Members

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 – Governance and Leadership
APST = Australian Professional Standards for Teachers

Register online at www.elaa.org.au/pld or call (03) 9489 3500
Prior registrations are essential. Please arrive 15 minutes prior to the commencement of a session.

ELAA PROFESSIONAL LEARNING AND DEVELOPMENT PROGRAM FOR TERMS 2 & 3 IN 2018

17
AUG

Strengthening communication with families

Quality Area: 1, 5 & 6

APST: 3.5, 3.7, 6.2 & 7.4

Presenter: Debbie Cole

Date: Friday, 17 August 2018

Time: 9:30am – 2:30pm

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

Cost: \$185 Members \$265 Non Members

21
AUG

The art of educational leadership

Quality Area: 1, 4 & 7

APST: 2.1, 2.2, 2.3, 3.1, 3.6, 4.1, 6.2, 6.3, 7.1 & 7.2

Presenter: Catharine Hydon

Date: Tuesday, 21 August 2018

Time: 9:30am – 2:30pm

Venue: Recovre, Level 8, 570 Bourke St, Melbourne. Public transport recommended. No free parking on site.

Cost: \$185 Members \$265 Non Members

31
AUG

Documentation – quality vs quantity

Quality Area: 1, 5 & 6

APST: 2.3, 5.4, 5.5 & 7.2

Presenter: Heather Barnes

Date: Friday, 31 August 2018

Time: 9:30am – 2:30pm

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

Cost: \$185 Members \$265 Non Members

4
SEP

Keeping children active: strategies to include physical education and wellness in children's programs

Quality Area: 1, 2 & 3

APST: 1.1, 1.5, 3.3 & 6.4

Presenter: Paul Pennisi

Date: Tuesday, 4 September 2018

Time: 9:30am – 2:30pm

Venue: Springvale Service for Children, 23–28 Lightwood Road, Springvale. Free parking on site.

Cost: \$185 Members \$265 Non Members



4
SEP

Self-care and stress management for the early childhood professional

Quality Area: 4 & 7

APST: 6.2, 6.3 & 7.4

Presenter: Dr Lyn O'Grady

Date: Friday, 7 September 2018

Time: 9:30am – 2:30pm

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

Cost: \$185 Members \$265 Non Members

14
SEP

Supporting inclusion of children with a disability

Quality Area: 1, 2, 3, 4, 5, 6 & 7

APST: 1.1, 1.2, 1.5, 1.6, 3.4, 3.5, 4.1, 4.3, 6.2 & 7.3

Presenter: Yooralla

Date: Friday, 14 September 2018

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: \$185 Members \$265 Non Members

17
SEP

An introduction to autism and Positive Behaviour Support

Quality Area: 1, 2, 3, 4, 5, 6 & 7

APST: 1.5, 1.6, 4.1, 4.3, 6.2 & 7.4

Presenter: ASPECT

Date: Monday, 17 September 2018

Time: 9:30am – 2:30pm

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

Cost: \$185 Members \$265 Non Members

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

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

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

'No Jab, No Play' – changes to legislation as of 28 February 2018

In January 2016 new legislation (No Jab No Play) was introduced in Victoria which required parents/guardians to provide documentation (such as an immunisation certificate, letter from a doctor or health centre book) that showed that their child was up-to-date with their immunisations, unable to be immunised due to health reasons or eligible to attend under a grace period and catch up schedule before their child was able to attend an early childhood program.

On 28 February 2018, the 'No Jab, No Play' legislation was amended so that an Immunisation History Statement from the Australian Immunisation Register (AIR) is now the only form of documentation accepted for the purpose of enrolling in an early childhood education and care service. Previous forms of documentation, for example a letter from a GP or local council, are no longer accepted. Children who are assessed as eligible for the 16 week grace period may still attend without being required to be up-to-date with their immunisation.

Additional changes to this legislation (which come into effect in November 2018) include requirements for parents to provide and early childhood services to collect, an Immunisation History Statement at prescribed intervals in order to verify that a child attending a service is appropriately immunised. The details regarding the implementation of these additional requirements are still to be determined and Department of Education and Training (DET) will work together with the early childhood sector to determine the frequency and timing of checks in a way that will have minimum possible impact on services while still working towards a shared goal of improving immunisation rates.

Further information can be found in the

Immunisation enrolment toolkit for early childhood education and care services (updated February 2018) available at www2.health.vic.gov.au/public-health/immunisation/vaccination-children/no-jab-no-play

Privacy Act 1988 – new requirements as of February 2018

The Privacy Act 1988, which regulates how personal (including health) information is handled, is one of the many regulations and laws that Early Childhood Education and Care Services are required to comply with because they are deemed to be a health service provider and therefore categorised as an Australian Privacy Principle (APP) entity.

The Privacy Amendment (Notifiable Data Breaches) Act 2017 (Cth) amends the Privacy Act 1988 (Cth) to introduce mandatory "eligible data breach" notification provisions for entities (including early childhood services) regulated by the Privacy Act. The Notifiable Data Breaches (NDB) scheme under Part IIIC of the Privacy Act 1988 commenced on February 22, 2018 and established new requirements for entities in responding to data breaches. This includes requirements to provide notice to the Office of the Australian Information Commissioner and affected individuals of any data breaches that are likely to result in serious harm.

The ELAA sample Privacy Policy provides comprehensive guidelines to minimise the possibility of data breaches, however, services should review their privacy policy to include information regarding assessment and notification of data breaches likely to result in serious harm. Organisations that suspect an eligible data breach may have occurred must be prepared to conduct a quick assessment of the breach to determine whether it is likely to result in serious harm, and therefore



require notification to the Office of the Australian Information Commissioner and the affected individual.

The display of information regarding children's medical conditions and treatment plans could be interpreted as a breach of privacy. Therefore services may consider asking parents to sign a permission form that allows medical management plans for their child to be displayed in the service as part of the service's risk minimisation plan.

Further information about the obligations and implementation of the NDB scheme can be found here www.oaic.gov.au/privacy-law/privacy-act/notifiable-data-breaches-scheme

Family Assistance Legislation Amendment (Jobs for Families Child Care Package) Act 2017 – changes to registered care

Most services should be aware that a new Child Care Package will come into effect on 2 July 2018. This means that the Registered Care funding scheme will no longer be available for parents accessing services such as kindergartens. Families will have until the 1 July 2019 to make any final claims under the Registered Care scheme.

The 2018 Early Childhood Education Conference

together we grow

25 AND 26 MAY, 2018 | CAULFIELD RACECOURSE, MELBOURNE

Our Children – Our Communities

This year's Conference 'theme' is Our Children – Our Communities which allows delegates and presenters to focus on preschool children and the communities that influence, shape and support their development. To support this theme we have put together a speaker program that provokes thinking and discussion about the importance of the broader relationships between educators, researchers, policy makers, specialist service providers, parents, carers and communities to achieve the best learning outcomes for preschool children.

Keynote speaker

This year's Conference Keynote Speaker is Children's Ground CEO, Jane Vadeloo. Jane's work and background in leading advocacy, reform and service provision for First Nations children and communities complements the 2018 Conference Theme Our Children – Our Communities.

Jane's keynote address – Community, culture and identity: nurturing brilliance in early childhood – will explore how critical influences of family, community,

languages and cultures nurture brilliance and are protective factors. It will highlight rich cultural learning environments and leading early years practice in First Nations communities.

Our speaker program keeps on growing

Last year we presented the largest speaker offering in the Conference's history and, this year, it's even bigger with 78 presentations across two days. The program includes topics relevant to independent service committees of management, service directors, early years manager organisations, senior early years teachers and educators and those teachers and educators just starting out. To find out more go to the PROGRAM PAGE at www.togetherwegrow.com.au

Program Highlights

'Lifting Our Game Report' co-author joins the Conference program.

We are excited to announce the addition of Professor Deborah Brennan to the Conference program. Professor Brennan is a co-author (with Susan Pascoe AM) of the recently released 'Lifting Our Game' Report

of the Review to Achieve Educational Excellence in Australian Schools Through Early Childhood Interventions and will discuss the Report's key findings and recommendations for the early learning sector in Australia. This is one of the most important reports on Australia's early childhood education and care sector to be released in decades and this session is not to be missed (Session A2).

Every presentation on our speaker program has been selected for its quality and relevance to delegate interests with some highlights including:

Jane Vadeloo – CEO, Children's Ground regarding the critical influence of family, community, languages and cultures in nurturing brilliance and protecting children and how understanding of this guides First Nations cultural learning environments and leading early years practice.

Jacqui Tomlins – LGBTIQ writer, speaker, educator and advocate regarding working with Rainbow Families in an early learning context.

Associate Professor Warwick Teague – Director, Trauma Service, Royal Childrens Hospital regarding 'Preventing childhood injury – make every conversation count'

Shelli Hardwick – Wodonga City Council regarding the Council's 'No one left behind' concept in relation to vulnerable children and facilitating their access and ongoing participation in universal and supported early years services.

Dr Catherine Wade – Parenting Research Centre, regarding the Parenting Today in Victoria Survey findings.

John Tobin – University of Melbourne Professor of Law and children's rights specialist regarding 'Addressing the needs of children in early childhood education: what's the rights based approach?'

Sue West – Associate Director of Policy and Service Development at the Royal Children's Hospital's Centre for Community Child Health (CCH) and Co-Group leader of Child Health Policy, Equity and Translation at the Murdoch Childrens Research Institute. Sue will present on the Strong Foundations: Getting it Right in the First 1000 Days project.

Madeleine Smith (Executive Director of the Quality Assessment and Regulation Division DET Victoria) – a discussion on the requirements of the revised National Quality Standard (NQS) that commenced 1 February 2018.

Jenny Whelan (Albert Park Kindergarten), Victorian Minister for Mental Health - Martin Foley MP, WorkSafe Victoria and Marcela Slepica (Access EAP) – this panel discussion will focus on how the wellbeing of adults is supported in our centres and what we can do to ensure educators continue to find joy in their work despite the challenges that can sometimes arise when working in close partnership with children and families.

Rebecca Naylor, Melalie Ralescu and Josephene Duffy from the Stephanie Alexander Kitchen Garden Foundation will talk about growing young minds through pleasurable food education.

Angie Zerella, Shannon Mcleod & Shaquille Charles from the Bubup Wilam for Early Aboriginal Child and Family Centre will discuss a success story involving true and authentic self-determination in an Aboriginal early years program.

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

Keep up to date with the latest Conference updates

- Visit www.togetherwegrow.com.au
- Check out [facebook.com/earlychildhoodeducationconference](https://www.facebook.com/earlychildhoodeducationconference)
- Subscribe to ELAA's fortnightly eNews <http://bit.ly/2jDroD9>
- Follow the Conference on Twitter @ecec2018 and @ELAAustralia. Search and tag with #ecec2018 and #ourchildren

Check out the latest in early years learning resources and equipment at the Trade Exhibition

Try, test, touch and play with the latest resources in early childhood education and talk to experts about essential services for running an early learning centre from financial advice, staff recruitment and superannuation to outdoor surfaces and play equipment. There will be around 60 exhibitors at the Conference Trade Exhibition showcasing the latest quality products for early learning services including art supplies, educational games and puzzles, first aid supplies, teaching resources and more.



Jane Vadeloo is the founding CEO of Children's Ground and has a 20-year history leading reform and services provision with communities experiencing extreme disadvantage and trauma. She has lived in the Northern Territory for 19 years and has over 30 years of connection to the Arrernte people in Central Australia. Jane has worked with children, families and communities at high risk, establishing strength and justice based approaches to

achieve long term change. Children's Ground was created as a 25 year approach to ensure that future generations of children are afforded equity, access and justice to determine their futures – to have quality education, health, social and economic opportunities that privilege their first culture within a global context. In 2014 Jane was listed among the Westpac Australian Financial Review 100 Women of Influence.



Starting Out Safely Road Safety Education Award

The Starting Out Safely Road Safety Education Award, sponsored by VicRoads, celebrates educators who demonstrate a commitment to high quality road safety education in their early learning services.

The award is open to all Victorian early childhood educators and the winner's service will receive \$500. It will be presented on Saturday 26 May 2018 as part of the 2018 Early Childhood Education Conference.

To apply for this Award, please share practice examples or a learning story (approximately 400 words) highlighting how the Starting Out Safely professional development program has increased road safety education through your curriculum

and how your road safety education activities link to our 2018 Conference theme: 'Our Children – Our Communities'.

Email your submission to rse@elaa.org.au by 11 May 2018. Enquiries to the RSE Team on 03 9489 3500 or rse@elaa.org.au

ELAA and Gowrie Victoria offer assistance to services from disadvantaged communities

As Conference hosts, ELAA and Gowrie Victoria are pleased to announce that we are again offering assistance to services from disadvantaged communities to attend the conference this year.

To apply for this special funding, please tell us in 250 words or less what type of early childhood service you provide, why your organisation requests this assistance and who you would like to attend the

conference. Please send applications to Tania De Carli at tdecarli@elaa.org.au by Friday 4 May 2018.

This assistance is limited and in the interest fairness, will be available to applicants who not previously received support.

DET accommodation assistance

The Victorian Department of Education and Training (DET) provides funding to ELAA to offer Victorian children's services employees and early childhood educators in Prep, Years 1 and 2 working in a rural area with rebates towards their conference accommodation costs.

The 2018 Early Childhood Education Conference recommends that delegates stay at the Pullman and Mercure Melbourne Hotel which is only minutes from the heart of Melbourne and has special rates for conference delegates (accommodation only). Other hotels within a 10 minute walking distance to the Pullman Mercure include Bayview on the Park (52 Queens Road, Melbourne), Melbourne Parkview Hotel (562 St Kilda Rd, Melbourne) and Park Regis Griffin Suites (604 St Kilda Rd, Melbourne).

The DET accommodation rebate for one night is \$185 (Thursday or Friday night only) for delegates attending one day of the conference, and the accommodation rebate for two nights is \$370 (Thursday and Friday nights) for delegates attending the conference on both the Friday and Saturday.

In addition, free bus transport to and from the conference venue will be provided from the Pullman Mercure Hotels on both days of the conference.

To apply for this assistance, you must book and pay for your accommodation and then email tdecarli@elaa.org.au your request for a rebate along with a copy of the booking confirmation from the hotel. Your rebate cheque/EFT will be reimbursed to you after the conference.

If you have any questions, please call Tania De Carli at ELAA on (03) 9489 3500.

REGISTER NOW

When: 25–26 May 2018

Where: Caulfield Racecourse, Melbourne

Delegate registrations are now open and an early bird discount is available until COB May 4. Group booking discounts also apply. For information and to register as a delegate visit www.togetherwegrow.com.au Inquiries: 03 9489 3500

CAN WE HELP PREVENT CHILD SEX ABUSE IMAGES BEING MADE?

Four million files of child abuse images are shared in Victoria each month. That's approximately four times as many files as there are children in the State. And each file can contain many images.

Early childhood professionals work hard to ensure children are safe while in our care; we adhere to regulations, form policies in response to recommendations and monitor volunteer Working With Children Checks.

Right now, however, the greater risk is to children online and we are in a very powerful position to help prevent young children from being sexually exploited by adults.

There are three ways that these images appear online; one is that the child is being physically abused and the abuse is being filmed for distribution. The second is that their otherwise innocent images are being stolen from an adult's account and being used for sexual gratification, and the third is that the child is being coerced into producing sexualised content themselves.

Detective Inspector Jon Rouse of Taskforce Argos states that they are seeing 'a proliferation of self-produced images by children appearing on child sex abuse sites'. That is, children – even children under five – are being convinced to produce explicitly sexual content on apps such as musical.ly, Instagram or YouTube at the direction of adults on or offline.

While this is likely very rarely happening on early childhood premises, we have a role to play in empowering children to be safe online in the same way as we explore road safety with the children.

The landscape for digital safety is rapidly evolving and our learning must be constant in order to keep up.

On Saturday 26 May Deanne Carson will be presenting at the 2018 Early Childhood Education Conference on how to integrate online childhood abuse prevention into your service. We will explore Body Safety Australia's 7-Point Integrated Approach that encompasses protection and empowerment of children. We will also discuss specific methods and platforms being used by offenders to access children and their images.

7 POINT INTEGRATED APPROACH:



For those not able to attend the conference, Body Safety Australia delivers half or full day professional learning on your premises to increase educator confidence in helping prevent childhood sexual abuse.

Body Safety Australia's workshops are aligned with recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse, the Victorian Child Safe Standards and the

Rights, Resilience and Respectful Relationships Curriculum.

We celebrate diversity and respect for all. We have specialised knowledge and experience in faith-based schools, special schools and with marginalised communities including LGBTIQ and CALD families.

w: www.bodysafetysaustralia.com.au

e: info@bodysafetysaustralia.com.au

CASE STUDY:

Imogen has hundreds of photos of her taken each week. Her mum works late a lot and her dad sends her little videos during the day to help keep them connected. At kindergarten, she has photos taken for documentation that are then stored on Storypark. Some of these photos are shared with the parents/guardians of Wattle Room in the weekly newsletter.

The kindergarten has received consent from Imogen's parents to take, store and share photos and they are happy for Imogen's image to be used for marketing purposes.

What the adults in Imogen's life don't know is that her babysitter is also taking many photos of Imogen, mostly in the bath. The babysitter does not physically harm Imogen and has not yet taken photos of her genitals, although adults would identify that the poses are becoming increasingly sexualised.

With specific professional learning, the kindergarten has an opportunity to introduce policies and practices that would alert Imogen to the fact that the babysitter's behaviour is not appropriate, give her permission and language to communicate with trusted adults, and give those adults - both at home and at kindergarten - the skills to "hear" and respond to keep Imogen safe.

Download the free Conference App

Get more out of this year's Conference by downloading the 2018 Conference App to your mobile device. The App puts the Conference "in your pocket" with loads of handy features including:

- access to the full Conference Program including times, room details, presentation summaries, and speaker biographies
- create notes on individual presentations
- rate individual presentations
- submit questions to presenters during sessions and participate in in-session polling*
- find your session location with venue maps
- short list the Trade Fair exhibitors you want to visit
- join Group Discussions within the App**
- tweet and Facebook about your favourite presentations directly from the App
- get in-App event alerts
- access handy general information regarding the venue and event services.

*selected sessions only (more information to follow) **Group discussion function will be enabled closer to the event date

Downloading the App

The App is simple (and free) to download. You can choose two methods to access:

(1) Visit the App Store or Google Play on your smart phone:

- Enter EventMobi in the search field and tap search
 - Select the EventMobi Business app
 - Tap Get
 - Go to your phone home screen and locate the EventMobi icon
 - Tap the EventMobi icon
 - Enter the conference event code ecec2018
 - Tap the + symbol to load the event
- OR

(2) Browse to <https://eventmobi.com/ecec2018> on your phone and then follow the prompts to save the web-based version of the App to your phone's home screen.

Creating your own personal attendee profile

Once you have downloaded the App you can then create your own attendee personal profile and then build your personalised session list, view your session notes and short listed Trade Fair exhibitors, start Group discussions, and view your favourite documents. To create your personal profile just open the App and click the login icon in the right hand top corner. Enter your email address and that's it - you're logged in and ready to build your profile. You don't need to nominate a password because your email is your password.

WORKFORCE ADVANCEMENT IN THE EARLY CHILDHOOD EDUCATION AND CARE SECTOR – WHERE TO NEXT?

One of the main messages in the recently published Report of the Review to Achieve Educational Excellence in Australian Schools Through Early Childhood Interventions by Susan Pascoe and Professor Deborah Brennan – or the ‘Lifting Our Game’ Report as it has become known – is that “Investing in quality and a stable, well-supported and professional workforce is vital”.

The ‘Lifting Our Game’ Report also calls on (as one of its 17 recommendations) Australian Governments to agree to a “new national early childhood education and care workforce strategy (given the previous National Early Years Workforce Strategy lapsed at the end of 2016) to support the recruitment, retention, sustainability and enhanced professionalism of the workforce, thereby improving service quality and children’s outcomes”.

The Report also acknowledges the role of the National Quality Framework as a mechanism to drive future improvements in service quality but notes that 25 percent of Australian early childhood services do not meet the National Quality Standard.

Additionally research studies, such as The E4Kids study, have found that the majority of services score poorly on the quality measure of ‘active teaching and learning support’. The Report also cites the Mitchell Institute report *Quality is key in early childhood education in Australia* as identifying “pre-service education, low wages and difficult working conditions, service leadership, ongoing professional learning and better use of data” as all areas requiring attention in the push to universally increase quality throughout the national early childhood education and care sector.

So what would a new national strategy that promotes workforce advancement for our sector look like? The ‘Lifting Our Game’ Report calls for a wide-ranging workforce strategy that considers: improving service leadership capability; quality of pre-service training; ongoing professional development provided by responsive education providers; registration and professional standards; workforce attraction, stability and retention; remuneration and conditions; workforce diversity; ‘the status of the profession’; issues for regional/remote professionals; and engagement with parents.

Preschool Matters invited the Australian Education Union (AEU) and United Voice (UV) to join ELAA in building a snap shot of

the priorities and vision for a sustainable workforce advancement strategy that supports educators, carers, and service providers and ultimately leads to better outcomes for children. We put four questions to each organisation. ...

Q1 Why is it important to develop a long-term workforce advancement strategy for the early childhood education and care sector?

AEU It’s simple: the delivery of high-quality programs and outcomes for children is underpinned by the quality of our teachers and educators. The people in our early childhood profession matter a great deal, and how we value and invest in their work has a direct impact on our children. We must invest in the people who care for and educate our future generations.

UV Research shows that educators are absolutely key to quality ECEC. Interactions between educators and a child are the most important determinant of quality in ECEC. Along with parents, educators and pedagogies are also the most influential factors on child development. Valuing children means valuing educators. Without well-paid, qualified, respected educators, we can’t have high quality ECEC for every Australian child.

ELAA Central to the quality provision of



early childhood education is a skilled, supported and valued workforce. A long term workforce advancement strategy will help improve the recruitment, development and retention of quality staff in the early childhood sector. This would enhance the profession and result in a stable and capable workforce which will raise standards and deliver improved educational outcomes for all young children.

Q2 As an organisation, what is your top priority in terms of workforce advancement for the early childhood education and care sector?

AEU Our top priority is for early childhood education to be an attractive and sustainable career choice. We want people to come into the sector because this is where they want to be, and once in the profession, we want them to stay. This depends on respect and recognition by governments and families, decent wages and conditions, and opportunities for ongoing growth, development and interesting career paths.

UV Professional pay, and the respect that comes with it, is our top priority. For too long ECEC has been undervalued due to its historical association with ‘women’s work’. Only professional pay can raise quality across the system; arrest employee turnover; attract the best new recruits to the sector; offer rewarding career paths; and develop the potential of our children.

ELAA Greater recognition of the important role teachers and educators and – in response to increased calls from our members regarding mental health and stress being experienced by early childhood staff – we are advocating for an Employee Assistance Scheme for early childhood staff; a wellbeing program for sector workers; on-site mental health resources such as trained mental health first aiders; and an increased focus on OHS of staff.

Q3 Which strategies / key activities is your organisation focussing on to achieve your workforce advancement priority?

AEU Advocating for recognition, respect and better policy and investment is everyday work for union members. In an election year that involves telling our stories to politicians and aiming to make ECEC a priority issue. We also seek for members to be consulted in decisions that affect their work; to ensure the voice of the profession is heard and valued.

UV Government funding of professional pay is our key focus but a national workforce strategy is also crucial for ECEC. It is key to supporting the ongoing professionalisation of the workforce, improving service quality and getting the best outcomes for children. If we want world-class ECEC we need paid programming time, paid professional development and high quality training for all educators.

ELAA Continuing to build on our strong and constructive relationships with Federal and State governments; representing employers in the Enterprise Bargaining Agreement process; and articulating the needs of the sector through submissions such as our annual Victorian State Budget submission. We’re also actively participating in consultations on workforce matters such as the Australian Institute for Teaching and School Leadership (AITSL) national registration review and review of qualifications. We are continually enhancing our professional development program and annual Early Childhood Education Conference.

Q4 What are the likely consequences of not developing and implementing a long-term workforce advancement strategy for Australia’s early childhood education and care workers?

AEU We run the risk of low staff morale, burnout and high turnover if we do not give workforce issues serious consideration. Early childhood professionals already do an amazing job, but it’s a constant battle to just get the basics such as funding certainty, support for children with additional needs, job security and the list goes on. A comprehensive workforce strategy is long overdue.

UV Australia can and should have a system in which all children are given the best possible start in life through equitable access to quality early education delivered by educators earning professional wages. If the Government won’t value educators, then they aren’t valuing children. We cannot have a world class high quality ECEC system without a long term strategy for Australia’s ECEC workforce.

ELAA By not working toward a long-term strategy, there is an increased risk that highly skilled and committed staff will leave the sector resulting in a workforce shortage. We may also see higher incidents of stress related illnesses, increased absences and compensation claims. This will result in an unstable workforce and reduced quality of programs being provided to children.



WORKSAFE INSPECTOR VISITS TO EARLY LEARNING CENTRES

In the last 12 months, WorkSafe inspectors visited 470 early childhood services.

The inspector visits focused on the most common hazardous tasks in the children's services sector, these include:

- lifting children in/out of cots and high chairs or on/off tables
- working at low levels
- moving equipment
- storing supplies and equipment
- using office areas
- maintaining indoor and outdoor areas.

Inspector visits found that many early childhood services do not have safe systems of work in place to control these six hazards. A total 75% of inspector visits resulted in an improvement notice being issued.

Inspector visits

An inspector's primary role is to identify unsafe workplace activity and enforce compliance with health and safety laws. Inspectors have the power to enter a workplace during working hours, or when they reasonably believe there is an immediate health and safety risk to anyone.

When visiting a centre, the inspector will meet with staff and any health and safety representatives (HSRs), ask questions about health and safety systems, walk through the centre to see how things are done and identify anything that may pose a risk or cause potential injury. They may also take photos and measurements.

The inspector will often provide information, practical advice and discuss options for how things could be done differently to reduce the risk of injury. They will also write an entry report at the end of their visit to summarise these key points.

An improvement notice may be issued if there is something that needs to be fixed. The improvement notice will outline:

- the safety contravention/s that have been identified
- how long an employer has to fix the contravention/s.

The improvement notice may also include information about what must be done to comply with the law. Employers can contact the inspector after the visit to ask for more information, clarification or for advice.

Understanding your employer health and safety obligations

Employers must provide a working environment that is safe and without risks to health so far as is reasonably practicable, for example, by providing and maintaining safe systems of work for employees. Employers also have specific

“ Health and safety in the workplace matters to everyone. WorkSafe encourages all employers, HSRs, workers and their families to regularly talk about it and then act to improve safety in their workplace. ”

duties to eliminate and reduce risks to health and safety, so far as is reasonably practicable. Employer duties cannot be delegated to employees.

The *Occupational Health and Safety Act 2004* provides for the election of HSRs to represent employees. Employees must have an opportunity to determine who is going to represent their health and safety interests in the workplace.

Employers have consultation duties in certain circumstances, for example, when identifying or assessing hazards/risks to health or safety at a workplace. Consultation should involve both employees and any of their HSRs.

Research shows that when employees have input into health and safety, workplaces have better health and safety outcomes. This means fewer workplace incidents and injuries.

Tips for consulting with your employees

- Consultation should be a two-way exchange between employers and employees that involves sharing information about health and safety.
- Provide employees with an opportunity to express their views and take those views into account during decision making processes.
- Set up a health and safety committee or hold regular meetings to discuss health and safety issues.
- Involve HSRs in all consultation.

Further information

WorkSafe provides guidance relevant to children's services; this includes the Children's services occupational health and safety compliance kit and the Children's services injury hotspot. WorkSafe provides extensive guidance on consultation in the workplace. See the WorkSafe website at worksafe.vic.gov.au and worksafe.vic.gov.au/hotspots for further information.

WorkSafe also offers the WorkSafe Victoria Advisory Service on telephone: 1800 136 089. The service can answer general occupational health and safety enquiries and provide general advice.

Health and safety in the workplace matters to everyone. WorkSafe encourages all employers, HSRs, workers and their families to regularly talk about it and then act to improve safety in their workplace.

Note: This newsletter article has been prepared using the best information available to WorkSafe, and should be used for general use only. Any information about legislative obligations or responsibilities included in this material is only applicable to the circumstances described in the material. You should always check the legislation referred to in this material and make your own judgement about what action you may need to take to ensure you have complied with the law. Accordingly, WorkSafe cannot be held responsible and extends no warranties as to the suitability of the information for your specific circumstances; or actions taken by third parties as a result of information contained in the guidance material.



ELAA SERVICES ADVERTISING

ELAA training: Safety – not just child's play

ELAA provides a one day course specifically designed for those responsible for the management of OHS in early childhood services. The seminar provides practical information and guidance on how to manage risks by addressing the most common hazards faced by the sector as well as strategies to prevent injuries from occurring in the workplace. For training dates and venues go to www.elaa.org.au/pld then search each month on the calendar for Safety – not just child's play session dates and then click calendar link for session info and booking.

ELAA specialist OHS consultancy

ELAA provides an OHS consultancy service for early childhood providers. We conduct OHS inspections and provide advice regarding OHS management systems. We can also develop OHS training for your service's specific needs. For information or a quote for an OHS consultancy contact ELAA on **03 9489 3500** or elaa@elaa.org.au



OUTSIDE THE GATE: ROAD SAFETY EDUCATION EMBEDDED IN THE CURRICULUM

ARTICLE BY LOUISE DORRAT – EARLY CHILDHOOD CONSULTANT AND FACILITATOR FOR ELAA'S STARTING OUT SAFELY ROAD SAFETY EDUCATION PROGRAM.

Do you take the children outside your early childhood service's front gate? If not, why not? Is one of the reasons listed below?

- parents would worry
- the director/owner will not allow us to
- too much risk
- not enough adults
- we have children who are runners
- we have children with additional needs
- our centre is on a main road
- our centre is on a dirt road with no footpath
- there is too much paperwork
- we are busy enough with a full curriculum
- just too hard with everything else we have to do.

If you think it is important, you will overcome the barriers.

Why is it a priority to take children outside the gate?

- equips children to become active participants in their communities
- connects children to the local community surrounding the service
- broadens their understanding of the world in which they live (EYLF 2009, p. 26).
- encourages children to explore, discover and be inquisitive
- allows children to be involved in making the decisions of where to go and how to get there
- and above all, reduces the risk of serious injury and death among young children by assisting them to develop skills, knowledge and behaviour to become safe road users (ELAA 2012)

When I was initially approached to deliver Starting Out Safely professional development sessions, I thought "Oh no, not another thing these educators have to include in their very full curriculum".

I also thought; "No way am I delivering boring Road Safety sessions". How

wrong was I? This is not an extra burden on educators, road safety should be embedded in the everyday program. And the sessions are far from boring. Feedback is always positive, highlighting that the sessions are practical and informative.

During the pre-training for delivering these sessions I learnt that road trauma is one of the leading causes of death among young Australians (AIHW, 2012). Most children are driven everywhere and have very little experience of riding bikes on public paths and walking around neighbourhoods.

ELAA engaged Catharine Hydon to assist in the development of the 'Starting out Safely' professional development session. ELAA together with the other facilitators, Catharine Hydon, Nicole Pilsworth, Gilda Howard, Karen Glancy and myself have continued to update the presentation. The professional development sessions link to the EYLF, the law, the regulations and the NQS (2018). ELAA have even written policies and procedures for services to plan and implement excursions and regular outings.

This is my sixth year delivering these sessions and my favourite part is reading the educators' faces at the beginning of the sessions: "Is this yet another thing we are required to do? How long will this go for?" Yet at the end of the session, there is usually a buzz in the room and educators are chomping at the bit to implement the practices discussed.

This is my sixth year delivering these sessions and my favourite part is reading the educators' faces at the beginning of the sessions: "Is this yet another thing we are required to do? How long will this go for?" Yet at the end of the session, there is usually a buzz in the room and educators are chomping at the bit to implement the practices discussed.

Regular outings: spontaneous and flexible

Regular or routine outings are the most beneficial for children. These outings can range from 15 minutes to 2 hours and only need one risk assessment and permission form for the 12 month period if there has been no change in circumstances. The more regular the excursions, the easier it is for educators and the more confident the children become.

During Starting Out Safely Professional Development sessions, educators have provided some fabulous examples of their regular outings. These include:

- walking around the block to observe the building works
- walking to the post office to buy stamps, collect or post mail
- walking to the nursery to buy plants or fertiliser
- going to the supermarket to purchase supplies for an experience
- visiting a local school to engage in school events
- visiting the local public library
- catching a tram
- watch the birds in the park
- weekly visits to the elderly citizens centre
- In FDC programs, dropping off and collecting children from kinder and school.

One educator noted that they took the children down an alley and this provoked many discussions about graffiti on the fence. Is this allowed? I wonder if they had permission. Is it street art? Do you like it? The children also noticed a lot of rubbish on the ground and the children decided

everyone should pick it up. This prompted a discussion about some rubbish being unsafe, unhygienic and the need for gloves. This discussion about rubbish and littering our streets continued back at the centre.

The National Quality Standard (2018) and getting outside the gate.

Children are engaged in excursions that utilise community environments and support child-directed exploration and discovery (3.2 Exceeding theme 3).

Road safety education and any active transport initiatives are incorporated into the program (6.2.1).

Educators incorporate educational excursions or incursions to develop children's understanding of their local community (6.2.3).

Community engagement is developing respectful and responsive connections with the immediate or wider community to build connections and relationships (6.2.3).

The NQS (2018, p.266) asks us ...

What is happening in our local community that is relevant to our work with children and families? How can we best be involved? How are we assisting children and their families to develop a sense of belonging to their local community? How are we supporting children to see themselves as active contributors to their community?

The child and your service do not exist in isolation; they are part of a much wider community. Surely, you have a responsibility to teach children about road safety education and to strengthen children's interest and skills in being active contributors to their community. Book a Starting Out Safely session to make it happen.



References

- Australian Children's Education and Care Quality Authority (ACECQA) (2018) Guide to the National Quality Framework.
- Australian Institute of Health and Welfare (AIHW) (2012) A picture of Australia's children Canberra Australia
- Department of Education, Employment, and Workplace Relations (DEEWR) (2009). The Early Years Learning Framework for Australia. Canberra, ACT; DEEWR.
- Early Learning Association Australia (ELAA) (2012) Road Safety and Safe Transport policy.

To contact ELAA's Road Safety Education team:
Tel: 03 9489 3500
e: rse@elaa.org.au



CHILD SAFETY AND WELLBEING FOCUS STRENGTHENS THE PROVISIONAL TO (FULL) REGISTRATION PROCESS

Article courtesy of the Victorian Institute of Teaching

Teachers who are employed or engaged as an early childhood teacher (ECT) in an education and care service, a Victorian children's service or an early learning centre in a school must be registered with the Victorian Institute of Teaching (VIT).

VIT registration means a teacher is qualified to teach, having demonstrated their suitability to teach and their skills and knowledge of the Australian Professional Standards for Teachers (APST).

Teachers and ECTs who are new to the profession are provisionally registered for an initial two-year period, during which they develop their practice before making an application for (full) registration.

Child safe standards and reportable conduct scheme

The introduction of Child Safe Standards and the Reportable Conduct Scheme has changed the expectations of teachers in ensuring the safety and welfare of the children they teach.

For this reason the process for provisionally registered teachers to achieve full registration has been reviewed, which now supports a strengthened focus on standards relating to child safety.

Director of Standards and Strategy, Fran Cosgrove, says VIT has a new mandate to prioritise child safety and wellbeing in its operations.

"The processes that support our responsibility to implement curriculum and legislative requirements relating to the wellbeing and safety of learners have been expanded," she said.

"Being able to respond effectively to children whose safety and wellbeing may be at risk is an essential part of professional teaching practice.

"This requires teachers to understand the implications of, and comply with, relevant legislative, administrative and organisational policies and processes."

Changes to the registration process

In support of an application for (full) registration, provisionally registered teachers and ECTs are now required to provide evidence of competence against Standards 4.4, 4.5, 7.1 and 7.2 by providing their workplace recommendation panel with:

1. a brief report describing an understanding of the legislative, administrative, organisational and professional requirements, policies and processes relating to child safety and welfare;

2. evidence of a professional conversation based on the above report; and
3. a brief report reflecting on professional discussion(s) around how to establish appropriate relationships and maintain professional boundaries with learners, such as

- specific examples of professional interactions with learners
- observations of colleagues' professional interactions with learners
- what has been learnt from colleagues about establishing and maintaining appropriate professional boundaries with learners.

Moving from provisional to (full) registration

Ms Cosgrove said a number of early childhood teachers were already part way through or near completion of gathering evidence for the provisional to (full) registration process, and an allowance has been applied for this.

"These changes will take effect for evidence presented by provisionally registered ECTs to workplace panels after 30 June 2018," she said.

Provisionally registered ECTs who have

been recognised with previous teaching experience must apply for (full) registration by 30 September 2018, if they wish to use that previous experience in their application.

From 1 October 2018, the process to apply for (full) registration utilising previous teaching experience will no longer be available.

All provisionally registered ECTs will be required to demonstrate their teaching proficiency by completing an inquiry into their practice and documenting evidence of their practice against the Proficient Teacher descriptors of the APST.

Provisionally Registered Teacher seminars

To support provisionally registered early childhood teachers moving to (full) registration, VIT delivers seminars that assist with understanding registration process requirements.

In addition, VIT conducts an Effective Mentoring Program to professionally develop mentors to support teachers undertaking the provisional to (full) registration process, and to sit on the workplace recommendation panel.

VIT encourages experienced early childhood teachers to enrol in the Effective Mentoring Program, both to develop themselves professionally and to support new graduates to the profession.

Supporting Provisionally Registered Teachers Guide

VIT resources, including the Supporting Provisionally Registered Teachers Guide, have been reviewed and updated to assist provisionally registered ECTs complete the (full) registration process.

Section 2C "Maintaining Child Safety and Welfare" and Section 4B "Maintaining Professional Relationships" have been added to the evidence of professional practice template in the Guide.

Of particular relevance to ECTs are aspects of the Early Childhood National Quality Standard - QA2 Children's Health and Safety, which stipulates that each child is protected through:

VIT encourages experienced early childhood teachers to enrol in the Effective Mentoring Program, both to develop themselves professionally and to support new graduates to the profession.



- children are adequately supervised at all times
- every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
- plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented

- educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

By applying these aspects of the QA2 Children's Health and Safety Standard to collated evidence using the updated templates in the Supporting Provisionally Registered Teachers Guide, ECTs will be able to fulfil the new requirements relating to competence around child safety and wellbeing.

For further information about the provisional to (full) registration process, Provisionally Registered Teacher seminars or the Effective Mentoring Program, visit www.vit.vic.edu.au



TALKING ABOUT AUTISM: TIPS AND STRATEGIES FOR EDUCATORS

Article contributed by Irabina Autism Services

As an early childhood educator, you may be the person best placed to notice if a child is facing challenges in their daily routine. As part of the duty of care for someone who spends significant time with a child, it's critical you speak up if you have any cause for concern. When working with young children, it is important that you understand what typical development is and what is expected at each age. It may also be helpful to learn some of the common signs of autism.

Autism Spectrum Disorder (ASD) is a developmental condition characterised by impairments in social communication and interaction, restricted interests and repetitive behaviours. Children with autism may experience sensory differences and difficulties. They may require varying levels of support depending on their individual development challenges.

Red flags for autism

The child may:

- be unable to read the social cues of others (e.g. facial expressions, gestures)
- have a limited range of interests
- repeat behaviours such as flapping hands or spinning
- not speak, have limited or disordered speech, or repeat words or phrases (echolalia)
- avoid interacting with peers and adults or play alone much of the time
- be resistant to change in everyday routines
- have significant cognitive impairment
- have extreme sensitivity (too little or too much) to pain, sounds, light, touch, taste or texture of foods, smells.

If a child in your care shows any of the common signs of autism, or delays in development, it's important that you

speak up. Even though speaking to a parent about such a challenging topic can be difficult, remember that you are acting in the best interest of the child and you are their advocate. When speaking with parents or carers, highlight any concerns in development that you have noted and recommend that further testing would assist in understanding why the child may be displaying behaviours or delays.

Even if the child's family responds less than positively, it's essential to communicate your concerns. As a professional, you can provide the first step for a family to help their child get the best care and intervention at the earliest stages. Early intervention is key as the brain shows more plasticity in the early years of life and this is the ideal time to promote changes towards typical development.

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“ Early intervention is critical as it can change the path of a child's future for the better and ensure they receive the services and support they need.

Speaking with parents and carers: an action plan

- Speak to your team about your concerns about the child.
- Ask the centre manager or director to speak to the child's family about the concerns or delay in development that warrant further testing to explore the cause for delays and/or behaviours.
- Be prepared – provide referrals to paediatricians, psychologists or organisations who specialise in working with children with autism, such as Irabina Autism Services.
- Empower the child's family to seek guidance from a general practitioner (GP) for a referral to a paediatrician or psychologist for assessment.
- Encourage the child's family to access services as soon as they can.
- Remember, early intervention is key!

Early intervention is critical as it can change the path of a child's future for the better and ensure they receive the services and support they need. Irabina Autism Services is a not-for-profit organisation dedicated to helping families adapt to the challenges of living with autism. Irabina's specialist team includes speech therapists, occupational therapists, psychologists, applied behaviour analysis therapists, social workers and special education teachers who work with families to develop programs and services tailored to their specific needs.

To find out more about Irabina's programs and services, please visit www.irabina.com or call (03) 9720 1118.

Please note this advice is general in nature and is not a substitute for case-specific advice. If you require guidance regarding content in this article please contact Irabina Autism Services.

CASE STUDY: THE BENEFITS OF EARLY INTERVENTION

Gemma* was a toddler who was evaluated by Irabina Autism Services. Initially, Gemma showed many of the typical signs of autism. She was very challenging to engage with and said very little throughout her therapy sessions. Gemma moved quickly between activities and toys and was not confident on playground equipment without adult support. She maintained minimal eye contact except on occasions when she wanted an item from the therapist. Gemma's engagement focused on objects and not people – if an object was held next to the therapist's face, Gemma continued to look at the object.

Gemma received early intervention with speech therapy and occupational therapy. As a direct result of therapy, Gemma now shows typical behaviours at the age of seven. She has age-appropriate skills for fine motor and gross motor development and is showing some skills above her age. With speech, she continues to work on social skills and one articulation deficit. Overall, she is functionally independent in her school setting with no challenges. Early intervention for Gemma changed her path from showing stereotypical behaviours associated with autism to showing age appropriate behaviours and skills.

*Name changed to protect privacy



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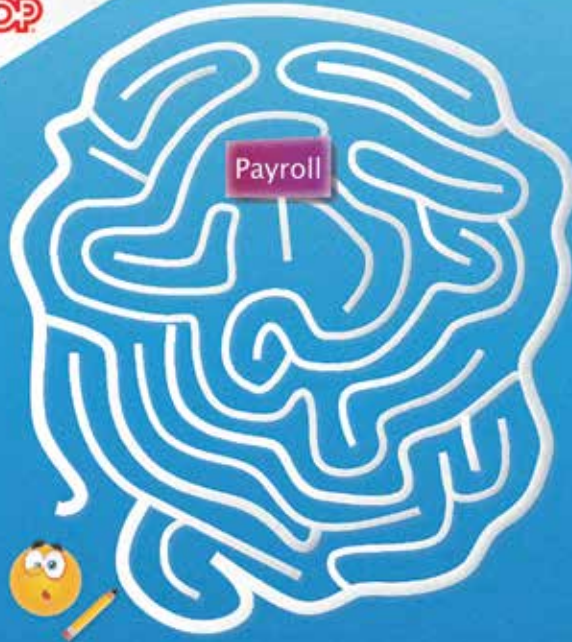
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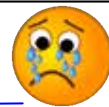
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To find out if it's safe for your child to be in an adult seatbelt take the 'Five-Step Test' by visiting www.carseatssavelives.com.au where you can also watch ELAA's new video 'Child Restraints and Booster Seats – What You Need to Know' and access more essential information on keeping your child safe in your car.