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South Eastern Victoria Region Governance Information Presentation

Monday 28 March 2022
7.00pm-8.30pm

Acknowledgement of Country



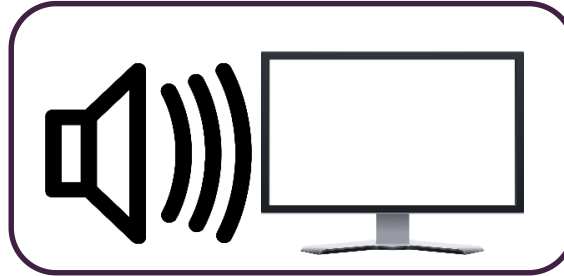
*Heart image is from Indigemoji, Australia's first set of Indigenous emojis made on Arrente land in Mparntwe (Alice Springs)
Sourced from Indigemoji page on LinkedIn/June 2021/Sharon Rogers user*

Administration

TIME AVAILABLE



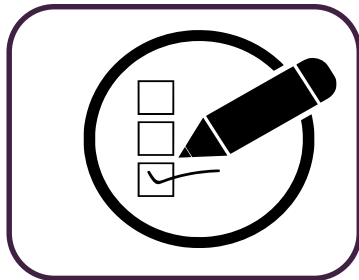
PARTICIPANT AUDIO & VIDEO



CHAT FACILITY



POLLS DURING PRESENTATION



TECHNOLOGICAL DISRUPTION



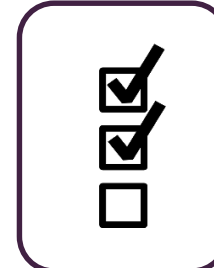
COMFORT BREAKS



PRE-READING



EVALUATION



Session overview:

- Who is ELAA?
- Good governance practices
- VECTEA 2020 Update : Capability Assessment
- Employee Management and Support
- Kindergarten expansion information including funding, resource and workforce updates

Who is ELAA?

- **A not for profit, incorporated association governed by a board**
- **A membership organisation**
 - Training, representation, support and advisory service to early childhood committees of management, early years managers & local government
 - Peak body (advocacy) championing for excellence in early learning for children across Australia and supports parents and service providers
 - OHS, Road Safety Education, 3YO Kindergarten Expansion Projects
 - “Learning Brought to Life” Professional Learning and Development program for all audiences
 - Participation in early childhood events and forums



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Good Governance Practices

Quality Area 7 of the NQS...

Governance and Leadership		
Standard 7.1	Governance	Governance supports the operation of a quality service.
Element 7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
Element 7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Element 7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.
Standard 7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
Element 7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
Element 7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Element 7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

An incorporated association

- A legal entity who's affairs are managed by a committee of management
- The committee of management have obligations to comply with the relevant Act, Regulations on their constitution
- The committee of management is able to enter into contracts, receive funding and be approved to operate and manage an early childhood service

Key Responsibilities include:

- Compliance with the Associations Incorporation Act and Regulations
- Not continue to operate when insolvent or knowingly trade into insolvency
 - Not use position for personal or financial gain

The Constitution



Provides the legal framework (rules for the operation of the association)

Contract between the association and it's members

Ensure each committee member has a copy

Have a reference copy at every meeting

ABIDE BY IT

Financial management

- Fiduciary Duty
- Informed financial decision making
- Transparency and protection
 - Clear, up-to-date financial reports at every committee meeting
 - A culture of questioning
 - Clear delegation of authority for expenditure
 - Authorisation of payments
- Funding received
- Budgets
- Reports
- Viability
- Sustainability



Remember..... The entire committee is responsible.

Roles & Responsibilities

President	Vice President
<ul style="list-style-type: none"> • Leader • Coordinator • Motivator • Facilitator • Delegator 	<ul style="list-style-type: none"> • Supports president • Stands in
Secretary	Treasurer
<ul style="list-style-type: none"> • Meeting documentation • Agenda • Minutes • Manages correspondence • Record keeping • Consumer Affairs/ACNC Contact 	<ul style="list-style-type: none"> • Income and expenditure • Accounts • Budget • Financial reports • Annual Audit

General Members

May include portfolios such as:

OHS Officer / Fees Officer / Enrolment Officer / Policy Officer / Maintenance Officer / Fundraising Officer

Sub-committees

Standing - Finance Sub-Committee
- HR / Staffing Sub-Committee

Ad-Hoc - Recruitment Sub-Committee
- Project Sub-committee

Staff

Responsible persons:

- Nominated Supervisor
- Person in day-to-day charge

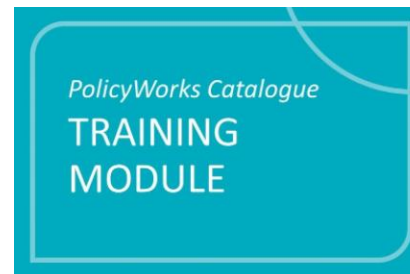
Educational Leader

- Teachers
- Educators
- Administrator

Policies, Processes and Procedures

- Policies must be seen to be important from top management down to the most inexperienced member of staff.
- Regulation 168 and 169 of the National Regulations
- In addition to the set policies, services should also consider additional policies that reflect evidence-based practice or a continuous improvement cycle.
- Committees of Management also need to ensure they have their own internal processes within the committee and other organisation processes that may not need a policy

Eg. Meeting procedures, reporting procedures, dealing with conflict and complaints, cash handling processes, handover checklist etc.



Continuous improvement

- Quality Improvement Plan (QIP)
- Policy review is one way a service shows they are engaging in continuous improvement
- Reviewing your service's philosophy
- Engaging in professional development
- Having the QIP as an agenda item for Committee Meetings



In summary, Good Governance is...

- ✓ **Understanding your responsibilities as an incorporated association**
- ✓ **Ensuring you abide and act within the service's Rules or Constitution**
- ✓ **Regularly monitor the financial status of the organisation**
- ✓ **Have clear roles and responsibilities across the Committee and the early childhood service**
 - ✓ **Document processes and procedures**
 - ✓ **Continuous improvement**
 - ✓ **Ask for help**



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VECTEA 2020 – Capability Assessment

The Victorian Early Childhood Teachers and Educators Agreement 2020 (VECTEA)

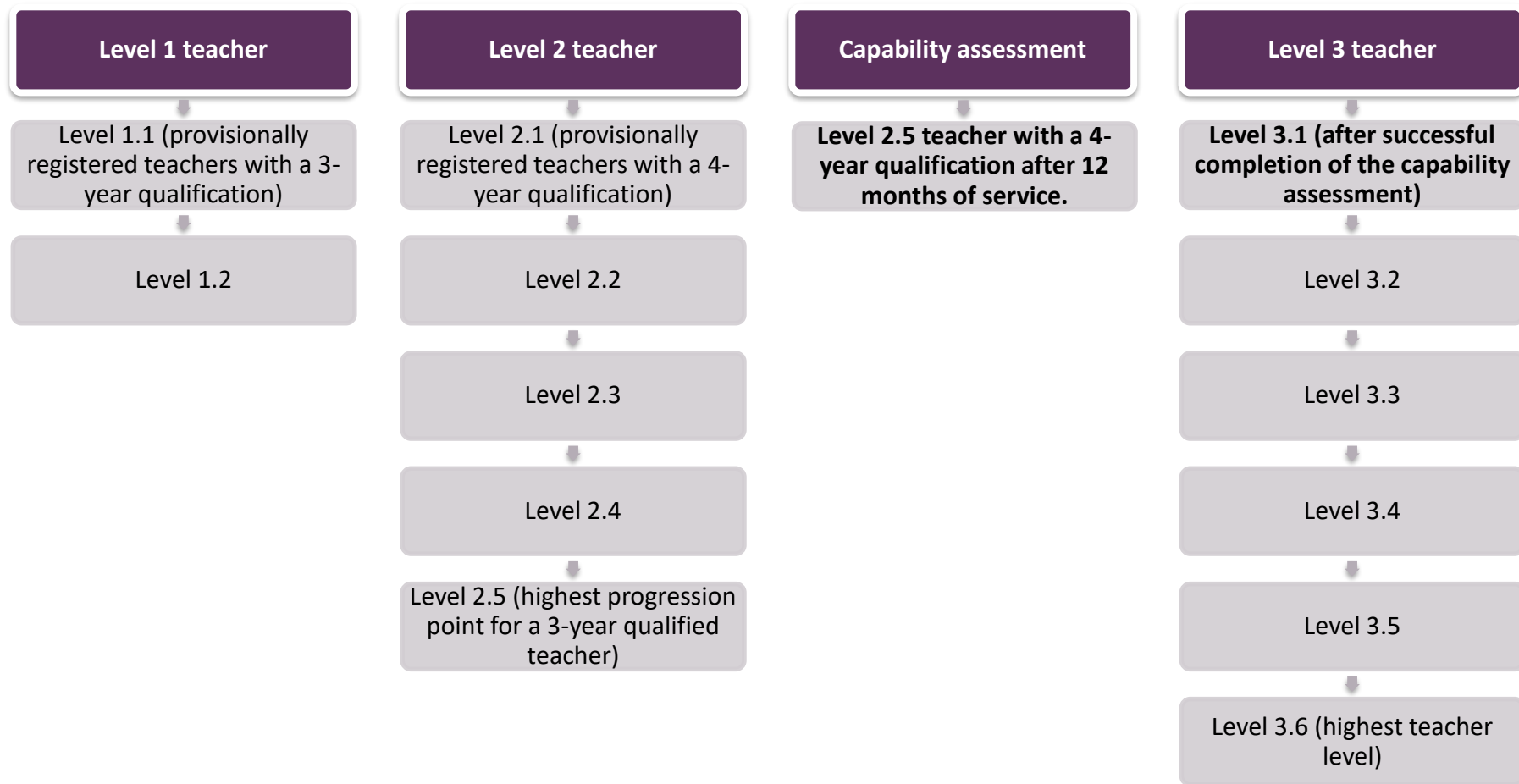
- The VECTEA 2020 is an enterprise agreement (EBA) that covers the employment of **teachers and educators** in Victorian kindergartens.
- The VECTEA is negotiated every four years between:
 - Early Learning Association Australia (ELAA)
 - The Australian Education Union (AEU)
 - The United Workers Union (UWU).
- In July 2021 – the **VECTEA 2020** was approved by the Fair Work Commission with 383 signatories.
- The VECTEA 2020 replaced the VECTEA 2016.

VECTEA 2020 Capability Assessment

- Applicable under the VECTEA 2020 and EEEA 2020 from **1 February 2022**.
- An **internal assessment process** conducted by the teachers' employer. It is not externally assessed by ELAA or DET.
- Successful completion provides progression from the Level 2.5 increment to the Level 3.1 increment on the teacher salary scale.
- Must be offered to all eligible Level 2.5 teachers with more than 12 months service at their anniversary date.
- Does not require a 'notice of intention' for validation by the teacher.



The VECTEA 2020 teacher salary scale



What are teacher capabilities?

- Capabilities have been developed to articulate the expected practices required from a teacher to progress to Level 3.
- The capabilities define what an experienced teacher performing at an exemplary level is able to do combined with their professional disposition.
- Understanding what it means to practice at an exemplary level is the subject of ongoing research and policy development.



Your Committee's role as an VECTEA employer

- As the employer, your Committee is responsible for overseeing the completion of the Capability Assessment.
- The Capability Assessment forms part of your Committee's responsibilities.
- Options for undertaking the process is by appointing a Capability Assessment Sub-Committee who reports to your Committee.
- This Sub-Committee must be formed each year as this is an ongoing process.
- **Individuals who can be on the Capability Sub-Committee include:**
 - Educational Leader/ Nominated Supervisor/ Centre Director
 - Committee members
 - Parents with specialist knowledge or expertise with this process.

Creating a Capability Assessment Sub-Committee

- The Capability Assessment Committee (Sub-Committee) will consist of 3-4 members.
- Members can be appointed for an extended period (a standing Sub Committee) or as a once-off process each year.
- If possible, members on the sub-committee should not have a direct relationship with the teacher being assessed (i.e parents of children in the program)



Your Committee will:

- ✓ Determine the Terms Of Reference of your Capability Assessment Sub-Committee.
- ✓ Appoint members to the Sub-Committee according to the service's constitution. This can include staff, experts from the community and other members of the association that have not been elected onto the committee.

Preparing your Capability Assessment Sub-Committee

- Members should have a copy of the Guide and have time to familiarise themselves with the process and expectations.
- The Capability Assessment is part of your Committee responsibilities as the employer.
- Can be used as an example of quality practices reflective of elements of the National Quality Framework (NQF).

Quality Area 7 – Governance and Leadership.

7.1 Governance -Governance supports the operation of a quality service.

- 7.1.2 Management systems
- 7.1.3 Roles and responsibilities

7.2 Leadership

- 7.2.1 Continuous improvement
- 7.2.3 Development of professionals (ACECQA, 2020)

Quality Area 4 – Staffing arrangements

4.2 Professionalism Management, educators and staff are collaborative, respectful and ethical.

- 4.2.1 Professional collaboration
- 4.2.2 Professional standards

Department of Education and Training

Capability Assessment Guide

- The Capability Assessment Guide is a best-practice framework for the sector.
- Developed by DET and Catharine Hydon (Early Childhood Consultant, Hydon Consulting) with extensive consultation from:
 - Early Learning Association Australia
 - Australian Education Union
 - Municipal Association of Victoria
- The Guide aims to support teachers and Approved Providers under the 2020 Early Childhood Enterprise Agreements.
- The VECTEA does not prescribe a specific process; the Guide provides a five-step procedure for employers.



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ELAA

The Capability Assessment process

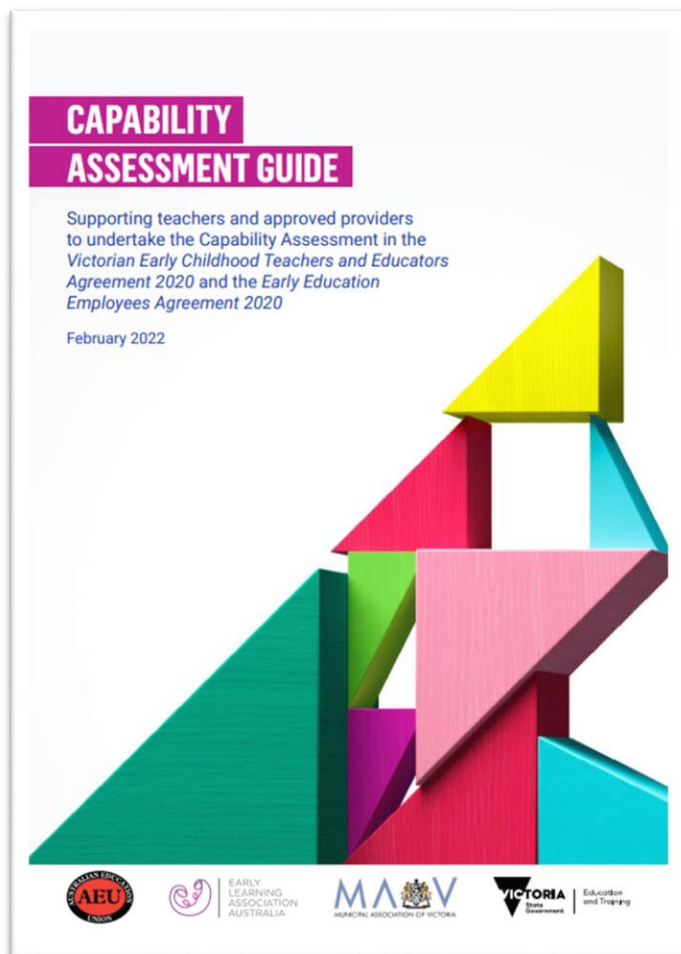
Description	Responsibility	Timeline	Tools
Step 1 - Instigation			
Instigation signals interest and willingness to complete the Capability Assessment process. It is also an opportunity to clarify the expectations and responsibilities of the process.	Teacher and/or Approved Provider	Week 1	TOOL-01 TOOL-07 TOOL-08
Step 2 - Commencement			
The Commencement step formalises the start of the process and gives Teachers and Approved Providers the information they need to prepare for the Capability Assessment Discussion (Step 4).	Teacher and Approved Provider	Week 2	The Guide TOOL-02 TOOL-03 TOOL-09
Step 3 - Preparation			
The Preparation step allows Teachers and Approved Providers time and resources to ensure they understand the expectation of the process outlined in this Guide and are ready to engage in the Capability Assessment Discussion (Step 4).	Teacher and Approved Provider	Weeks 3 - 7	The Guide TOOL-02 TOOL-03 TOOL-04
Step 4 - Capability Assessment Discussion			
The Discussion step facilitates the assessment of a Teachers practice concerning the Capabilities outlined in the Agreements. In a collaborative discussion with the Teacher, the Approved Provider seeks to gather information about how the capabilities are practiced.	Approved Provider	Week 7	TOOL-05 TOOL-06
Step 5 - Decision			
The Decision step requires the Approved Provider to decide, following the Discussion (Step 4), whether the Teacher has provided sufficient evidence and practice examples to meet the Capabilities.	Approved Provider	Week 8	TOOL-10 TOOL-11 TOOL-12



DET Capability Assessment Guide supporting tools/templates

Step	Tools
Step 1 Instigation	<ol style="list-style-type: none"> 1. Email from Teacher to the Approved Provider (TOOL-07) 2. Email from the Approved Provider to the Teacher (TOOL-08) 3. Confirmation email to signal the start, and outline, of the process (TOOL-09) 4. The “Capability Assessment - Committee Establishment” (TOOL-01)
Step 2 Commencement	<ol style="list-style-type: none"> 1. The Guide (this document) 2. “Capability Assessment - Examples of PRACTICE and EVIDENCE” (TOOL-03) 3. “Capability Assessment - Questions for the Committee” (TOOL-02)
Step 3 Preparation	<ol style="list-style-type: none"> 1. The Guide (this document) 2. “Capability Assessment - Questions for the Committee” (TOOL-02) 3. “Capability Assessment - Examples of PRACTICE and EVIDENCE” (TOOL-03) 4. “Capability Assessment – Teacher REFLECTION” (TOOL-04)
Step 4 Discussion	<ol style="list-style-type: none"> 1. The “Capability Assessment Discussion AGENDA” (TOOL-05) 2. The “Capability Assessment Discussion RECORD” (TOOL-06)
Step 5 Decision	<ol style="list-style-type: none"> 1. Email from the Approved Provider to the Teacher (TOOL-10 or TOOL-11, and TOOL-12)

What does the Guide contain?



How to use the DET Resources for your Committee:

- Setting up a Capability Assessment Sub-Committee
- Understanding the Teacher capabilities, including the *Australian Professional Standards for Teachers* (APST).
- A glossary of terms.
- The five Capability Assessment steps.

Templates and resources specifically for Committees including:

- **Sub-Committee Establishment Framework (TOOL 1)**
- **Questions for the Committee (TOOL 2)**
- **Evidence of practice and evidence (TOOL 3)**

Supporting Tools and Templates

The Capability Assessment Guide contains 13 supporting tools.



Tool 1:	Sub-Committee establishment framework.
Tool 2:	Questions for the Committee
Tool 3:	Examples of Practice and Evidence
Tool 4:	Teacher Reflection Framework
Tool 5:	Discussion Agenda
Tool 6:	Discussion Record
Tool 7:	Email template: Instigation by teacher
Tool 8:	Email template: Instigation by Approved Provider
Tool 9:	Invitation to attend assessment interview (discussion)
Tool 10:	Email template: Confirmation of successful completion
Tool 11:	Email template: Adverse finding (unsuccessful)
Tool 12:	Letter template: Confirmation of successful completion.
Tool 13:	Letter template: Adverse finding (unsuccessful)

Where to download your DET Capability Assessment Guide

Available now for download from the ELAA website.

The screenshot shows the ELAA website interface. At the top, the ELAA logo is on the left, and navigation links for CHILD ROAD SAFETY, EARLY CHILDHOOD EDUCATION FOUNDATION, and LEARNING BROUGHT TO LIFE are in the center. A search icon and a shopping cart icon with a '0' are on the right. Below the header is a main navigation bar with links: About Us, Resources (highlighted with a yellow box and labeled '1'), Training, Advocacy, Membership, Parents, My Membership, Job Board, and News, Media & Advertising. On the left side, there is a vertical menu with links: Resources, Training, Adv, COVID-19 FAQs & resources, VECTEA 2020 and Mirror Agreements, Support Services (with a right arrow), ELAA consultancy services, Shop Resources, Free Resources (highlighted with a yellow box and labeled '2'), Helpful Links to Research, and Victorian 3-Year-Old Kindergarten Rollout. The main content area is titled 'Free Resources' (labeled '3') and contains six resource cards. Each card has a title, a brief description, and a 'Read More | Download' button. The resources are: BudgetWorks v4 Manual, ModelWorks v4 Manual, Employee Management and Development Resource, Governance Support Manual, Managing performance-related concerns, and Helpful resources for policy development.

1

2

3

Resources

Training

Adv

COVID-19 FAQs & resources

VECTEA 2020 and Mirror Agreements

Support Services →

ELAA consultancy services

Shop Resources

Free Resources

Helpful Links to Research

Victorian 3-Year-Old Kindergarten Rollout

BudgetWorks v4 Manual

ModelWorks v4 Manual

Employee Management and Development Resource

Governance Support Manual

Managing performance-related concerns

Helpful resources for policy development

Read More | Download

Read More | Download

Read More | Download

Read More | Download

Read More | Download

Read More | Download

Additional Supports Available from ELAA

ELAA will be offering an 2-hour panellist consultancy Capability Assessment support program.

This will involve:

- An ELAA team member with expertise in early childhood education attending your Capability Assessment panel.
- In discussion with your Committee/management, determining an outcome for your teacher.
- Support will be on a per teacher basis.

For further information, visit website – lodge a request.

This program is not included in standard ELAA membership.





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Employee Management and Support

Managing Staff

- Recruitment
- Occupational Health and Safety
- Awards and agreements
 - ❖ Detail the wages and conditions that apply to employees
 - ❖ Form part of each employee's letter of employment and are legally binding and enforceable
- Payroll obligations
 - ❖ Must use an approved system
 - ❖ Must provide payslips which include required information
- Long service leave/personal leave
 - ❖ Provisions account
- Performance Monitoring and Development
 - ❖ Expectation of the NQS and officers may ask for evidence of staff learning and development
- Termination

New graduates

DET's 2021-22 Early Childhood Teacher Supports

- [Career supports for ECTs in their first 5 years of teaching](#)
 - Coaching
 - Communities of practice
 - Alumni Network
- [Webinars for first-year early childhood teachers](#)
- [Funding to support provisionally registered ECTs](#)
- Beginning Teacher Conference , Term 3, 2022



VIT registration

If you are employed as an ECT to

- Meet the ratios according to Regulation 130-134 and/or
- Delivery a funded kindergarten program
- You must be VIT registered.

There are 4 different registration categories under VIT however only 3 apply to early childhood

1. Full Registration
2. Provisional Registration
3. Non-practicing registration

FAQs -

<https://www.education.vic.gov.au/childhood/providers/regulation/Pages/ectfaq.aspx>

Recruiting for 3 YO service delivery in kindergartens:

- ✓ Recruitment Kit has [tips for successful recruiting](#)
- ✓ Recruitment agency support is available for priority, hard-to-staff services
- ✓ Jobs Board support at DET and ELAA: your ads can be posted at the new free-to-use [Early Childhood Jobs](#) digital jobs board
- ✓ Employment incentives to attract teachers to work in services

delivering Three-Year-Old Kindergarten include:

- [New individual incentives](#) of **\$9,000** for qualified ECTs who are moving from interstate to take up a role, or those who are currently working in a different industry who want to 'join or re-join' the sector. Ten hours of coaching support will be available to support teachers to enter or return to the profession
- [Location incentives](#) of between **\$9,000 to \$50,000** and relocation support for qualified ECTs who secure new roles at selected hard-to-staff services that deliver a funded kindergarten program

Recruitment support for Three-Year-Old Kindergarten (contd.)

- ✓ Communications campaign promotes early childhood jobs across the state and encourages qualified early childhood teachers to take up positions in early childhood education
- ✓ Workforce supports [Communication Resources](#) are also available
- ✓ Equivalent ECT recognition for school teachers is now easier due to [recent changes by ACECQA](#)
- ✓ Victorian nominated skilled visas are available for early childhood teachers currently working in Victoria under the [Workforce Skills Pathway](#)



For further advice and support on workforce issues, please contact your [Early Childhood Improvement Branch](#) or email the DET workforce inbox – early.childhood.jobs@education.vic.gov.au

Transitional arrangements and Funding by exception

AGLs and Transitional Funding

- current AGLs may meet the criteria for continuing to lead 3YO programs in 2022 and beyond (ultimately becoming degree qualified ECTs)
- Upskillers that are due to complete their qualification in 2022 may also qualify to lead 3YO programs, providing for transitional funding next year
- Services are encouraged to speak to ECIBs and complete the relevant application forms if these circumstances apply

Funding by exception:

- Occasionally services find themselves in circumstances where it may not be possible to fully comply with the Kindergarten funding guidelines
- Contact your ECIB to discuss your specific context and eligibility for applying for funding in exceptional circumstances

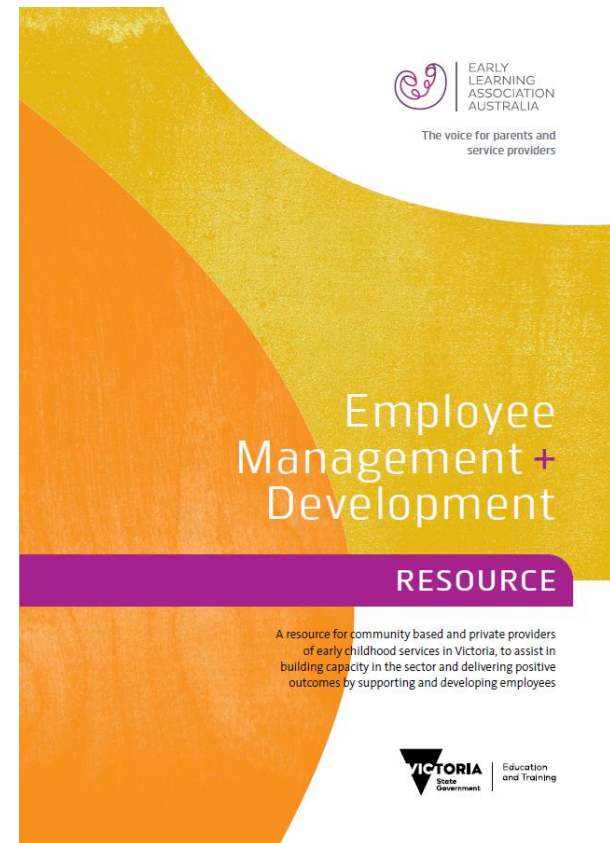
❖ [Kindergarten Funding Guide 2016](#)

❖ [DET Regional Contact details](#)

Employee management and development resource

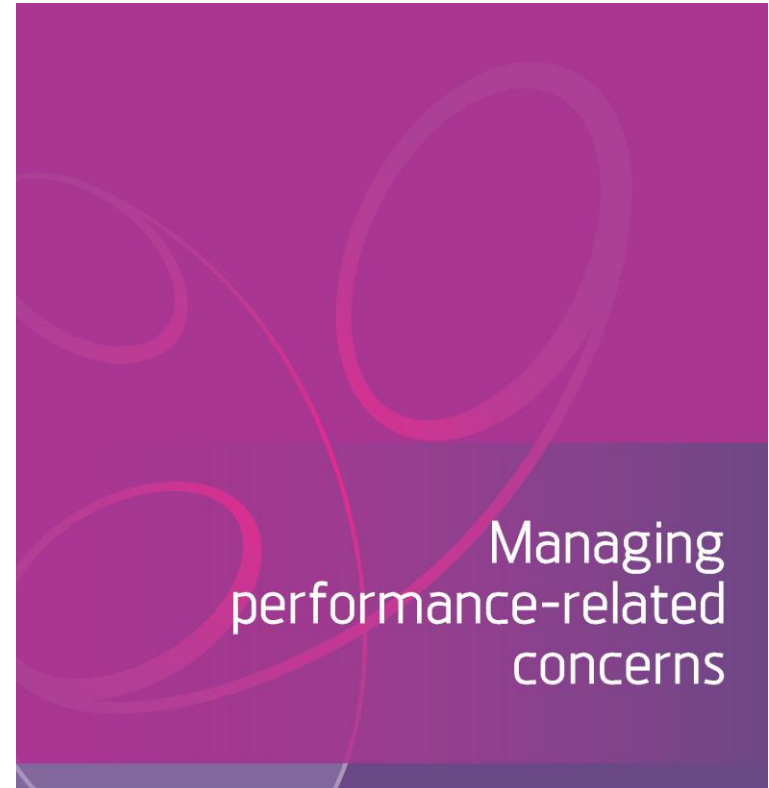
2020

- Updated in conjunction with DET
- Is suitable for anyone that has staff reporting to them (ie. COM, Educational Leader, Manager, Room leaders etc)
- Resource available on ELAA website
- Free online [self-paced learning modules](#) available on the Learning Brought to Life website.
- Live, online webinars scheduled each term (Check Learning Brought to Life website)



Managing performance-related concerns

- Funded by DET and developed by ELAA to guide employers in how to deal with unsatisfactory performance and misconduct
- The resource includes guiding information as well as tools for managing underperformance or serious misconduct
- Always act immediately when you become aware of any staff members in serious breach of regulations, centre policy or employment agreement.
- ELAA provide advisory service as well as consultancy service with IR/HR matters.





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Kindergarten Expansion



Next phase in the roll-out of Three-Year Old Kindergarten

- **Three-Year-Old Kindergarten is an ambitious reform, designed to be implemented in stages. The full ten-year roll-out is needed to complete the reform across the state.**
- **The state-wide introduction of flexible hours from 2023 is the next stage in the roll out of Three-Year-Old Kindergarten. This approach has already been introduced in early roll-out areas.**
- **Flexible hours will allow providers to determine how many hours between five and 15 per week of funded Three-Year-Old Kindergarten they offer, within set parameters.**
- The state-wide introduction of flexible hours will:
 - maximise children's access to Three-Year-Old Kindergarten programs
 - provide children with more hours of Three-Year-Old Kindergarten programs where this is possible, which will have a greater impact on children's learning and development
 - allow providers to be more responsive to the varied needs of communities across the state
 - create more certainty to support long-term infrastructure planning and service viability.



Why maximising participation is so important

- **Three-Year-Old Kindergarten is fundamentally about equity. The reform is supported by research that shows the development of children is best supported by attending two years of kindergarten.**
- **The primary goal for 2023 service delivery is to provide access to funded Three-Year-Old Kindergarten to as many children as possible.**
- **For this reason, increasing the number of hours offered in a three-year-old program should not lead to reduced numbers of children participating in two years of funded kindergarten programs.**
- **The expected scale up of hours over time is deliberately designed to support services to optimise their hours as infrastructure and workforce capacity in the system continues to grow.**



A focus on participation and continuing to work together

- The Department will work with providers to ensure that children's overall participation is prioritised over an increase in program hours, where there is a trade-off between the two.
- Providers should not increase their Three-Year-Old Kindergarten program hours beyond what was offered in 2022, if this results in the number of 2023 three- or four-year-old kindergarten enrolments offered across the service being lower than the number of enrolments in 2022.
- Many services will not be affected by this requirement.
- Where services are impacted, exceptions can be granted subject to sufficient capacity to accommodate children being available in 2023 at other local services and reliable workforce options are in place.
- If providers are interested in this, they should discuss it with their local Early Childhood Improvement Branch.

Three-Year-Old Kindergarten Flexible Funding

Will increasing the number of hours per week for my service's three-year-old program/s hours lead to fewer three-year-old or four-year-old places being offered at my service?

Yes

Option 1

Reduce the number of hours in your planned three-year-old program/s, so that the number of three and four-year-old places offered is equal to or more than the number of enrolments in 2022.

Option 2

Make modelling adjustments (e.g. rotational model, increase days of operation, different group sizes, longer day sessions) to maintain or increase enrolments in your three-year-old and four-year-old groups.

Option 3

Seek an exception from your local Early Childhood Improvement Branch.

This may be granted if there is sufficient capacity to accommodate children at other local services and your service has a reliable workforce option to deliver the planned programs.

No

Your service can proceed as planned.



Other aspects of Kindergarten Funding still apply...



Minimum age of
attendance



Priority of Access criteria



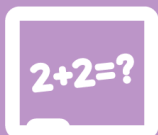
Second year of
funded
kindergarten



Kindergarten funding



Early Start Kindergarten



School Readiness Funding and EYM Funding

Increasing hours

From 2023, it will be up to service providers to determine how many hours of funded Three- Year- Old Kindergarten they deliver per week, with a minimum of five hours and a maximum of 15 hours.

When making the decision it is important to consider the

- Community needs
- Accessibility
- Workforce
- Infrastructure
- Budget



Community Needs

It is important

- to be inclusive and provide support to accommodate all children and families in your community.
- that your service understands and responds to changing needs of families.

Questions to consider

- What funded hours do our families require? Can we increase gradually?
- Does a longer day of education and care fit better with the working schedules of parents?
- Is there a need for an extended hours or occasional care program?
- Would providing a school holiday program support families?
- Logistically, do the session times suit school pick up and drop off?
- Are programs affordable?
- Will the length and days of sessions offered be attractive to new families in the area and bring in more enrolments?

Accessibility

In 2023 the priority is to give as many Victorian children access to funded three-year-old kindergarten as possible.

This will require services to find creative ways to accommodate enrolments and meet the flexible funding criteria.

This may include exploring

- offering longer sessions,
- increasing group sizes,
- operating for more days a week,
- considering rotational and mixed-age group models,
- continue to offer 5 hours or a gradual increase.

Workforce

When increasing 3YO funded hours consideration needs to be made on the current and future staffing requirements for your service.

Including but not limited to meal breaks, workload and industrial agreements.

Questions to consider

- How many full time, part-time and casual staff do you employ?
- Will the new timetable result an increase or decrease in current staffing arrangements?
- What are the conditions of the awards/ agreements that they are employed under?
- Does the employment agreement/award require staff to take a break from children? If so, how will you cover breaks making sure you adhere to Early Childhood Regulation and Funding requirements? Will the breaks be paid or unpaid?
- Does the timetable allow for collaborative work between staff members and time for planning meetings?

Infrastructure

The infrastructure of the service needs to be taken into consideration when changing the program model.

The options available will vary depending on the service being a single or multi room kindergartens.

Questions to consider

- Will the current infrastructure accommodate additional children and therefore the need for additional staff?
- Does the service need to undertake any building work to accommodate the program change?
- Does the service have the necessary space requirements?

Budget

Before any changes are implemented, a projected budget should be completed to ensure

- there is a balance between viability of the service and keeping fees affordable
- the model or timetable is accessible for families.

All planning is ultimately linked back to the budget.

Questions to consider

- How will the additional funding impact the current fees?
- How will the increase in hours impact operational costs of which salary is a large portion?
- Are we familiar with the employee award/agreement entitlements?
Such as leave entitlements, future pay increases

Collaborative approach

- Communication and teamwork are key elements in managing the change process.
- It is important to ensure staff, families and the broader community are aware of the need to review the current model options that are being considered and finally the model that has been decided on.
- By informing families and staff of the reasons for reviewing changes to the current model and the progress or status of the review, they will feel included and informed and more supportive of any changes.
- It is vital for the smooth operation of the service that all staff members remain informed and are consulted during the process of investigating potential timetables or modelling options.

Further assistance

The team at ELAA are available to provide further assistance and can be contacted at:

Member Solutions: membersolutions@elaa.org.au or
Ph: 9489 3500 (press 1 OR 2) - Monday to Friday, 10am – 3pm.

Free resources from www.elaa.org.au

- Model works
- Budget works

Drop in session

Your local [Early Childhood Branch](#)





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ELAA services & resources
Additional services
Useful links

Resources available on the ELAA website

Resources available

- ELAA Early Childhood Management Manual (ECMM)
- Policy Works Manual - NQF
- Employee Management and Development Resource
- Managing Performance-Related Concerns
- Budget Works
- Model Works

For ELAA members

- Industrial bulletins
- Wages bulletins
- Agreements and Awards
- Member Forums
- Pro-rata Annual Leave calculations
- Portable Long Service Leave calculations
- Work history calculations
- Sample constitution
- COVID19 FAQs and resources

Free Governance training (Live webinars & Self-Paced)

- Starting from the Beginning – Governance Information
- Starting From The Beginning – Employee Management
- Financial Management
- Employee Management and Development Resource
- Ending The Year On a High – Planning your successful AGM

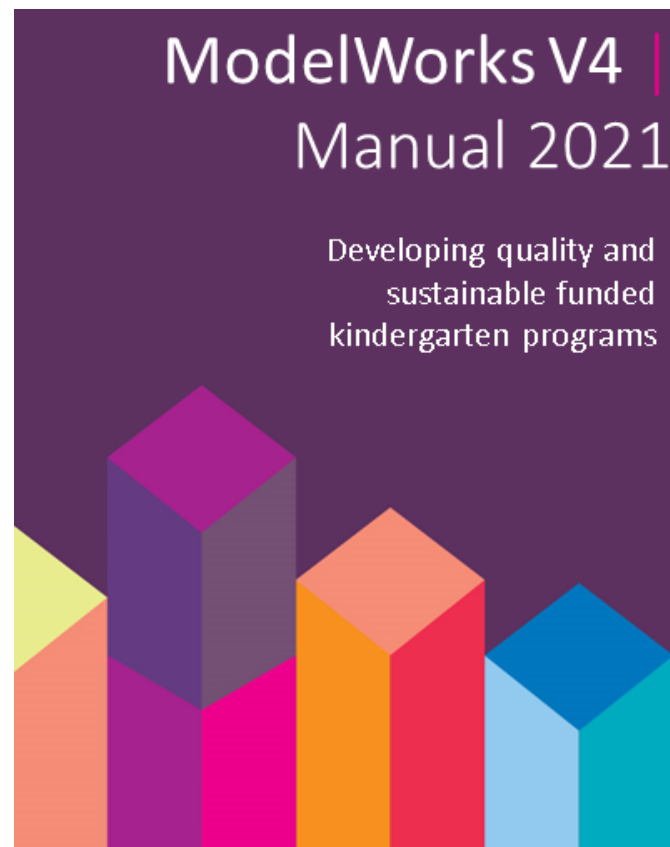
Consultancy service

HR, IR, Governance, OHS consultants to provide tailored projects and training.

ModelWorks V4 Manual

The manual includes:

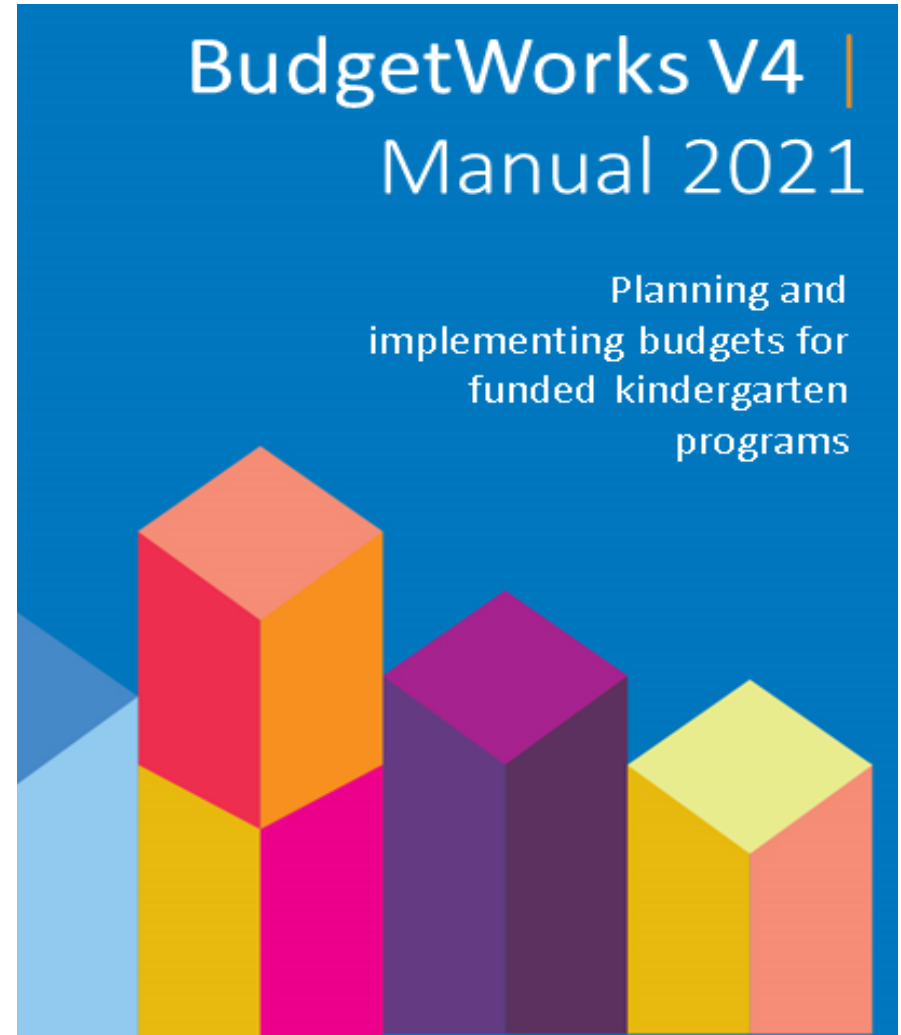
- An overview of Commonwealth legislation and Victorian specific policy and funding requirements,
- A step-by-step collaborative change management process,
- Creative timetable and program model options for consideration, and,
- Template introduction of change letters for employees.



BudgetWorks V4 Manual

The manual includes:

- an overview of legal and contractual requirements,
- planning the budget,
- implementing the budget, and,
- templates and checklists.



ELAA consultancy services

What do you do when your Early Childhood Education Service needs tailored support to deal with a critical issue? ELAA's expert consultancy partners can work with your team to find solutions to industrial relations, conflict management, Human Resources, governance, OHS, and other needs. As an ELAA member you'll get great ELAA member rates on specialised consultancies.



For more information on ELAA's consultancy service, please visit [our website](#) or contact us via training@elaa.org.au

Professional Development with ELAA:

OHS : Whose job is it?
29 March 2022



**"OHS – Whose job is it?" –
6.30pm 29 March 2022**

Our session will inform you of your obligations to provide a safe environment for all those who visit or participate in your service.

[Find out more →](#)

Leadership sessions:
6 April 2022 & 4 May 2022

**Building Leadership
Awareness**

Presented by
Sharron Kelly-Campbell

**Building Leadership
Awareness – 7pm 6 April
2022**

Before we can become a good leader, we need to ensure that we have a clear understanding of how we appear to others.

[Find out more →](#)

**Developing & Sustaining
High Performance Teams**

Presented by
Sharron Kelly-Campbell

**Developing and Sustaining
High Performing Teams –
1:30pm 4 May 2022**

What do high functioning teams look like and what does it take to get there?

[Find out more →](#)

[Self-paced online learning modules](#) can be accessed at any time and cover a range of governance related topics. All committee members should be encouraged to complete these.

Useful links

- **Consumer Affairs** www.consumer.vic.gov.au
- **Australian Charities Not-for-profit Commission** www.acnc.gov.au
- **Institute of Community Directors Australia**
www.communitydirectors.com.au
- **Justice Connect Not-for-profit Law Hub** www.nfplaw.org.au
- **Commission for Children and Young People** ccyp.vic.gov.au
- **Victorian Institute of Teaching** www.vit.vic.edu.au
- **WorkSafe VIC** <https://www.worksafe.vic.gov.au/>
- **Department of Education and Training**
www.education.vic.gov.au/childhood/providers/regulations
Email: licensed.childrens.services@edumail.vic.gov.au
Phone: 1300 307 415
- **Australian Children's Education and Care Quality Authority (ACECQA)**
www.acecqa.gov.au

South Eastern Region ECIB contact information

Bayside Peninsula -

earlychildhood.improvement.bp@education.vic.gov.au

Southern Melbourne –

earlychildhood.improvement.sm@education.vic.gov.au

Outer Gippsland -

earlychildhood.improvement.og@education.vic.gov.au

Inner Gippsland –

earlychildhood.improvement.ig@education.vic.gov.au



Thank you for your attendance

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