

October

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Australian Children's Education and Care Quality Authority

ACECQA is the new national body to oversee the new system and guide its implementation in a nationally consistent way.

Australian Children's Education and Care Quality Authority (ACECQA) is the new national body jointly governed by the Australian Government and State and Territory governments. As ACECQA will guide and oversee the implementation of the National Quality Framework, their website will be the primary source of information on the National Quality Framework.

On 1 January 2012, the 'National Quality Framework for Early Childhood Education and Care' begins. The ACECQA website contains lots of useful information for families, education and care services and governments.

Access your copies of

- Education and Care Services National Law Act 2010
- Education and Care National Regulations 2011
- Guide to the National Quality Standard
- Approved Learning Frameworks
- Guide to Developing a Quality Improvement Plan
- Quality Improvement Plan template
- Information regarding Assessment and Ratings System

<http://www.acecqa.gov.au/home/>



National Quality Standard

Absorb

You need to absorb the National Quality Standard. All educators, directors, co-ordinators and managers need to become very familiar with the Standard as the guide to what quality in early childhood education and care services now looks like.

Evaluate

You should evaluate your service against the National Quality Standard. How are you travelling?

Think

Think about your first self-assessment and Quality Improvement Plan.

Prepare

Prepare for changed requirements such as toddlers and family day care ratios and staff qualifications. Who is going to be your service's educational leader? Certified Supervisors?

Revise

Determine what policies and procedures will need to be changed in light of the new Regulation and the new Standard. How will you introduce those changes?

Read

At an absolute minimum, you need to read:

- The Education and Care Services National Regulations;
- Guide to the National Quality Standard;
- Assessment and Ratings Instrument;
- Self-Assessment and Quality Improvement Planning Document.

Implement

You need to implement the Learning Framework relevant to you – *Belonging, Being and Becoming* or the newly ratified *My Time, Our Place, Framework for School Age Care*.

Do you need to.....



Grow your team's knowledge and understanding of the National Quality Framework (NQF) and Early Years Learning Framework or My Time, Our Place: Framework for School Age Care?

PSCTas's Professional Learning and Support team can assist you with this and much more. Phone today—1800 647 718

Assessment and Rating Process

The Department of Education, Employment and Workplace Relations has released a fact sheet on the Assessment and Ratings Process, containing the following important points:

- All existing services will be given at least four months at the beginning of next year to develop and submit their Quality Improvement Plan (QIP). During this development time, no assessment visits will occur.
- The first assessment visits to services are expected to commence in mid June 2012.
- From mid-March, services selected for assessment and rating will receive advice that the process has started. Services will then have six weeks to submit their QIP and the assessment visit will occur six weeks after this submission. The draft assessment and rating will be provided to the service three weeks later and services will have 10 days to provide feedback. When the service receives a final rating, they have 14 days to appeal.
- All services will be scheduled for an assessment during 2012–2014.
- The first services to be assessed will be long day care, OSHC services and family day care schemes who are not yet accredited or who were due for accreditation in 2012.

Further information can be downloaded at www.deew.gov.au

Guide to the National Quality Standard

The Guide to the National Quality Standard is a resource for the sector that outlines each of the seven Quality Areas in the National Quality Standard.

The guide includes:

- A statement for each Quality Area, providing the context and rationale, as well as a list of the Standards and Elements within the Quality Area.
- A list of the relevant sections of the National Law and National Regulations that apply to the Quality Area
- A description of each Standard and an explanation of how it contributes to quality education and care for children
- Reflective questions for the service to consider when working towards each Standard
- A guide to practice for each Element that describes how the Element might be put into practice at the service and how the Element may be assessed. This consists of guidance applicable to all service types and children of all ages, followed by any specific guidance identified for the service type or age of the children
- Suggestions for further reading that may support further understanding of the Quality Area, summarised at the end of Quality Area 7.

Guide to developing a Quality Improvement Plan

All services must prepare a Quality Improvement Plan that includes:

- an assessment of the quality of the practices of the service against the National Quality Standard and the National Regulations.
- Identifies areas of strength and any areas that the provider considers may require improvement
- Includes a statement of philosophy of the service.

The Quality Improvement Plan must be updated at least annually, available at the service and submitted to the Regulatory Authority on request.

Whilst there is a template for a Quality Improvement Plan, services are free to develop or use existing quality improvement documents, provided they meet the requirements outlined above.

Creative Connections in the Early Years

The Tasmanian Early Years Foundation (TEYF) and Tasmanian Museum and Art Gallery have collaborated in an exciting initiative to develop support and programs for creative art experiences in the early years.

When children engage in arts activities, their physical and sensory development is stimulated in a variety of ways. These experiences enable exploration, experimentation and communication. This is vital for brain development, as well as a child's growing understanding of themselves and the world around them.

Taking time to play creatively through singing, music, telling or enacting stories, drawing, constructing, sculpting, painting etc, can bring rich experiences of wonder and learning for young children. The value of this interaction is not just about making an end product but is about the process of communicating and imagining with children.

Nutbrown and Jones (2006) offer a framework for how early years educators, artists and children can work together to explore creative expression. They suggest that children learn when they have can explore materials and experiences, develop skills, have opportunities for imagination, and talking about the arts. Child focused settings can provide opportunities for this creative exploration, can recognise and acknowledge the child efforts, can provide for interaction with materials and with others, and can model and demonstrate creative activities with the child.

The Creative Connections in the Early Years project is underway now, and has been funded by the Myer Foundation and TEYF until April next year. It will bring together current learning and resources about the role of arts, creativity and children in the early years. We are currently finding out about what is happening in Tasmania through an online survey. We are also investigating ways to build capacity and develop programs and are running 2 trial programs working with children, parents and staff.

There will be workshops, forums and information and opportunities for networking with educators, parents, arts and community sectors in the coming months.

If you would like to know more about the project, upcoming forums and information, or tell us your ideas and experiences please contact us.

Contact:

http://www.earlyyears.org.au/research/creative_connections_in_the_early_years

Leigh Tesch, Project consultant, Creative Connections in the Early Years

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'My Time, Our Place' Framework for School Aged Care Online!



The “*My Time, Our Place*” *E Learning Program* aims to provide ongoing professional support to services providing care for school age children as they engage in the National Quality Framework implementation process. Funded by the Federal Government the project is managed by the National Out of School Hours Services Association (NOSHSA).

The “My Time, Our Place” website (www.mytimeourplace.com.au) is a work in progress and will have the following separate but interrelated elements:

An online interactive discussion Forum available to school age care settings and school age care educators.

An online “My Time, Our Place” monthly e-Newsletter.

An email subscription service.

An e-alert system for subscribers for quick alerts to the sector.

A Facebook site for alerts and to direct traffic back to the online forum.

- Online fact sheets.
- 2 Power point presentations for delivery by school age care educators to stakeholders.

A monthly “In conversation“ series with key speakers and live discussion on topics of relevance to those working in school age care.

The site includes footage of the launch of “My Time, Our Place” by the Minister Peter Garrett in August and will regularly feature interviews with children to stimulate discussion and reflection on their needs and their own reflections on school age care.

The project is designed to support school age care educators understand and identify opportunities and challenges of working within the “*My Time, Our Place*” Framework. Highly experienced school age care professionals will regularly make and respond to postings and encourage other school age educators to be part of the “My Time, Our Place” online community. The aims of the Forum are to provide regular, topical, responsive and high-calibre posts and comments. The ‘My Time, Our Place’ e-Newsletter and online fact sheets will give practical support to services in implementing the framework by providing case studies, discussion points and other information about how school age care educators are engaging with “My Time, Our Place” across a range of settings.

**A Familiarisation session for My Time Our Place:
Framework for School Age Care
will be available shortly on the PSCTas Website—FREE**

The Gift of Nature in Children's Spaces

Nature's beauty is a gift to our senses, minds, and hearts. Children who are surrounded by nature experience benefits to their physical, social, and cognitive development. Nature's greatest gift, however, is giving children a beautiful and creative perspective of the world. It is vitally important for children to experience bountiful opportunities for interacting with nature.

Bringing nature inside...

Nature must abound in children's spaces. It should be found on every surface and in every form. Seashells and sponges, twigs and petrified wood, stones and minerals, dried and fresh herbs are some examples of nature's gifts. Children use these natural materials as palettes for their creations and compositions. Natural materials can also be used as art tools in the creative process.

Giving Nature...

Giving and receiving gifts is one of the of the greatest joys that children can experience. Perhaps it is because of anticipation or the element of surprise that children are drawn to pretty packages. Or perhaps it is the pleasure of receiving something special from a loved one or friend. Likewise, educators who provide young children with opportunities to give gifts of nature to their environment experience the same feelings of curiosity and desire to explore. Though the act of gifting, children assume three roles; gatherer, observer, and creator.

Gathering...

Much of nature's gifts come in small packages: a shiny speckled pebble, a crumbly piece of tree bark, a tiny blade of deep green grass, or a fluffy dandelion. Because children are multi-sensory beings, they love to collect and gather these gifts of nature. An outing to collect nature's gifts not only awakens children's senses, but also stimulates their sense of wonder. After choosing a collecting buddy, they begin gathering natural items that are beautiful to them.

Observing...

Back within the service, children enjoy exploring their collections and making collaborative decisions about how and where their found items will be displayed.

Creating...

The children then express their feelings and ideas as they arrange their gifts through sculpting, painting and drawing. Finally, they take great pride in gifting their work to the classroom and understand that they are competent, can make decisions and have ownership of their work that is worthy of display.

Begin fostering the roles of gatherer, observer, and creator in young children. You will be amazed at how the children's gifts will add vitality and new life to the education and care environment, educators and the children themselves.

Sandra Duncan
Wisdom of Nature
Nature Action Collaboration for Children



Immunisation

Australian Childhood
Immunisation Register

Why Vaccinate?

Immunisation protects children (and adults) against harmful infections before they come into contact with them in the community. Immunisation uses the body's natural defence mechanism, the immune response, to build resistance to specific infections. Immunisation helps children stay healthy by preventing serious infections.

The development of efficient vaccines has resulted in a marked decrease in morbidity and mortality from vaccine preventable diseases in Australia and around the world. Most notably, in 1980 smallpox was declared by the World Health Organisation to have been eradicated. It is hoped that in future other diseases such as polio and measles will also be eliminated. Today the fight against vaccine preventable diseases continues with huge mass immunisation programs. Australia currently runs a national immunisation program in order to protect our population from many nasty diseases.

The National Immunisation Program provides funding for children to receive vaccines against 12 diseases, which can cause serious complications and sometimes death. The diseases that can be vaccinated against are:

Diphtheria	Tetanus	Hepatitis B	Meningococcal C
Measles	Mumps	Rubella	Pneumococcal
Pertussis (whooping cough)	Poliomyelitis (polio)	Haemophilus Influenza type b (Hib)	Varicella (chickenpox)

Immunisation Status

The parents of children attending your service will be asked to provide their child's immunisation status when enrolling. **Why is this?**

Although it is not a requirement that children be immunised in order to attend school or education and care services in Tasmania, schools and education and care services **do** ask for a record of a child's immunisations when they are enrolled. This is so non-immunised children can be identified. If there is an outbreak in the service or school, the children who are **not** immunised may need to stay at home to prevent them catching or spreading the disease.

The Australian Childhood Immunisation Register (ACIR) records information about immunisations given to children under the age of 7 years who live in Australia. A statement of a child's immunisation history will be sent to parents or guardians when the child turns 1, 2 and 5 years of age. Brochures have been sent to your service advising parents how they can access their child's immunisation history if they do not have a copy of their child's statement.

If parents think that their child has had an immunisation but don't have a record of this, they can also sign a Statutory Declaration.

Article contributed by General Practice Tasmania, www.gptasmania.com.au, working with Public and Environmental Health Services, DHHS, http://www.dhhs.tas.gov.au/peh/immunisation/fact_sheets/about_immunisation.



Guiding Children's Behaviour

Every verbally or physically hurtful incident within your education and care environment requires a response from an adult. The steps outlined below may assist you to effectively guide children in problem solving and developing constructive replacement behaviours.

1. Stop verbal and physical hurt

Take steps to stop the hurtful behaviour by setting clear limits. Educators know they need to stop physical hurting immediately but often don't realise that they also must stop hurtful verbal behaviour. If hurtful words have become a regular pattern (versus an emotional outburst to an isolated incident), the response must be an interruption of that pattern.



1. Facilitate problem solving.

HighScopes's six problem solving steps to help children find solutions and to learn constructive communication skills can support your work. Detailed on following page.

1. Observe and write anecdotes.

Make a plan for responding to and interrupting a pattern of bullying by closely observing the behaviour and objectively writing anecdotes about the behaviour—the “when, where, and who” of each incident. It is also useful to note any events that occur immediately before and after the behaviour, including the children's and adult response. Behaviour is communication of a need or goal. The behaviour functions to create a result. Document, over a period of time, the details of each incident so you can gain some understanding of the children's needs. Children often engage in bullying to gain social status, to feel in control, and to gather more attention to themselves. If power is taken away when adults stop the bullying, it may be important to address the child's need for power and control in a different, more constructive way.

4. Empower children.

Find ways to empower children by giving many opportunities to make choices. Create leadership roles for children during various parts of the day. Help children recognise the positive ways that they are “powerful” when they help someone with a coat, help think of a creative solution to a problem, comfort someone who is sad, or find a lost toy. With small groups of children, discuss ways that they can be powerful by helping others.

5. Be a role Model.

Adult behaviour has a huge impact on children, who will imitate both respectful and disrespectful behaviours. Consider whether the adults within the environment use intimidation or punishment of children (time-out) as a strategy for responding to certain behaviours. Discuss replacement punitive consequences with logical consequences.

6. Provide proactive support for relationship building.

Talk to children about their relationships with one another, encourage (notice and describe) how they cooperate as they clean up together and solve problems together. Read stories that highlight relationship problem solving. Engage in small group problem solving. Provide extra support to children who are having difficulty entering play constructively.



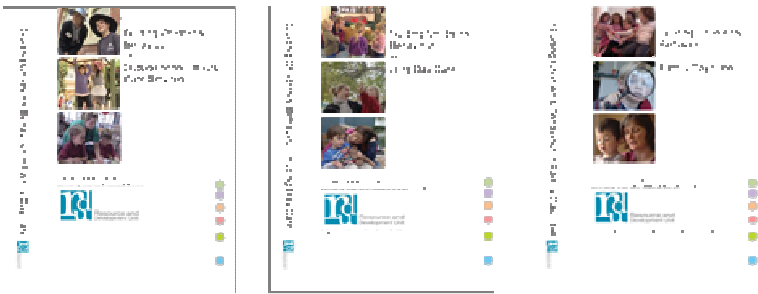
Guiding Children's Behaviour

Steps in Resolving Conflicts

- 1. Approach calmly, stopping any hurtful actions**
Place yourself between the children, on their level.
Use a calm voice and gentle touch.
Remain neutral rather than take sides.
- 2. Acknowledge children's feelings.**
"You look really upset."
Let children know you need to hold any object in question
- 3. Gather Information.**
"What's the problem?"
- 4. Restate the problem.**
"So the problem is"
- 5. Ask for ideas for solutions and choose one together.**
"What can we do to solve this problem?"
Encourage children to think of a solution.
- 6. Be prepared to give follow-up support.**
"You solved the problem!"
Stay near the children.



Guiding Children's Behaviour CD ROM & DVD



About this resource:

- This resource has been written by educators with extensive experience teaching young children and adult learners.
- It is designed to provide educators working in OSHC, LDC and FDC with learning materials in a supportive way.
- The purpose of both the DVD and CD Rom is to provide educators with information and strategies to teach, support and assist in guiding children's behaviour, within the social setting of children aged 0-12 years.
- It is consistent with the Principles Practices and Learning Outcomes in the Early Years Learning Framework and My Time, Our Place: Framework for School Age Care.

This resource can be used in a variety of ways for example;

- A resource tool to support reflective practice in relation to supporting children's behaviour
- In team meetings to support a consistent approach to behaviour support.

To order this resource download order forms from www.cccvic.org.au >sector information> new resources now available.

Professional Learning Calendar 2012

The PSCTas Professional Learning Calendar for February 2012 to June 2012 is nearing completion. The focus for this calendar will be examining the National Quality Standards and what this means in practice for all sectors (OSHC, LDC and FDC).

Collaboration with the Tasmanian Aboriginal Centre continues with more sessions available during this timeframe. Both the Cultural Awareness and Cultural Safety training will be repeated in each region but also a new initiative planned for 2012 will support services in their knowledge and understanding of genuine inclusive practice. Further details will be available within the calendar.

There will be a variety of presenters, state based and interstate so don't miss out on the opportunities, register early to avoid disappointment.

PSCTas 2012 Diary Nearing Completion

2012



All services will receive a copy of the PSCTas 2012 Diary in the near future (December). The diary is currently being finalised with content relevant to the National Quality Framework and new pictures to inspire. Once printed it will be distributed with an order form for additional copies.

PSCTas will email services before the diary is despatched.

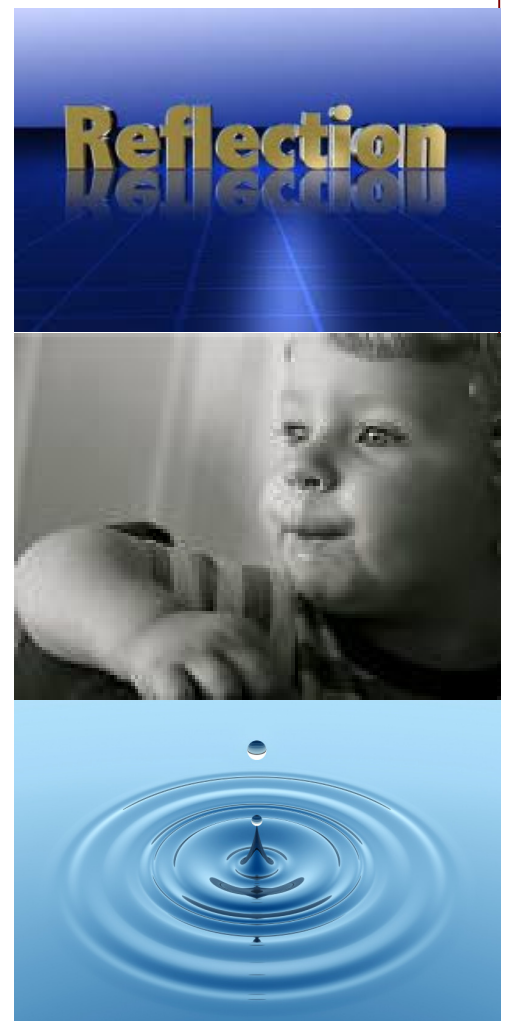
Children's Services Diary
Gourie

Early Years Learning Framework Reflection

After attending a customised Early Years Learning Framework (EYLF) session, an educator documented her thoughts in a reflection. The opportunity to engage in professional conversations during this session supported Marea in thinking about her practice and she agreed to share this with you. I hope you are as inspired as we were!

A reflection

A reflection is something that you look back on
 To reflect or remember your day
 Or to get you to think about
 What you did and what you say
 How do we know?
 Did we do our best
 Were we on their level
 Or couldn't care less....
 I look across and see him standing there
 I keep watching, he's gazing, a stare
 I wonder what he's thinking, what his feelings are?
 Then I realise he's looking at the bike or the car
 He's very shy I know that much
 I wonder if he'd like to touch?
 I get the bike with watching eyes
 I give it a push and check the size
 Over he wanders and stands next to me
 I ask him to help me count the tyres, one, two three...
 I ask his favourite colour, he says red
 Next he jumps on and off he sped
 Looking back on my day, I would have to say
 Giving that boy a minute of my time
 And the look on his face made me feel fine
 When I saw him ride the bike past me
 A small smile on his face made me happy as can be
 If you can make a little soul happy and feel he belongs here
 Then that's great , that's why I'm his peer.



Mentoring and Coaching

AFFORDABLE PRACTICAL SUPPORT IS AVAILABLE

The Mentoring and/or Coaching Program provides on the job collaborative support facilitated by an experienced education and care consultant.

An affordable support option to enhance your role as a Director/Manager by supporting educators

- *Develop new skills*
- *Identify areas for professional growth*
- *Receive individualised support to navigate the National Quality Framework*
- *Increase confidence and build capacity*
- *Find new ways to approach old challenges*

Mentoring is like a sounding board and are relied on for guidance. Mentors are facilitators and teachers allowing the educator to discover their own direction. They maintain confidentiality, are non judgmental and have excellent listening and responding skills.

A coach has a set agenda (previously discussed with the Director/Manager) to enhance the continual improvement of educators skills and behaviors and to support educators learn new knowledge and

Coaching and/or mentoring is a powerful tool which can transform individuals, teams and workplace culture.

The benefits of mentoring and/or coaching in an early childhood setting include the facilitation of reciprocal learning and sharing underpinned by support, feedback, and guidance (Pavia et al., 2003)



Coaching and mentoring is available by contacting PSCTas on 1800 647 718.

This strategy can be implemented one on one or with teams working alongside educators to support continuous improvement and to support implementation of new strategies and/or within non contact planning sessions.

Using a coach or mentor is one of the best ways to develop yourself and/or your team and is a great way not to have to go it alone

Costs:

\$55 for first two hours then \$15 for each subsequent hour (time limited)

For more information and/or to confirm your interest

Phone **1800 647 718** to speak with an education and care consultant or email psctas@gowrie-tas.com.au