



Connections

NSW FAMILY DAY CARE ASSOCIATION AND PEAK TRAINING NEWSLETTER

WINTER 2017

Collaborating and networking delivers benefits for Sutherland Family Day Care

On a warm day several months ago, Sutherland Shire Council Family Day Care educator Jillian Critchley and the children in her care enjoyed a walk to one of Council's Early Education centres, to experience a visit from 'Healthy Harold'.



From left to right: Hayley Henson (FDC), Carla Assi (LDC), Jillian Critchley (FDC), Blaise Johnson (LDC) and children

"As an operator of both Family

Day Care and Early Education Centres, Sutherland Shire Council encourages a close connection between our two services," said Sutherland Shire Mayor Carmelo Pesce. "Council offers a Family Day Care program with 24 educators, 11 Early Education centres, a Before and After School care and Vacation Care at three separate locations around the Shire."

As Jillian explains, the practice of attending the nearby Council centre gives her Family Day Care children contact with a larger group care environment, while still being in the 'protection' of the more intimate Family Day Care setting. This innovative practice was sparked by Caldarra Avenue Early Education Centre's Director, Blaise

Johnson, and is now a regular feature of both service's programs. "The centre invites us to everything and we are welcomed with open arms," says Jillian. "It means we can offer our Family Day Care children so much more as part of their learning curriculum – from Healthy Harold and Easter Hat Parades to Harmony Day

celebrations," she said. "There is a tremendous understanding of each other's roles, and the centre-based educators have a great appreciation of Family Day Care. Blaise is one of the strongest advocates of Family Day Care and always promotes Council's nearby Family Day Care educators."

"We are very different service types who work together to deliver greater benefits to children and families. We don't see each other as competitors, and comfortably refer families to either service if we think it will produce a better outcome for a family," said Jillian. "The two services are compatible due to shared compliance and safety criteria. While the learning and care

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WELCOME

Anita Jovanovski, CEO



Hello everyone and welcome to the winter edition of Connections. First of all, I wish to thank my Board members Kerrie Yates and Lisa Coghlan for all their hard work and dedication to the Association and the Family Day Care sector over the years. They have both resigned from their positions on the Board. Their experience, expertise and personality will be missed. Kerry Yates has been a Board member for 7 years and President of the Association for the last 4½ years. We have been through many sector changes together and Kerrie's leadership is an example for us all. Current Board members have taken interim positions within the Board ensuring governance continues as normal.

PEAK Training is in the final stages of the development of a new program called *Assist*. *Assist* is a support and advice program for education and care services. Specialist experienced advisers can help education and care services and new Family Day Care providers with advice and support. Of course, I'll let you know once this is available.

Early April, the Association organised a stand at the Early Years Expo in Sydney. This was a great way to promote our services and the Family Day Care sector. The expo was attended by educators and services' staff from around Australia. PEAK Training will be silver sponsor of the Australian Nanny Association Convention in November this year.

NSW Family Day Care Association has been successful in securing a grant to assist the childcare sector on Norfolk Island. Norfolk Island came under the National Law and Regulations two years ago, but childcare services need help with CCB approval, so families can have access to funded Early Childhood Education and Care. I have visited the island this month to liaise with the parent committee, existing childcare services and prospective Family Day Care educators.

After 10 years, I stepped down as a Board member of Community Childcare Co-Operative (CCCC). Last month my nomination for Executive Member of Early Childhood Australia (ECA) NSW Executive was accepted. I look forward to representing and advocating for the Family Day Care sector in this national organisation.

Happy reading!

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environments of the services differ, the skilled staff are able to supervise both groups during visits with consistent protocols and knowledge. "Parents have peace of mind knowing their children are visiting a quality centre which is safe and fully compliant," Jillian said.

Not surprisingly, Jillian's satisfied customers have nominated her in this year's Australian Family Early Education & Care Awards. It's a testament to her willingness to see a traditional childcare 'competitor' in a completely different light and in doing so, broaden the experiences offered to the children in her service.

Sutherland Shire Council Family Day Care educator, Hayley Henson, also benefits from the spirit of cooperation with Early Education centres with the children in her Family Day Care having enjoyed a fire brigade visit and excursion to this year's Police Youth Expo, among other activities at the Caldarra Avenue Centre. "It's a two-way street. I've initiated some of the collaborative experiences and the centre has initiated others. "As a Family Day Care educator with a maximum of four small children in my care, these visits mean I can offer the children an experience I can't deliver on my own. They love the additional social interaction. They play and engage with the other children and they get so much out of the experience," Hayley said.

Sustainability is a big focus at Sutherland Shire Council. The children from Renata's Family Day Care in south Sydney recently enjoyed an excursion to a centre to take part in a worm farming and composting workshop hosted by one of Sutherland Shire Council's environmental specialists. "The centre-based educators were incredibly inviting," said Renata. "My Family Day Care children loved interacting with the other children at the centre. Spending time as a large group and learning about the environment was a hugely beneficial experience," said Renata.

Renae Giles, Children's Services Manager at Sutherland Shire Council, said this strong spirit of cooperation and unique collaborative approach is being fostered within the broader Council childcare network. "We actively encourage all of our Council Family Day Care Educators to leverage off their local centre-based counterparts. We are all in this business for the same reason – to enrich the lives of every child in our services – and our innovative practices are an important part of this," said Renae.

ChildStory MRG

The MRG (Mandatory Reporter Guide) tool from the Department of Family and Community Services (FACS) has moved to the ChildStory Reporter website. The tool has a new look and includes new resources. A short video explaining the updates can be found on the ChildStory website reporter.childstory.nsw.gov.au. More updates will be released and ChildStory is on track for implementation throughout NSW in 2017.



The ChildStory IT system will be introduced to the NSW Department of Family and Community Services (FACS) districts and state-wide services, including the Child Protection Helpline, over a five-week period in October–November 2017. E-reporting for mandatory reporters will also become functional through the Reporter Community at this time.



ChildStory's Partner Community will be introduced to non-government child protection service providers, police, and the health and education sectors in early 2018. It will replace the Contracting Portal for all service providers with some additional functionality for out-of-home care service providers and targeted services.

Other functionality planned for early 2018:

1. a mobile application for FACS caseworkers
2. interactivity for young people through YOU
3. interactivity for family and carers through the Caring Community

The timing is later than previously predicted but this will ensure the system is the best it can be, including rigorous testing. The child protection

work we do is critical to the lives of children at risk of significant harm, so we need to make sure any new system is robust before we implement it.

At the same time as the ChildStory IT system is being built, FACS will continue awareness briefings with FACS staff, non-government service providers and other government agencies. These briefings will become a series of ChildStory training experiences in the run up to implementation.

There will be dedicated support services for ChildStory from implementation. More information is available at www.childstory.net.au.



PEAK Training is offering up to date training about the new MRG and the ChildStory Reporter website.

- Child Protection Training (CHCPRT001 Identify and Respond to Children and Young People at Risk) via online self-paced learning or face to face classes at our office in Summer Hill or at your own service
- Child Protection (Refresher) via webinar or at your own service

Child Protection (Refresher) webinar

Date: Tuesday 4 July 2017

Time: 10am-12pm AET

Identify & Respond to Children & Young People at Risk (Accredited Training CHCPRT001)

Location: Level 1, 1 Sloane Street SUMMER HILL

Date: Sat 22 Jul 2017

Time: 9am-4pm AET

There are still some places left, so book online today via nswfdc.org.au/peak-training/short-courses or call PEAK Training on 02 9779 9999.



Waverley FDC Educator Conference

To Conference or not to Conference

*By Sharon Dodd-Gilhooly,
Coordinator Waverley Family Day Care*

Waverley Family Day Care's Educator Conference was held in March this year, and we learnt a lot. Evaluations along with ongoing discussion and dialog from both participants and presenters provided us with the information we were aiming for. We have been asked to share how it came about and what the benefits were.

In our service, training generally takes place in the evening, previously this had been the preferred time for the majority of our educators. We try and ensure the training sessions are held on different days to provide everyone an opportunity to attend, however it can still be a challenge after a long day of work. To back up in the evening, to be in attendance, actively participate and genuinely consider the information that is being delivered, can be a big ask. And yet, our educators would agree that they enjoy the process of learning new things, updating their knowledge and hearing about current contemporary practice.

At our staff planning day last year we identified that our own EC professional journeys are as varied as the individuals who work in early childhood settings. Occasionally we plan for professional development, more frequently we are chasing information to fulfil a regulatory requirement. As a service we felt it important to plan a forum that gave our educators and staff an opportunity to collaborate with peers about topics that are important to themselves. As we all agreed, we learn a lot from the educators we work with each day.

Applying the same EYLF principles that are used to help ensure and stimulate every child's ability to learn, our Educator Conference was an opportunity to provide our Family Day Care educators with an opportunity to hypothesise, collaborate, consider and challenge aspects of their theories and work practices.

Having considered that, our next step was to find out what information educators themselves are interested in. Using surveys, their QIPs and conversations, we came up with a short list of topics and approached our local community.

Our three presenters were local service providers that we have developed relationships with over recent years. KidsMatter, an Early Childhood Speech Therapist and an Early Childhood Early Intervention service. Unfortunately on the day our Speech Therapist was ill so our very adaptable team were able to deliver a session we had been working on, Strengthening your FDC Business.

Our afternoon workshops were shaped around opportunities to actively participate and work together. Our educators shared the challenges of working in isolation. How do you measure the success of something like a conference?

We went back to our goal which was to create an opportunity for educators to collaborate with their peers, address some of their training requests and feedback for the need to get together and talk about work in a more meaningful way.

We welcomed 14 educators from three other services who encouraged us to "do this again next year, it was that good." Our educators loved hearing from their neighbouring colleagues.

Our conference was a relaxed, informative and collaborative professional development session, that not only provided educators and staff with opportunities to discuss their work, but also discuss the challenges of working in their own homes, juggling home/family life, business planning and having more time to do the things they and the children really enjoy.

We certainly took on board the detailed feedback and as requested it will be an annual event. So I guess you could say was a great success!"



Waverley Educator Conference 2017

Association news

Changes to the NSWFDCA Board

All full members of NSW Family Day Care Association have been notified of the resignation of NSWFDCA board members, President Kerrie Yates and Secretary Lisa Coghlan.

Under the Association's Constitution, when a casual vacancy occurs within the NSWFDCA Board of Management, the Board can appoint a member of the Association to fill the vacancy and the member appointed to that role can hold office until the conclusion of the AGM.

The current allocation of Board roles are:

President – Janet Coleman

City Vice President – Catherine Hunter

Country Vice President – Lisa Keighran

Secretary – Vacant (Lisa Keighran acting)

Treasurer – Patricia Marson

Ordinary Board Members – Vacant



Kerry Yates

PEAK Training news

Due to the popularity of the FDC information session delivered last year, PEAK Training was invited by Metro Assist (formerly Metro Migrant Resource Centre) and Settlement Services International to deliver this session again to interested potential FDC educators in Bankstown in March and in Ashfield in May.

Funded training

Word on the street is that FDC service providers are recommending PEAK Training to their new educators and to those choosing to upskill to the Diploma. The PEAK Training team would like to take this opportunity to thank everyone for their support and for spreading the word about the high quality courses and support we provide. We currently have NSW government funded spaces for the Certificate III in Early Childhood Education and Care (CHC30113) but places are limited so get in early to take advantage of the lower fee!

Credit transfer

Thinking of becoming a FDC coordinator or furthering your study? We would like to invite you to study the Diploma of early Childhood Education and Care (CHC50113). You may be eligible to receive credit for up to 50% of the qualification if you have completed the current Certificate III.

Training calendar

Our professional development calendar is currently being released quarterly, so we are packing more sessions into it to assist more members and educators by providing them with plenty options of times and topics.

The May to August calendar is out. Most webinar sessions are presented during the day as well as in the evening for everyone's convenience. Face to face sessions aren't being as popular as previously, hence we are keeping them to the minimum. You can still access face to face training by requesting a Fee For Service quotation if you have 10 or more educators/staff in need for training. We will happily arrange it for you!

Call us today on 02 9779 9999 or go to www.nswfdc.org.au/peak.

NSW Nanny Services

NSW nanny Services invites you to get to know one of our nannies a little better. Here is a message from Mandy, nanny with NSW nanny Services:

"Hello everyone, my name is Mandy and I work as a professional nanny for NSW Nanny Services. I am passionate about working with children and being a nanny suits my life and personality perfectly.

I provided education and care in my own home as a Family Day Care educator for two years, but being a nanny now, I can give even more individual attention to the children in my care. I have completed my Certificate III in Children's Services and implement my professional learning to be the best nanny I can be.

The staff at NSW Nanny Services have been absolutely brilliant, supportive and helpful with the paperwork. I love being part of the Nanny Pilot Program as the subsidies assist families with their childcare needs. NSW Nanny Services always have quality outcomes for children in mind. And so do I!"



Nanny Mandy

News in brief

New name for BOSTES

The NSW Education Standards Authority (NESAs) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017. NESAs is in the process of migrating content from this site to the new NESAs website: educationstandards.nsw.edu.au.

Family Day Care educators with an ACECQA approved or recognised early childhood teaching qualification, you can apply for voluntary accreditation with NSW Education Standards Authority (NESAs), under the Accreditation of Early Childhood Teachers Policy.



NQF Changes: resources available

ACECQA has released new resources to support the children's education and care sector to understand the changes to the NQF.

The new resources include:

- a **PowerPoint presentation** outlining the key changes for Family Day Care services which can be used at staff meetings and for training purposes
- an **information sheet** explaining the revised National Quality Standard and other changes from 1 February 2018
- a copy of the **revised National Quality Standard**, in handout and poster formats
- a helpful **comparison of the current and revised NQS**.
- and **frequently asked questions** about the key changes to the NQF.

Visit the ACECQA website for the full range of resources and for more information: acecqa.gov.au/decisionris.



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Early Childhood Literacy



NSW FAMILY DAY CARE ASSOCIATION RESOURCE SHEET

WINTER 2017

Language & Literacy Play Sessions At Campbelltown FDC

In 2016, Campbelltown Family Day Care started Language & Literacy specialised play sessions. These play sessions were developed in response to the 2015 Australian Early Development Census (AEDC) results, which indicated that within the Campbelltown Local Government area, 11.8% of children were developmentally vulnerable in a range of areas. These statistics led to the Family Day Care service developing a number of programs aimed at assisting and supporting childhood development in these areas, with language and literacy being one of the programs offered. The program empowers educators and parents to view language and literacy in all aspects of their home and community, by demonstrating how everyday activities can support and develop children's communication skills, as well as enhancing and improving skills in other developmental areas.

The vision of the program was to support the development of language, literacy and communication skills with children aged 3-5 years old. To begin this program, the service established a library for the children to borrow books they could take home or back to their educator's service. During the first session, each child was given their own library bag and card to decorate and write their names on. Each week the program consisted of a range of experiences that related to the story that they were reading. These experiences included reading the stories, sequencing stories, creating their own maps and exploring letters through art and craft. For example, one week of the program, the children read the story 'The little mouse, the red ripe strawberry and the big hungry bear'. The children and educators then participated in a matching game, sequencing the photos of the story and tracing letters with shaving cream.

In 2017, the program was refined to specifically target early language and literacy development among the 0-3 year age group. Each week, the program enabled the children to naturally unfold their skills through the enjoyment of books, positive interactions between children and adults,



and literacy rich, open ended experiences. This allowed children to engage with a range of materials which promoted the development of their reading, writing and communicating skills.

During the group story time component, four key literacy behaviours were introduced, including book handling, looking and recognising, picture and comprehension skills, and story reading behaviours. Children were introduced to group story reading. Each child was given a copy of the story book for the week, and with adult support and encouragement, they were able to turn the pages, manipulate the book, and follow the story as it was being read by the playsession leader. The story times were then followed up with simple literacy games and creative experiences that further supported the development of skills and concepts. In addition to this, educators introduced the 'journey monkeys', Koko and Arabella. The purpose of this was for the children to take turns spending a week with the journey monkeys and recording their experiences and adventures through a written story, photos or drawings in a journal. This allowed children to express their thoughts and ideas through print and pictures, and build on the components of the program with the individual Family Day Care educators.

Throughout this program, Council educators have been able to create awareness that language and literacy skills can be supported and developed through a range of every day experiences and routines, encouraging and enabling both educators and parents to develop a deeper understanding of opportunities for learning.

Why early childhood educators 'Paint the town REaD'

Paint the Town REaD (PTTR) is a collective impact, community capacity building strategy that encourages



everyone to read, talk, sing and rhyme with children from birth, so that they will be ready for reading and writing at school.

Research shows that the foundational early literacy skills learnt before starting school are critical for attaining literacy competency at school -which in turn is vital for life's successes.

So why should early childhood educators get involved with their local PTTR groups?

- Early childhood educators are experts in early literacy, and can help PTTR partners who have skills in working with adults to develop great community events for children.
- Participating in local PTTR activities, and finding ways to include early literacy in all you do, meets a number of National Quality Standards, along with the major outcomes of the Early Years Learning Framework.
- As trusted community workers, early childhood educators can reinforce with families the Paint the Town REaD messages they hear and see elsewhere in the community.
- PTTR community partners can support families to access PTTR services.
- Greater fun at work. They guarantee you will enjoy PTTR events and activities. In fact, having fun is an indicator that they are on the right track in PTTR.

Paint the Town REaD meets NQS

QA1. PTTR can provide children with both spontaneous and intentional teaching experiences that promote and initiate investigation of new ideas and thinking -through conversations, books, stories and relationships.

QA2. Educators can use language and literacy experiences to promote health, safety and wellbeing to children.

QA3. PTTR encourages educators to reflect on spaces within their services and consider how early literacy can be incorporated further.

QA4. PTTR provides educators with opportunities to collaborate, affirm, challenge, support and learn from each other.

QA5. PTTR is an adaptable and inclusive program that supports educators to adapt learning experiences to suit each child.

QA6. Participation in PTTR activities provides opportunities for networking and relationship building.

QA7. PTTR is strongly committed to continuous improvement, reflective practice and increasing knowledge of children's development.

Paint the Town REaD supports the EYLF

1. *Children have a strong sense of identity.* Children will experience confidence, pride and self-awareness as their literacy skills develop and progress.
2. *Children are connected with and contribute to their world.* Children experience learning in a range of contexts and communities through PTTR activities.
3. *Children have a strong sense of wellbeing.* PTTR promotes strong physical, social and emotional wellbeing in children. Opportunities are created for relationship building and learning about healthy lifestyles through conversations, stories, books and songs.
4. *Children are confident and involved learners.* At the services they attend, children develop confidence in a variety of skills, by being involved in a range of literacy experiences. These can also be encouraged and supported at home.
5. *Children are effective communicators.* PTTR provides a range of opportunities for children to exchange thoughts, ideas, questions and feelings.

Want to know more? If you'd like to be in touch with one of the early childhood educator champions, please contact Paint the Town REaD through their website: www.painthetownread.info