

Latest news

Welcome to the Regulation and Quality Assessment Update. The second edition for 2016 focuses on Quality Area 1, including a thought-provoking article, Reflecting on Reflective Practice, by Heather Barnes.

Up until June, the Department is delivering 35 information forums to support early childhood services. The forums discuss important changes which have commenced in 2016, such as the child safe standards and 'No Jab, No Play' immunisation requirements, and provide information on preparing for the next cycle of assessment and rating.

The safety, health and wellbeing of children remain an utmost priority for the Department. In March, the Family Violence Royal Commission report was tabled in Parliament, including recommendations that more support is needed for children and young people and services must work better together to be responsive to victims' needs. The Victorian Government will implement all 227 recommendations and have committed \$21.8 million dollars to provide a respectful relationships program across schools and early years services. As part of this investment over \$3 million dollars has been allocated to strengthening early childhood educators' capacity to support children's developing understanding of respectful relationships through professional development opportunities. Dedicated health officers in local areas will also be employed to support connections with community services and improve responses. Further information is available at: www.vic.gov.au/familyviolenceresponse

Implementation of the recommendations from the Betrayal of Trust inquiry is continuing, with the appointment of Victoria's new Principal Commissioner for Children and Young People, Liana Buchanan. Ms. Buchanan, an experienced lawyer and advocate for women and children affected by violence, will lead the Commission to deliver a reportable conduct scheme to monitor compliance with the child safe standards. The new scheme will require centralised reporting of allegations of abuse and will give the Commission powers to monitor and lead investigations into abuse.

The 'Every Toddler Talking' project has begun phase two, a research trial of evidence-based strategies to help children under three build their language and social skills. The trial, involving 21 Victorian education and care services and seven community health services, is part of a \$1.2 million dollar, three-year study being led by the University of Melbourne and Murdoch Children's Research Institute. Further information is available at: www.education.vic.gov.au/about/programs/learningdev/Pages/toddlertalking.aspx

I hope you find this edition useful, and encourage you to share and discuss it with educators and staff members at your service.

Karen Weston
Acting Executive Director
Quality Assessment and Regulation Division

Federal Budget News for Early Childhood Development

The following key points relating to Early Childhood Development were released by the Australian Government in this week's Federal Budget:

- The commencement of the 'Jobs for Families' Childcare Package will be deferred for one year to 1 July 2018, and current childcare subsidies will continue for this period.
- There is no change to funding under the National Partnerships on Universal Access. There is no certainty about the future of this agreement beyond December 2017.

Information forums for Early Childhood Services

In March-April, 17 information forums were delivered across Victoria. These forums provided information on 'No Jab, No Play', Child Safe Standards, and the 1:11 educator to child ratios and provided an opportunity to discuss how these initiatives apply to services.

The information forums will continue in May to early June, details about dates and locations are available at:

www.eventbrite.com.au/o/quality-assessment-and-regulation-division-department-of-education-and-training-3795796877



VICTORIAN
EARLY YEARS
AWARDS

THE NOMINATIONS FOR THE
VICTORIAN EARLY YEARS AWARDS **NOW OPEN!**
Nominate before 13 May.

2016 Victorian Early Years Awards are now open

Nominations for the 2016 Victorian Early Years Awards are now open. Any services and organisations that are achieving exceptional outcomes with young children and their families, are encouraged to apply.

The Victorian Early Years Awards recognise leadership, outstanding achievement, exceptional dedication, and innovation in improving outcomes for children from birth to eight years and their families.

Early childhood development is at the heart of the Victorian Government's vision for the Education State and these Awards are an opportunity to recognise services that are leading the way to achieving this important goal.

Applications close on 13 May with further details available online at: www.education.vic.gov.au/earlyyearsawards

Reflecting on Reflective Practice (Heather Barnes)

January's ACECQA Occasional Paper on Quality Area 1 showed that one of the elements that is more likely not to be met is Element 1.2.3 *Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.*

What does reflective practice incorporate?

- Reflective practice is an ongoing, dynamic process of thinking honestly, deeply and critically about all aspects of professional practice with children and families. It occurs spontaneously as well as in essential planned reflection time. Most importantly, reflective practice leads to action.' (VEYLDF Practice Principle Guide 8 Reflective Practice)
- 'Reflective practice drives continuous improvement. It inspires educators to think flexibly and creatively about how they can further support and enrich children's learning.' (PSC Alliance Fact Sheet – Reflecting on Practice)
- Reflection is deliberate and mindful thinking about one's experiences and the self-evaluation of feelings, decisions, understandings and actions, which may lead to development of professional learning for professional practice.' (Hegarty, 2011)

It includes:

- reflection-in-action (thinking on the spot)
- reflection-on-action (thinking after the event)
- critical reflection (going deeper – thinking about multiple perspectives and factors).

Reflection-in-action

When educators make changes to the environment because children are not engaged, or if they change the strategies they have been using and try other techniques, then they are reflecting on what is happening and making improvements immediately.

Reflection-on-action

Educators share thoughts or ideas about daily happenings as they tidy up and re-set the room. They discuss what worked well and any challenges that occurred. They share things they noticed about individual children and what they might do differently the next day. Some educators may reflect on their own. Recording reflections daily is more useful than weekly reflections as it is easier to recall what happened. It also assists in following up children's interests or learning the next day rather than the next week.

Many services are now using Reflection Journals or diaries as a shared, accessible place where thoughts and ideas can be noted whenever time permits. This may include notes about all aspects of the curriculum:

- arrivals/departures
- interactions and responsiveness
- transitions
- routines
- planned experiences and spontaneous child-led learning
- incidental and planned group times
- the environment and experiences provided
- intentional teaching strategies.

Entries include jottings, sticky-notes, photos or diagrams that are used as prompts for further thinking and discussion. Reflecting in this way helps educators to reflect back on good practice as well as aspects of practice that haven't worked so well. Discussing notes together helps to identify changes in practice that would lead to improved outcomes for children.

Critical reflection

Critical reflection takes reflective practice to a deeper level and includes educators analysing or diagnosing why they may have responded in the way they did, why they made certain decisions and what may be influencing their actions. It includes understanding and reviewing the range of theoretical perspectives that they draw on (whether deliberately or unconsciously) which may result in challenging their future practice.

Critical reflection helps educators understand how to build on their knowledge and skills as well as identifying practice that can be continued.

'Critical reflection means thinking deeply about what I do and why I do that. Once I heard Lillian Katz say that teaching was about decision-making, but the skill was not in making a decision or in knowing why you made that decision. Rather the skill lay in knowing why you did not choose one of the 100 other ways in which it was possible to act. Critical reflection also means that I have to pay attention to who is advantaged and who is disadvantaged by my decisions.' (*Sally Barnes in MacNaughton, 2005*)

Critically reflecting as a team can raise questions and challenge assumptions that are often taken for granted. It assists educators to keep up to date with current thinking and research and consider whether practices need to change.

'If educators focus solely on their own interpretations of practice, then evaluations of events and interactions may be surface-level. A singular focus may also result in reliance on one's existing knowledge, rather than a commitment to access a range of perspectives and resources to inform the reflective process.' (Miller, 2011)

Questions can be raised such as:

- What are the reasons behind why we do that? Have we always done it this way?
- Does it reflect our service philosophy?
- Does the practice meet the needs of all children and families?
- Can we find evidence in the Frameworks that supports our practice?
- What happens in other services? Why do they do it that way?
- Should we try different practice?
- When will we review the changes?

A useful question when reflecting on the service's approach to reflective practice is - 'What do we do to critically reflect on and evaluate the program, how is this documented and how are our evaluations used to make informed curriculum decisions to improve outcomes for children?' Guide to the National Quality Standard, ACECQA, Standard 1.2.

References and further reading

ACECQA National Education Leader Resources - [Topic twelve: The journey towards critical reflection](#)

ACECQA Newsletter No 6 2015 - [Developing a culture of reflective practice](#)

ACECQA Occasional Paper 1, January 2016 Educational Program and Practice - [An analysis of Quality Area 1 of the National Quality Standard](#)

Cartmel, J., Macfarlane, K., Casley, M. (2012) Reflection as a tool for quality: Working with the National Quality Standard. A Research in Practice Series Title. Canberra: ECA.

Department of Education, Employment and Workplace Relations (DEEWR) (2010). Belonging, being and becoming: Educators' Guide to the Early Years Learning Framework for Australia. Canberra: DEEWR.

Kennedy, A. & Stonehouse, A. (2012) Victorian Early Years Learning and Development Framework Practice Principle Guide 8 Reflective Practice. Melbourne: DEECD.

MacNaughton, G. (2005) Doing Foucault in Early Childhood Studies. New York: Routledge

Miller, M. (2011) [Reflections. Issue 45](#) Summer. Hindmarsh: Gowrie Australia

Professional Support Coordinator Alliance – [NQF Fact Sheet Quality – Reflecting on Practice](#)



Program and Practice: Quality Area 1

For all service types in Victoria, elements about the ongoing cycle of planning for each child are among the top elements not met over the last twelve months.

Top 10 Elements Not Met	1	2	3	4	5	6	7	8	9	10
Family Day Care	1.2.1	7.2.2	2.3.2	3.3.2	1.2.3	7.3.1	3.3.1	7.3.5	3.2.2	4.1.1
Long Day Care	1.1.2	5.2.2	1.2.1	4.1.1	5.2.3	2.3.2	2.1.3	7.3.5	2.3.1	7.2.2
Kindergarten	7.2.2	1.2.1	5.2.2	7.3.5	7.1.4	2.3.2	1.1.1	4.1.1	1.2.2	2.1.1
Outside School Hours Care	1.2.1	7.2.2	7.3.5	1.2.3	7.3.1	2.3.2	4.1.1	7.1.4	1.1.4	3.3.2

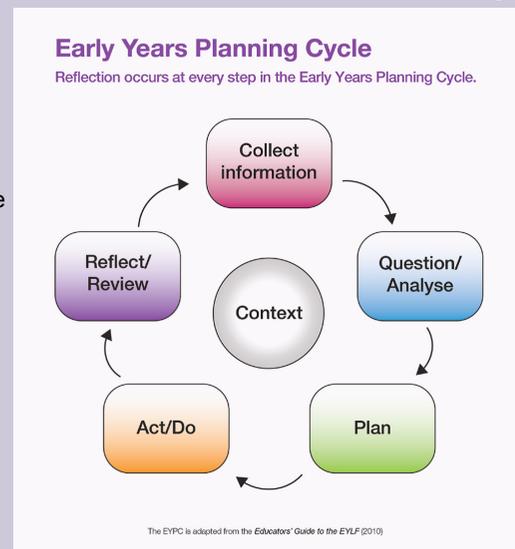
Educators and co-ordinators must be focused, active and reflective in designing, documenting and delivering the program for each child. An educational program must be delivered to all children that is:

- based on and delivered in accordance with an approved learning framework (in Victoria, the approved learning frameworks are [the Early Years Learning Framework](#), [the Victorian Early Years Learning and Development Framework](#) and [My Time, Our Place, a Framework for School Aged Care in Australia](#))
- based on the developmental needs, interests and experiences of each child
- designed to take into account the individual differences of each child (*Education and Care Services Law Act 2010*, section 168).

The educational program and practice must be stimulating, engaging and enhance children’s learning and development. In services for children over preschool age, the program must nurture the development of life skills and complement children’s experiences, opportunities, and relationships at school, at home and in the community. Information about the content and operation of the educational program must be documented, displayed at the service and available for inspection on request (regulation 75).

The key purpose of assessment is to provide educators with the knowledge they need to plan ways to consolidate, build and enrich each child’s learning and development and inform their practice. Each child’s learning and development must be **assessed** as part of ongoing cycle of planning that includes documentation and evaluation. Documentation of child assessments or evaluations must be kept for each child attending the service. This is not simply keeping a learning journal or stories about what the child does, but is about assessing what a child knows, does and understands against the five learning and development outcomes. All children benefit when assessment reflects a whole-child approach that also includes an understanding of the child’s context, health and wellbeing, their ability level, and what might next be learnt. Understanding and incorporating the views and ideas of families as well as any other professionals who work with the child is also valuable. For children preschool age or under, documentation must outline assessments of each child’s abilities and interests, participation, and progress against the outcomes. For children over preschool age, evaluations of each child’s wellbeing, development, and learning must be documented (regulation 74).

Educators must consider the cycle of planning as part of a continuous process. Educators should carefully consider what and how information is collected, question and analyse the information in order to make well considered plans that can be acted upon, before reflecting and considering what intentional learning experience is next for this child or group of children. The ‘cycle of planning’ should be considered in the context of the period of time the child is being educated and cared for by the service. A complete cycle of planning includes documenting educators’ critical reflection on the information gathered, preparing experiences and environments that support the delivery of individual and group educational programs, and conducting assessments against learning and development goals for every child. Clear links between each step should be evident.



The Victorian Early Years Learning and Development Framework practice guide (page 10-12) provides more details as to the reflective questions educators should consider to understand how to assess learning and development in practice.

Assessment of children’s learning is an ongoing process of gathering and analysing information, which is used to plan, document, and evaluate children’s learning. Educators should use a variety of methods to record and evaluate the different ways that children achieve the learning outcomes (EYLF, p.17) Incorporating the views and ideas of families as well as any other professionals who work with the child is a valuable source of information. Educators should consider how the documentation will be used, to ensure the information is meaningful and readily understandable to educators and parents.

Further resources:

- [Victorian Early Years Learning and Development Framework](#) – Practice Principle Guide 7: Assessment for Learning and Development
- [Documentation of Children’s Learning](#) (Victorian Curriculum and Assessment Authority) - The Early Years Planning Cycle outlines the process early childhood professionals use to collect and interpret evidence that contributes to a detailed, up-to-date, strengths-based picture of children’s learning and development to inform planning and practice decisions.
- [Early Childhood Program Examples](#) (Gowrie South Australia) – Ideas and inspiration for program formats for Belonging, Being, Becoming, the Early Learning Framework (EYLF)
- [Recognising and supporting babies’ and toddlers’ belonging, being and becoming](#) – A five part video with Anne Stonehouse talking with educators about how to encourage and support babies’ and toddlers’ learning.
- [Planning and documentation](#) – A three part video with Heather Barnes discussing the planning cycle with educators in different settings in different parts of Australia.
- [Assessment for Learning and Development: the Early Years Planning Cycle](#) – An online learning package with Catharine Hydon discussing learning and supporting resources.
- [Babies and toddlers: Amazing learners](#) – Examples of significant learning in the birth-to-three years period.
- [Quality Area 1: Educational Program and Practice](#) (Gowrie Victoria) – A range of resources and links to develop and broaden pedagogy.

Intentional teaching: involves educators being deliberate, purposeful and thoughtful in their decisions and actions (EYLF, p.15)
Scaffold: the educator’s decisions and actions that build on children’s existing knowledge and skills to enhance their learning (EYLF p.14)

Register of Family Day Care educators

Under section 269 of the *Education and Care Services National Law Act 2010* (the National Law), the approved provider of a family day care service is required to keep a register of family day care educators at its principal office. The register must contain certain information in respect of each family day care educator engaged by, or registered with, a family day care service to educate and care for children (regulation 153). The specific information that must be kept in the register is outlined in the table below.

An accurate and up-to-date register is not only a requirement of the National Law but is vital for the effective management of a service. The register captures the days and hours that each educator usually works and the details of children who the educator usually cares for, including their days and hours of normal attendance. This information will assist the approved provider to meet their responsibilities to monitor, support and train all educators and to check family day care residences and venues are safe through scheduling appropriate visits to family day co-ordinators, ensuring there are sufficient family day care co-ordinators and that the approved provider or person responsible for providing family day care is contactable to support educators while they are working.

Current details of the address of each family day care residence are also required on the register. This assists the approved provider to meet their obligations to assess any new family day care residence or venues before education and care is provided so as to ensure that the health, safety and wellbeing of children being educated and cared for (regulation 116).

By keeping an up-to-date register the approved provider can also demonstrate and ensure the currency of each educator's qualifications and training requirements, supervisor certificates (if applicable) and teacher registration or working with children check details. Without this information, the service could be in serious non-compliance with the National Law and could struggle to know that children are safe and being cared for appropriately.

The register also allows for any changes to the people who normally reside at the family day care residence to be monitored and new working with children checks obtained for new residents and individuals upon reaching the age of 18 years.

Approved providers are also reminded that any information on the register of family day care educators and any changes to that information must be provided to the Regulatory Authority on request. The Regulatory Authority takes these matters very seriously and will check that approved providers are maintaining a compliant register of family day care educators. Failure to do so may result in sanctions being applied to an approved provider or service as it is such an important requirement in order to ensure health, safety and wellbeing of children.

There is a template register of family day care educators available on the ACECQA website at: www.acecqa.gov.au to help approved providers keep a compliant and useful register for their service/s.

Information that must be included in the register of family day care educators

The name, address and date of birth of each educator

The contact details of the educator

The address of the residence or approved venue, including a statement as to whether it is a residence or venue where education and care will be provided

The date the educator was engaged or registered and, when applicable, the date the educator ceased to be engaged or registered (for three years from that date)

The days and hours when the educator usually provides education and care

If the educator is an approved provider or certified supervisor, the provider approval/supervisor certificate number and date it was granted

Evidence of any relevant qualification held by the educator, or, if applicable, that the educator is actively working towards the qualification

Evidence of current first aid qualifications and training

Evidence of any other training completed by the educator

A record of the working with children check or teacher registration including the identifying number and expiry date

The name and date of birth of each child the educator cares for, and the days and hours the educator usually provides care to that child

The full name and date of birth of all children aged under 18 years who normally reside at the family day care residence

The full name and date of birth of all persons aged 18 and over who normally reside at the family day care residence and the identifying number and expiry date of the person's working with children check or teacher registration, and date it was sighted by the approved provider or nominated supervisor of the service.

Compliance is key

The Australian and Victorian Governments work very closely to ensure services meet their legal obligations under Family Assistance Law and the National Law, and meet regularly to share information and best practice.

The Australian Government spends around \$7 billion annually on child care fee assistance to support families' access to quality, flexible and affordable child care, and allegations of non-compliance and fraud by approved services are taken very seriously.

The Australian Government is directing more resources than ever to ensure the integrity of its child care payments. For example, in 2014–15, the Australian Government imposed sanctions and penalties on 51 services (up from 19 services in 2013–14). This includes:

- suspending or cancelling the approval to administer child care payments for 15 services
- applying additional conditions of approval to 20 services
- imposing approximately \$6.2 million in fines, and
- recovering about \$15.1 million in incorrect child care payments.

These actions are necessary to ensure taxpayer dollars are directed to the services doing the right thing.

In December, a multi-agency task force including the Commonwealth and the Victorian Departments of Education and Training, the Australian Federal Police and the Department of Human Services dismantled a large-scale \$15.8m fraud scheme in Melbourne, resulting in six arrests and the seizure of more than \$1m of assets from the individuals involved. Then in March this year, an investigation into alleged criminal offences, resulted in the execution of search warrants and the suspension of a Melbourne-based family day care provider for allegedly receiving payments for child care it was not delivering.

Every allegation of non-compliance or potential fraud is carefully examined. It is not acceptable to have any service operating outside the law or to be misusing taxpayers' money. If services are abusing the system, they will be caught.

In addition to investigations of alleged fraud and non-compliance, the Commonwealth Department of Education and Training is also committed to educating services about their responsibilities, obligations and the consequences of non-compliance.

The Commonwealth Department has produced Easy-English Fact Sheets and educational materials translated into 11 community languages to help services with their obligations and to comply with Family Assistance Law. These fact sheets are available from the Commonwealth Department of Education and Training's website: www.education.gov.au/family-day-care

Allegations of serious non-compliance or fraud against an approved service or an educator can be reported to the department's tip off line on 1800 664 231 or by email at: tipoffline@education.gov.au

Obligations to notify and keep records up to date

The Department uses the details within your provider and service records to maintain contact with you. Approved providers are required to ensure that these details are up to date.

Education and care services can view and update their contact details by logging into the National Quality Agenda IT System (NQA ITS) at: www.acecqa.gov.au/national-quality-agenda-it-system

The Department must be notified about:

- a change in the name of the approved provider
- any appointment or removal of a person with management or control
- changes to the nominated supervisor of an education and care service
- changes to the days and hours of operation
- any changes proposed to the premises or ceasing to operate the education and care service (section 173).

Approved providers are also reminded that a service approval is granted subject to the condition that the service must commence ongoing operation within 6 months of the approval being granted (section 51(3)).

If your service has not commenced operation you should submit an Application for Voluntary Suspension of service approval until you are ready to commence via the NQA ITS.

Early ABLES

The Early Abilities Based Learning and Education Support (Early ABLES) assessment tool, launched in March 2016, will enable educators involved in the education and care of children aged two to five years with disabilities or developmental delay to optimise their potential.

Early ABLES will help early childhood educators to create high quality targeted programs of learning for children, using knowledge about a child's readiness to learn in the five learning outcomes (Identity, Community, Wellbeing, Learning and Communication), coupled with relevant learning goals and recommended teaching and learning strategies. In creating an individual learning plan for a child with additional learning needs, educators are guided by the Practice Principles and Learning and Development Outcomes from the Victorian Early Years Learning and Development Framework (VEYLDF).

Early ABLES comprises a user-friendly online assessment tool that collects information based on an educator's knowledge of a child, built up from ongoing interaction and observation. It then produces a series of reports which summarise the skills and abilities the child is currently developing and those that the child might learn next, and maps a child's learning and progress in all five learning outcomes. By reviewing these reports, educators can reflect on what a child can currently do and have a base from which they can question and analyse whether or not the appropriate teaching and learning strategies are currently in place. The suite of Early ABLES assessments takes approximately 15 - 30 minutes to complete.

Early ABLES is designed to support early childhood educators to:

- assess a child's progress in learning
- develop appropriate learning goals in collaboration with families and other professionals involved in the education and care of a child
- develop an appropriate individual learning plan with teaching and learning strategies that have been found to work
- monitor broad learning progress along a likely progression of learning
- better support a child through the Early Years Planning Cycle
- improve the sharing of information between early childhood educators, families and school professionals to better support a child's transition to school.

The Early ABLES reports provide recommended teaching and learning strategies aligned to both the VEYLDF and the Victorian Curriculum, which help support a child's continuity of learning during transitions.

The Early ABLES assessment tool and associated professional learning modules are now available online for early childhood educators via the Victorian Department of Education and Training's website at: www.education.vic.gov.au/earlyables

NQF annual fees

Approved providers are reminded that the payment of the annual fee is required on or before 1 July each year (section 53, National Law). You will receive your annual fee invoice by email shortly. We urge you to make payment by the due date.

Please take time to review the services for which you hold approval and ensure that those that are not currently operating are surrendered **before** the invoice is issued. You can view your current services in the National Quality Agenda IT System. Services under voluntary suspension are subject to the payment of the annual fee.

The Regulatory Authority is likely to consider action if the annual fee is not paid by the due date.

Leading continuity of Early Learning

Applications close: Intake 2 - 12/8/2016

The course incorporates key frameworks (AusVELS and VEYLDF) to support collaborative communications between early childhood, schools and relevant educational professionals. Applications can be made at: www.bastow.vic.edu.au/courses/leading-continuity-of-early-learning



Making a Difference for Young Gifted and Talented Children Years 0-8

Applications opened on: 11 April 2016

Understand how to engage in effective, evidence-based practice with young gifted and talented children. Examine strategies for identifying the potential for advanced learning, and investigate approaches for planning and working with these children, both as individual learners and as members of their class/group. More details available at: www.bastow.vic.edu.au/courses/making-a-difference-for-young-gifted-and-talented-children



Teacher registration - the special needs requirement

Early childhood teachers with (full) early childhood teacher registration will need to renew their registration by 30 September every year by paying the annual registration fee and making declarations about:

- their continuing suitability to be a teacher
- that they have practiced for at least 20 days as a teacher or educational leader
- that they have completed at least 20 hours of professional development (PD) activities
- that they have either engaged in PD related to Special Needs in the past two years or will do this by 30 September 2017.

PD in Special Needs is part of the annual 20 hours requirement to renew (full) early childhood teacher registration. There is no set number of hours of special needs PD required because each teacher's professional learning needs will be different depending upon teaching context and prior learning.

Information about relevant Special Needs PD activities that may be of interest to registered early childhood teachers can be found on the VIT website: www.vit.vic.edu.au

The listing of PD activities on the VIT website does not mean a teacher must select from these activities. All teachers have the flexibility to select any PD that meets their individual and collective professional learning needs as long as it addresses standard descriptor 1.6 of the Australian Professional Standards for Teachers: Teachers design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.

Many services may require PD in Special Needs as part of a strategic plan or as part of an early childhood teacher's professional learning plan. Such PD can be used by a teacher to meet their renewal of registration requirements.

Provisionally registered early childhood teachers do not have the same PD requirement. They will address the development of their capability to teach learners with a disability when they undertake the evidence-based process to achieve (full) early childhood teacher registration.

More information about registration renewal or the Special Needs requirement is available at: www.vit.vic.edu.au

Online training for LDC and OSHC from Nutrition Australia

It's never been easier to access training that will help long day care services and outside school hours care services to provide healthier foods and drinks. What's more, they're free of charge and can be completed at a time and place that suits learners. They will also receive a certificate on completion of the training.



The **Healthy eating in long day care** training module has been created especially for cooks, directors and all staff working in long day care services.

The **Healthy eating in outside school hours care** training module has been created specifically for OSHC coordinators, educators and management.

By completing these modules, staff will learn about the importance of healthy eating, how to plan a menu and how to deal with challenges such as allergies plus much more! These modules are available at: <http://heas.healthytogether.vic.gov.au/training/training-options>

Professional Learning Opportunities available for the Early Years Workforce

Stress and Trauma in Young Children

The Department has organised a workshop for Victorian early childhood education and care professionals (ECEC) which provides a framework for understanding the impact of stress and trauma in young children and the implications for practice. This half day workshop is offered to ECEC and ECIS professionals. Further information and registration details are available on the Department's website at: www.education.vic.gov.au/childhood/professionals/profdev/Pages/stress-and-trauma-young-children.aspx

A co-contribution of \$55 is required for registration in the program. Places are limited so book and pay early to avoid disappointment.

CLASS Observation Training Program

Educational leaders and early childhood teacher mentors who have completed mentor training are invited to apply for the Early Childhood Classroom Assessment Scoring System (CLASS) Observation Training Program. This is a 3 day course designed for trained mentors. Participants will learn about the CLASS observation tool and the ways it can support effective teacher-child interactions.

The program is free for participants and reimbursement for backfill costs is available. Further information and registration details are available on the Department's website at: www.education.vic.gov.au/childhood/professionals/learning/Pages/classprogram.aspx

RESOURCES:

1. [Creativity in Action: Using Everyday Materials for Learning – A Self-Guided Learning Package for Educators](#) (Janani Nathan & Anne Stonehouse AM) - This self-guided learning package is a collection of practical and inspiring ways educators can use everyday materials in their service to encourage learning.
2. The [Self-Assessment Tool – Professional Learning Plan - PSCA](#) is a tool to assist education and care services to develop a Professional Learning Plan that will meet the needs of their service now and into the future. This tool builds upon the work and knowledge the service has already undertaken through the Quality Improvement Plan and other key pieces of work the service has achieved such as Service Support Plans and strategic plans.
3. The [Employee Management and Development Kit](#) was developed by Early Learning Association Australia (ELAA) to support education and care services in the ongoing management and development of their employees. The kit contains a step-by-step guide on how to use the Employee Management and Development Kit, and includes a range of editable electronic forms for managers to tailor to their individual service's needs.
4. Australian Bureau of Statistics [4240.0 - Preschool Education, Australia, 2015](#)
This publication presents statistics on children enrolled in and attending a preschool program across Australia in 2015. The results are compiled from data collected through the National Early Childhood Education and Care Collection.

EVENTS:

- [Understanding & Promoting the Mental Health & Wellbeing of Young People](#)
National Conference – 6 to 7 May, Melbourne Cricket Ground
- [2016 Early Childhood Education Conference](#)
27 to 28 May 2016 – Caulfield Racecourse Melbourne
- [Beyond Tomorrow: Early Childhood Conference \(ECMS\)](#) 19 August 2016 – Melbourne Convention and Exhibition Centre
- [Creating Positive Educational Settings for Children with a Disability \(Early Childhood\)](#)
31 August, 9:00am - 3:30pm, Clayton campus - Monash University
- [Early Childhood Intervention Australia 12th Biennial National Conference](#)
8 to 10 September 2016 – Melbourne Convention and Exhibition Centre
- [Early Childhood Australia National Conference](#)
5 to 8 October 2016 – Darwin Convention Centre, Northern Territory

Resources

New or updated resources are available at: www.education.vic.gov.au/childhood/providers/regulation/Pages/nqfactsheets.aspx

- Information to be displayed - new
- Notifications to Regulatory Authority - new
- Policies and procedures - new
- Staffing arrangements - updated
- Serious incidents and complaints - updated
- Enrolment records - updated

Fact sheets for services operating under the *Children's Services Act 1996* are available at:

www.education.vic.gov.au/childhood/providers/regulation/Pages/vcsresources.aspx

Keeping in touch

Quality Assessment and Regulation Division
Department of Education and Training
GPO Box 4367, MELBOURNE VIC 3001

You can get in touch with us by:

Visiting our website www.education.vic.gov.au

Phoning us on 1300 307 415

Emailing us on licensed.childrens.services@edumail.vic.gov.au