

## IMPLEMENTING THE EARLY YEARS LEARNING FRAMEWORK



As a director of Moverly Children's Centre and trainer for Community Child Care Co-operative, I have been running Early Years Learning Framework (EYLF) sessions all over Sydney for the past nine months.

By Danielle Layton

Initially, at a service level, some educators were apprehensive about another change in the industry but since they have started implementing the EYLF, they are now all confident and have embraced the new curriculum. The EYLF not only complements my own personal philosophy but was easily adapted to our service philosophy.

One of the key factors to remember is that there is no right way to adapt the EYLF to your service and the way that it is implemented will look different at every service. It is a 'framework'; therefore, it allows an educator to have a flexible and creative approach to curriculum. Children learn through play and each educator has an individualised approach on how this is achieved, focusing on providing a range of experiences, choices and being a creative-thinker with intentional teaching strategies always at the forefront of our minds. We not only look at the five learning outcomes but, more importantly, the principles and practices into our everyday experiences. This is evident in the rooms, from interactions with children, engagements with families, children actively involved in

experiences, children asking questions, the learning environments, educators building on children's strengths, interests and abilities and then documenting the process through a variety of mediums. Applying the EYLF to your service will vary according to your families' needs, children and the community. *Belonging, Being and Becoming* complements and encourages collaborative partnerships with the families. As educators, we realise that families are children's first and most influential teacher. This needs to be embraced at all services.

### Documentation and reflective practice

As stated in the *National Quality Standards – Quality Area 1* – 'The Early Years Learning Framework ... informs the development of a program for each child and enhances their learning'. It does not say specifically 'HOW' educators need to be implementing the EYLF in a service.

*Continued on page 3*

# ★ ROUNDUP

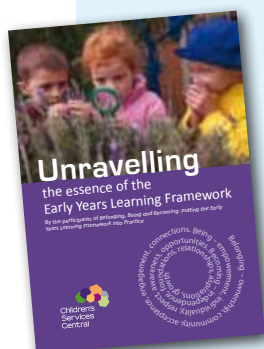


## UPDATE YOUR SERVICE CONTACT DETAILS

Children's Services Central likes to keep you up-to-date with all the news and information that relates to early childhood education and children's services. Please go to our website and use our special form to let us know about any changes to your contact details.  
[www.cscentral.org.au/contact/updateform.html](http://www.cscentral.org.au/contact/updateform.html)

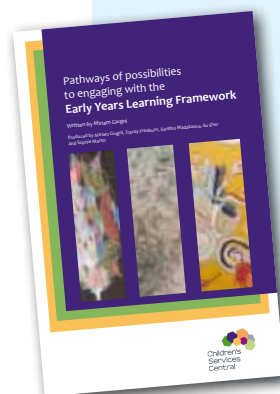
## FREE EYLF RESOURCES

The following resources can be downloaded for free from the Children's Services Central website.



### Unravelling the Essence of the Early Years Learning Framework

This resource has been created by educators in NSW exploring the Early Years Learning Framework during the professional development sessions of *Belonging, Being and Becoming: Putting the Early Years Learning Framework into Practice*. During these sessions, educators collaborated on the meanings of the key words of 'Belonging', 'Being' and 'Becoming' and discussed the five outcomes from their personal perspectives. These ideas and perspectives have been collated to support all educators to unravel the words of the Early Years Learning Framework.



### Pathways of possibilities to engaging with the EYLF

A unique narrative on establishing curriculum community and exploring the concepts of the EYLF written by Miriam Giugni in collaboration with a team of educators.

Go to: [www.cscentral.org.au](http://www.cscentral.org.au)

## GROWING UP STRONG CUCHICUM

A book has been developed as part of the Aboriginal Child, Youth and Family Strategy which is a NSW Government initiative as a resource for Aboriginal parents and Family Workers in the Northern Sydney region of NSW, which is the traditional country of the Guringai and Darug people.

'Cuchicum' is the Guringai word for baby and small child.

This book talks about how we can help cuchicum to grow up strong by spending time with them – cuddling, playing, singing, reading, listening, telling stories and talking.

The book includes:

- information about what cuchicum do at different stages;
- ideas about things we can do with our cuchicum;
- games and activities;
- contacts to help with parenting.

The book can be downloaded from the Community Services website: [www.community.nsw.gov.au/docswr/\\_assets/main/documents/par\\_cuchicum.pdf](http://www.community.nsw.gov.au/docswr/_assets/main/documents/par_cuchicum.pdf)

## CHILD CARE SERVICE HANDBOOK 2010/11

Do you have the newest edition of the *Child Care Service Handbook*? The 2010/11 handbook is on the DEEWR website. This handbook provides guidance and assistance to approved childcare services operating under the Child Care Management System (CCMS). A printed version is being prepared and will be sent to all services shortly. Until then, services can consult the handbook online at: [www.deewr.gov.au/EarlyChildhood/Programs/ChildCareforServices/Operation/Pages/ccservicehandbook.aspx](http://www.deewr.gov.au/EarlyChildhood/Programs/ChildCareforServices/Operation/Pages/ccservicehandbook.aspx)  
 DEEWR forms referred to in the new handbook can also be found at this address.



Children's Services Central is the Professional Support Co-ordinator in New South Wales and is an initiative funded by the Australian Government under the Inclusion and Professional Support Program. Children's Services Central is managed by a consortium of key organisations that resource and support the sectors of children's services in New South Wales.

### Children's Services Central

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## QA: WHAT IS HAPPENING?

We have been receiving calls from services concerned about accreditation. Essentially, the answer **at this stage** is:

- If your service is due to be accredited between now and 1 January 2011, prepare as usual. You will be accredited under the current QA system.
- If your service is currently Accredited and due for accreditation after 1 January 2011 you will not be required to submit a Self Study report to the NCAC. You will next be rated against the National Quality Standard (NQS) under the National Quality Framework (NQF) at some stage from 2012 onwards.

Community Services is yet to determine the order it will assess services but has said it may take over three years to assess everyone under the new system.

From 1 April 2011, Not Accredited services will no longer be required to submit a Self Study report to NCAC. These services will also next submit under the NQF.

(continued from front page)

## IMPLEMENTING THE EARLY YEARS LEARNING FRAMEWORK

There is no set proforma or checklist to the EYLF. It is an individual approach taking into account your service philosophy and own personal philosophical beliefs. Focusing on the needs of the families, children and community will give educators a clearer understanding on how to implement it.

One of the other key areas as outlined in the NQS under Quality Area 1 is:

‘Critical reflection and evaluation of children’s learning and development, both as individuals and in groups, is used as a primary source of information for planning and to improve the effectiveness of the program and teaching strategies.’

At Moverly Children’s Centre, we focus on this area as a reflective practice to be a key component to our documentation. Critical reflection involves closely examining all aspects of the day.

Our program consists of three main elements:

- **Daily diary:** which is a journal of photos with observations of the important parts on the day, this includes project work, individual and group observations.
- **Reflective diary:** This is the bulk of the program and influences what we do the next day. It covers all areas of the program, indoor and outdoor as well as behaviour guidance strategies, confidential information, environmental influences, what has worked and what hasn’t, communication with families and linking the principles, practise and outcomes into everything that we do.
- **Individual portfolios.**

Some of the questions the staff reflect on as stated in the EYLF are:

1. What are my understandings of each child?
2. What theories, philosophies and understanding shape and assist my work?
3. Are there theories or knowledge that could help me to understand better what I have observed or experienced?  
How might these affect my practice?

The reflective diary is strictly confidential for educators only. All educators add their input, regardless of their qualification. It is important to acknowledge educators’ skills, knowledge and experiences with the children. All educators have valuable input and interact with the children. It is purely jottings, post-it notes or pieces of paper stuck in that are recorded on a daily basis.

As the third component to our documentation we do detailed portfolios for every child. These are influenced by ongoing observations, project work and input from families. A variety of observations are used.

This is my service’s perspective on how to implement the EYLF and document children’s learning. We do a variety of things that are changed regularly to reflect the educator input and needs. Curriculum is an ongoing process and with critical reflective practice allows the educators to make changes as it evolves. Curriculum, reflective practice and the EYLF are all agenda items on our monthly educator meeting. This allows for a collaborative approach to our agenda where we discuss what’s working and what’s not.

There is no right way to implement the EYLF and what you do at your service will be different to mine!

**Danielle Layton** is Director of Moverly Children’s Centre, Randwick City Council.





## MY TIME: OUR PLACE

Have you read *My Time, Our Place: The draft Framework for School Age Care in Australia* yet? As outlined in the last edition of *Central*, the Framework for school age care will be a key component of the Australian Government's National Quality Framework (NQF). It will be incorporated in the National Quality Standard (NQS) to ensure delivery of nationally consistent and quality school age care across different sectors and jurisdictions. The Framework will support and provide guidance to educators working with school age children in outside school hours care, long day care, and family day care settings. The Draft outcomes under the Framework are that:

- Children have a strong sense of identity;
- Children are connected with and contribute to their world;
- Children have a strong sense of wellbeing;
- Children are confident and involved learners;
- Children are effective communicators.

To download the draft framework, go to: [www.deewr.gov.au/earlychildhood/policy\\_agenda/pages/framechagcare.aspx](http://www.deewr.gov.au/earlychildhood/policy_agenda/pages/framechagcare.aspx)

# CHANGES TO ASSOCIATIONS LAWS

**Changes to the Associations Act and Regulation came into force from July 2010.**

For most children's services in NSW, the changes do not require any immediate action. Services are under no obligation to change existing constitutions to comply with the new Act immediately. However, when you next go to make changes to your constitution, you will need to ensure it complies with the new Act.

However, there are a few changes that children's services should be aware of. These are:

**Common seal:** Associations can now determine whether they wish to have a common seal or not. Under the new Act, there is no requirement to have a common seal. Until you remove this section from your constitution, however, the use of your common seal is governed by what is in your current constitution.

**Conflicts of interest:** Committee members now have an obligation to disclose any conflict of interest between them and the association. Where a committee member has any personal interest in a matter being considered by the committee, this should be disclosed to the committee and recorded. The new Act includes penalties (up to \$6,600) that can be imposed on committee members who don't disclose conflicts of interest.

For more information on how to handle conflicts of interest, see Chapter 5 of Children's Services Central's book *So Now You Are On The Committee: A Handbook For Committee Members of Children's Services* – copies can be purchased for \$29.95 by phoning Jo Walls on **(02) 8922 6444**.

**Size of Association:** Should your company change its form of incorporation? The Office of Fair Trading is using the amount of \$2 million as a measure of assets, income or expenditure, to determine if an organisation should be incorporated as an association. If you are an association and your annual income or income and assets are above this amount, you may wish to consider changing your form of incorporation to a company limited by guarantee under the *Corporations Act 2001*.

## MORE EYLF PROFESSIONAL DEVELOPMENT

Early Childhood Australia has been contracted by the Department of Employment, Education and Workplace Relations to provide professional support to services as they engage in the EYLF implementation process on a national basis over the next 12 months. The professional development on offer consists of:

- 65 EYLF workshops across Australia;
- an online EYLF interactive forum;
- an online EYLF e-newsletter;
- EYLF online master classes focused on features of high-quality early childhood practice; and
- a series of short EYLF practice and training video vignettes.

To find out more, go to:

[www.earlychildhoodaustralia.org.au/eylfp](http://www.earlychildhoodaustralia.org.au/eylfp). It is expected that this professional development will be complementary to that which is being provided by Children's Services Central.



Early childhood is the ideal time for children to develop healthy eating and physical activity habits and to learn a range of movement skills that will help them enjoy physical activity throughout their lives.

### What is *Munch and Move*?

*Munch and Move* is a training program for early childhood educators who work directly with children in early childhood services across NSW. The purpose of the training is to assist participants to implement a fun, play-based approach to supporting healthy eating and physical activity habits in young children. The *Munch and Move* training program fits within the new National Quality Framework and the Early Years Learning Framework.

*Munch and Move* is a joint initiative of the NSW Department of Health, the NSW Department of Human Services (Community Services) and Area Health Services.

### Who is *Munch and Move* for?

*Munch and Move* was offered to NSW preschools during 2008–2009. Over the next 18 months, *Munch and Move* will be offered to long day care services across NSW. Full-day training workshops will be held in locations across NSW. Area Health Service staff will send invitations to relevant services in their area close to workshop times.

Family Day Care will also offer the *Munch and Move* training to carers starting in 2011. This will be co-ordinated by the Family Day Care Association in conjunction with Family Day Care Schemes across NSW.

### What does *Munch and Move* offer?

*Munch and Move* offers early childhood educators a great opportunity to encourage children's healthy eating and physical activity using a range of learning experiences. Free training workshops will be run by experienced trainers from either the Early Childhood Training and Resource Centre (ECTARC) or Community Child Care Co-operative.

### *Munch and Move* offers:

- Face-to-face high quality training conducted by a Registered Training Organisation;
- Resources – training manuals, music CD, movement DVD, fact sheets and more!;
- Support to implement policies and practices related to physical activity and healthy eating;
- Contact with local health professionals to provide additional advice, support and resources;
- Parent-focussed support materials that provide simple, practical tips and ideas to engage children in active play and healthy eating and to limit small screen recreation.

Participants will also have the opportunity to complete two units of competency from the CHC08 Community Services Training Package: (CHCCN303A *Contribute to provision of nutritionally balanced food in a safe and hygienic manner* and CHCFC502A *Foster physical development in early childhood*).

For those wishing to undertake this option, there will be additional bridging materials to be studied and assessments to be completed.

**Please note:** Area Health Service staff will send invitations to relevant services in their area close to workshop times. You cannot book into these courses via Children's Services Central.



# SERVICE PREPARATION

What should your service be doing now to prepare for the National Quality Framework (NQF)? One of the main things is reading and familiarising yourself with the National Quality Standard (NQS). The Standard can be downloaded from the Children’s Services Central website at: [www.cscentral.org.au/standard](http://www.cscentral.org.au/standard)

## Law to set up NQF introduced

The Education and Care Services National Law Bill 2010 has been introduced into the Victorian Parliament. This is the bill which will form the basis for the establishment of the National Quality Framework.

The bill sets out the objectives and guiding principles of the National Quality Framework and defines which services are subject to it. It establishes a national system of approvals to provide and operate an education and care service and to be a certified supervisor. It also sets out the process for assessing and rating services against the National Quality Standard and provides for a system of appeals and reviews of decisions relating to assessments and ratings. The bill outlines the tools that may be used to ensure compliance with the law.

The bill establishes the Australian Children’s Education and Care Quality Authority and sets out its functions, including oversight of the National Quality Framework, reporting to the Ministerial Council and Regulatory Authorities, provision of advice, and information management. The law also sets out the functions of the Regulatory Authorities, which include approving providers and services, certifying supervisors, assessing and rating services, and monitoring compliance with the National Quality Framework, the National Quality Standard, the Education and Care Services National Law, and the national regulations. The law provides for transition from existing legislative and regulatory arrangements to the new arrangements.

## NQF information sessions

Is your long day care or preschool booked into an NQF information session yet? These sessions are being held by Children’s Services Central and Community Child Care Co-operative across NSW between now and the end of November. These two-hour information sessions explore the changes that long day care services and preschools will need to implement as a result of the NQF. They will give the most up-to-date information available and will explain when and what changes services will need to undertake in preparation. A recording of one of the sessions and the PowerPoint used will be available on the Community Child Care website – [www.ccccnsw.org.au](http://www.ccccnsw.org.au) – from the end of November. Book at: [www.cscentral.org.au/pd](http://www.cscentral.org.au/pd)



## How do the seven quality areas of National Quality Framework match the quality areas of the current accreditation systems?

NQF	QIAS	FDCQA	OHSCQA
Staffing arrangements	Staff Relationships with Children and Peers	Carers and Coordination Unit Staff	
Collaborative partnerships with families and community	Partnership with Families		Partnerships with Families and Community Links
Educational program and practice	Programming and Evaluation	Children’s Experiences, Learning and Development	Programming and Evaluation Play and Development
Relationships with children	Children’s Experiences and Learning	Interactions	Staff Interactions and Relationships with Children Respect for Children
Children’s health and safety	Protective Care and Safety	Health, Hygiene, Nutrition, Safety and Wellbeing	Protective Care and Safety Health, Nutrition and Wellbeing
Leadership and service management	Managing to Support Quality	Management and Administration	Managing to Support Quality
Physical environment		Physical Environment	
	Health, Nutrition and Wellbeing		

# THE SIX REASONS FOR PROVIDING LEADERSHIP OPPORTUNITIES FOR SCHOOL AGE CHILDREN

By Robyn Monro Miller

All children need a warm, supportive environment where they feel respected, accepted and capable. When working with school age children, educators can assist in providing this by giving children opportunities to take initiative with experiences and routines and, where they desire, to assume leadership roles. In structuring an activity, plan to ensure that children are encouraged to share ideas and collaborate with each other on their projects. Adults can facilitate this but should not dominate it. It is great when children's initiative is met with success but, realistically, this does not always happen, so always ensure opportunities are provided to assess the reasons for success or failure and a chance to try again!

Children of this age need safe opportunities for risk taking, if we remove risk from children's lives they will actively seek out opportunities for unsafe risks. My motto is: 'Spare the risk, spoil the child' – leadership opportunities are safe risk taking and should be an integral part of your work with school age children.

Leadership opportunities provide children with six key benefits:

- 1. A sense of empowerment:** Providing children with a level of control over their environment and the outcomes.
- 2. Development of resilience:** Taking risks and sometimes experiencing failure assists children to develop coping mechanisms and search out alternatives for success.
- 3. Teaches life skills:** Through leadership opportunities children learn important skills of planning, conflict resolution, delegation, and many more depending on the opportunity.
- 4. Provides a sense of belonging:** When children feel empowered and have ownership of activities they develop a shared sense of ownership.
- 5. Developmentally important:** Leadership opportunities at this age support children's development across all areas.
- 6. Assist in the development of autonomy:** Autonomy is self government. Children's involvement in leadership opportunities provides them with the opportunity to practice and develop this autonomy as they make decisions, accept consequences and see the benefits of their work.

The most important rule of all is making sure that any program you deliver for school age children is not about YOUR needs: it is about meeting the needs of the children in your care. Your service should reflect the eclectic and diverse personalities of the children using it – this is the essence of a quality program for school age children.



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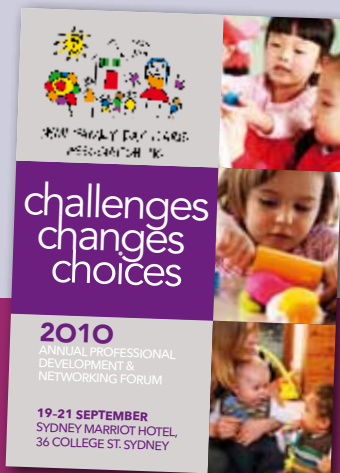
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## CHALLENGES, CHANGES, CHOICES ... A SUCCESS YET AGAIN!

The NSW Family Day Care Association recently held its Annual Professional Development and Networking Forum 'Challenges, Changes, Choices' at the Sydney Marriott Hotel on Sunday 19 to Tuesday 21 September 2010.

Over 250 delegates attended the conference over the three days and feedback has been wonderful. Co-ordinators, Child Development Officers, Administration Staff, Play Leaders and Carers were among those attending the conference.

Those who arrived on the Sunday night were treated to an early welcome event in the lobby lounge of the Marriott Hotel where the guest speaker Maggie Dent gave an inspiring opening address. Monday saw the official opening of the conference where Maggie Dent gave her keynote address 'Dare to be Exceptional'. Delegates then proceeded to many varied and informative workshops throughout the day.

The official conference dinner was held at the beautiful Dome Restaurant at the Arthouse Hotel on Monday night and was attended by 106 family day care staff members. The

highlight of the dinner occurred when Toni Scott and Paula Gayle were awarded Life Membership to the NSW Family Day Care Association.

Delegates were entertained on Tuesday morning by Josephine O'Reilly and Daniel Cordeaux, two improvisation experts with a timely message on facing changes and challenges. They managed to have the entire audience laughing for the whole hour and certainly got the day off to an energetic, entertaining start! Once again, the workshops were well attended.

The conference concluded on Tuesday afternoon with an informal gathering to discuss and evaluate the overall success of the conference with a view to continued improvement for 2011.

## STOP PRESS

### Don't panic about your next Self Study report!

Children's Services Central are receiving calls from services who have checked their accreditation status on NCAC Online ([www.ncaonline.com.au](http://www.ncaonline.com.au)) and seen this message on the website:

**DATE NEXT SELF-STUDY REPORT DUE:**  
This service's next submission will be under  
the National Quality Framework.

Some services are interpreting this to mean that if their Self Study report was due in 2012 they will still have to do it by this date but under the new system. The NCAC has announced that services who are currently Accredited and due for accreditation after 1 January 2011 will not be required to submit a Self Study report. You will next be rated against the National Quality Standard (NQS) under the National Quality Framework (NQF) at some stage from 2012 onwards. Community Services has advised it is yet to determine the order it will assess services but has acknowledged that it may take over three years to assess everyone under the new system.