Spotlight on Programs for Infants and Toddlers

2015 Budget — An equitable new funding model for education and care?

Outside School Hours Care and Transition Statements

Building and Sustaining Community Partnerships
Welcome to the Winter edition of Roundtable

We are over the half way mark through the 2015 year. You will soon be in full planning mode for the end of calendar year activities including transition to school for kinder children, orientation for new children and families, end of year celebrations and planning for 2016.

Community Child Care Association recently participated in the Transition to School Expert Advisory Group which is facilitated by Department of Education and Training. The Consultation on Transition: A Positive Start to School reminds us that Transition to School is a key time for children, families, services, and schools and it needs to be planned, communicated and implemented effectively to be successful for children, families and stakeholders.

We have included an article in Roundtable which highlights Outside School Hours Care and Transition Statements. It has a focus on what educators in all settings can do to encourage the sharing of transition statements with OSHC services. The ideas for this article came from our recent OSHC Victoria Sub Committee meeting where we discussed what is working well, what could be improved and how important having access to these transition statements are for children coming to OSHC for the first time.

Thank you to all our members who are happy for us to show case their wonderful practices so others can learn and be inspired. In this issue we thank Elwood Children’s Centre who let us have a spotlight on their programs with infants and toddlers. Elwood has a strong focus and commitment to ensuring that respecting and supporting children’s sense of agency is a huge priority and provides examples on how they achieve this.

We are busy planning professional learning opportunities for the sector so keep an eye out for our upcoming events which I am sure you will find both exciting and a great opportunity to learn, share and join in conversations with your peers.

Leanne Giardina
Executive Director — Community Child Care Association

What’s News?

Building and Sustaining Community Partnerships

Outside School Hours Care and Transition Statements

2015 Budget: An equitable new funding model for education and care

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Professional Childcare Standard Multiple Enterprise Agreement 2015

Providing Support to Coordinators and Directors – The Role of the Management Committee Chairperson

CCC Staff Contributors

CCC would like to thank the following staff who contributed to this edition of Community Child Care Association’s Roundtable:

Lynn Turner – Editor
Cat Kimber
Joanne Thorne
Leanne Giardina
Pina Cannata
Taryn Holland

CCC provides leadership, advocacy and support to build the capacity of the children’s education and care services sector through collaboration and promotes public support for community owned, not for profit services.

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Mandatory Reporting of Child Sexual Abuse

A new criminal offence has been created in Victoria that imposes a clear legal duty upon all adults to report information about child sexual abuse to police. Any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16, has an obligation to report that information to police. Failure to disclose the information to police is a criminal offence.

Two other criminal offences have also been introduced;
- A grooming offence which targets communication, including online communication, with a child or their parents with the intent of committing child sexual abuse.
- A failure to protect offence that applies to people within organisations who knew of a risk of child sexual abuse by someone in the organisation and had the authority to reduce or remove the risk, but negligently failed to do so.

This law reform follows from the Victorian Government’s inquiry into the handling of child abuse allegations within religious and other non-government organisations. The Inquiry’s Betrayal of Trust Report made 15 recommendations which the State Government has confirmed in principle support for.

Services are advised to update their relevant policies to reflect these changes. More information about the Betrayal of Trust Report and the new offences is available on the Department of Justice and Regulation website www.justice.vic.gov.au

2015 Kindergarten Guide

The Department of Education & Training (DE&T) has released a new Kindergarten Guide that provides detailed information about:
- The types of kindergarten funding available
- Eligibility criteria
- How to apply for funding
- How to comply with operational requirements once funding has been granted.

The guide will assist services that provide kindergarten programs and are currently receive or wish to apply for funding from the DE&T. Copies are available on the Department’s website: www.education.vic.gov.au > Early Childhood > Service Providers > Funding and Grants

AUSTRALIAN FAMILY EARLY EDUCATION AND CARE AWARDS

Congratulations to the following Community Child Care member services who were recognised in these Awards

2015 National Winner Early Childhood Service of the Year
- Jindi Woraback Children’s Centre

2015 Victorian State Finalists Early Childhood Service of the Year
- Jindi Woraback Children’s Centre
- Clarendon Children’s Centre Co-Op
- YMCA Taylors Hill

2015 Victorian State Finalist Early Education Director of the Year
- Michelle Walker
Jindi Woraback Children’s Centre

NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN’S DAY
4 AUGUST, 2015

Little People, Big Futures

National Aboriginal and Torres Strait Islander Children’s Day (Children’s Day), and the week leading up to it, is a time for Aboriginal and Torres Strait Islander families to celebrate the strengths and culture of their children. The day is an opportunity for all Australians to show their support for Aboriginal children, as well as learn about the crucial impact that community, culture and family play in the life of every Aboriginal and Torres Strait Islander child.

Children’s Day aims to celebrate the strengths of Aboriginal and Torres Strait Islander children and their connections to culture, as well as draw attention to the issues that affect Aboriginal and Torres Strait Islander children.

Children’s Day is held on 4 August each year and is coordinated by SNAICC. Children’s Day was first observed in 1988, with 2015 being the 28th celebration. Each year SNAICC produces and distributes resources to help organisations, services, schools, and communities celebrate at the local level. For more information go to www.aboriginalchildrensday.com.au

CONGRATULATIONS HEATHER!

Congratulations to Heather Barnes who received an Order of Australia Medal for her service to early childhood education in this year’s Queen’s Birthday Honours List. Heather Barnes works as a trainer and consultant throughout Australia, assisting educators on their professional learning journey. She believes that the current reform agenda is the best thing to occur in decades for early childhood education and care and feels privileged to assist educators in their understanding of the requirements of the NQS and the Frameworks.

Her career has included teaching in preschools, higher education and TAFE and she had a long association with the National Childcare Accreditation Council. Heather facilitated Assessor Training for the National Quality Framework in 2010 and 2012 for the Australian Government Department of Education, Employment and Workplace Relations.

She is a member of the Victorian Children’s Council and contributes to the VEYLDF Project Board. Heather was made a life member of Govvie Victoria in 2011. Heather has worked with CCC since 2007 delivering many professional learning sessions. She has a knack for considering the context of the participants and helping them connect the learning to their journey and setting. A valued advocate for and contributor to the early childhood sector!
The power of partnerships with other professionals and organisations is sometimes overlooked or underestimated as services navigate their daily work. Much of what we do in our own service is either being explored, trialled, implemented or evaluated in other services. Having partnerships with professionals and/or organisations supports a stronger and more widespread approach to improving the lives of children. However, for partnerships to be an authentic approach to improving the lives of children, it’s time for the team to change this.

While successful change requires good leadership, it is sustained by a whole team approach. Get started with the following steps:

1. Agenda this for the next staff meeting – allowing time for discussion and planning; who will take the lead on new partnerships? How will everyone be able to contribute?
2. Develop a shared philosophy statement and/or vision; draw on both research and educators beliefs and understanding of the role and importance of partnerships with professionals; consider developing a ‘statement of commitment’ to include in position descriptions.
3. Develop clear roles and expectations; this will include considering key points such as:
   - How will potential partnerships be identified?
   - Who will take the lead on new partnerships? How will everyone be able to contribute?
   - How will new knowledge and information be shared amongst the team?
   - How will each team member be supported; time, resources etc.?

The following are some tips to help services navigate their daily work. Much of what we do in our own service is either being explored, trialled, implemented or evaluated in other services. Having partnerships with professionals and/or organisations supports a stronger and more widespread approach to improving the lives of children. However, for partnerships to be an authentic approach to improving the lives of children, it’s time for the team to change this.

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Make forging and maintaining partnerships an embedded part of service culture

Collaborative partnerships won’t always have a defined time period. Some collaboration will be short term to address an immediate issue or concern; others may involve more ongoing and in-depth project work to support a sustained change in practice. As the service actively reflects on current, future or possible practices, take note of who might be a possible partner in supporting any changes or improvements to service and pedagogical practices.

Critically reflecting on practices does not always lead to a need for change or improvements but still involves exploring why a practice is purposeful and important. Exploring with other professionals can bring multiple perspectives. It provides more opportunity to promote the broader benefits of a particular service practice for children beyond the service. It also strengthens the consistent approach to quality outcomes for children across various professionals and services that families may encounter.

Use critical reflection as a tool for sustaining partnerships

The use of a reflective journal amongst service staff is a great place to start. There does not need to be a defined method or way to contribute, but it can be a central place to contain all the thoughts and ideas that could lead to new partnerships or renewing existing ones. It is also a place for educators to consider individual or service practices that they would like to explore further. Educators might pose a question, suggest an area of practice they would like to know more about or note an idea for a collaborative project.

The use of this reflective journal can keep conversations and provocations buzzing between more formal team meetings. It helps keep the passion and curiosity alive for improving or sustaining practices, or celebrating achievements and outcomes. It should be brought to each team meeting and used to help facilitate goal setting and action planning, including whom could partner with us on this…?

Record and document

There are three important points to consider:

1. Recording and documenting plans and intentions or strategies and goals

The use of a reflective journal amongst service staff is a great place to start. There does not need to be a defined method or way to contribute, but it can be a central place to contain all the thoughts and ideas that could lead to new partnerships or renewing existing ones. It is also a place for educators to consider individual or service practices that they would like to explore further. Educators might pose a question, suggest an area of practice they would like to know more about or note an idea for a collaborative project.

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2. Tracking progress

Tracking progress helps keep accountable to the goals, strategies and outcomes that have been decided upon. It is also a way for some momentum to be kept alive during any potential staff changes. Occasionally well set plans can derail, but this should not be an immediate reason to give up. Tracking progress helps to identify challenges, both internal and external. It is also an opportunity to record successes that can be drawn on for use as strategies for future goals and collaborative partnerships.

3. Recording new knowledge, useful information, outcomes of particular partnerships

Exploring practices, knowledge and resources amongst a range of professionals, brings a wealth of information that can be drawn on time and time again. But for this to happen, it is important that information is kept and is accessible. Consider where this information could be kept at your service. Who needs to access it — families, staff children?

How can it be displayed? For longer term collaborations with other professionals, consider how outcomes of the collaborative partnership will be recorded and shared.

Celebrate and acknowledge

Do all who access your service know just how many partnerships with professionals, both individuals and organisations, are facilitated within the service? A lot of time is invested in supporting a holistic approach to improving the lives of children and families and this should be acknowledged. Celebrate your partnerships — they are important.
Successful transitions rely on children, families and early childhood professionals developing positive, supportive relationships. Children’s learning and development is advanced when they feel that the new environment is a place where people care about them and where they can succeed.

Victorian Early Years Learning and Development Framework (2011, p.34)

Over the next few months services will be working with children and families to plan and implement transition to school processes. Transitioning to outside school hours care (OSHC) is a very significant part of many children’s lives and sometimes gets overlooked in the planning process. Sharing Transition Learning and Development Statement with OSHC services will not only help the service connect with and plan for each child, it is a useful way to encourage families to take a holistic approach to supporting their child through the excitement and challenge of this life phase.

The Transition Learning and Development Statement (the Statement) is part of the Victorian Government’s Transition: a positive start to school initiative. It is completed by the child’s family and early childhood professionals developing positive, supportive relationships. Children’s learning and development is advanced when they feel that the new environment is a place where people care about them and where they can succeed.

Key things educators in early childhood settings like kindergarten and long day care centres can do to encourage the sharing of the Statement with OSHC

- Include OSHC in your discussions with families about which school their child will be attending next year
- Network with your local OSHC services
- Consider inviting an OSHC Coordinator along to a family information evening to talk about the importance of transition processes for OSHC and what they can expect in this setting
- Talk to families about the value of sharing the Statement with their child’s OSHC service
- Where a family knows which OSHC service their child will be attending, send a copy of the Statement directly to the service. As with sending the Statement to schools, this can only be done with the family’s consent.

Key things educators in OSHC can do to encourage the sharing of the Statement with OSHC

- Talk now to the school about how the OSHC service can be included in the school’s orientation plans and activities. Explore opportunities for you to promote the value of OSHC receiving the Statement e.g. in newsletters, at parent information nights, in school enrolment packs
- Become familiar with the Statement and the sort of information it can provide. Discuss ideas with the staff team about how to maximise their value and how they can be used to inform programs and help settle new children into the service
- Network with local kindergartens and long day care centres – let them know how valuable the Statement can be in supporting children to settle into OSHC
- Discuss a process for the school to share copies of Statements that it receives from families
- Consider including a permission line to access transition statements from the school on the OSHC enrolment form
- Discuss with the school the possibility of including a permission line on their enrolment form, for the school to share information, including the Statement with the OSHC service
- Ask families to give you a copy of the Statement as part of the enrolment process.

Leanne Giardina, Executive Director of Community Child Care, recently participated in the Department of Education & Training (formerly DEECD) current consultation about transition to schools. She used this opportunity to highlight the key role that OSHC plays for children and families as they settle into school and the value of sharing Statements with OSHC.

More information about the Consultation on the Transition: A positive start to school initiative can be found at

2015 Budget: An equitable new funding model for education and care?

‘Data and financial modelling released since the Budget by ACOSS and NATSEM indicate strongly that this is not a fair budget for families on modest to low incomes. While increased investment in childcare expenditure is good to see, doing this at the expense of removing family tax benefits for lower income families is missing the point. A childcare package that has nothing to say about children and their rights and best interests reflects poorly on us as a nation.’

Dr Anne Kennedy Chairperson of Community Child Care Association

The 2015 Australian Government Budget contains a Families Package, with additional funding for child care and changes to the way subsidies are provided. On the surface this appears as good news for the sector, in that a simplified system will be easier for services to administer and will ensure that families can continue to access regulated and quality existing education and care service models. The government has linked increased funding to the Senate passing their changes to Family Tax Benefit B, which formed part of last year’s federal budget. This benefit helps single income and single parents earning less than $100,000. The impact of these changes is huge particularly for low income single parents who would lose payments once their child turns 6. The cut back on government funded Paid Parental Leave for people who have access to employer funded parental leave is another costly impact on families. Any reduced child care costs for families appear to come at the expense of other families and children.

This package has been presented by the government as a workforce initiative, with the government estimating it will mean increased workforce participation for 240,000 families. This figure is highly questionable and vastly different to the 16,000 estimated by the Productivity Commission’s Inquiry into Childcare and Early Learning. The package ignores the educational component of service provision for children under preschool age, excludes many children from participating in quality early learning settings and takes the sector even further away from universal provision of early childhood education for children before kindergarten.

‘Apart from 15 hours preschool for four and five-year-olds, the newly announced childcare package focuses on pushing mothers into paid work or more paid work as a condition of subsidy – unless the child is in need of remedial programs, which may stigmatise many users. This contrasts both with overseas evidence that universal access is better for remedying disadvantage and the UK government election promise that all children aged three and older will receive 30 hours of free preschool care, up from 15, because it’s good for all children. The idea that universal children’s services are an essential part of a network of community services is gone, together with other aspects of good social policies.’


‘These changes to funding don’t come in until 2017, which means families and services are stuck with the current complex and inadequate system that we have now. There is not even any certainty that it will go ahead in 2017. It is totally unreasonable for the government to link the progression of the package to the Senate passing legislation that will reduce income for some of Australia’s most vulnerable families.’

Brian Newman ~ Community Child Care Association Board Member

What impact will the proposed Families Package have on fees family’s pay for child care in 2017?

The tables below contain an example, calculated by Brian Newman, Community Child Care Board member, of the impact on fees for families in different income brackets. These figures are based on a centre charging $116 in 2015 with fees increasing to $128 in 2017. It shows that not all families will pay less for child care, with the benefits of the changes skewed towards families who have children enrolled on a full time basis.

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<th>1 day</th>
<th>2 days</th>
<th>3 days</th>
<th>Full Time</th>
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<tr>
<td>$128/day</td>
<td>$6.25</td>
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<td>$29.02</td>
<td>$48.08</td>
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Brian Newman ~ Community Child Care Association Board Member

Looking for more information?
Spotlight on Programs for Infants and Toddlers

Elwood Children’s Centre has been a member of Community Child Care Association (CCC) for more than 15 years. This year Melanie Turkopp, Elwood’s Nursery Room Leader was a Victorian Early Childhood Educator of the Year Finalist in the Australian Family Early Education and Care Awards. CCC congratulates Melanie and thanks her for sharing the following aspects of her practice with readers.

**What do you see as the most important elements in an infants and toddlers program?**

**Supporting Children’s Sense of Agency**
For us, respecting and supporting children’s sense of agency is a huge priority. Our indoor/outdoor program is a cornerstone of this. We keep the door open across the day and all the children in our group can choose where they want to be. We make sure children are dressed appropriately so that the indoor/outdoor program is an all-weather one. They get to experience all weather, with the babies who are still crawling being protected with pull on waterproof pants if it is cold and rainy. The importance of this element is well documented and we make sure that parents, families and all staff understand the benefits and opportunities this type of program provides.

**Routines are an integral part of our program, promoting decision making skills.** We have flexible and progressive meal and sleep times and respond to the many ways babies and toddlers communicate their needs and choices to us. Lunchtime is an important ritual for us and we try to make it as home like as possible. We involve the children in setting the table with a tablecloth, flowers and a candle. This ritual becomes a tool for children to communicate their needs, as they join in getting things ready. What a pleasure it was for me to watch late one afternoon as a couple of the two year olds in our group decided it was time for a snack. One carefully packed up the activity we had on the table while the other got the tablecloth out. This was a clear message to me that it was time for rice crackers and a sit down together.

**Building Strong Relationships with Families**
Families are the focal point from the beginning of our work with the children. If parents are not comfortable with us and in the room then the child is not likely to feel secure and settled. Especially during the orientation phase our relationship with the family is as important as our relationship with the child. Following through on what families do at home whenever possible and finding ways to make sure there are strong similarities in the babies’ experiences of their day is vital.

**We focus on working together with families and making sure our room is a happy place for both children and parents.** We have a parent who visits to breast feed her daughter in the middle of the day, mother and daughter have a beautiful bonding experience reinforcing how comfortable they both feel within our environment. Mum often stays to play awhile afterward and when time to leave they are both content and ready to take on the rest of their day.

**Connecting to Community**
Even at this young age we think it is important that we support children to develop an understanding of the wider community and take the opportunities to notice, appreciate and connect with others who enter our world.

**This year Jack (two years) has become very interested in making sure that the recycling rubbish goes in the right place. Following on from this we started emptying our bin with him and watching the recycling truck come and collect the centres rubbish each week. As time went on the truck driver noticed us and started beeping his horn. We suggested to Jack that it would be good to thank the truck driver for his work. Along with the other children in the group we made cookies and a card. What a thrill it was for Jack, when the truck driver stopped as we held up our thank you present for him. He came over, shook Jack’s hand and had a quick chat. Waving to Adrian the rubbish truck driver every week, continues to be an important part of Jack’s time with us.**

**How do you document children’s learning?**

This year I combined the daily communication books we use with families with the children’s learning portfolios and it has been a huge success.

Each child has a bound book that goes backwards and forwards to home and contains all the records of their learning as well as messages between staff and families. Having them in the child’s pigeon hole for the family to take home every night has meant families actually read and use them, sometimes writing more than we do. The parent’s input in the children’s portfolios allows us to plan together.
This combination of parent knowledge and educator’s professional observations and assessments creates a fulfilling and exciting learning journey.

We write down observations on little blue cards across the day and stick them straight into the child’s book. I jot down in the child’s book, my assessment of what learning is taking place, and how it relates to the framework and plans for where to next. Some of this analysis and planning happens during my planning time but we also find many moments of time across the day when we only have a couple of children awake to do this. Having the eight children’s journals that are in for the day set up ready on the work table has made this easier. These snippets of learning are fascinating for families and they will often add a comment or a story.

Where do you record your program planning?
A lot of our planning is recorded in children’s individual portfolios but we also have large Program Planning Books, one for indoors and one for outdoors, that document planned experiences and activities and the learning opportunities that evolve as we go. I have a template I use to document plans for the learning environment, modifications and reflections. As the planned experiences and strategies are implemented, we add modifications or extensions. Some of these experiences develop in the room over months or more. We only add other experiences or activities for the group or individual children as required.

What’s next for you in your professional journey?
As a whole centre we have been exploring how to build a deeper understanding of and respect for local Aboriginal culture. I am interested in making connections and learning about what that can mean for our infants and toddlers program.

Customised Learning Workshops

Contact us and we can discuss customising a workshop for your service.

Phone CCC 03 9486 3455 or Email reception@cccinc.org.au to book or for more information.

Remember: Long Day Care services can use their LDC Professional Development Programme funding to access CCC’s professional learning sessions and customised workshops.

Testimonials

“This session gave me some really positive strategies in engaging with families as well as reiterating what I have been doing already”
Kate, Mt Ridley P-12 College

“Thought provoking, motivational & inspiring. Eye opening ideas to engage children”
Choo, Wattletree House Children’s Centre

“Inspired & ready now to try out some of these ideas in the yard. Being reminded to be mindful of competence in children”
Erin, Wattletree House Children’s Centre
United Voice and Jobs Australia have finalised negotiations for a new Professional Childcare Standard Multiple Business Agreement for educators working in the community sector. The Agreement is now progressing through the approval process.

Community Child Care Association (CCC) has been pleased to support the negotiation of this Agreement by providing operational perspectives and contributing to the drafting of the content.

CCC believes that educators in the early and middle childhood workforce are chronically underpaid and undervalued. This instrument which provides above award pay rates and conditions is an important tool in the challenge to address this. As well as maintaining the existing above award conditions of previous Agreements it includes non-contact time for Educational Leaders.

CCC would like to thank Laura Stevens from United Voice and Michael Pegg from Jobs Australia for this significant contribution to the education and care community sector.

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**Upcoming Professional Learning Workshops**

CCC has a range of upcoming interactive, informative and practical workshops. Some of the topics that will be on offer include:

- A Practical Twist on Sustainability
- Transition to school statements
- HR & Difficult Conversations
- Technology in the Early Years – where would I start?
- Children and Technology: “What can early years professionals do?”
- Action Research
- Music & Movement (0-5 yrs)
- Music & Movement (5-12 yrs)
- Conversations with families
- Infants in Childcare/ Indoor Environments (0-3 yrs)
- Documentation
- OH&S
- Clay Workshop

Visit our website www.cccinc.org.au for more details including session times, locations and how to register.

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Children’s Accident Protection from Guild.

Because dare devils and little angels – are not as indestructible as they think.

No matter how well you look after the children in your care, accidents can happen. Whether it’s a leap, a fall or another child’s push, the financial and emotional pain can be devastating for both you and the parents of an injured child.

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Call us today 1800 810 213 or visit guildinsurance.com.au/cap

Children’s Accident Protection from Guild.

Because dare devils and little angels – are not as indestructible as they think.
Providing Support to Coordinators and Directors – The role of the Committee of Management Chairperson

LEANNE GIARDINA – Executive Director, Community Child Care Association

If you are the Chairperson/President of an education and care service your primary role is to provide leadership to the Committee of Management. You work with other committee members and the paid Coordinator/Director to ensure that all facets of the service come together in a focused and controlled way. You are a motivator who provides encouragement to members of the Committee of Management and staff to maintain their interest and commitment.

The Coordinator/Director is the overall manager of the service and deals with all aspects of the day to day management and operation of the service. She/he is responsible for the management and operation of the staff team and ensuring staff have job descriptions, appointment letters, staff appraisals and mentoring and support. Who takes this role on in your service for the Coordinator/Director? As the Chairperson/President it is important that you ensure they receive this support. In many instances it is the Chairperson/President who provides regular support and feedback or it can be delegated to another committee member. Consider the following:

1. Do you currently implement a staff appraisal for your Coordinator/Director?
If you don’t, who does? As the Chairperson/President you need to ensure that this is occurring every year. There are many benefits to performance appraisals. Formal time away from the day to day operation of the service provides an opportunity to reflect, plan, guide and provide feedback on the performance of the Coordinator/Director. Staff appraisals also provide an opportunity for:

a. Documenting employee performance over a specific period of time
b. Discussing performance with your Coordinator/Director
c. Providing the Coordinator/Director with feedback about their performance and discuss how well they have met their goals
d. The Coordinator/Director to clarify expectations, discuss issues and outline any additional resources or management support they consider necessary for their role
e. Thinking and planning for the upcoming year and goal setting with the Coordinator/Director’s going forward
f. Celebrating the achievements of the Coordinator/Director.

2. Do you meet with your Coordinator/Director on a regular basis?
Consider scheduling an hour a month to discuss operational and management issues of the service and to provide support to the Coordinator/Director in their role. It can be difficult to achieve this when you are having a quick chat as you drop off or pick up your child. An agenda for this meeting could include operational and management issues, current work load and priorities for the Coordinator/Director and any additional support or resources they require for their role.

3. Who sets the agenda for the Committee of Management Meetings?
Ideally the agenda should be set by the Chairperson in conjunction with the Coordinator/Director. This ensures that everything that is required to be discussed is on the agenda and there is shared responsibility and ownership of service priorities. It demonstrates a team approach to all operational/management aspects of the centre/service and ensures that there are no surprises at committee meetings.

4. Does the Coordinator/Director provide a written report for Committee of Management meetings?
What is the process for this? It is good practice to send a written Coordinator/Director's report with the agenda to COM members prior to each meeting. Instead of the Coordinator/Director addressing every item in the report, this allows meeting time to be used for committee questions and to discuss in detail any recommendations or high priority issues raised in the report.

5. Is the provision of support to the Coordinator/Director documented in your Committee of Management roles and responsibilities?
Do you have these included in your Committee of Management roles and responsibilities? If not, consider documenting and implementing some clear processes for this to occur. This will provide a solid foundation for the next Chairperson/President that you hand over to.

Remember, if your service is a member of Community Child Care, committee members can contact us directly to discuss their role and access support and resources.

Contact CCC on phone: (03) 9486 3455 or email: reception@cccinc.org.au