



2010 Professional  
Development and  
Support Booklet  
for Early Childhood Educators

## About CHILD Australia

Child Inclusive Learning and Development Australia (CHILD Australia) has over 21 years experience providing programs and services supporting the rights of all children to access high quality early childhood education and care.

We provide programs & services throughout Western Australia and the Northern Territory. In addition to our Professional Support Coordination for child care professionals in NT and WA, our programs & services include 6 Inclusion Support Agencies; playgroup and children's services in remote and rural communities and a Resource Centre for industry professionals.

## About PSC NT

CHILD Australia is funded by the Commonwealth Government's Inclusion and Professional Support Program (IPSP) to manage the Professional Support Coordinator program in the Northern Territory (PSC NT).

PSC NT provides professional development and support to Early Childhood Educators in Australian Government Approved Childcare Services (AGACCS) and aim to improve the quality of care provided in childcare settings.

Professional Development is an ongoing process that provides the systematic maintenance, broadening of skills, knowledge and interpersonal qualities necessary to Early Childhood Educators.

The objectives of PSC NT are to provide professional development opportunities that are based on latest research evidence and best practice in order to:

- lead professional practice and drive quality improvement;
- support early childhood services implement the new Early Years Learning Framework;
- assist services and their staff attain or exceed quality standards set by the Federal Government's National Quality Framework;
- prepare Early Childhood Educators for the increasing expectations that National Quality Framework accreditation brings;
- enhance and update Early Childhood Educators knowledge and skills in existing and new areas of practice;

- provide support pathways for new and existing Early Childhood Educators to attain accredited qualifications;
- promote networking and collaboration that supports reflection, the sharing of experience and the process of finding solutions to industry challenges; and
- provide professional development to support the inclusion of children from diverse backgrounds, including indigenous children, children with disabilities and children from CaLD backgrounds.

Through PSC NT, eligible early childhood services can:

- access PSC NT's professional development calendar that has been identified through an annual territory wide needs analysis;
- access customised Professional Development tailored to a service's specific needs;
- access a variety of procedural handbooks and "policies to go by" to assist service meet regulatory requirements (through membership of the Northern Territory Resource Centres);
- access a variety of resource materials and specialist equipment through membership of Northern Territory Resource Centres,
  - o Northern Resource Library  
Address: 71 Coonawarra Rd  
Winnellie, Darwin  
Email: [ecant@earlychildhood.org.au](mailto:ecant@earlychildhood.org.au)  
Ph: 8986 7142
  - o Central Resource Library  
Eurilpa House, 1st Floor 25 Todd Mall  
Alice Springs  
Email: [enquires@childrenservices.com.au](mailto:enquires@childrenservices.com.au)  
Ph: 8953 4059.
- access support from Inclusion Support Agencies, Indigenous Professional Support Unit, Bicultural Inclusion Support Services; and
- email PSC NT for support, professional development requests, accreditation/EYLF queries and general questions and PSC NT will respond within 2 working days.

## Who Can Seek PSC NT Support?

The following early childhood services are eligible for professional development and support from the PSC.

Early childhood services approved for Childcare Benefit, including:

- Long Day Care services;
- Outside School Hours Care (including vacation care);
- Family Day Care;
- Occasional Care; and
- In-home Care Services.

Early childhood services funded under the Budget Based Funding Program including:

- Flexible/innovative services;
- Mobile Childcare services;
- Multifunctional Aboriginal Children's Services;
- Indigenous playgroups;
- Indigenous outside school hours care and enrichment programs;
- Crèches; and
- Innovative Childcare Service Centres.

## How to Access PSC NT Support?

PSC NT hosts an Early Childhood Services Helpline for early childhood services and their staff. The Helpline creates a central point for all services and their employees to call which streamlines the response to childcare related queries. The Helpline assists with:

- accessing Professional Development;
- professional development requests; and
- Quality Assurance support.

The PSC NT Helpline provides a direct response, where possible, or refers requests to a Professional Support Service Provider (PSSP), Indigenous Professional Support Unit or Inclusion Support Agency. All calls are responded to within 2 working days

To access support please phone our Helpline on 1800 138 662.



## Professional Development

### Why Is Professional Development Important?

To be adequately prepared to work with children and families, Early Childhood Educators should undertake a comprehensive professional development program that includes:

- the opportunity to develop an understanding of the literature;
- opportunities for coaching and on-the-job learning; and
- reflection on their practice to determine how it can be developed in an ongoing manner.

The child care profession has experienced significant changes over the last decade along with increased accountability through both national quality assurance systems and state/territory based regulatory requirements. The introduction of the national Child Care Management System (CCMS) has placed an emphasis on financial management.

The implementation of the National Quality Framework will require ongoing professional discussion about the importance and purpose of the Framework as well as professional support for Early Childhood Educators to provide them with the necessary knowledge, skills, and an understanding of current child development theories and practices.



### Approaches for Professional Development

PSC NT supports approaches to professional development that are underpinned by research and good practice. The literature has identified the following as more successful in providing learning outcomes for Early Childhood Educators:

- Mentoring that is incorporated into formal programs or applied in an informal basis;
- Networking and collaboration that supports reflection, sharing of experience and is focused on solutions;
- Learning approaches using action research and approaches which encourage the development of new knowledge and reflective practice. These approaches position Early Childhood Educators as active learners who are responsible for their own professional development; and
- Professional development that supports Early Childhood Educators in their role as leaders is essential, particularly for those who are new to their position.

Professional development is an ongoing process that provides the systematic maintenance, improvement and broadening of skills and knowledge, and develops the interpersonal qualities necessary for Early Childhood Educators to carry out their responsibilities and sustain a high quality care environment.

Professional development is provided in a variety of formats that will support Early Childhood Educators to provide quality child care by meeting their ongoing and emerging professional development needs. These may include:

- Accredited and non-accredited courses;
- Conversations and informal sessions;
- Events, forums, hubs and networks;
- Collaborative projects;
- Mentoring and coaching;
- Advice and information; and
- Information/access to resources.

## Priority Areas for Professional Development and Support

PSC NT will provide professional development and support to child care services in the following areas:

### Leadership and management

- Support the development of organisational systems that support service governance, commitment to continuous improvement, planning and evaluation, and business management;
- Support child care service Directors in their role as leaders, particularly those who are new to their position.

### Relationships and partnerships

- Develop positive and meaningful interactions between staff and children and the engagement of children in the program;
- Implement approaches for promoting the engagement of families in the development and delivery of programs;
- Implement approaches for promoting the development and maintenance of links to the community more generally;
- Implement strategies for working with families, especially Indigenous families, families from CaLD backgrounds and families with children with disabilities;
- Implement strategies that encourage social justice and participation in child care services; and
- Respond to the expectations and demands of parents as consumers.

### Play-based curriculum

- Support the implementation ongoing planning and evaluation of learning programs and the proposed Early Years Learning Framework;
- Develop programs and curricula, including how to interpret and work effectively with current and emerging theories on how young children learn and develop;

- Provide a quality environment which supports learning and development, guiding children's behaviour, including supervision of children; managing challenging behaviours; and working with diverse family expectations;
- Organise the physical environment to engage children in learning experiences;
- Assist services be informed of new developments, innovation and change within the child care sector; and
- Implement environments and create opportunities to enable children to participate in learning and development that is culturally and linguistically inclusive.

### National Quality Framework

- Implement mandatory requirements including those to be developed under the National Quality Framework and the national Child Care Management System (CCMS); and
- Assist Indigenous child care services funded under the Budget Based Funding (BBF) program meet and understand their requirements under their Funding Agreements.



PSC NT endeavour to meet the diverse needs across all areas of the child care sector and are well aware that different regions have different requirements. In order to meet these unique needs, PSC NT offers a variety of training options. These include:-

## Calendar Professional Development

PSC NT develops and distributes a Professional Development Calendar every 6 months, January – June and July- December. This calendar is posted to all eligible Child Care services and is available on the PSC NT website, [www.pscnt.org.au](http://www.pscnt.org.au).

## How Do I Register For Calendar Professional Development?

To register for a professional development workshop or event, you must complete a Professional Development Registration Form. This can be found at the back of the Professional Development Calendar or can be downloaded from our website, [www.pscnt.org.au](http://www.pscnt.org.au).

Please book early to avoid missing out!

All Professional Development Registration Forms must be received 7 days prior to the scheduled date of the workshop.

## What Is Customised Professional Development?

PSC NT can arrange for a facilitator to present a Professional Development or consultancy session at your centre at a time and date that is convenient to the service and facilitator.

To arrange a customised session at your service please call the PSC NT helpline to arrange.

## How Much Does Professional Development Cost?

Professional Development costs are subsidised by PSC NT.

### AGACCS Costs:

#### Calendar Professional Development

- \$25 per participant per workshop
- \$80 for up to 4 staff from the same service
- \$80 per participant for full day workshops
- \$45 per participant for half day workshops

#### Customised training

- \$60 per hour, per service maximum of 15 staff
- \$120 per hour for 15 or more staff/ corporate services/ FDC schemes

Competency based workshops are an additional \$65 if participants would like a record of attainment.

To organise customised training, please contact our Helpline: 1800 138 662

### Non AGACCS costs:

#### Calendar Professional Development

- \$55 per participant per workshop
- \$100 per participant for full day workshops
- \$80 per participant for half day workshops

## On-Line Training

PSC NT offers a range of online training sessions to Early Childhood Educators. Online training sessions are interactive, real-time workshops delivered over the internet to participants from all over Australia. These workshops offer tremendous flexibility with sessions being held at a range of times both in and out of business hours. Travel is no problem, with people being able to participate in Professional Development from the convenience of their home or workplace.

Currently PSC NT has one online training provider “One World for Children” who offers Professional Development programs. To check out the latest courses on offer visit their website [www.oneworldforchildren.com.au](http://www.oneworldforchildren.com.au)

## CHILD Australia Networking Sessions

PSC NT facilitate effective networking sessions offering current information and support to Early Childhood Educators.

We share and develop ideas for quality care practices speaking to Early Childhood Educators about typical practices throughout their centres.

We can assist Early Childhood Educators to develop professional improvement plans that identifies quality practices at the service and how that relates to QA principles and the EYLF.

The main purpose of these facilitated networking meetings is to identify the diverse needs of the Child Care Sector.

These meetings will provide opportunities:

- to raise issues for discussion on typical care practices;
- for Early Childhood Educators to reflect on their own practices and share new learning, insights, practices and procedures that contribute to the development of best practice;
- for Early Childhood Educators to share ideas, processes and resources about accreditation and continuous improvement;
- for Early Childhood Educators to strengthen the links and connections between support networks;
- for peer support and Mentoring;
- to identify strengths of the group and individuals, to develop future plans, discuss constraints and transfer emerging issues from discussion to outcomes and action;
- to identifying Professional Development and emerging trends; and
- to advise Early Childhood Educators of current or upcoming changes to the industry.

## Role Modelling/Consultancy Service Visits

Professional Development is a process of continual learning. The ability to apply newly learnt skills to enhance positive outcomes for children and families can be a challenge.

PSC NT are offering child care services who access and attend a Calendar Professional Development workshop the opportunity to request a consultancy visit as a follow up with the same facilitator that facilitated the Professional Development workshop.

The focus of this support is for the facilitator to provide role modelling linking theory to practice.

To organise a role modelling/consultancy visit call PSC NT Helpline 1800 138 662.

## Indigenous Professional Support Unit (IPSU)

RRACSSU is funded by the Commonwealth Government's Inclusion and Professional Support Program (IPSP) to manage the Indigenous Professional Support Unit (IPSU) in NT

The Indigenous Professional Support Unit (IPSU) provides professional development and support to eligible Indigenous child care services and their managing bodies, including those services in rural and remote areas to enable them to provide quality child care by:

- providing professional development opportunities and support based on evidence and good practice in order to meet the needs of eligible Indigenous child care services and their staff;
- supporting Indigenous child care services to implement the new Early Years Learning Framework (EYLF) and encourage quality improvement;
- preparing and support Early Childhood Educators for their changing roles under the National Quality Framework and enhance Early Childhood Educators' knowledge and skills on existing and new areas of practice;
- facilitate access to, and/or provide, professional support and advice for managing bodies of eligible Indigenous child care services to maintain effective organisational systems;

- refer Indigenous child care services to the ISAs and/or PSCs for access to additional IPSP support services; and
- provide advice to PSCs and ISAs that will assist mainstream child care services in becoming culturally appropriate to meet the needs of Indigenous Early Childhood Educators and Indigenous children attending those services.

For more information visits IPSU's website: [www.racssu.batchelor.edu.au](http://www.racssu.batchelor.edu.au) or contact the IPSU nearest to you.

RRACSSU Northern IPSU  
9/66 Coonawarra Rd, Winnellie  
1800 890 133

RRACSSU  
5 Bloomfield St  
Alice Springs  
1800 760 036

## Inclusion Support Agencies (ISA)

The Commonwealth Government's Inclusion and Professional Support Program (IPSP) funds Inclusion Support Agencies (ISAs) to support the inclusion of children with additional needs in Australian Government Approved Child Care Services (AGACCS).

The aim of ISAs is to provide child care services with practical supports so they can provide a quality inclusive environment for children. Inclusion Support Facilitators work directly with eligible child care services to:

- respond to requests and referrals for inclusion support from child care services, PSC and IPSU;
- identify practices that facilitate inclusion of children with additional needs in child care settings;
- assist child care services to develop Service Support Plans (SSP);
- provide or source information in response to identified needs;
- assist services to link with relevant community groups, services and organisations;
- support child care services to work in partnership with families and local support networks;

- assist child care services to identify their professional development needs and opportunities; and
- support services to engage in ongoing reflective practices and continuous improvement.

There are 2 ISA regions in the Northern Territory.

Early Childhood Australia, Northern ISA region  
Address: 71 Coonawarra Rd  
Winnellie, Darwin  
Email: [ecant@earlychildhood.org.au](mailto:ecant@earlychildhood.org.au)  
Ph: 8986 7142

Childrens Services Support Program,  
Central ISA region  
Address: Eurilpa House  
1st Floor 25 Todd Mall, Alice Springs  
Email: [enquires@childrenservices.com.au](mailto:enquires@childrenservices.com.au)  
Ph: 8953 4059

## Bicultural Support

PSC NT provides bicultural inclusion support to early childhood services to enable them to include children from culturally and linguistically diverse backgrounds (CaLD), humanitarian refugee children and Indigenous children.

This program is called Bicultural Inclusion Support Services (BISS) and PSC NT subcontract the management of this program to Goodrun Solutions. Please visit the website for more information: [www.goodrunsolutions.com.au](http://www.goodrunsolutions.com.au) or phone 1800 826 413

## What Is Bilingual Support?

Bicultural support provides additional resources to eligible childcare services to assist with the inclusion of children from culturally and linguistically diverse backgrounds (CALD), refugee children, and Indigenous children.

## How Can Bilingual Support Be Accessed?

Child care services can make a request for Bicultural Support through the ISA, PSC or the IPSU. The request must be accompanied by a Service Support Plan (SSP), which is developed by ISAs and the child care service to identify a range of inclusion support needs such as bicultural support.

## What can be accessed through the Bicultural Support program?

Services available within the Bicultural Support Program will be determined by the PSC NT needs analysis and may include:

### Facilitating communication between eligible child care services and families by:

- assisting Early Childhood Educators in communicating with culturally diverse families and children (for example, interpreting meetings between parents and service staff, providing verbal translation of enrolment documents as well as Early Childhood Educators with key words and phrases that can be used to communicate with the child).

### Facilitating cultural awareness by:

- assisting child care services in better understanding particular ethnic backgrounds, cultural experiences, and child rearing practices of the children and families;
- enabling the exchange and sharing of information between staff and parents about the child and family life; and
- providing Early Childhood Educators with an understanding of relevant cultural issues.

### Supporting curricula or programming by:

- assisting with the implementation of culturally and linguistically appropriate practices and a culturally inclusive curriculum;
- supporting the child care service to maintain the child's bilingualism;
- supporting the implementation of programs that support the development of English as a Second Language; and
- supporting the implementation of programs that assist newly arrived children and families from refugee backgrounds.

### Supporting resource and linkages by:

- providing Early Childhood Educators with information, where available, about relevant community resources and services to support the inclusion of culturally diverse children and families;
- providing bicultural advice and support to ISAs; and
- working with the IPSUs to support the needs of Indigenous children in CCB funded child care services ensuring Bicultural Support meets program requirements.

## Specialist Equipment

### What Is Specialist Equipment?

Specialist Equipment is available on loan from the Specialist Equipment provider to eligible child care services (excluding In Home care) to assist the inclusion of a child who has demonstrated ongoing high support needs in a child care environment.

### What Is Available From The Specialist Equipment Provider?

The specialist equipment includes, but is not limited to:

- portable ramps to create access to the environment;
- standing frames and full support swings to allow the child with high physical support needs to participate in the daily child care program and activities;
- hoists, slings, harnesses, change tables, commodes, toilet seats or steps, potty chairs, mobile stools and seating or posture aids for care givers to enable them to lift and transfer children safely when carrying out basic care functions, such as changing and going to the toilet;
- specialised 'basic furniture' such as chairs, tables, desks and sleeping equipment;
- communication cards or charts, Auslan dictionary to enable the child and carers to communicate effectively;

- specialised inclusion toys such as switch sensory mats; and
- individualised equipment such as foam items specific to the needs of a child care environment and a child being included.

## How Do I Access Specialist Equipment?

- By completing a Service Support Plan (SSP) in which the child care service demonstrates the need for specialist equipment to enable the inclusion of a child within the care environment. (Contact your Inclusion Support Agency to arrange the development of a SSP);
- By confirmation that the child has a disability; and
- On recommendation by the child's therapist that the equipment will support the child's inclusion in the child care service.

Contact your ISA for more information

## Resource Libraries

CHILD Australia subcontracts the provision of the resource centre to:

- o Northern Resource Library – Early Childhood Australia  
Address: 71 Coonawarra Rd, Winnellie, Darwin  
Email: [ecant@earlychildhood.org.au](mailto:ecant@earlychildhood.org.au)  
Ph: 8986 7142
- o Central Resource Library - Childrens Services Support Program  
Address: Eurilpa House, 1st Floor 25 Todd Mall, Alice Springs  
Email: [enquires@childrenservices.com.au](mailto:enquires@childrenservices.com.au)  
Ph: 8953 4059

The Resource Libraries have approximately 20,000 resources, including:

- Professional resources such as books, journals and audio visuals to support the professional development of staff in child care services, Inclusion Support Agencies and other organisations.
- Multicultural resources such as posters, costumes, artefacts, musical instruments, puzzles, CD's and books to assist services to provide inclusive programming and play experiences for all children.
- Child appropriate resources which include children's books on disabilities, inclusion, emotions and family.
- CHILD Australia also provides support materials such as Makaton and Board Maker.

Membership to the Resource Libraries includes access to the Members' Only section of the CHILD Australia PSC NT website. This includes access to a variety of procedural handbooks and "policies to go by" to assist service meet regulatory requirements. For more information about membership or to view the library's catalogue visit the PSC NT website [www.pscnt.org.au](http://www.pscnt.org.au) or call the Resource Library in your region.



## PSC NT Website

The PSC NT Website contains a range of support and information. These include:

- Current news and events.
- Professional Development calendars.
- Library Catalogue.
- Fact Sheets and Brochures.
- Resource sheets focused upon specific topics and specific to a child care service type. These Resource Sheets provide quality and up to date information in an easy to read format. They are located under the free essentials section on the PSC NT website.
- Free essentials.
- Links to many other useful websites.
- Exclusive access to a members area this includes Policies to go by, Staff and Parent handbooks, Job Descriptions and Staff appraisals (for individual services who are members of an NT Resource Libraries).

## Newsletter

Child Australia produces a quarterly newsletter – “Child Times”, which is designed to inform the children’s services sector of upcoming events, changes which impact the sector and general news. This newsletter is issued to services every quarter.





### **Feedback**

Your views about our services are important to us. Please let us know if you have any questions on how we can improve our services, or if we have done something well.

### **Alternative Formats**

This brochure is available in alternative formats on request.

### **Images**

This brochure may contain images that are offensive to some Indigenous people.



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