



VEYLDF Appendix 2: Overview of early childhood services birth to eight years

- i) Overview of early childhood services for families
- ii) Overview of programs and resources to support early childhood professionals

i) Overview of early childhood services for families

Aboriginal Services

[Victorian Aboriginal Education Association Inc \(VAEAI\)](#)

This is a peak Koorie community organisation for education and training in Victoria. To support a solid foundation for young Aboriginal children's future development, they provide:

[In-home Support Initiative](#) that helps Aboriginal families to strengthen, support and improve their parenting capacity and to improve the health, development, learning and wellbeing of Aboriginal children aged from birth to three years old.

[Home-based Learning Program](#) for families of children aged 3-5 years and is offered as an extension of the In-home Support Program. It helps Aboriginal families to offer improved home learning environments for young children.

[Victorian Aboriginal Child Care Agency \(VACCA\)](#)

VACCA protects and promotes the rights of Aboriginal children and young people, providing programs and services to reinforce Aboriginal culture and encourage best parenting practices. Aboriginal families can access a range of Early Intervention and Family Support Services to support them in their parenting roles.

Early Intervention Services

[Early Childhood Intervention Services](#)

Early Childhood Intervention Services (ECIS) support children with a disability or developmental delay from birth to school entry and their families. ECIS provide special education, therapy, counselling, service planning and coordination, assistance and support to access services such as kindergarten and child care.

Services are tailored to meet the individual needs of children and focus on supporting children in their natural environments and in their everyday experiences. These services are funded through the Department of Education and Training provided by specialist children's services teams and early childhood intervention agencies. The overall aim of these services is to provide families with the knowledge, skills and support to meet the needs of their children and to optimise children's development and their ability to participate in family and community life. All services are provided using a family-centred approach, recognising the importance of working in partnership with the family.

[The National Disability Insurance Scheme \(NDIS\)](#)

The National Disability Insurance Scheme (NDIS) will be rolled out across Victoria from 1 July 2016. The NDIS will provide supports to people with a disability, including early intervention supports for young children.

[Kindergarten Inclusion Support Packages Program](#)

The Kindergarten Inclusion Support (KIS) Packages Program contributes to the provision of a quality kindergarten program for all children and aims to build the capacity of funded kindergartens to support the access and participation of children with disabilities and high support needs and/or complex medical needs in their local kindergarten programs.

A range of tip sheets for families is available to support understanding of inclusive practice in the context of kindergarten service provision and the KIS Package Program.

[Kindergarten Inclusion Tip Sheets](#)

Provides information and tips to enhance the Kindergarten experience.

Universal Services

[Australian Children's Education and Care Quality Authority \(ACECQA\)](#)

ACECQA is an independent national authority that guides the implementation of the National Quality Framework for all Early Childhood Education and Care services and ensures consistency in these programs. ACECQA maintains the [Starting Blocks](#) resource and publicly available National Registers. These resources help families assess the quality of approved education and child care services and make the best choice for their child as well as information about developmental milestones and transition to school.

[Early Childhood Education and Care Services](#)

An education and care service is any service providing or intending to provide education and care on a regular basis to children under the age of 13 years. Services that meet this definition, including family day care services, long day care services, outside school hours care services and preschools (kindergartens), are generally required to operate under the National Quality Framework (*Education and Care Services National Law Act 2010*, Education and Care Services National Regulations) .

A number of services operate under the Victorian children's services legislation (*Children's Services Act 1996* and the *Children's Services Regulations 2009*). These services are generally occasional care services, mobile services, budget-based services not funded for Child Care Benefit or school holiday care programs.

Long day care, occasional care and family day care services predominantly cater for children aged birth to five years, while outside school hours care services provide care for primary school-aged children. Long day care services, outside school hours care services and family day care services are typically used by working parents and the hours of operation are structured to meet these families' requirements. The Commonwealth Government provides funding for eligible families to assist them in meeting the costs of these services. Occasional care is generally provided for short periods of time in a variety of settings, including neighbourhood houses and sports and leisure services.

[Early Childhood Education and Care Services – Kindergarten Programs](#)

The Victorian Government provides funding to kindergarten programs delivered by a qualified early childhood teacher for children in the year before school. Additional subsidies are provided by the Victorian Government that makes kindergarten free for:

- three and four year old Aboriginal and/or Torres Strait Islander children
- three year old children known to Child Protection
- four year old children who hold, or whose families hold a Health Care Card, pensioner Concession Card, Department of Veterans Affairs Gold Card, Temporary Protection/Humanitarian Visas 447, 451, 785 and 786, Asylum Seeker Bridging Visas A-F, Refugee and Special Humanitarian Visas 200-217, and
- triplets/quadruplets in the same year of kindergarten.

Many kindergartens also provide programs for three year old children as an introduction to four year old kindergarten.

The Commonwealth Government also provides funding to ensure that all four year old children have access to fifteen hours of free preschool education, in the year before they attend school. This is known as [Universal Access](#).

[Maternal and Child Health Service](#)

The Maternal and Child Health (MCH) Service delivers a universal health service free of charge for all Victorian families with children from birth to six years. The service supports families and their children in the areas of parenting, child health and development, child behaviour, maternal health and wellbeing, child safety, immunisation, breastfeeding, nutrition and family planning.

The Universal MCH Service provides ten Key Ages and Stages consultations for children from birth to school age and a flexible service component, such as groups for first time mothers. The MCH service also includes an Enhanced service which provides a more intensive level of support for children, mothers and families at risk of poor health and wellbeing outcomes, in particular where multiple risk factors for poor outcomes are present.

The Maternal and Child Health Line (13 22 29) is a 24-hour telephone line which provides appropriate information, advice, support, counselling and referral to families with children from birth to school age.

[My School](#)

For parents, *My School* provides valuable information to help make informed decisions about their child's education. My School allows you to see how a school is performing, compared to schools with similar students.

[Parenting Support Services](#)

The Department of Education and Training funds parenting information, education and support services throughout Victoria for parents and carers of children aged from birth to eighteen years. Parenting services aim to increase the skills and confidence of parents to positively manage their children's behaviour and promote their children's learning and development including their engagement in education

Parentline (13 22 89) is a state-wide telephone information, education and counselling service operating from 8am to midnight seven days. Parentline's counsellors provide advice on a variety of issues affecting parenting and relationships. Parentline also provides information to parents about other services which can assist them.

Regional Parenting Services provide parenting education and support to families with children aged birth to eighteen years. They are located across the state and provided by a range of organisations including community service organisations and local councils. Parenting programs are delivered on a group or individual basis.

Early Parenting Centres are funded by the Department of Human Services to offer a range of specialised support, counseling and advice services. They are aimed at supporting parents who need additional intensive parenting support to build their skills and confidence to care for their child up to four years of age. The services are focused on building parenting capacity and skills, enhancing the parent-child relationship and strengthening a family's link with their community.

The Strengthening Parent Support Program (SPSP) assists parents and carers of children with a disability or developmental delay to establish peer support groups to connect with other families in similar situations for support and to share information.

[Playgroups Victoria](#)

Playgroups are an excellent way for y and their parents to socialise. They are informal, low cost and run by the parents. Parents stay with their children at playgroup. This gives them the chance to meet other people going through similar experiences and break down the isolation that can come with caring for young children. Families can be gently introduced to community, health and support services while they are at playgroup.

The Supported Playgroups and Parent Groups Initiative is a Victorian Government program that aims to engage disadvantaged and vulnerable families and provide quality play opportunities for children at a critical time in their development. The initiative builds parents' capacity to support their children's health, development, learning and wellbeing, and aims to increase families' participation and linkages with other early years services and supports.

[Supported Playgroups](#)

Supported Playgroups funded by the Department of Education and Training are a targeted program for families experiencing disadvantage whose children are at risk of poor developmental and learning outcomes. Supported Playgroups advance children's wellbeing and development through a focus on improving the quality of everyday interactions between parents and children.

A major reform of Supported Playgroups commenced in July 2015 and includes the introduction of new eligibility criteria to more effectively target the program towards families and children who would benefit most. The new criteria focus on including families whose children are at heightened risk of poor learning and developmental outcomes.

[Primary School Nursing Program](#)

The Primary School Nursing Program (PSNP) is a free service offered by the Department of Education and Training to all children attending primary schools and English Language Centre schools in Victoria. Primary school nurses visit schools throughout the year to provide children with the opportunity to have their health checked, provide information and advice about healthy behaviours and link children and families to community-based health and wellbeing services.

The PSNP utilises the [School Entrant Health Questionnaire](#) to support identification of children with potential health-related learning difficulties and to respond to parent and carer concerns and observations about their child's health and wellbeing . Other activities offered by the program may include formal and informal health education and health promotion to the school community.

Cultural Organisations

Cultural organisations in Victoria have worked to include learning relevant to the Victorian Early Years Learning and Development Framework outcomes in the programs they provide for children visiting both with their families and with their early childhood education and care services. This promotes learning before and after the visits, and ensures continuity of learning between these services and the home environment.

[Zoos Victoria](#)

Zoos Victoria provides a comprehensive program for visiting school and early childhood services.

[Museums Victoria](#)

This site includes information about the Melbourne Museum, Scienceworks, Bunjilaka Aboriginal Culture Centre and the Immigration Museum.

[Learning Lab](#)

[Pauline Gandel Children's Gallery](#) for birth to five years and is due to open December 2016

[National Gallery of Victoria \(NGV\)](#)

The NGV provides a number of educational programs for visiting school and early childhood groups, as well as regular exhibitions aimed at children and their families.

[NGV and the Victorian Early Years Learning and Development Framework](#)

[Royal Botanic Gardens Victoria](#)

Education programs are available from the early childhood right through to tertiary level learners at both the Melbourne and Cranbourne sites. There are also professional development opportunities available.

[Early Childhood Melbourne](#)

[Early Childhood Cranbourne](#)

[Public Libraries Victoria](#)

Provides links to local library websites, which have details regarding events and resources for children in their local area.

[State Library Victoria \(SLV\)](#)

The SLV provides educational resources and programs for teachers and school students, as well as events catering to young children and their families such as Play Pod, Baby Bounce and Storytime.

[Planning a visit](#)

[What's on – children and families](#)

Health for families

[KidsMatter](#)

This is an Australian mental health and wellbeing initiative set in primary schools and early childhood education and care services. The KidsMatter website provides a range of fact and tip sheets for families with practical suggestions about ways to support positive mental health and wellbeing outcomes for your child.

[Royal Children's Hospital Parent Website](#)

Provides health information about hospital routines and processes and includes: [Kids Health Info Fact Sheets](#)

[Health Translations Directory](#)

Provides a number of information sheets on common parenting issues and concerns, translated into a wide variety of community languages.

Local Government

Families will find information detailing the range of services provided for children birth to 8 years in their municipality on Local Government websites. This information is particularly useful for families new to a municipality or new to a parent or carer role.

Transition To School Resources

Below are links to a variety of resources available to assist children, families and early childhood professionals to navigate this major transition.

[Transition to School](#)

Provides links to information to help families support their children through this transition.

[Sharing Our Journey](#)

For parents of children with severe disabilities – includes information sheets, a child profile and an actions planner to support the child's move from kindergarten to school.

[Secretariat of National Aboriginal and Islander Child Care \(SNAICC\) resources](#) includes two publications around supporting Aboriginal and Torres Strait Islander children's transitions to the early years of school.

ii) Overview of programs and resources to support early childhood professionals

Aboriginal Programs

[Aboriginal Early Years Support](#)

The Department of Education and Training in Victoria has developed a range of policies, resources and programs for the sector to support the learning, development and wellbeing of Aboriginal children and their families.

[Aboriginal Languages and Cultures Victoria](#)

Provides information on the Aboriginal languages and cultures of Victoria and is a resource for the AusVELS [Aboriginal Languages, cultures and reclamation in Victorian Schools: standards P-10 and protocols](#). It outlines the protocols for establishing an Aboriginal language program in a school, from the perspectives of both the school and the Aboriginal community. It is a resource rich site that includes sample units of work and links to a large number of useful websites that may be appropriate for other subject areas.

[Aboriginal Best Start](#) projects have been established to make sure that local Aboriginal communities and organisations are given every possible opportunity to influence outcomes for their children and families.

[Koorie Cross-Curricular Protocols for Victorian Government Schools](#)

The document outlines the principles and guidelines for working with Aboriginal people and Indigenous Cultural and Intellectual Property (ICIP) in all Victorian government schools. It provides information on Aboriginal ICIP and its use in the classroom, working with Koorie communities, and how to appropriately prepare for activities involving Aboriginal community members

[Koorie Engagement Support Officers](#)

Koorie Engagement Support Officers support Koorie children and their families with assistance to make the journey through primary and secondary school as seamless as possible. KESOs focus specifically on the engagement of Koorie students, families and communities within the government school and early childhood systems, as well as kindergartens and other areas of early childhood.

[Koorie Preschool Assistants Program](#)

The Koorie Preschool Assistants Program supports Aboriginal children and their families to access and participate in kindergarten with the support of community-based organisations. Koorie Preschool Assistants provide advice and practical support to kindergartens to assist them to deliver programs which are respectful of cultural beliefs and practices relevant for Aboriginal children, as well as working with Aboriginal families to encourage and assist with enrolment, participation in kindergarten and transition to school.

[Victorian Aboriginal Child Care Association \(VACCA\)](#)

[VACCA's Training and Development Unit](#) offers a range of programs to external organisations working in the field of child and family welfare, to strengthen relationships with Aboriginal organisations, families and communities.

[Victorian Aboriginal Education Association Inc \(VAEAI\)](#)

This is a peak Koorie community organisation for education and training in Victoria. VAEAI works to increase the awareness of the wider community about Koorie culture and aspirations in education and training. VAEAI supports and advises services that provide early childhood education for Koorie children.

[SNAICC \(Secretariat of National Aboriginal and Islander Child Care\)](#)

A non-government peak body that represents the interests of Aboriginal and Torres Strait Islander children and families. They provide tools, training and resources aimed at empowering and supporting Aboriginal and Torres Strait Islander families, and the services that work with them. SNAICC also provide advocacy and research aimed at improving government policies and programs affecting Aboriginal and Torres Strait Islander community, and broadening the knowledge base surrounding their capabilities and rights.

8 Ways of Learning – Aboriginal Pedagogy

This academic factsheet explains 8 Aboriginal Ways of Learning as one view of Indigenous cultural competence and why it is important for those working with Aboriginal and non-Aboriginal students.

Note: to access this document you must first access [Edith Cowan University homepage](#) then type 8 ways of learning into the search bar on the homepage. This will take you to a range of university resources. The document can be opened by clicking on the 'Indigenous-CC-Factsheet-8-Ways-120518' title in the list.

[Reconciliation Action Plan \(RAP\) Early Childhood Australia \(ECA\)](#)

This Action Plan functions as a platform of values and principles to support ECA to help advance reconciliation in communities, and provide leadership and support to the early childhood education and care professionals it represents.

Cultural and Linguistic Diversity

[English as an Additional Language \(EAL\)](#)

[English as an Additional Language \(EAL\) Handbook for Schools \(updated 2016\)](#)

[English as an Additional Language \(EAL\) Developmental Continuum P-10](#)

Provides evidence based indicators of progress, linked to practical teaching strategies, to support the assessment of EAL students and the development of effective learning programs.

[FKA Children's Services \(fkaCS\)](#)

fkaCS provides professional learning programs, resources and support for educators working to provide culturally inclusive services and curriculum, including a Bicultural Support Program, that assists services through the provision of bilingual workers.

[Learning English as an Additional Language in the Early Years \(birth to six years\) by Dr Priscilla Clarke 2011](#)

This booklet provides practical ideas on resources, references and services for children from birth to 6 years old.

[Supporting English as an Additional Language \(EAL\) at transition to school](#)

This booklet provides advice and practical examples to support children to make a successful transition to school.

[Translated Information](#)

Information about schools and kindergarten services that have been translated into a wide variety of community languages

[KidsMatter](#)

An Australian mental health and wellbeing initiative set in primary schools and early childhood education and care services. The KidsMatter website provides a range of fact and tip sheets for early childhood professionals (& families) with practical suggestions about ways to support positive mental health and wellbeing outcomes for children., including [Why culture matters](#) and [Resources for families and educators](#)

[Department of Health and Human Services](#)

The department has been established to develop and deliver policies, programs and services that support and enhance the wellbeing of all Victorians.

Cultural Organisations

Cultural organisations in Victoria have worked to include learning relevant to the Victorian Early Years Learning and Development Framework outcomes in their programs. This facilitates learning before and after visits by early childhood groups, and ensures strong continuity of learning between cultural organisations, home and early childhood service settings.

For early childhood professionals, engagement with these organisations through visits and access to resources, including professional learning programs, informs their practices as they plan for and respond to children's understandings.

(For a detailed listing and hyperlinks to Cultural Organisations see the information provided in **Appendix 2 (i) - Overview of early childhood services for families: Cultural Organisations**)

Disability and early childhood intervention

[Early Childhood Intervention Australia Victorian chapter \(ECIA\)](#)

ECIA represents early childhood intervention organisations and their website has information regarding professional development opportunities, preparing for the National Disability Insurance Scheme and best practices in ECIS. Membership required to gain access to some of the information.

[The Preschool Field Officer \(PSFO\) Program](#)

Program that provides support to government funded kindergarten program staff to support the access and participation of children with additional needs in inclusive kindergarten programs. PSFOs provide consultative support, resourcing and advice to kindergarten teachers. The PSFO program is a locally responsive approach to providing kindergarten services with practical advice and support on including children with additional needs into a quality kindergarten program.

[Kindergarten Inclusion Support package \(KIS\)](#)

Program to build the capacity of funded kindergartens to support the access and participation of children.

[Abilities Based Learning and Education Support \(ABLES\)](#)

This resource provides an approach to effectively assess, monitor and respond to the needs of students with disabilities and additional needs in schools. Teachers can find a range of resources to assist planning and pedagogy that is catered to students' current and diverse abilities and learning needs.

[Early Abilities Based Learned and Education Support](#)

The Early Abilities Based Learning and Education Support (EarlyABLES) assessment tool assists early childhood educators to support the learning and development of children aged two to five years with a disability or developmental delay. EarlyABLES comprises a user-friendly online assessment tool that allows educators to document their knowledge of a child's abilities, better understand where they are in key aspects of their learning and development, devise relevant learning goals and, in turn, implement effective teaching and learning strategies. The

EarlyABLES resources:

- support better learning progress for young children with disabilities or developmental delay through improved curriculum planning
- support a child's transition to school by improving the sharing of information between early childhood educators, families and school professionals.

[Program for Students with Disabilities](#)

Program for Students with Disabilities is an additional program for a defined student population with moderate to severe disabilities in Victorian Government schools. The Program for Students with Disabilities supports the education of students with disabilities by providing schools with additional resources. Resources are provided to schools to assist in the education of students with disabilities, not to individual students.

[Autism Friendly Learning](#)

The Department of Education and Training has a coordinated approach to address the needs of children and young people with an Autism Spectrum Disorder through a broad range of provisions, core and innovative programs, people and resources.

[The Association for Children with a Disability \(ACD\)](#)

ACD is an advocacy and information service for families of children or young adults with disability or developmental delay. ACD has a range of resources and information for families and educators that support parent and professional partnerships and successful transition into early childhood and schools.

Injury Prevention

[Kidsafe Victoria](#)

Kidsafe, the Child Accident Prevention Foundation of Australia, is an independent, non-profit organisation working to prevent unintentional death, injury and associated disability to children. They provide injury prevention programs, media campaigns, research, advocacy and resources to raise community awareness regarding strategies to support children's safety.

[Department of Education and Training - Support following an emergency or natural disaster](#)

This site has links to a range of resources to help support children, families and professionals after an emergency or natural disaster.

Local Government

Early Childhood Professionals will find information detailing the range of services provided in their municipality on Local Government Area websites. Understanding the services in the community will support strong collaboration between providers and strategic referrals to appropriate agencies

Partnerships with families

[Parenting Research Centre.](#)

The Parenting Research Centre (PRC) undertakes research into parenting programs and provides information and advice to government to inform parenting policy and program design. The PRC also provides training and resources to professionals working with families

[Victorian Parenting Centre](#)

The Victorian Parenting Centre is part of the Victorian Government's Parenting Support Strategy and aims to develop knowledge of parenting through research, education and advocacy. Programs, resources, training and publications are provided to families and the professionals working with them, to increase awareness of effective parenting strategies. The Victorian Parenting Centre also provides advice to government and non-government agencies on parenting issues.

[Department of Education and Training - Support for Refugee Students](#)

Students from refugee backgrounds in schools, especially those with disrupted or no previous schooling, require additional support to develop the English language and learning skills they need to succeed in Australian schools.

Transition To School

There are a variety of resources available to assist children, families and early childhood professionals to navigate this major transition.

[Transition: A Positive Start to School Resource Kit](#)

The Transition: A Positive Start to School resource kit provides information and advice to improve the development and planning of local transition-to-school processes and programs.

[The Journey to Big School: Supporting Aboriginal and Torres Strait Islander Children's Transition to Primary School](#)

The transition into primary school has significant implications for Aboriginal and Torres Strait Islander children and their families, who experience greater vulnerability and exclusion during early childhood. This resource is designed for early childhood professionals to promote understanding and help to plan a smooth transition into school.

Trauma Informed Practice

[Family Violence](#)

Early childhood professionals have a responsibility to be aware of what constitutes family violence, signs that might indicate that family violence is impacting an adult or child, and how to assist families to access relevant support services. The Department of Human Services provides support services for people who have experienced violence and offers violence prevention programs.

[Australian Government Department of Human Services](#)

This site provides definitions of family violence and details a range of support services that provide assistance, including the numbers of several helplines.

[Domestic Violence Resource Centre Victoria \(DVRCV\)](#)

Outlines avenues for help and advice, resources and research, and training that is available. In particular, it provides access to: [Safe Steps Family Violence Response Centre](#) and [Referral Options](#)

[Calmer Classrooms: A Guide to Working with Traumatised Children](#)

A guide for kindergarten, primary and secondary teachers developed for the Child Safety Commissioner. It explains the impact of trauma on children age three and up, and provides advice regarding support and classroom strategies.

[Child Development and Trauma](#)

A comprehensive guide to what trauma looks like at different ages (from birth to eighteen years), and how to assist children and their families in the healing process.

[KidsMatter](#)

This is an Australian mental health and wellbeing initiative set in primary schools and early childhood education and care services. The [KidsMatter Framework](#):

- offers a comprehensive, systematic approach that groups identified protective factors for mental health into four KidsMatter Early Childhood Components
- provides ideas for strengthening the protective factors that early childhood education and care services can influence to reduce the impact of risk factors
- considers how relationships, the environment, policies, practices, events and children's development and learning influence wellbeing
- involves all members of the early education and care community including children, educators, directors, families and external community services
- links to the National Quality Standard.

[The Lookout](#)

This is a website where Victorian family violence workers and women experiencing violence can come to find information, resources and services aimed at preventing and responding to family violence. It is also for families, friends and neighbours of women experiencing violence, as well as other professionals who support them in the course of their work.

This site also includes a number of resources for service providers and for individuals, including information on the Family violence risk assessment and risk management framework (also known as the common risk assessment framework), developed to increase the capacity of professionals, such as health workers, family violence service providers and court workers, to more effectively identify and respond to women and children experiencing family violence.

[Making Space for Learning](#)

Developed by the Australian Childhood Foundation, this resource defines what trauma is and the effects it can have. It outlines appropriate ways to respond to children suffering from trauma within the educational environment, using the *SPACE For Learning* Framework. Case studies focusing on children from the ages of eighteen months to fourteen years provide concrete examples to aid understanding.