



## Latest news

Welcome to the last edition of the Regulation and Quality Assessment Update for 2015.

2015 has again been a busy year and I would like to acknowledge the work of education and care services in successfully implementing the National Quality Framework (NQF).

I am pleased that to date, over 80 per cent of services have had an assessment and rating visit and 79 per cent of these education and care services were rated as either meeting or exceeding the NQF. This demonstrates services are working hard to provide a quality education and care service for children and families. Further information about the current status of assessment and ratings is available from the recently released NQF Snapshot Quarter 3 2015, available at: [NQF Snapshot 2015](#)

As 2015 comes to a close and services begin to prepare for the new year, it is an opportune time for services to think about their self-assessment and quality improvement planning processes. Services may reflect on their practice and processes, how and why things are done in a certain way, what has worked well and what could be improved.

It is important families, educators and management contribute to the self-assessment and reflection on the continuous improvement of the service. Services that have had an assessment and rating visit can also consider the quality improvement notes in the assessment and rating report when updating their quality improvement plan.

I wish you all the best for the end of the year and 2016.

Kind regards

**Madeleine Smith**  
Executive Director

Quality Assessment and Regulation Division  
Department of Education and Training

## 'No Jab No Play' – legislation passed

The 'No Jab No Play' legislation has been passed by the Victorian Parliament and is intended to commence on 1 January 2016. The Department of Health and Human Services (DHHS) is currently finalising an *Immunisation enrolment toolkit* (pictured) that will be available soon to assist services with implementation.

The 'No Jab No Play' legislation applies to the point of enrolment. This is when the child's enrolment at the service is confirmed.

Any new enrolment in a service after the legislation commences cannot be confirmed unless:

- the service has obtained a copy of the child's immunisation status certificate that demonstrates the child is:
  - fully immunised for their age; or
  - on a vaccination catch-up program; or
  - unable to be fully immunised for medical reasons
- the service has confirmed that the child meets the criteria for the grace period (in which case a copy of the grace period eligibility assessment form should be attached to the child's enrolment record). Further information about the grace period and eligibility criteria will be available in the *Immunisation enrolment toolkit*.



Enrolment processes vary from service to service. Some services have new enrolment processes every year, for example, a place in a 3 year old kindergarten program does not guarantee a place in the 4 year old kindergarten program. These services would need to meet the No Jab No Play requirements every year. Other services seek to re-confirm existing enrolments for the following year. Updating enrolment details such as emergency contacts at the start of each year is not considered a new enrolment.

Please note that services can offer provisional places, pending receipt of the immunisation status certificate.

An immunisation status certificate must show that the child has had all the immunisations that are due for their age, for up to two months prior to the date of their first attendance at the service.

These laws will apply to all early childhood education and care services in Victoria providing:

- long day care
- kindergarten
- occasional care
- family day care.

The legislation will not apply to:

- enrolment in primary or secondary school
- outside school hours care services (after school care, before school care, vacation care)
- school children enrolled in long day care, family day care or occasional care
- casual occasional care services that offer care for no more than 2 hours per day and less than 6 hours per week
- playgroups.

### Planning for 2016

Services may like to consider including a requirement for attaching the immunisation status certificate in their enrolment forms. More information is available on the DHHS website at: <https://www2.health.vic.gov.au/public-health/immunisation/vaccination-children-adolescents/no-jab-no-play>

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

This new Victorian Curriculum and Assessment Authority (VCAA) online resource provides advice and practical examples of how children and families from culturally and linguistically diverse backgrounds are supported in making a successful transition to school. It is designed to assist and guide early childhood professionals and teachers in schools. The resource includes case studies to illustrate the practices that early childhood services and schools employ to ensure a smooth transition for children and their families.

Video vignettes, produced by the VCAA's Early Years Unit in partnership with the Department describe how professionals:

- build relationships with children and their families
- support home languages
- support English language development
- support transition to school.

Supporting English as an Additional Language (EAL) at transition to school is available on the VCAA website at: [www.vcaa.vic.edu.au/Pages/earlyyears/index.aspx](http://www.vcaa.vic.edu.au/Pages/earlyyears/index.aspx)



## Strengthening Reciprocal Visits Between Early Childhood Educators and Schools Teachers

Between October 2014 and May 2015, a series of professional learning sessions and reciprocal visits were commissioned to strengthen transition to school processes for children and families. The aim of the visits was to strengthen existing relationships between early childhood and school educators. The visits took place in Puckapunyal, Banyan Fields, Tarneit and Bendigo.

To view the three minute video introduction, read the reports and watch a video from each site please visit: [www.education.vic.gov.au/childhood/professionals/learning/Pages/ranstoschoolreciprocalvisits.aspx](http://www.education.vic.gov.au/childhood/professionals/learning/Pages/ranstoschoolreciprocalvisits.aspx)

## Early childhood qualification fund

The Early Childhood Qualification fund supports early childhood educators currently working in licensed or approved early childhood services and qualified primary teachers to build their professional capacity through attainment of a qualification. The next application round will open **30 November 2015** and close **5 February 2016**.

More information is available at: [www.education.vic.gov.au/about/careers/pages/fund.aspx](http://www.education.vic.gov.au/about/careers/pages/fund.aspx) or contact 1300 651 662 or email [early.years.workforce@edumail.vic.gov.au](mailto:early.years.workforce@edumail.vic.gov.au)

## Partnerships with Professionals

A new tool has been designed to accompany the VEYLDF Partnerships with Professionals video narrated by Anne Stonehouse that is available on the Department website (see article above). This tool has been designed to be used in conjunction with the video to stimulate thinking and critical reflection.

Depending on their starting point, services can use this tool for individual or group learning for beginning, extending or deepening levels of understanding the practice principle: Partnerships with Professionals.

This critical reflection tool 'Engaging with the VEYLDF Practice Principle' and accompanying video is available at: [www.education.vic.gov.au/childhood/providers/edcare/Pages/profresource.aspx](http://www.education.vic.gov.au/childhood/providers/edcare/Pages/profresource.aspx)

## Who can be employed in the role of an early childhood teacher?

Article provided by the Victorian Institute of Teaching (VIT)

With the commencement of registration for qualified early childhood teachers on 30 September 2015, it's important to clarify who can be employed in the role of an early childhood teacher in an early childhood service or Victorian children's service.

A person should only be employed in the role of an early childhood teacher if:

- they are an early childhood teacher who is registered by the Victorian Institute of Teaching; or
- they hold a temporary approval granted by the Secretary of the Department; or
- they are taken to be an early childhood teacher under regulation 242 of the *Education and Care Services National Regulations 2011* (National Regulations); or
- they are replacing a registered early childhood teacher for a period not exceeding 12 weeks under regulation 135 of the National Regulations.

What this means is that the current exemptions from employing a fully qualified early childhood teacher, identified in the National Regulations, can still be used by employers when needed. In exceptional circumstances a temporary approval may be sought from the Department.

### How does an employer know whether a teacher is registered?

#### *The Teacher Register*

The best way to check teacher registration is to search the Teacher Register on the Victorian Institute of Teaching (VIT) website at: [www.vit.vic.edu.au](http://www.vit.vic.edu.au).

The name and registration type will be displayed if the teacher is registered.

#### *Registration cards*

Alternatively, or in addition, an early childhood teacher (ECT) will have a registration card that can be sighted. ECT are issued with a lilac coloured card and provisionally registered ECT will have an orange card. Teachers with either registration category are able to be employed in the role of an ECT if the registration expiry date on the card is up to date.

Please note: If an expiry date has passed, check the Teacher Register for the teacher's name. VIT is required to retain a teacher's name on the register for up to 3 months after expiry and during this period of time the teacher is able to teach. (However, it will be important for them to attend to their registration requirements promptly).

#### *ECT Registration - Exemption from Working With Children Check (WWCC)*

Teachers with ECT registration have a current and satisfactory National Police History Check. This provides them with an exemption from also requiring a WWCC. Registered teachers are 'washed' through Victoria Police databases weekly and VIT is notified of any relevant charges or convictions.

For further information look on the 'For Employers' pages of the VIT website at: [www.vit.vic.edu.au](http://www.vit.vic.edu.au).

## What is behaviour?

Adults frequently seem to think about the word 'behaviour' as a mainly negative concept. However, 'behaviour' is everything we do and everything we say. Fundamentally, *our behaviour is a means of communication* (Mathieson & Raban, 2012). With support, children begin to regulate their own emotions and communicate their needs in ways that are respectful to other people's feelings (Victorian Early Years Learning Development Framework (VEYLDF)).

It is important to note that much of the behaviour educators deem as "challenging" is simply age appropriate behaviour (for instance a 2 year old not being able to sit still, or an 8 year old unable to wait for their turn). A clear understanding of typical child development, along with a positive environment for learning and development will reduce challenging behaviours. A challenging behaviour is formally recognised as being of 'such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or is behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities'.

## Understanding and managing children's challenging behaviour

Understanding why and when the behaviour occurs and what may be maintaining the behaviour is known as **behavioural analysis**. We attempt to identify the function of behaviour which is what the child is trying to communicate. Is the behaviour avoidant, sensory related, or lead to a tangible reward? An **Antecedents-Behaviour-Consequences** (ABC) chart is a direct observation tool which gives information regarding the behaviour. It is an observation record that helps to determine the function of the behaviour by identifying what happens before the behaviour occurs, the actual behaviour as it occurs and the consequences after the behaviour. Factors to also consider include what is happening within the family environment, whether the child may have a diagnosis of some kind, whether they need to develop social/group skills and have the language required to use within a social context.

For example, a child with a diagnosis of Autism, when requested to join group time may have a melt-down and throw toys around. Recognising that transition times may be challenging for the child and being prepared for this is the key. He may respond well to sensory strategies when combined with behavioural strategies e.g. **distracting** the child towards some sensory equipment/play may help him to calm down. Noticing when the child is playing/sitting nicely provides opportunity for the use of **descriptive** or **labelled praise** which may help reinforce the positive behaviour. '*Catch the child being good*'.

## Develop appropriate strategies to positively guide behaviour

Children are learning to live independently and to interact with others in a range of environments. Some children may require explicit direction and support in order to keep themselves and others safe (VEYLDF). The first aim in supporting positive learning experiences and preventing difficult behaviours is to make sure that the child is engaged with interesting tasks, helping them to be busy and settled and limiting the chances for behaviour difficulties. Research indicates that quality learning environments and sensitive, nurturing adults are essential for achieving positive learning outcomes for children. Involving an active child in setting things up and giving them the role of being a 'helper' may create opportunities for positive behaviour which can be reinforced through praise. Every child's learning is unique, dynamic, complex and holistic and managing the child through a strength-based approach means choosing strategies that match his abilities/strengths. E.g. A child with visual strengths may learn better when expectations are provided with visuals, repeated **consistently** and even **modelled**.

## Appreciate the importance of relationships and positive interactions

Relationships protect, regulate and buffer children. They provide a secure base that helps children to feel safe (VEYLDF). Behaviour guidance based on positive, mutually respectful relationships between adults and children is most likely to influence behaviour in constructive ways. Children learn within the context of their families, and families are the primary influence on children's learning and development. Use a family's understanding of their child to support shared decision making, and provide feedback on how they can further support a child's development at home and in the community (VEYLDF).

The following guidelines are an excerpt from 'Strategies to guide Children's Behaviour'. Children who play and learn in an environment which promotes positive social relationships are less likely to display inappropriate behaviours. Positive relationships are developed when educators:

- establish positive relationships with children
- empower children to use language and other forms of non-hurtful actions to communicate their emotions
- promote positive, empathetic relationships between children assisting them to develop respectful relationships
- encourage and assist children to make decisions for themselves and provide opportunities for independence and self-regulation
- provide clear and reasonable limits so that children know what is expected of them and follow through to help them abide by the limits
- model appropriate behaviours
- provide positive feedback and focus on children's strengths and achievements building on their abilities
- be understanding and supportive – acknowledge children's emotions
- help children develop a sense of social responsibility so that they become aware of the impact of their actions on others
- promote children's initiative and agency
- discuss guidelines, rules, limits and what is fair with children, and use their contributions in setting limits and guidelines.

In summary, supporting a child with challenging behaviours helps the child develop a sense of *Belonging, Being & Becoming!*

### Suggested further reading:

- Mathieson, K. & Raban, B. (2012) "Understanding Behaviour in the Early Years", Teaching Solutions, Victoria. [www.teachingsolutions.com.au](http://www.teachingsolutions.com.au)
- Gowrie Victoria has developed a self-guided learning resource in conjunction with Community Childcare Victoria to assist educators in understanding child behaviour, online at: [www.gowrievictoria.org.au](http://www.gowrievictoria.org.au)
- 'Understanding children's behaviour' fact sheet is available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/nqfactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqfactsheets.aspx)
- The Victorian Early Years Learning Development Framework is available at: [www.education.vic.gov.au/childhood/providers/edcare/pages/veyladf.aspx](http://www.education.vic.gov.au/childhood/providers/edcare/pages/veyladf.aspx)

## Simulated Outdoor Space

Outdoor space that allows children to explore a natural environment as part of their educational program is preferable to simulated outdoor space. When considering an application for service approval, the Department must have regard to the suitability of the education and care service premises and the site and location of those premises for the operation of an education and care service (section 47(1)(b), *Education and Care Services National Law Act 2010*).

Within the Melbourne Central Business District, direct access to outdoor space cannot always be achieved. Under the *Education and Care Services National Regulations 2011*, regulation 41, an application for a waiver is required to be submitted where the provision of outdoor space cannot be achieved.

A policy statement 'Waivers of outdoor space requirements for centre-based services' has been developed by DET and is available in the 'Waivers fact sheets' section at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx).

We encourage anyone considering the establishment of an education and care service where the outdoor space requirements may not be met to engage with the Department in the planning or concept development stage.

Please contact the Licensed Children's Services Enquiry Line on 1300 307 415 or email [licensed.childrens.services@edumail.vic.gov.au](mailto:licensed.childrens.services@edumail.vic.gov.au) if you require further information or assistance.

## New persons with management or control

**Has your committee of management recently changed following your Annual General Meeting?**

**Has a new director been appointed or resigned from your company?**

It is a requirement in the *Education and Care Services National Law Act 2010*, section 173(1) that you submit a notification of change to information about approved provider. The notification must be submitted on the NQA ITS portal and can be accessed at:

[www.acecqa.gov.au/national-quality-agenda-it-system](http://www.acecqa.gov.au/national-quality-agenda-it-system)

For each new person with management or control the following documents will need to be uploaded; a declaration of fitness and propriety form, a criminal history record check issued not more than 6 months before the date of the declaration, a legible, current Working with Children Check or VIT Registration and evidence of identity (a copy of a current passport or a current driver's licence).

If the approved provider is a company, a Company Extract Report issued by the Australian Securities and Investment Commission containing the names and addresses of the directors and secretary not more than 6 months old must be submitted. If the approved provider is an Incorporated Association a copy of the Incorporated Association certificate and a copy of the AGM minutes electing the office bearers must be submitted. You can also use this notification to remove previous committee members, or directors.

For services regulated under the *Children's Services Act 1996* a notification of change to officer or director, or a determination of a fit and proper person are required. When completed these forms should be emailed to [licensed.childrens.services@edumail.vic.gov.au](mailto:licensed.childrens.services@edumail.vic.gov.au).

Forms are available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/forms.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/forms.aspx)

## Reminder

*The Protecting Children - Mandatory Reporting and Other Obligations for the Early Childhood Sector eLearning Module* is available online at: [www.elearn.com.au/det/earlychildhood](http://www.elearn.com.au/det/earlychildhood)

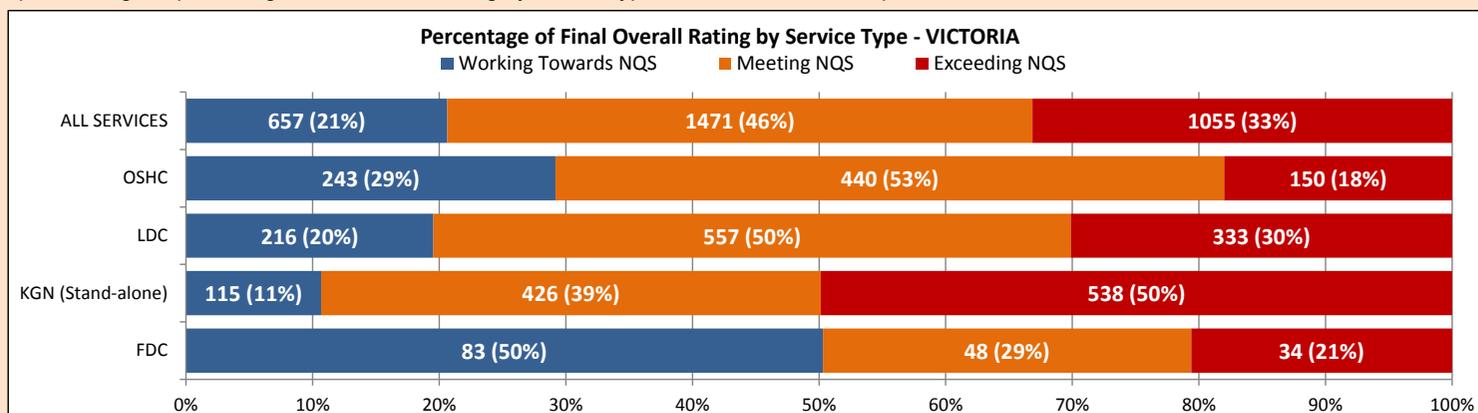
Login: ecec

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**All early childhood professionals are strongly encouraged to undertake this module.**

## Snapshot data - at 30 September 2015

Graph showing the percentage of final overall rating by service type in Victoria as at 30 September 2015



## Resources

The *NQS Useful links* page has been updated: [www.education.vic.gov.au/childhood/providers/regulation/Pages/natqualstandardlinks.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/natqualstandardlinks.aspx)

New or updated resources are available at: [www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx)

- Managing bushfire risks in centre-based services - updated
- Managing bushfire risks in family day care - updated
- Waivers of outdoor space requirements for centre-based services
- Bush kinders - updated
- Serious incidents and complaints - updated
- Criminal history requirements - Family day care - updated

## Keeping in touch

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You can get in touch with us by:

Visiting our website [www.education.vic.gov.au](http://www.education.vic.gov.au)

Phoning us on 1300 307 415

Emailing us on [licensed.childrens.services@edumail.vic.gov.au](mailto:licensed.childrens.services@edumail.vic.gov.au)