



AUSTRALIAN CAPITAL TERRITORY  
**CHILDREN'S SERVICES AWARDS**

*Honoring  
commitment to  
excellence*

Inclusion Support Facilitators work closely with children's services across the ACT. In our daily work we witness outstanding examples of educators across all service types working towards the ideals of inclusion, social justice and equity.

We would like to encourage services to reflect on how they demonstrate their commitment to inclusion and consider nominating themselves for an Award through the 2010 ACT Children's Services Awards.

If you feel your centre and team;

- Provides an inclusive and accepting environment for children and families
- Provides and implements programming that caters for

difference and reflects the needs of the children and families within their service

- Provides and implements programming that respects and educates children about reconciliation
- Displays leadership and innovation in the area of inclusion within the sector

then celebrate this, and nominate your service for the Commitment to Inclusion Award!

The 2010 Awards will be held at The Great Hall, Parliament House on Friday 29 October 2010.

Go to [www.actpsc.com.au](http://www.actpsc.com.au) for nomination and ticket sale information.

## Flexible Approaches to Inclusion

Did you know you can utilise funding through the Inclusion Support Agency for professional development?

Children's services may apply for Flexible Support Funding to enable release time for permanent educators to attend specialist training that is relevant to the inclusion of a child with additional needs.

Specialist training may be identified in a Service Support Plan and relate specifically to the inclusion of a child from any of the following groups:

- Children from diverse cultural and linguistic backgrounds
- Aboriginal and Torres Strait Islander children
- Children with refugee status
- Children with high ongoing support needs, including children with a disability

Specialist training includes a variety of opportunities for educators including calendar training, visiting specialist schools, Early Intervention Units or other learning environments as well as information sessions and workshops.

Recently, educators at Lollipop Children's Centre applied for funding to attend a Community Connection Hub hosted by ACT ISA, Collaborative Approaches to Early Intervention.

While developing a Service Support Plan in collaboration with their Facilitator, it was recognised that the team required more information and experiences to support their inclusive practice. Through applying for funding the service were able to send two staff members to attend the Community Connection Hub. The Hub included presentations from Therapy ACT, professionals from the Tuggeranong Child & Family Centre and the ACT

Department of Education & Training. The panel provided participants with information on services their agencies delivered and how educators could contact or refer families to them for further support or information.

Information and handouts were taken back to the centre where the Director, Jelena, provided an opportunity for educators to share their learning and information at their next meeting. The Hub provided the team with a broader knowledge of Early Intervention and through the forum educators were able to ask questions and receive practical ideas to implement into their programs.

For further information contact the Inclusion Support Agency on **6287 3330** or via email: [inclusion@commsatwork.org](mailto:inclusion@commsatwork.org)

## Community Contacts

### Child and Adolescent Mental Health Service (CAMHS)

Mental Health ACT delivers a comprehensive range of flexible and accessible mental health services, and provides specialist treatment and rehabilitation services for people experiencing moderate to severe mental health issues.

Mental Health ACT works in partnership with consumers, carers and a range of government and community service providers to reduce the impact of mental disorders and ensure the best possible consumer outcomes in a respectful manner.

CAMHS provides assessment and treatment 7 days a week during business hours. Referrals are received from General Practitioners, School Counsellors or other concerned health professionals.

[www.health.act.gov.au/c/health](http://www.health.act.gov.au/c/health)

### Southside Community Team (Woden/Weston & Tuggeranong)

Phone **6205 1469**  
Fax **6207 5266**

Building A Level 2, Callum Offices,  
Callum & Launceston Street, Woden.

### Northside Community Team (City, Belconnen, Gunghalin)

Phone **6205 1050**  
Fax **6207 5266**

Level 2, Belconnen Health Centre,  
Cnr Benjamin Way & Swanson Court,  
Belconnen.

### The Cottage Day Program

Phone **6205 1128**  
Fax **6201 6604**

### Companion House

Companion House works with people who have sought refuge in Australia from persecution, torture and war related trauma. We work with people who are newly arrived and longer term settlers. We work with adults, young people and children. Most of the people we work with are asylum seekers or from a refugee background. We are a non profit community based organisation.

#### Companion House provides the following services:

- Medical and primary health services
- Health promotion
- Counselling and advocacy
- Community capacity building

41 Fairfax Street  
O'Connor  
ACT 2602

Phone: **(02) 6247 7227**  
Fax: **(02) 6247 1416**  
[www.companionhouse.org.au](http://www.companionhouse.org.au)

## Events Calendar

Sep	3rd <b>Footy Colours Day</b> <a href="http://www.footycolours.com.au">www.footycolours.com.au</a>		12th (to 10th October) <b>Floriade</b> <a href="http://www.floriadeaustralia.com">www.floriadeaustralia.com</a>		18th <b>Canberra Nara Candle Festival</b> <a href="http://www.events.act.gov.au/?/event/view/26">www.events.act.gov.au/?/event/view/26</a>
	10th – 17th <b>Mental Health Week</b> <a href="http://www.mentalhealth.org.au/">www.mentalhealth.org.au/</a>	23rd – 31st <b>Children's Week</b> <a href="http://www.childrensweek.org.au">www.childrensweek.org.au</a>	29th <b>ACT Children's Services Awards 2010</b> <a href="http://www.actpsc.com.au">www.actpsc.com.au</a>	29th <b>National Bandanna Day</b> <a href="http://www.canteen.org.au">www.canteen.org.au</a>	
Nov	8th – 14th <b>National Recycle Week</b> <a href="http://www.planetark.com">www.planetark.com</a>		11th <b>Remembrance Day</b> <a href="http://www.awm.gov.au">www.awm.gov.au</a>		
Dec	3rd <b>International Day of People with a Disability</b> <a href="http://www.idpwd.com.au">www.idpwd.com.au</a>	18th <b>International Migrants Day</b> <a href="http://www.un.org/depts/dhl/events/migrants">www.un.org/depts/dhl/events/migrants</a>		10th <b>Human Rights Day</b> <a href="http://www.un.org.au">www.un.org.au</a>	
Jan	26th <b>Yabun 2010</b> <a href="http://www.gadigal.org">www.gadigal.org</a>	26th <b>Australia Day in the Park</b> <a href="http://www.australiaday.gov.au/events">www.australiaday.gov.au/events</a>		From 30 January 2009 <b>Australian Journeys</b> A permanent gallery exploring the voyages that connect Australia to the world. 9 to 5 daily. <a href="http://www.nma.gov.au">www.nma.gov.au</a>	

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## Inclusion and the Early Years Learning Framework: Different Becomings and Diverse Belongings

— Miriam Giugni

*'...in a large circular room...identical, unmarked handleless black doors were set at intervals all around the black walls....In his dream Harry had always walked purposefully across this room to the door immediately opposite the entrance and walked on. But there were a dozen doors here. Just as he was gazing ahead at the doors opposite him, trying to decide which was the right one, there was a great rumbling...the circular wall was rotating...' "what was that about?" whispered Ron fearfully. "I think it was to stop us knowing which door we came in through," said Ginny in a hushed voice...'*

(Rowling, 2003, pp. 679-680)

Imagine the Early Years Learning Framework<sup>1</sup> (EYLF) as a set of doorways that enable entry ways into thinking, debate, discussion, dissensus and new learning. Imagine the EYLF as a set of doorways opening up conversations about inclusion in children's services. If the EYLF is set of doorways, then there are many opportunities, many openings and many ways to enter into it. Similarly, the ways in which inclusion has been thought about, conceptualised, and practiced in children's services could be imagined as a new set of doorways.

A worthy question to ask about how doorways lead into the EYLF and ways of practising inclusion is highlighted in

the quote above. The quote captures a moment in time when *Harry Potter*, a teenage wizard from J.K. Rowling's famous books, meets the reality of a scene he had dreamed of for a year. In Harry's dream, he had always 'seen' a door, a particular door, a door he *knew* how to find, and *knew* what to do once he had passed through it. Yet once he had come face to face with the door, ready to walk through, the room moved...the doors were no longer where they once were...his knowledge had shifted...and as Ginny, his female witch friend, eloquently surmised 'I think it was to stop us knowing which door we came in through' (Rowling, 2003, p. 680).

(continued on page 2)

<sup>1</sup>(Belonging, Being and Becoming The Early Years Learning Framework for Australia Commonwealth of Australia, 2009).

## Inclusion and the Early Years Learning Framework: (from page 1)

Similarly, imagine the EYLF as an opportunity to reconsider the doorways of inclusion that we have used, the corridors of comfort we have moved through, and the dreams we have had repeatedly, that present us with familiar ways of knowing and practising inclusion in children's services. Instead, imagine the doorways moving, and presenting new opportunities for thinking about and practising inclusion in children's services. Imagine what diversity and difference could look like if we were willing to rethink the doorways and corridors we use and look for new avenues for inclusion.

The overarching concepts in the EYLF: *Belonging, Being & Becoming* offer a set of doorways into new possibilities for practicing inclusion in children's services. Thought about as a set of doorways, many possibilities for different belongings and diverse belongings can be enabled. Part of enabling different belongings and diverse belongings, is considering the extent to which we make assumptions that we 'know' children and their cultural contexts. Instead, we might be able to learn from Ginny and take a pause

from 'knowing which door we came in through' (Rowling, 2003, p. 680). In addition, we may 'become' more willing to move through unfamiliar corridors that lead to unknown doorways, that may, in turn, offer new ways of thinking, conceptualising and practising inclusion in children's services.

Different belongings and diverse belongings are as much for the people who work in and with children's services as they are for children, families and educators. Imagine what could be possible for the people within and with children's services, who ultimately make decisions about how inclusion is practiced, enabled openings for new ways of belonging, being & becoming that are different and diverse. Imagine if we learned from children about their practices of different belongings and diverse belongings and their desires about how they might like to experience inclusion. Imagine if we learned from the Aboriginal and Torres Strait Islander communities about practices of different belongings and diverse belongings what could we learn? Imagine rethinking

how inclusion is thought about, conceptualised and practiced and who might benefit from that rethinking... Imagine if we accepted that the doorways through which we have passed can and do move in order to 'stop us knowing which door we came in through' (Rowling, 2003, p. 680) and in doing so open up new possibilities for imagining the numerous un-entered doorways and unexplored corridors that may lead to inclusion...and ultimately equity...

Miriam will be exploring these concepts further at a PSC calendar session to be held on 16 November 2010. Phone **6287 3330** to register.

### References

Commonwealth of Australia. (2009). *Belonging, Being & Becoming: The Early Years Learning Framework for Australia*.

Rowling, J. K. (2003). *Harry Potter and the Order of the Phoenix*. London: Bloomsbury.



## My Time, Our Place – a Framework for School Age Care in Australia

The School Age Care Framework is designed to articulate outcomes for children attending a quality school age care service and suggest the type of experiences that are offered to achieve these outcomes. The National Association of School Hours Services (NOSHA) states that "the school age care Framework has been designed to build upon the Early Years Learning Framework with common principles, practices and outcomes" This will ensure a seamless transition for children from early childhood to school age care services. The Framework for school age care will articulate the work of the school age care educator and the value of that work in the community.

### Why do we need a Framework?

For the first time in Australia, governments will publicly acknowledge through the existence of this Framework three very important facts:

1. Quality school age care enhances children's development.
2. Engaging in play and leisure experiences are important for school age children – a time for fun, friends and learning.
3. Staff in school age care are influential educators in children's lives. The

very nature of the Framework will provide an opportunity to raise the status and profile of the profession and emphasise the critical importance of the often forgotten "middle years". It will acknowledge and give the school age care sector professional status and recognition that is long overdue.

### Where does this Framework fit into the new Quality System?

This Framework has been incorporated into the new National Quality Standard for Early Childhood Education and Care that will replace the current QA system in January 2012. Specifically, the Framework will come under Quality Area 1 "Educational program and practice" in the new National Quality System. Service programs will be evaluated to ensure they reflect the outcomes in the school age care Framework

### When will the new Framework come into effect?

It is expected that the Framework will be released in early 2011. Requirement to use the document will be timed with the release of the National Quality Standard in January 2012.

### Why is there an emphasis on play and learning in the document?

The Framework will openly acknowledge that when children play learning takes place. It is anticipated that the Framework will raise the profile of play in the community. Play spaces, such as those found in Out of School Hours Care (OSHC) services are rich learning environments. This new Framework will acknowledge that the play opportunities and range of experiences that happen in school age care are all learning opportunities fundamentally important to the development of children.

### Why are school age care staff referred to as educators in the Framework?

Under the Early Years Learning Framework all staff regardless of qualifications are referred to as "educators" as they facilitate children's learning through play. In order to lift the status of child care workers working with children of all ages, it has been considered that 'educator' more accurately reflects the important work undertaken, whether this be through formal or informal learning activities.

## Inclusion is...

The ACT Inclusion Support Agency (ISA) has developed a series of resources educators can use that offer ways to reflect and build on their inclusive practices.

The resource sheets provide information and reflective questions that may be used to prompt further thinking and debate about inclusive practice in team meetings, conversations with your colleagues or program planning.

The resource sheets explore issues around:

- The unique contributions of each child and family
- A team approach
- Welcoming and engaging environments

- Making positive change
- Proactive approaches
- Reflection and planning
- Links and networking
- Building on strengths
- Respecting and responding

The ACT ISA can present free information sessions on these topics at children's services team meetings. Information sessions run for approximately twenty minutes and are designed to promote a team approach to inclusive practice.

If you would like copies of the resources go to [www.actpsc.com.au/inclusion-support/isa-resources](http://www.actpsc.com.au/inclusion-support/isa-resources) or if you are interested in booking an information session, contact your Inclusion Support Facilitator on **6287 3330** or via email [inclusion@commsatwork.org](mailto:inclusion@commsatwork.org).



## Community Connection HUB: Family Centered Practice

The ACT Inclusion Support Agency invites you to a Community Connection Hub that will explore the benefits of family centred practices for children and their families.

"Partnerships are based on the foundations of understanding each other's expectations and attitudes, and build on the strength of each other's knowledge." Belonging, Being and Becoming, the Early Years Learning Framework for Australia (Commonwealth of Australia 2009)

### What people are saying about our Hubs

"I now have a better understanding of refugee experiences and have many contacts within the community who can assist our service when needed."

"I didn't know much about the community services that were outlined, so it was good to hear about their services and what they have to offer."

"Some great flyers available and information on how to support families"

"It was great to know how to access and refer to agencies in the community who work with families"

Topics for discussion include:

- The importance of working in partnership with families
- Understanding and working with families who experience complex issues
- Finding ways to rebuild fractured relationships and resolve conflict
- Looking after yourself when situations arise that confront you and your practice

**Date:** 14 October 2010  
**Time:** 10.00 am – 12.30 pm  
**Venue:** Therapy ACT, Corner of Weingarth Street and Blackwood Terrace Holder

Contact the Inclusion Support Agency on **6287 3330** or via email: [inclusion@commsatwork.org](mailto:inclusion@commsatwork.org)

The ACT Professional Support Coordinator sponsors the Community Connection Hubs.

## National Inclusion Support Subsidy Provider Update

### Daily Limits for ISS:

In the IPSP Guidelines 2009-12 (version 1.3 – May 2010) it states:

"For centre based services, excluding Vacation Care, ISS funding can be approved for an additional educator for up to a maximum of 25 hours per week, 52 weeks per year based on five days attendance. For Vacation Care, this limit is increased for a maximum of 40 hours per week, 42 weeks per year, based on five days attendance."

When the IPSP Guidelines were released in July 2009, the term "based on five days attendance" was brought in as opposed to capping ISS at five hours per day (or eight hours for vacation care). This allows for flexibility in ISS limits being assessed on a weekly basis. For example: Where a child attends Long Day Care two days per week, they can have up to 10 hours of ISS per week, but may be approved for four hours one day and six hours another day. The

service will then need to follow the usual practice of claiming the hours exactly as stated in their approval letter.

If you think that your service needs a different distribution of weekly hours than you are currently approved for, please contact your ISF to discuss whether an application should be made to the NISSP.

### ISS Claims for Payment

When you are making a Claim for Payment please remember to:

- use the new forms (Oct 2009 version) – available at [www.ku.com.au](http://www.ku.com.au)
- include your ABN
- include your bank details
- carefully write your email address on the form as your Payment Advice will be sent to this email address
- claim for any absence hours
- submit your claim before the due date

### Centre Based Care Services

2009–10 rate/hour	2010–11 rate/hour
\$15.95	\$16.19

### Home Based Care Services

	2009–10 rate/hour	2010–11 rate/hour
Tier One	\$4.24	\$4.30
Tier Two	\$8.48	\$8.61
Additional Educator/s for out-of-home excursions	\$15.95	\$16.19