

NEWSLETTER

Winter 2010

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ACT CHILDREN'S SERVICES AWARDS 2010

Building on the foundation laid at the inaugural Award ceremony held in 1999 by the ACT Community Child Care Director's Association the ACT PSC hosted the ACT Children's Services Awards in 2008 to recognise and celebrate the hard work, professionalism and commitment of those working in the children's services sector in the ACT.

The 2008 event was a great success with over three hundred professionals attending the Awards evening, representing all service types and key stakeholders in the children's services community.

Seventy five nominations were made by families, centre directors and colleagues who welcomed the opportunity to publicly thank early and middle childhood educators, support staff and volunteers who have made a difference in the lives of children. The event was a wonderful occasion to bring the sector together to highlight the commitment to the provision of quality care and education for children and their families in the ACT.

For the 2010 event, new Awards have been introduced to recognise service wide excellence and innovation in the areas of inclusion, innovative practice and professional learning. Professionals and volunteers from Centre Based Care, Occasional Care, School Age Care, Vacation Care, Family Day Care and In-Home Care can be nominated for a variety of individual awards.

Award recipients will be announced at the Awards evening to be held at Parliament House on Friday 29 October 2010 at 7pm. Tickets at \$65.00 per person or \$600.00 for a table of ten people can be purchased from The Communication Link. Bookings must accompany a booking form.

The Communication Link
P: 6226 8880
F: 6226 8704
E: felicity.cliff@communicationlink.com.au

Booking forms and nomination packages have been posted to all services and are available to download on the ACT PSC website at www.actpsc.com.au



AUSTRALIAN CAPITAL TERRITORY
CHILDREN'S SERVICES AWARDS

Why not nominate someone, yourself or your service?



2008 Awards dinner in the great hall at the National Museum of Australia.



2008 Award recipients.

ACT PSC CLAIRE WARDEN SPECIAL EVENTS



Twilight Lecture

DATE: Wednesday 6 October 2010

TIME: 6.30pm until 8:30pm

LOCATION: Jenny Wren Early Learning Centre, Mawson

COST: \$35.00 for eligible services and \$45.00 for non eligible services (light supper included)

Full day session

DATE: Thursday 7 October 2010

TIME: 9.00am until 4.00pm

LOCATION: National Museum of Australia

COST: \$70.00 for eligible services and \$90.00 for non eligible services (lunch included)

About Claire Warden

Claire Warden is an educational consultant who has developed her approach to experiential learning through a variety of experiences.

Her experiences have taken her on a pathway that includes working in a variety of types of centre, advisory work, and ultimately to lecturing in further education.

As a lecturer in Primary Education at Strathclyde University, the development of training strategies and course creation have been applied to the dynamic and creative work currently undertaken by her company called Mindstretchers.

Claire Warden is an author of many books and materials relating to early years methodology. These include 'The Potential of a Puddle' that details National vision and values for

outdoor play; 'Talking and Thinking Floorbooks' which presents the planning methodology that supports consultation and democracy in early education; 'The Right to be Me' which explores the rights of young children to high quality provision and 'Nurture through Nature' which explores working with children under three outside. Two new books will be published soon "Nature Kindergartens' which explores children's connection to nature and naturalistic spaces such as Forest Schools, Forest Kindergartens and Nature Kindergartens and 'Journeys into Nature' creating a foundation of knowledge and skills to enable people to work in a naturalistic way with young people.

The pathway has taken her to set up Whistlebrae Nature Kindergarten and Auchlone Nature Kindergarten in Perth and Kinross, Scotland. These outdoor nurseries, work with children from 2 to 6 years old as well as offering afterschool care and holiday care for children up to 12 years. Children spend up to 90% time outside. The three spaces of inside, garden and the wild wood are designed to develop skills and confidence in the natural world. The whole environment is eco-friendly, down to fair trade resources, organic food and alternative energy sources.

Claire is one of a leadership group of consultants who make up the World Nature Collaborative. The purpose of the group is to develop a cohesive network and approach to experiential learning in outdoor spaces in a variety of climates. The nature collaborative brings together educators, landscape architects, environmentalists and health workers to support a multidisciplinary approach to outdoor educational provision. Claire is the European education co-ordinator and as such would invite you to join the collaborative and take forward children's right to outdoor play around the world.

Nature Kindergartens and Forrest Schools

Mindstretchers opened the first outdoor Nature Kindergarten in Scotland in 2006. Whistlebrae Nature Kindergarten is a small cosy nursery in the countryside near Braco in Perthshire and in 2008 a second Nature Kindergarten called Auchlone was opened near Crieff in Perthshire. These Kindergartens are run under the direction and management of Claire Warden and Niki Buchan who have a huge amount of experience as teachers, consultants and nursery managers and a great love of nature and the outdoors.

The Nature Kindergartens offers the best of all worlds, a secure natural space inside, a gently challenging outdoor investigative zone which supports young children to develop emotional confidence and skills, and then the wild wood where they can feel the freedom of a fully natural environment.

Children from the age of 2 years spend the majority of the day outdoors in all weathers, either in the very naturalistic garden or in the woodlands where they build dens and bird hides using tools such as saws and loppers, make fires to cook their own snacks, climb trees and generally explore the wonders that the woodlands have to offer. Finding a treasure trove of fungi led to an in depth investigating into the different varieties and their characteristics. Children explored slope and gradient and designed their own slide on a slope using a variety of materials including mud and water!

Our winter weather allowed the children to discover the magic of soft white snow, the icy crystals of morning frost and the amazing ice sculptures nature left for them overnight. It is an exciting season for all and the children are very happy to be outside dressed in appropriate outdoor clothing supplied by the nursery. As part of an

investigation about keeping warm the children made their own felt and this evolved into the creation of their own red felt hats to use outside.

Nature provides a range of purposeful contexts that the children can really become involved in. The planting and harvesting of vegetables, the creation of habitat piles to increase biodiversity in the area and the use of natural streams to explore the properties of water all give children tangible ways of working with and in nature to increase their connection to it. Children are able to explore nature in depth so some investigations might take a year or more.

The curriculum at the centres are based around nature. All of the opportunities are developed through natural materials found in the local environment or supplied through eco friendly and ethical trade routes. Mathematics is covered using a host of interesting and sensorial materials such as seed pods, lengths of twig, and number stones gathered on sessions in the woodland. Claire is the European leader for the World Nature Collaborative and firmly believes that the environment is the third teacher, supporting children to learn about all aspects of the curriculum through connecting to and finding out about nature.

After school clubs are offered at the Kindergartens to allow older children the freedom to explore the woodland after a day at school. Forest school sessions are also available at the Forest school site where groups of children visit the site weekly over a period of time. Holiday camps for children aged from 3 to 12 years are offered at both Kindergartens during the Perth and Kinross Spring and Summer school holidays. During the 2008 Summer camp children built dens, made their own bows and arrows which could actually fly and created fairy gardens. After doing their own risk assessment the children used saws, loppers and mallets to create a safe climbing frame out of a fallen Cedar

tree. They also made fires to cook potatoes, stickbread and the usual favourite... marshmallows!

The Potential in a Puddle

Indoors and outdoors should be viewed as one combined learning environment

Key points:

- ▶ The curriculum should be addressed across both indoor and outdoor areas so that specific aspects do not need to be replicated in each area.
- ▶ There should be access to both indoor and outdoor areas at the same time so that there can be a flow of ideas and resources.
- ▶ Substantial time needs to be given to children playing out of doors so that depth of learning can take place.
- ▶ The ethos of a combined learning environment should be reflected in a single planning process.

The environment clearly has a direct effect on how and what young children learn. Children can learn from direct teaching through the interaction with someone else, or through their environment by means of discovery. Bruce (1987, p.54) argues that "the environment is the mechanism by which the teacher brings the child and different areas of knowledge together". Discovery and self-enquiry are important methods of learning and should not be seen as secondary to direct teaching. If discovery learning is important it should not be left completely to chance. The environment should be structured so that key opportunities are available to children to enable discoveries to take place. The outdoors environment has to be planned carefully so that it has the same status, although different features, as the indoor environment. Outdoor play is often viewed as an activity that receives little structure, especially in terms of adult interaction. Many children are left to "get on with it" with little thought to teaching and learning. Moyles (1992) argues that teachers have to decide what to

teach and what to leave for children to find out on their own. Encouraging children to learn through discovery suggests that there is little or no adult input, but this is not the case; an adult should be nearby to support the learning. The difference lies in the fact that the adult role is not dominant.

The view of the outdoor area as an area of equal importance means that the learning opportunities offered indoors do not need to be replicated outdoors, and vice versa. In centres where children cannot move easily between an indoor area and an outdoor area, the initial framework/structure for learning may well come from the adults to ensure breadth and balance. In centres that are fortunate enough to have an environment with free flow between indoor and outdoor areas, it is possible to create links that are easy to manage. However, even in these centres the physical layout has to be supported by the practitioners working within it.

Any type of learning takes time, especially projects that involve building, growth, experimentation and discovery. Allocating substantial time to outdoor learning will enable children to re-visit, test, fail, succeed and reflect so that there is a great depth of learning.

The implicit messages contained in planning sheets and policies often convey the value given to an area of the curriculum. Where outdoor play is included as an extra column on planning sheets, it suggests that this activity is seen as outside the main learning. The planning sheets should include opportunities for learning that takes place both indoors and outdoors, with clear learning links between the two.

Clare Wardens books available in the ACT PSC InfoHUB:

- ▶ The Potential in a Puddle (2005)
- ▶ Nurture Through Nature (2007)
- ▶ Talking and Thinking Floor Books: using "Big Book Planners to consult with Children" (2006)

CONTEMPORARY RESEARCH INSIGHTS

What is the value in research? How can it contribute to our daily practices? How can it help us reflect upon our work with children and to develop and refine our theories and philosophies.

The ACT PSC in partnership with Children's Services Central has produced a resource that may give educators some solutions to these challenges. New research is consistently being undertaken but it takes time to investigate this research and then translate it into valuable information that contributes to practices and thinking in the early and middle childhood setting.

Articles in the first issues of the **Contemporary Research Insights** explore aspects of the Early Years Learning Framework, Literacy, and Quality Programs. The aim of these Articles are to capture relevant research, highlight implications for practice and provide a platform for discussion and observation amongst whole staff teams.

Belonging ... what does it mean and how can we foster it?

By Community Connections Solutions Australia

"A sense of belonging can be embedded in young children's everyday environments through good practice"

Bernard Van Leer Foundation, Early Childhood Matters, November 2008.

One of the biggest challenges staff in early childhood services will face next year will be coming to grips with the new Early Years Learning Framework, Belonging, Being, Becoming. In this Article, we will look at the first word in the title of the Framework, Belonging.

Feeling you belong means you feel you are accepted, that you are in the right place and that you are a member of something. It means you feel your contribution is valued and that you feel suitable to your surroundings. The Framework states 'Experiencing

belonging – knowing where and with whom you belong – is integral to human existence'. The framework also recognises that children belong first to a family, and that services need to partner with families, because they are children's first educators.

The Framework does not tell you how to get to know the families or develop the strong and trusting relationships that lead to effective partnerships. This can seem particularly hard when your own cultural background and history differs from the families in your service. You might have children from families with a range of income levels or religious beliefs. You may have Aboriginal children and migrant and refugee children. Your families may not speak English. How do you make and keep those connections?

Australian research in the diverse migrant and Aboriginal and Torres Strait Islander communities of Western Sydney highlights that we should not assume we know what families want. Many choose an early childhood programme because it represents a different culture – one they know their children will need to flourish in later life. While services can feel frustrated that it is hard to find out what parents do at home, or what they want, parents can feel they are not involved in decisions that affect their child, and even that the service should be teaching differently. It is vital to listen to each family and find out about their hopes, dreams and goals, and identify needs and problems.

But, again, how? In this issue of Contemporary Research Insight, CCSA will explore some tried and tested techniques for building relationships with families.

Talking through food

Imagine the problems faced by a Dutch early childhood service, Pedagogiek 0–7, which has children from Turkey, Morocco, Pakistan, Iran, Surinam, and no common spoken language. In this centre the staff work around the language barrier by closely observing children and families to see what catches their attention. They also look for different forms of communication and expression, to find common topics of interest that might bring children, staff and parents together. One of these areas of common interest is food. We all need to eat, but eating is also one of the most essential and enjoyable activities in home life and, as we all know, particular recipes are an expression of our family's history and culture. For teachers, there are opportunities to use cooking to help children learn about maths, physics, social interaction, cultural diversity, biology, gardening and food growing.

This centre found that shared cooking and eating, at lunch times, increased parents' participation in the service, and brought families together. Sharing of recipes led to sharing of culture, and built relationships between families and staff. And, because of the abundance of parental participation in the centre, children felt the same sense of belonging they felt at home.

It may not be practical for services to institute a daily lunch, but you might find ways to bring food into your service, and it does not have to be multicultural. Parents, grandparents and other relatives may be willing to come in to teach children a recipe they know, and this has the added benefit of involving the extended family in the centre. Although working parents are busy, they might be willing to participate in suppers or

afternoon teas, or a weekend festival. What matters is using food to spark conversation and provide a space for relationships to develop.

Children talking about home through images

Finding ways to help children tell their own stories is another way to promote links with home, and to foster children's sense of belonging and acceptance. A project conducted in a culturally diverse Pennsylvania preschool used cheap disposable cameras to provide a bridge between home and the preschool. Children were given the cameras to take home, and then sat down with their teachers to tell them who and what was in their photographs. This occurred three times a year and resulted in important gains in language skills, but, most importantly, the children taught the teachers about their home lives and cultures, about their extended family, their family routines and what was important to them.

Talking about everything, even the hard stuff

It's basic, but it's worth saying. Relationships are about communication and the most essential element in communication is talking. In an Article called 'Bottling the good stuff', three Australian researchers report on the success of a community preschool in building relationships in a multi-racial town. The preschool's community includes families with a range of challenges, including poverty, mental illness and substance abuse. Half the families are Aboriginal, but the community includes recent non-English speaking migrants and Anglo-Australians. The director is Anglo-Australian, and works on the principle that 'when you enrol a child, you actually enrol a family'. She does not see families with problems as 'problem families' – she says they are all good families, who want the best for their children. She and her staff, many of whom are Aboriginal, practice

a very open form of hospitality, inviting parents and relatives in and welcoming them through the day. The staff do not judge families – they believe when you invite a friend to your house you do not tell them how to dress or behave, so they accept families as they come, and are ready to listen to the stories they tell. The critical element of this preschool's philosophy is 'yarning', which is an Aboriginal term for taking time to share stories and histories. Yarning means talking and listening to learn from each other and in this preschool everything is talked about – the good things, and the hard stuff.

On one occasion some of the children were seen playing with hose pipes and leaves. When asked what they were doing, they said 'mulling yarndie' (preparing marijuana bongs). Lyn asked the children if they were allowed to smoke and they answered no, it was an adult activity. Reassured about their safety, she took photos and showed them to the mother over a cup of tea. She yarned about the positives – the skills children were displaying in observation and modelling – but also broached the difficult subject of setting boundaries around adult behaviour. The principle of yarning meant something that many would see as a crisis was addressed directly, with respect and without judging or shame. Importantly, the mother remained involved in her children's learning. Talking, without judgement, is the key to building trust, to making children feel they are accepted for who they are, and that they belong in your service. Practical activities, such as incorporating food sharing and photography, can help spark conversation, but we should never lose sight of the fact that the most important thing is simply to make the time to talk and share.

Discussion questions and points for meetings and network groups:

- ▶ Think about somewhere where you feel welcome, and somewhere that you belong. What is it that makes you feel that way?

- ▶ What kind of relationships would you like to have with the families that use your service?
- ▶ What opportunities are there for families to participate in what happens at your service?
- ▶ What is one thing that you could do tomorrow to make families feel more welcome in your centre?

References

- Commonwealth of Australia, *Belonging, Being, Becoming: The Early Years Learning Framework for Australia*, 2009, www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx.
- Fay Hadley and Katey De Gioia, 'Facilitating a sense of belonging for families from diverse backgrounds in early childhood settings', 'A Sense of Belonging', *Early Childhood Matters*, November 2008, pp. 41–46; www.bernardvanleer.org/publications.
- Alia Intoual, Barbara Kameniar, Debra Bradley, 'Bottling the good stuff: Stories of hospitality and yarning' in a multi-racial kindergarten', *Australasian Journal of Early Childhood Education*, 34(2), 2009, pp. 24–30.
- Jane B Keat, Martha J Strickland, Barbara A Marinak, 'Child Voice: How Immigrant Children Enlightened Their Teachers With a Camera', *Early Childhood Education Journal*, 37, 2009, pp. 13–21.
- Margot Meeuwig and Tienke van der Werf, 'Traces from Reggio in the Netherlands: Child centres as living and learning communities', *Early Childhood Matters*, November 2008, pp. 18–19.
- Martin Woodhead and Liz Brooker, 'A Sense of Belonging', *Early Childhood Matters*, November 2008, pp. 3–6; www.bernardvanleer.org/publications.
- If you would like a free copy of the Contemporary Research Insights resource contact the ACT PSC on 6287 3330 or email actpsc@commsatwork.org. The full Contemporary Research Insights resource is also available to download in the ACT PSC InfoHUB Members Area.

WORKING TO KEEP QUALITY A PRIORITY:

A message from National Childcare Accreditation Council (NCAC)

On 7 December 2009, the Council of Australian Governments (COAG) announced news about the National Quality Agenda. Since that time child care services have contacted NCAC asking whether they should continue progressing through Child Care Quality Assurance (CCQA). Services have also questioned whether they should continue reflecting on and evaluating their practices against the standards in the *Quality Practices Guides*.

We appreciate that this is a difficult time for everyone. NCAC is in the process of planning the transition from the CCQA systems to the National Quality Agenda, and will advise services as soon as decisions have been made. In the interim, unless advised by NCAC or the Department of Education, Employment or Workplace Relations (DEEWR):

- ▶ Services should continue to maintain quality standards in accordance with the relevant *Quality Practices Guide*.
- ▶ All services must continue to submit their *Self-study Reports* to NCAC by the due date.
- ▶ NCAC will continue to assess services against the current CCQA standards through Validation Visits and Spot Checks.

NCAC will promptly advise services of any changes via the *Putting Children First* magazine, the NCAC website and through direct correspondence.

The following message regarding the National Quality Agenda was forwarded to services via the Child Care Management System (CCMS) from Michael Manthorpe, Deputy Secretary Department of Education, Employment and Industrial Relations. This following is an extract from his message:

Since the agreement in December 2009 to the new National Quality Agenda for early childhood education and school age care, Australian governments have been working together to develop the transition arrangements to the new system that will commence from January 2012. From January 2012, new legislation will be in place to underpin the nationally consistent regulation and rating of early childhood education and care and school age care services. States and Territories will have responsibility for administering the legislation and a new National body will be in place to ensure consistency of process across the country.

Between now and January 2012, a range of activities will move forward simultaneously, which include:

- ▶ Developing the legislation for the new system
- ▶ Setting up the new national body and associated IT system
- ▶ Working with the NCAC and States and Territories on transitioning to the new system

- ▶ Development, application and refinement of the new assessment and rating system including compliance and support activities
- ▶ Development of the training and support tools for services

During the transition phase we need to continue to ensure that the quality of services is maintained. Until the new legislation takes effect in January 2012, the current State and Territory regulations and Commonwealth requirements apply and you will need to continue to participate in quality assurance processes.

NCAC's commitment to services and families

In 2010, NCAC will continue to conduct Spot Checks and Validation Visits in family day care, long day care and outside school hours care services. We remain committed to ensuring that services and child care professionals receive the most up to date and current information about CCQA and quality child care practice. This includes providing families with resources when choosing and using quality child care.

We will continue to provide child care professionals and families with support, guidance and information through our:

- ▶ Website (www.ncac.gov.au) – developed for services and families to find the most up to date information about choosing quality child care and CCQA, and download and print a wide range of NCAC's resources including *Service Factsheets*, *Family Factsheets*, *Quality Companions* and Policy Templates. Many of our resources on the website have been translated into 24 community languages.
- ▶ National magazine, *Putting Children First* – published quarterly with current information about CCQA and quality child care practices.
- ▶ *Factsheets* for services and families – produced to assist services to deliver quality child care and progress through CCQA or help families understand quality child care practice. The factsheets provide practical examples, explanations about quality child care practice and issues to consider.

Where to go for more information and support

NCAC encourages services to regularly visit the DEEWR website (www.deewr.gov.au) and NCAC's website (www.ncac.gov.au) for information about the National Quality Agenda and the transition process.

Services and families are also encouraged to contact NCAC's Child Care Advisers by telephoning 1300 136 554 or emailing (qualitycare@ncac.gov.au) for additional support and guidance when progressing through CCQA.

ACT PSC QUALITY ASSURANCE SUPPORT

During this time of transition, the ACT PSC is continuing to support services to further develop their capacity to obtain and maintain the standards set by the National Childcare Quality Assurance Systems. Quality Assurance Support is collaborative assistance facilitated by a professional consultant. Some strategies used in this support include:

- ▶ On site visits
- ▶ Attendance at staff meetings
- ▶ Identification of Professional Development and Support
- ▶ Phone support
- ▶ Quarterly sector meetings
- ▶ Customised training session on the QA process facilitated by a consultant

It is envisaged that a similar model of support will be utilised under the new system, however at this time to ensure equity and timely access for all services, the ACT PSC has reviewed the Priority of Access policy and Fee Schedule. From 1 July 2010 the following Priority of Access and Fee Schedule will be introduced:

Priority of Access:

1. A Service that has received a not accredited decision from NCAC
2. A newly registered Service
3. A Service requiring support appealing a not accredited decision by NCAC
4. An accredited service self-referring

Fee Schedule

Service Status	Fee
A service that has received a not accredited decision from NCAC	5 free hours – and \$25.00 per hour after if further support is required
A newly registered service	5 free hours – and \$25.00 per hour after if further support is required
A service requiring support appealing a not accredited decision by NCAC	\$25.00 per hour
An accredited service self referring	\$25.00 per hour

FEEDBACK FROM THE ACT PSC ANNUAL PROFESSIONAL DEVELOPMENT AND SUPPORT NEEDS ANALYSIS SURVEY

In March 2010 the ACT PSC undertook its annual Professional Development and Support Needs Analysis. The focus of the needs analysis is to inform the provision of appropriate and responsive professional development and support across the ACT. Specifically, the survey identifies any emerging professional learning needs of children's services educators.

The information gathered from the survey also provides the ACT PSC with important information relating to the modes of professional development which are conducive to the children's services sector.

197 surveys were distributed to ACT children's services in late February. The survey was also available online. In total 108 questionnaires were returned, which represents a return rate of 54%. In addition to the written surveys, four focus groups were facilitated.

Summary of findings for 2009/2010:

- ▶ The children's services sector has a well developed appreciation of the importance of professional development and the value it adds to service outcomes.
- ▶ The respondents are largely well informed of the programs and activities provided by the ACT PSC.
- ▶ Respondents are satisfied with the quality of the services provided by ACT PSC and believe that the professional development provided makes a real difference to the delivery of childcare through their services.
- ▶ The Programme & Curriculum Calendar in particular is well known and seen as very useful.
- ▶ Areas of programming and planning continue to be priorities for training in the children's services sector.
- ▶ There is a repeated call for more training in the area of behaviour management across all service types.
- ▶ Specific requests for training in areas of food handling, induction of new staff and staff management/turnover issues were raised across both the written surveys and during the focus groups.
- ▶ There was consistent feedback that more sector-specific training, particularly in the outside school hours care and family day care sectors would be welcome.
- ▶ Increased networking opportunities across the sector, particularly in geographical clusters were also identified as something that would be useful.
- ▶ There was mixed response in relation to the provision of online support or internet based training. This was received very well in the Long Day Care focus group but was not supported by feedback obtained through the written survey.

THE ACT PSC HAS A NEW WEBSITE

The ACT PSC website has had a make over and we are interested in hearing what you think. The revamped website has been designed to be the first point of call for services wanting to access information and resources.

A new element of the website is the ACT PSC InfoHUB

The InfoHUB is a new service replacing the ACT PSC General Resource Library. This new model of service delivery is in response to requests from the children's services sector asking for an easier way to access up-to-date resources.

A new feature of the InfoHUB includes an on-line borrowing facility that enables members to borrow resources seven days a week. Resources are posted free-of-charge directly to services or alternatively, your Inclusion Support Facilitator (ISF) could deliver resources to your service on routine visits if required. There is also range of downloadable resources that are only available to ACT PSC InfoHUB members.

Resources available in the InfoHUB include:

- ▶ In-service training materials
- ▶ A range of downloadable resources such as fact sheets, team meeting packages and tip sheets
- ▶ Journals, text books and professional literature
- ▶ Resources that support quality programs, such as books that enable cultural inclusion and bilingual education for educators and children

The InfoHUB is incorporated into other ACT PSC professional development and support services; so that there is a more integrated approach to service delivery provided to ACT children's services.

Annual membership of the InfoHUB is only \$44.00 for eligible ACT children's services and individuals employed in ACT children's services.



UPCOMING ACT PSC WORKSHOPS

ACT PSC Special Event: Claire Warden

Twilight Lecture

DATE: Wednesday 6 October
TIME: 6.30pm until 8:30pm
LOCATION: Jenny Wren Early Learning Centre, Mawson
COST: \$35.00 for eligible services and \$45.00 for non eligible services (light supper included)

Full day session

DATE: Thursday 7 October
TIME: 9.00am until 4.00pm
LOCATION: National Museum of Australia
COST: \$70.00 for eligible services and \$90.00 for non eligible services (lunch included)

Makaton – Stories, Songs & Rhymes to use with Sign

Presented by Learning Links
Tuesday 10 August
10.00am – 1.00pm
Session held at Centre for Teaching and Learning, Stirling

Supporting Children's Identity and Sense of Belonging

Presented by Lady Gowrie – Melbourne
Thursday 16 September
9.30am – 3.30pm
Session held at Centre for Teaching and Learning, Stirling

Stepping up – A Guide for New Coordinators in Out of School Hours Care

Presented by Network of Community Activities
Tuesday 19 October
9.30am – 2.30pm
Session held at Centre for Teaching and Learning, Stirling

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

Presented by Miriam Giugni
Tuesday 16 November
10.00am – 12.30pm
Session held at Centre for Teaching and Learning, Stirling

Learning Circles

Early Years Learning Framework: From Theory to Practice

Presented by Semann & Slattery
First session: Tuesday 27 July
10.00am – 12.30pm
Session held at Centre for Teaching and Learning, Stirling

Working with Children's Behaviours which Challenge us and our Practices

Presented by Semann & Slattery
First Session Tuesday 27 July
6.30pm – 9.00pm
Session held at Centre for Teaching and Learning, Stirling