



## Quarterly communication - October 2020 - Edition 4

### Education and Care Services National Amendment Regulations 2020 – safe transportation of children

The Education Council has introduced new requirements under the National Regulations for approved providers of education and care services that arrange the transportation of children. The new requirements commenced on 1 October 2020. Please see [ACECQA website](#) for further details.

### CCCF Business Support and Communities of Practice

PricewaterhouseCoopers (PwC) and PwC Indigenous Consulting (PIC) have now completed Level One Business Support to approved services, commenced Level Two support and completed the first 'Communities of Practice' (CoP) pilot.

The objectives of the CoP are to assist services to seek ongoing support from each other, leverage the experiences of services to address challenges around sustainability and operation of the child care package, and to provide services that have already received one-on-one business support with the opportunity to access additional support.

The CoP covers topics such as - communication and engaging families, budgeting and financial management, business planning, and policies, procedures and workforce planning. The CoP will also encourage the ongoing support and continued engagement of the group.

Feedback from the COP pilot participants was positive. Rachel from Birralelee MAC service, said she would "do it again in a heartbeat."

If you wish to participate in Business Support or future Communities of Practice sessions, please contact your FAM.

### Quality Improvement Plans (QIPs)

ACECQA has developed an online module to assist services to do their QIPs. The module will be available on the DESE CCCFR webpage shortly, along with an accompanying workbook.

### Recovery package for Victorian services

Under the [Recovery Package](#), additional support is being provided to services in Victoria affected by restrictions because of COVID-19.

[Visit our website for more information.](#) Recovery Payment grant offers were sent to Victorian services this week. Providers must review and electronically accept their grant offer for payments to start. If you did not receive your Recovery Payment grant offer by 19 October 2020, please contact the Child Care Subsidy Helpdesk on 1300 667 276 or at [ccshelpdesk@dese.gov.au](mailto:ccshelpdesk@dese.gov.au).

### Mental Health Support for Children

Educators may find the following resources helpful for supporting the mental health of young children in your care:

- [Supporting Children's Mental Health During a Pandemic Toolkit](#) from [Emerging Minds](#)
- [Be You](#) provides educators with knowledge, resources and strategies to help children achieve their best possible mental health. You can browse articles, case studies and online events, and download the tools you need.

The [Inclusion Support Program](#) provides funding to address mental health and trauma-related behaviour in children from the impact of COVID-19. For more information, contact your local [Inclusion Agency](#) or visit our [website](#).



## Using CCCFR to increase participation

Services were recently sent an updated version of the fact sheet explaining how to use CCCFR funding to assist vulnerable or disadvantaged families to access the hours of care they require. Please contact your FAM if you did not receive a copy or have questions.

## Good News Stories

### Feature Service: Narnia Early Learning Young Parents Waratah

Promoting and embracing cultural awareness and differences. A large proportion of Indigenous families (35 – 50%) attend the service and Narnia provides education and care that reflects Indigenous culture and history. Please see our feature story over the page.

### Little Nuggets Early Learning Centre

Through a combination of gritty outback determination and help from the Australian Relief Government’s Early Childhood Education and Care Package and Transition Payments, Little Nuggets Early Learning Centre has weathered the COVID-19 storm. [See the full article here.](#)

## New Playground for Peel Youth Crèche

Through a CCCFR minor capital grant, works have been completed on the new playground area at Peel Youth Crèche in Mandurah, WA. Service staff said “the playground upgrade is fantastic and has transformed the centre.” Liz (CEO), thanked the department for their support.



## Service reminder checklist

Activity	Due date	Comments
<b>Outstanding Variations from Annual Review</b>	Overdue	Please send in signed variations to your FAM as soon as possible
<b>CCCFR Acquittals</b>	31 October	Please provide outstanding acquittals to your FAM
<b>CCCF Business Support applications for 2021</b>	15 January	Level 1 Business Support commencing in Feb 2021
<b>Expression of Interest - Communities of Practice</b>	March 2021	Advise your FAM of your interest in participating in the second round of Communities of Practice commencing March 2021

Useful Links: [DESE email communications](#): [Child Care Provider Handbook](#) : [Inclusion Support Program](#)

Useful websites: [CCCFR](#) : [Services Australia](#) : [ACECQA](#) : [SNAICC](#)

Please provide feedback or suggestions on this newsletter to [CCCFRestricted@dese.gov.au](mailto:CCCFRestricted@dese.gov.au)

**“To achieve our goals of educating bold and ambitious children, we must invest in enriching quality early child care and learning.” — Stacey Abrams**



## Quarterly Feature Story:

Narnia Young Parents is a place of fun, laughter, love, creativity, learning and religion. The name “Narnia” is taken from the famous “Chronicles of Narnia” series written by C. S. Lewis. Narnia is an imaginary land where children have fun and adventure and in the process learn great truths about themselves, the world they live in and their Creator.

Narnia Young Parents exists to provide a supportive partnership for our parents who are studying at the SPCC DALE Young Parents.

St Philip's Christian DALE Young Parents is an accredited Special Assistance School for young mums and dads, which provides flexible learning environments for students who wish to complete their schooling with the benefit of onsite education and care for their children.

We understand that as much as our young parents are determined to improve their own circumstances, their motivation is to provide a loving environment for their little ones and to improve the future prospects of their babies.

In our Narnia Early Learning Centre for children 0-5 years old, the highly experienced and fully qualified Educators understand that the first few years of a child’s life are a time of extraordinary development.

While their parents are studying in the classroom, the children are engaged in a stimulating, early skills learning program based on observations of their individual stage of development and interests.

The centre’s service is unique in the community in that we provide equal opportunities of care and development for these children in an environment that is free of judgment and prejudice. We have a large proportion of Indigenous families (35 – 50%) who attend our service and we endeavour to provide education and care that reflects the Indigenous culture and history.



The school that these parents attend provides a bus service which picks up the parents and children to bring them to school and to Narnia as transport can be a large barrier to them attending.



We have a local Indigenous woman who joins us regularly, Aunty Loretta, who educates the children about Indigenous culture through stories, craft and dance. We have included in our budget provision for an Indigenous child care trainee/educator and are in the process of interviewing applicants. This educator will add cultural richness to our environment and programming.

All our Narnia Early Learning Centres are in the process of writing Reconciliation Action Plans. We have met together to begin to write our RAP vision. We have developed a RAP team at each of our services, which includes staff, parents and community members. We will be meeting to develop our RAP with the aim of having it reflect our local community needs and history.

Recognising barriers that our Indigenous children face and working towards closing the gap in education, we focus greatly on building social skills and emotional resilience. Our desire is that our children start school with confidence and an understanding of their capabilities.

Our service works side by side with families to ensure children are confident in who they are and feel valued. Our Indigenous families have great input into our program and environment, recognising that they are the best teachers of culture for their children.

We recognise and promote the relationship between ourselves, families and children as we believe it takes a tribe to raise a child. This is a huge journey for us and we are excited to be increasing our knowledge and understanding of the cultural background of the Indigenous community.