

# JIGSAW

THE MAGAZINE OF FAMILY DAY CARE AUSTRALIA



**Excellence in Family Day Care Awards**  
 2021 National Winners announced

**2022 Election commitments:**  
 MAJOR PARTY RESPONSES

**National Family Day Care Week 2022**

**FDCA 2022 National Conference:**

Get ready for a sense-sational experience

**Re-purposing and re-playing in family day care**

Intergenerational connections with Giggle N Grow Family Day Care

**ALSO INSIDE**

- ★ Family partnerships to support mental health with Be You
- ★ Getting the most out of your home visit with ACECQA
- ★ Supporting the mental health of children with Everymind
- ★ Business Insights
- ★ Story time
- ★ Out and about in family day care

PLUS

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FAMILY DAY CARE

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# JiGSAW

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The material published in the magazine will aim to be inclusive of all participants of the Australian family day care program (including children) wherever they live, regardless of their gender, class, culture or nature of any disability. The magazine will not publish material which runs counter to the wellbeing and equal valuing of all children, their families and those who work with them. All unattributed articles will reflect FDCA's broad policy. As far as possible the language will be non technical. The final decision about inclusion of any article will be made by the Editorial Board. As there are differing descriptors used for the direct service provider, the generic term 'educator' will be substituted in every case.

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## A word from the ceo

Welcome to the autumn edition of JiGSAW.

This edition of JiGSAW is very timely for FDCA members and the family day care sector as we move closer towards the 2022 federal election.

The upcoming federal election presented us with an opportunity to sit down with MPs and Ministers and discuss how our Election Policy Commitments to boost the family day care sector will provide much needed support to regional communities, women in the workforce, parents and the broader economy.

After putting the family day care sector's election commitment requests forward to the major parties earlier this year, we have received their responses and you can view these on pages 11 to 14.

Inside it is our privilege to showcase our 2021 Excellence in Family Day Care Awards National Finalists and Winners after we started the year off with a bang by announcing our Awards National Finalists and Winners. A great night was had by all at our Gala Dinner in Canberra to celebrate the achievements of our 2021 Award recipients.

With our 2022 Awards season now underway, we want to thank everyone who has helped make the Excellence in Family Day Care Awards one of the biggest events on the family day care calendar. You can see a full listing of our 2021 National Finalists and Winners inside this edition of JiGSAW on pages 19 to 23.

This JiGSAW also aligns with celebrations of the 10th birthday of National Family Day Care Week, which takes place from May 2nd to May 8th. This year we look forward to holding our annual Picnic in the Park in Queensland! Find out how to get involved in celebrating National Family Day Care Week on pages 25 and 26.

This edition includes some must-read feature articles on Intergenerational Connections (pages 17 and 18) and Repurposing & Replaying (pages 15 and 16), from voices within our family day care community!

As we move closer to the FDCA 2022 National Conference that will take place in Hobart from 15-17 September you will find a copy of our conference program inside to highlight the amazing content that will be available to delegates.

We also have within, content from regular contributors Everymind, Be You and ACECQA as they share their expertise on supporting children's mental health, family partnerships and getting the most out of home visits.

Your support for Australian families and children is what makes our sector shine. Thank you for a great year so far!

**Andrew Paterson**  
 Chief Executive Officer  
 Family Day Care Australia



# contents

## IN BRIEF

- 4 Industry snippets
- 6 Keeping you up to date
- 7 FDCA working for you



15 17



## FEATURES

- 8 FDCA 2022 National Conference: Get ready for a sense-sational experience
- 11 Election commitments 2022: Major party responses
- 15 Re-purposing and re-playing in family day care
- 17 Intergenerational connections with Giggle N Grow Family Day Care
- 19 Excellence in Family Day Care Awards: 2021 National Winners announced
- 24 Supporting the mental health of children with Everymind
- 25 National Family Day Care Week 2022



25

## REGULARS

- 27 Business insights
- 29 Be You: Family partnerships to support mental health
- 31 ACECQA: Getting the most out of your home visit
- 33 Fun with FDCA
- 34 Story time
- 35 Out and about in family day care with Tara's Family Day Care



35



9



HOBART 2022



## Latest Child Care in Australia report released

The latest quarterly Child Care in Australia report was recently released by the Department of Education. The report presents information about the early childhood and care sector for the June 2021 quarter, including child care usage, services, fees and subsidies in Australia. The report for the June quarter 2021 shows that:



### 13,685

approved child care services operated in Australia during that quarter, comprising:

8,554 Centre Based Day Care (CBDC) services (62.5 % of all services)

427 Family Day Care services (3.1%)

4,662 Outside School Hours Care (OSHC) services (34.1 per cent)



### 1,328,540

children attended subsidy approved child care in the June 2021 quarter and were eligible for Child Care Subsidy. Of these:

782,760 or 59% attended CBDC

90,800 children, or 6.8%, attended family day care

486,120 or 36.6% attended OSHC



### 25.2

Average weekly hours spent in child care per child across all service types during the June 2021 quarter was 25.2 hours, with hours spent in family day care 24.1 hours.

This compares to 30.9 hours for CBDC services.



### \$10.40

The average hourly fee across all care types (excluding In-home care) was \$10.40, with the average hourly fee for family day care sitting at \$10.90. This compares to \$10.80 for CBDC and \$ 7.85 for OSHC.



### 29%

More than a quarter of family day care services (29%) charged above the cap of \$11.30 in the June 2021 quarter, compared to 14.9% of CBDC services and 14.4% of OSHC services.

To view the full report, visit the Australian Government Department of Education at [www.dese.gov.au](http://www.dese.gov.au).

## FDCA December 2021 Family Day Care Sector Profile report coming soon

The FDCA December 2021 Family Day Care Sector Profile will soon be available online. This biannual report provides an analysis of the family day care sector, drawing on service data from the Australian Government Child Care Finder, FDCA internal member data as well as data from the Australian Children's Education and Care Quality Authority (ACECQA) and the Australian Bureau of Statistics (ABS).

The latest edition of the sector profile report focuses primarily on the last six months of 2021 to 31 December. Key points include:

- The total number of family day care services nationally is 424 and FDCA educator members total 10,227. This represents a 1.2% decline nationally in service numbers and a 6% decrease nationally in numbers of educators over the six months to December 2021.
- Almost half (49.2%) of all educators nationally fall

between the ages of 40 and 54.

- Almost a quarter (23.5%) of family day care educators continue to reside in areas of highest socio-economic disadvantage (levels 1 and 2 as defined by the ABS), and just over half (53.6%) of all educators are located within deciles 1-5. These proportions have not altered markedly over the years.
- Based on ACECQA's quality rating data, as of 31 December 2021, a majority of family day care services (57.2%) hold a ranking of Meeting NQS or above, similar to the proportion reported in the last sector profile report in June 2021 (57%), evidence of strengthened quality improvement over time in the sector.



You will soon be able to access the December 2021 FDCA Family Day Care Sector Profile report at [www.familydaycare.com.au/representing-you/sector-profile](http://www.familydaycare.com.au/representing-you/sector-profile).

FDCA distributes its FDCA Family Day Care Sector Profile reports to key stakeholders including federal and state Ministers for Education, relevant federal and state Departmental contacts as well as academics in the field.

# ACECQA National Quality Framework Snapshot

ACECQA has recently released its latest quarterly National Quality Framework (NQF) [Snapshot](#).

Chris Mason, Senior Manager of Workforce, Engagement and Research at ACECQA provides an overview of how family day care (FDC) services are performing against the National Quality Standard.

As at 31 December 2021, there are just under 500 FDC services approved under the NQF. Almost all of these are operated by single service providers, with just 25 providers approved to operate more than one FDC service.

The *Education and Care Services National Law* and *National Regulations* govern the minimum standards and requirements that all providers of services regulated under the NQF must meet. The National Quality Standard (NQS) is then used by all state and territory regulatory authorities to assess and rate services.

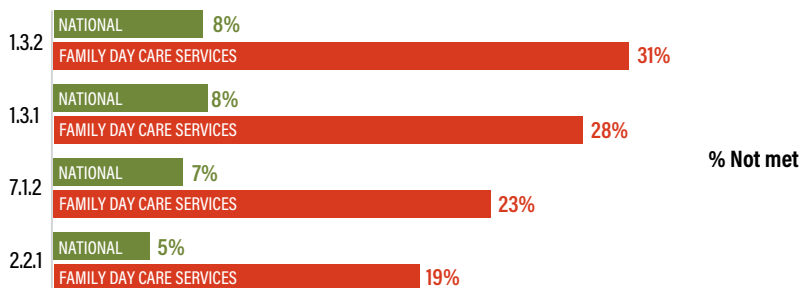
Our latest NQF Snapshot shows that 57% of FDC services are rated Meeting NQS or above, up from 52% a year ago and 45% three years ago. To be rated Meeting NQS overall, all elements across the seven quality areas must be met. This means that

a service may be rated Working Towards NQS based on not meeting a single element or not meeting several elements.

The figure below provides the breakdown of performance against the most challenging elements of the NQS. The four elements that FDC services find most challenging are:

- Critical reflection (1.3.2)
- Assessment and planning cycle (1.3.1)
- Management systems (7.1.2)
- Supervision (2.2.1).

INDUSTRY SNIPPETS

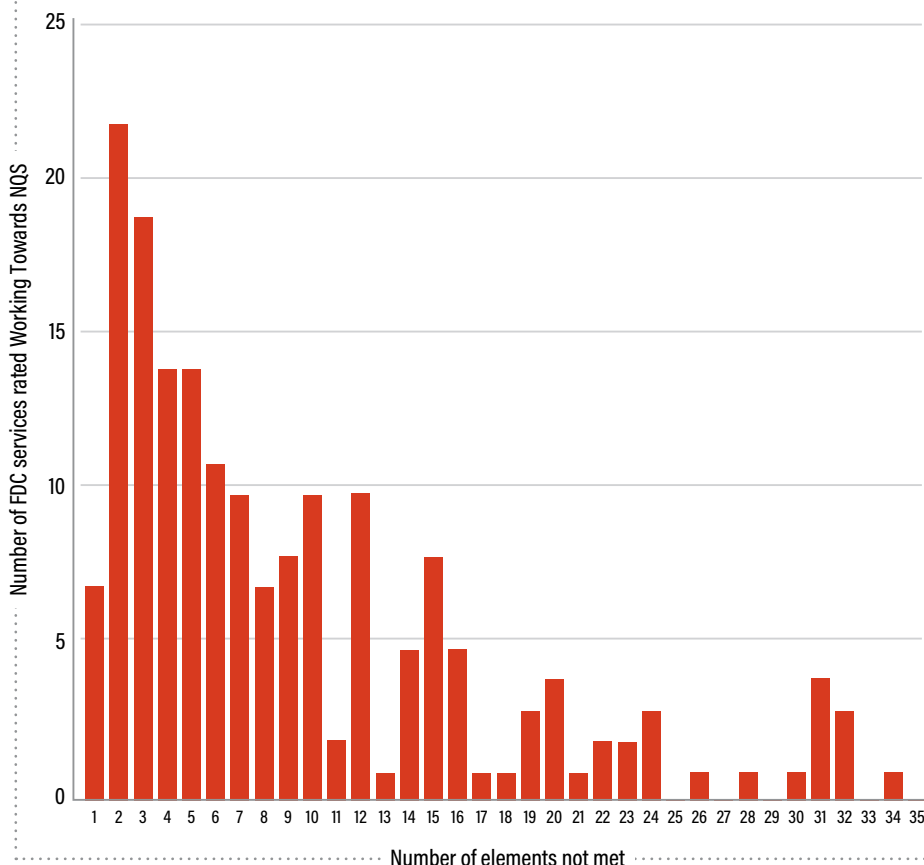


Of the 181 FDC services rated Working Towards NQS, more than a quarter have been given the rating due to not meeting three or fewer elements of quality. This emphasises that many FDC services are very close to meeting the high bar set by the NQS.

Our website includes a wealth of information and guidance to support all services to [meet the NQS](#), as well as [information sheets](#), [educational games](#), [videos](#), specific resources on [educational leadership](#), and of course the overarching [Guide to the NQF](#).

In addition to the pdf version of the Snapshot, we continue to enhance the online, interactive version with additional analysis, as well as publish the full dataset in Excel. I hope that these are helpful resources and, on behalf of ACECQA, would like to thank you for your continued commitment and important contributions to the education and care of children during the COVID-19 global pandemic.

FDC services rated Working Towards NQS by number of elements not met



# Making 1,000 Cranes with AB Sea Family Day Care and Beaucare Family Day Care

By Beaucare Child Care Services

After working as a children's nurse in a children's hospital in India, Bharti Dhillon came to Australia to begin her studies as an early childhood educator.

Bharti has enjoyed working in the child care industry since moving to Australia in 2009, she completed her Certificate 3 in Early Childhood Education and Care with Kings Christian College at Reedy Creek on the Gold Coast. Finally completing her studies in 2011 becoming a fully qualified early childhood educator, something Bharti had dreamed about while living with her family in Himchal Pradesh a state in India.

Then in 2017 Bharti started working as a family day care educator and opened AB Sea Family Day Care, and has since, built many established relationships throughout the community.

When asked Bharti what she loved most about working with children, Bharti responded, "I think the thing I love the most is how genuine

they are. They don't hide who they are because they haven't been taught to do so yet. They cry when they're sad or frustrated. They laugh when they're happy or up to mischief. They stomp and yell and grouch when they're angry or overtired. And they love with every piece of themselves. I love that no single day at work is the same."

**"Children make me a more knowledgeable person: Children are, by nature, very curious. With all the questions they ask, I constantly find myself looking for answers in books and on the internet."**

Bharti also believes that children make her a healthier person. She is a firm believer in leading by example, and therefore follows a healthy lifestyle by eating healthy foods and keeping active.

So, in retrospect of this, Bharti decided she wanted to work together with the Youth and Family Program at Beaucare to promote mental health awareness, because she gets so much out of running her own Family Day care from home.



Bharti decided to engage the children in a day of crane making letting the children work with her to enhance their awareness of mental health and community participation.

The goal for the Youth and Family Program at Beaucare was to show their support for people in the community by making 1,000 cranes with the hope to raise awareness of mental health.

AB Sea Family Day Care loved taking part to help raise awareness for mental health by creating cranes with the help of children. The children spent many hours sitting around the table, listening to Bharti, and watching her as she showed them how to fold and make their own origami cranes.

Bharti, who was selected as the Gold Coast region's 2021 Family Day Care Educator of the Year, says she couldn't be happier as a family day care educator and couldn't imagine doing anything else!



Bharti showing some of her family day care children how to create a paper crane.

## Associations

### Family Day Care Educators' Associations

State family day care educators' associations represent educators and provide a range of member-based services, including advice, training, resources and assistance to educator members. Executive committee representatives work in a voluntary capacity to support fellow educators to provide quality home-based child care services.

### Family Day Care Associations

State family day care associations provide a range of member-based services including advice, training, resources and assistance to members. This support strengthens services and assists staff in their vital role of providing effective support services to educators and families. The association works actively to promote family day care within their respective states.

Each association operates independently of FDCA.

### New South Wales

- Family Day Care Educators' Association NSW Inc  
0490 776 339  
[www.fdceducatorsnsw.com.au](http://www.fdceducatorsnsw.com.au)
- NSW Family Day Care Association  
02 9779 9999  
[www.nswfdc.org.au](http://www.nswfdc.org.au)

### Tasmania

- Family Day Care Council of Tasmania Inc.  
0439 307 273

### South Australia

- Family Day Care Educators' Association of South Australia  
0418 831 433  
[www.fdcassocsa.com.au](http://www.fdcassocsa.com.au)

### Western Australia

- Family Day Care Educators' Association, Western Australia, Inc.  
08 9255 5290
- Family Day Care WA  
08 9251 5777  
[www.familydaycarewa.com.au](http://www.familydaycarewa.com.au)

### Northern Territory

- Alice Springs Carers' Support Group  
08 8952 2906

### Queensland

- Family Day Care Association Queensland Inc.  
07 3399 3737  
[www.fdcqld.org](http://www.fdcqld.org)

## FDCA's 2022 National Engagement Program hits the road

### After two years in hibernation due to the COVID-19 pandemic FDCA was excited to re-commence out National Engagement Program forums.

This February and March we've had the pleasure of re-connecting with members in Canberra, Sydney and Melbourne, and are looking forward to heading to Brisbane, Adelaide and Perth for forums in the coming months.

So far there has been an overwhelmingly positive response to the forums, with members providing glowing feedback on the professional development sessions being provided by Australian Child Care Careers Options and Red Nose Australia who have presented sessions on Child Protection and Safe Sleeping for Family Day Care respectively.

With tickets available to FDCA members for just \$15, the forums allow delegates to take advantage of joint educator and service sessions, giving members the chance to come together and network, while sharing in the benefits of joint professional development workshops unique to the family day care environment.

A networking lunch is also included for delegates! Tickets are limited at each forum, so be quick to secure your spot by visiting

[www.famiydaycare.com.au/nep](http://www.famiydaycare.com.au/nep).

### UPCOMING FORUMS

LOCATION	DATE
BRISBANE	SATURDAY, 7 MAY 2022
ADELAIDE	SATURDAY, 4 JUNE 2022
PERTH	SATURDAY, 25 JUNE 2022

## Culturally and Linguistically Diverse Project Advisory Committee established

Recently, FDCA put out an Expression of Interest for members who come from culturally and linguistically diverse (CALD) backgrounds to contribute their experience and insights to our new Project Advisory Committee (PAC).

This time-limited PAC has been put together to support planning and implementation around our *CALD Member Engagement Initiative*, which seeks to:

- better understand current and potential issues and opportunities facing CALD educators and services;
- assist us in developing advocacy strategies and/or resources to better support CALD educators and services; and
- frame thinking around the recruitment and retention of CALD educators.

### What is the PAC?

The PAC is comprised of a maximum of five sector representatives and a maximum of two FDCA personnel, who will be responsible for attending meetings during April and May, to contribute to the development of relevant recommendations for the CALD Member Engagement Initiative.

To read the Terms of Reference of the PAC, including member roles and responsibilities, [please click here](#).

### Welcoming our Sector Representatives

We received a high volume of submissions following our call for Expressions of Interest to join the PAC, which speaks to member engagement around this important initiative.

After a lengthy review process, we are proud to welcome the following members to the Advisory Committee:

- Chamalee Prathiraja**, Educational Leader, Communities at Work - Family Day Care & In Home Care
- Dorothy Hung**, Senior Executive Officer, CASS Family Day Care
- Amsha Nahid**, Service Manager, Bright Sun Family Day Care
- Dong Hou**, Service Manager, Globe Talent Family Day Care
- Sherina Morel**, Educator, Greater Dandenong Family Day Care
- Ahmed Hussein**, Service Manager, Maryan Family Day Care

The members of the Advisory Committee bringing with them a wealth of lived-experience with CALD communities, families and children, FDCA looks forward to working alongside the committee members to implement targeted representation, support and promotion strategies for our CALD educator and service members.



# Get ready for a sense-sational experience at the FDCA 2022 National Conference

HOBART  
2022

Photo by Alastair Bett

Do you like the sound of revitalising your senses while being able to attend Australia's premier family day care event located in one of Australia's natural wonders? If your answer is yes, then the FDCA 2022 National Conference is an event you can't miss!

The FDCA 2022 National Conference will allow you to tease your tastebuds with farm to plate produce and take in Tasmania's rich history of hardship, survival and beauty.

Known by some as the Great Australian Secret, this year's conference destination has something for everyone: adventure, culture and a veritable feast for the senses!

## Payment plans are still available

To ensure that the FDCA 2022 National Conference is as accessible as possible for FDCA members, we're extending the availability of monthly instalment payment plans.

FDCA Members can exclusively access payment plans that will allow them to secure their ticket and spread the cost over monthly payments!

We're also locking in the early-bird ticket price for single full registration conference tickets, this means that you can purchase a ticket with one single payment of \$599.

## Peace of mind refund policy

To provide our members with a risk-free ticket purchasing experience, FDCA will ensure that any members who are unable to attend the conference due to COVID-19 related circumstances will receive a **FULL** refund on their ticket purchase.

This means you can purchase your FDCA 2022 National Conference ticket knowing that we've got you covered!

## A jam-packed conference program!

The FDCA 2022 National Conference will provide delegates with the opportunity to select from over 20 workshops all under one roof! These interactive workshop sessions will cover a range of different topics and are designed specifically to support the needs of family day care professionals.

Not only will you be able to access workshops from leading sector experts, academics and grassroots family day care professionals with decades of experience on the ground, you'll also be treated to keynote sessions from Maggie Dent, Jay Laga'aia and Professor Linda Harrison.



MAGGIE DENT



LEANNE MCLEAN



PROFESSOR LINDA HARRISON



JAY LAGA'AIA

## Want to find out more about the FDCA 2022 National Conference?

To find out more about the FDCA 2022 National Conference, including access to a range of accommodation options and ideas to fill your itinerary, visit [www.familydaycare.com.au/conference](http://www.familydaycare.com.au/conference).

View the FDCA 2022 National Conference program on pages 9 and 10.



# HOBART 2022

# FDCA 2022 NATIONAL CONFERENCE: PROGRAM

## THURSDAY 15 SEPT 2022

TIME	REGISTRATION DESK	FEDERATION BALLROOM
3.00pm - 5.30pm	Registrations	
6.00pm - 8.00pm		Welcome Function

## FRIDAY 16 SEPT 2022

TIME	ROOM A	ROOM B	ROOM C	ROOM D
8.45am - 9.00am	Welcome to Country			
9.00am - 9.15am	CEO welcome			
9.15am - 9.35am	VIP address			
9.35am - 10.35am	Keynote address - <b>Maggie Dent</b> Exploring Children's Anxiety			
10.35am - 11.20am	Morning tea			
11.20am - 12.50pm	<b>Maggie Dent</b> Real Kids in an Unreal World: Building Resilience and Self-esteem in Today's Children (10 Resilience Building Blocks)	<b>Perry Campbell</b> Senior Manager, Priority Support, National Projects, ACECQA Educational leadership in family day care	<b>Tracy Blaszkow</b> - Manager of Playground Advisory Service, Kidsafe Western Australia Naturally kids play	<b>Dr Sheena Elwick and Team</b> - Charles Sturt University, School of Education Observe, Reflect, Improve Children's Learning (ORICL): A new tool for infant-toddler educators to enrich children's learning
12.50pm - 1.50pm	Lunch			
1.50pm - 2.50pm	<b>Robyn Henderson</b> - General Manager, Networking to Win 7 keys to healthy, assertive conversations in your personal and professional life	<b>Department of Education, Skills and Employment</b> Workshop content to be confirmed	<b>Dr Sally Fitzpatrick</b> - Everymind, Project Lead Minds Together: Increasing the capacity and confidence of educators to support the mental health and wellbeing of children	<b>Myles Bryant and Connor Molloy</b> - Clyde & Co Exploring legal risks and implications in family day care
2.50pm - 3.00pm	Short break			
3.00pm - 4.00pm	<b>Dr Francis Bobongie-Harris and Dr Grace O'Brien</b> - Lecturers in Early Childhood and Inclusive Education, Queensland University of Technology Country, community and educators: A framework used to connect educators to Country and community through Indigenous languages	<b>Georgina Zadelj</b> - Family Day Care Educator, Country Kids Child Care Start small, think big... Success in family day care is a continuous journey	<b>Dr Ruth Wallace</b> - Lecturer in the School of Medical and Health Sciences, Edith Cowan University An audit of the family day care health environment	<b>Family Day Care Australia</b> Workshop content to be confirmed
4.00pm - 4.30pm	Afternoon tea			
4.30pm - 5.00pm	Keynote address - <b>Leanne McLean, Tasmania Commissioner for Children and Young People</b>			
5.00pm - 5.10pm	Day one wrap up			

**HOTEL GRAND CHANCELLOR HOBART  
15-17 SEPTEMBER 2022**

\*Program subject to change

## SATURDAY 17 SEPT 2022

TIME	ROOM A	ROOM B	ROOM C	ROOM D
8.30am - 8.40am	CEO welcome			
8.40am - 9.00am	VIP address			
9.00am - 10.00am	Keynote address - <b>Professor Linda Harrison</b>			
10.00am - 10.45am	Morning tea			
10.45am - 12.15pm	<b>Maggie Dent</b> Real Kids in an Unreal World: Building Resilience and Self-esteem in Today's Children (10 Resilience Building Blocks)	<b>David Gilkes</b> - Education Consultant To make a mark, to have a voice	<b>Professor Susan Irvine</b> - Head, School of Early Childhood and Inclusive Education, Queensland University of Technology Effective leadership in family day care: Is it about position or role?	<b>Sylvia Arotin</b> - Guide & Grow Pty Ltd, CEO and Founder Mastering the art of communication - Tackling praise, sharing and big emotions!
12.15pm - 1.15pm	Lunch			
1.15pm - 2.15pm	<b>Sarah Peris</b> - Cultural Officer, Kentish Lifelong Learning & Care Inc <b>Cecile Meil</b> - Family Day Care Educator, Kentish Lifelong Learning & Care Inc Belonging, being and becoming meets country, culture and Aboriginal communities	<b>Juanita Wilson</b> - Be You Consultant, Early Childhood Australia Wellbeing for educators in family day care	<b>Kerry Smith</b> - Director, We Belong Family Day Care Circle of Change revisited	<b>Kidsafe New South Wales</b> Kidsafe Family Day Care Safety Guidelines, 7th Ed., November 2020
2.15pm - 2.25pm	Short break			
2.25pm - 3.25pm	<b>Professor Linda Harrison and Team</b> - Macquarie School of Education, Macquarie University COVID-19 and health communication in family day care services	<b>Coastal Family Day Care</b> Innovative approaches to risk management of outdoor environments	<b>Jennifer Branch-Allen</b> - CEO, Kidsafe Tasmania Kidsafe Tasmania and family day care educators work together	<b>Janice Francis</b> - Children's Services Manager - Family Day Care, Family Day Care Sydney Wide Building capacity for the inclusion of ASD children in family day care
3.25pm - 3.55pm	Afternoon tea			
3.55pm - 4.55pm	Keynote address - <b>Jay Laga'aia</b>			
4.55pm - 5.00pm	Conference wrap up			

## SATURDAY 17 SEPT 2022

TIME	PRINCES WHARF NO.1
7.00pm - 11.00pm	<b>Conference Gala Dinner</b> Including the 2022 Excellence in Family Day Care Awards presentation



To find out more information about the FDCA 2022 National Conference, visit [www.fdca.com.au/conference](http://www.fdca.com.au/conference)



## FDCA ELECTION COMMITMENT REQUESTS

# MAJOR PARTY RESPONSES

In October 2021, FDCA surveyed members on their views on issues relating to the family day care sector. Members from across Australia had their say by responding to the Election Commitments survey.










The survey questions were based on areas that have been flagged by members as priority areas over the past 18 months through various feedback mechanisms, alongside several priority areas proposed by FDCA with the intent of increasing viability, promoting growth and supporting educators and approved services to be appropriately remunerated for the important work they do.







Based on members' feedback, FDCA developed a set of election commitment requests to the major parties, outlined below, under the six key policy areas of Affordability and Women's Workforce Participation, Women's Economic

Security, Regional Economic Development, Flexibility, ECEC Workforce Support and Accessibility.

Following are the responses received which will help in informing members on polling day as to which party will best support the family day care sector beyond the upcoming federal election. The responses have been provided by:

- The Hon Stuart Robert MP, Acting Minister for Education and Youth and Member for Fadden
- The Hon Amanda Rishworth MP, Shadow Minister for Early Childhood Education and Development and Member for Kingston
- Mr Adam Bandt MP, Leader of the Australian Greens and Member for Melbourne



Policy Area	Commitment Request	The Coalition	The Australian Labor Party	The Greens
1. Affordability and Women's Workforce Participation	Raise the hourly CCS fee cap rate for family day care in line with the calculation afforded to centre-based care services so that it more accurately reflects the cost of providing family day care.	<p> <b>Commitment Indication: No</b></p> <p>The Government provides more than \$10 billion per annum in targeted financial support through the Child Care Subsidy (CCS) and related programs to assist Australian families with the costs of child care.</p> <p>In relation to the CCS hourly rate caps, I note that the Government introduced these to ensure a more sustainable child care system and addressed inflationary problems that existed under the previous child care fee assistance system. The CCS hourly rate caps are indexed in July each year and do not limit the prices providers may charge but instead provide Australian families and a provider with a reference point as to what Government considers a high fee service.</p>	<p> <b>Commitment Indication: Other</b></p> <p>Labor will improve the affordability of early learning. We will increase the child care subsidy rate for 96 per cent of families, which will let families work the hours they want and need.</p> <p>Labor will also ask the ACCC to conduct a market study into the sector. This study will look at the cost structures and drivers in the sector, staff and educator costs, and the viability and profitability of the sector.</p> <p>As part of this study, the costs and viability of family day care will be examined.</p>	<p> <b>Commitment Indication: Yes</b></p> <p>The Greens understand the current subsidy needs to be reviewed and raised in consultation with providers, educators and their unions, and families who access the service. We commit to reviewing and raising the current hourly rate of the subsidy in consultation with the Family Day Care educators and the sector in general.</p>
2. Women's economic security	Commit to the provision of a direct funding support program for family day care approved services to assist in the recruitment, induction and training of new family day care educators.	<p> <b>Commitment Indication: No</b></p> <p>The Government acknowledges that further work needs to be done to develop, recognise and support a high quality early childhood workforce. For this reason, the Government is investing significantly in workforce-boosting initiatives, including:</p> <ul style="list-style-type: none"> <li>• through the Graduates package, where the cost of an early childhood teaching qualification has been reduced by 42 per cent, and</li> <li>• through provision of the JobTrainer Fund to deliver free or training places in areas of national need, including for child care qualifications.</li> </ul>	<p> <b>Commitment Indication: Other</b></p> <p>Labor in government will work with FDCA and the sector to identify existing small business, apprentice and training support programs across government that could support family day care services and educators and make any appropriate changes to these programs.</p>	<p> <b>Commitment Indication: Other</b></p> <p>The Greens will work with Family Day Care educators and the sector to reduce barriers faced by the sector in the recruitment, induction and training of new family day care educators, including through the provision of direct funding support.</p>
	Commit to the provision of a direct funding support program for new family day care educators to assist in overcoming some of the financial barriers to entry into the sector in establishing their micro-business.	<p> <b>Commitment Indication: No</b></p> <p>*See above response.</p>	<p> <b>Commitment Indication: Other</b></p> <p>Labor in government will work with FDCA and the sector to identify existing small business, apprentice and training support programs across government that could support family day care services and educators and make any appropriate changes to these programs.</p>	<p> <b>Commitment Indication: Other</b></p> <p>The Greens are committed to working with Family Day Care educators and the sector to reduce the barriers faced by new family day care educators.</p>

Policy Area	Commitment Request	The Coalition	The Australian Labor Party	The Greens
3. Regional Economic Development	Work with FDCA and the family day care sector to explore options to increase viability and incentivise family day care service growth in rural and remote areas.	<p> <b>Commitment Indication: Yes</b></p> <p>The appointment of a Regional Education Commissioner is part of Government's response to the National Regional, Rural and Remote Tertiary Education Strategy (Naphthine Review) and the role will also extend to primary, secondary and early childhood education matters. The Government has committed \$6 million over four years to establish this role to improve regional education outcomes and reduce the disparity between city and country student outcomes.</p> <p>The Government welcomes your interest in working further with the to explore options to increase viability and incentivise Family Day Care service growth in rural and remote areas, and welcomes your continued engagement through key consultation forums such as the Early Childhood Education and Care Reference Group.</p>	<p> <b>Commitment Indication: Yes</b></p> <p>Family day care provides a vital role in supporting rural and regional communities, often where there is no alternate care option.</p> <p>Labor in government looks forward to working with FDCA and the sector on ways to boost the viability of family day care, particularly in rural and regional areas.</p>	<p> <b>Commitment Indication: Yes</b></p> <p>The Greens recognise the important role Family Day Care providers fulfil, especially in rural and remote areas. We commit to working with the sector to increase viability for services, especially those operating in rural and remote areas and in areas of disadvantage.</p>
4. Flexibility	Reform funding frameworks to reflect the higher costs of providing non-standard hours care through provision of an additional loading of 20% to the Child Care Subsidy (CCS) fee cap for family day care undertaken in non-standard hours, overnights and weekends.	<p> <b>Commitment Indication: No</b></p> <p>*See response to Commitment Request 1 above.</p>	<p> <b>Commitment Indication: Other</b></p> <p>Labor will ask the ACCC to conduct a market study into the sector. This study will look at the cost structures and drivers in the sector, staff and educator costs, and the viability and profitability of the sector.</p> <p>As part of this study, the costs and viability of family day care will be examined.</p>	<p> <b>Commitment Indication: Other</b></p> <p>The Greens will work with the Family Day Care sector and educators to ensure non-standard hours care is funded in line with the costs of providing this care, ensuring proper earnings for educators and in line with community expectations, such as those of families using non-standard hours of care.</p>



To view FDCA's initial Election Policy Commitment Requests document, view the summer 2021 edition of Jigsaw magazine

[CLICK HERE](#)

Policy Area	Commitment Request	The Coalition	The Australian Labor Party	The Greens
5. ECEC Workforce Support	Work with FDCA and the family day care sector to implement specific strategies outlined in Focus Area 2 (Attraction and Retention) of the draft National Workforce Strategy to promote growth in the family day care sector nationally.	 <p><b>Commitment Indication: Yes</b></p> <p>The National Children’s Education and Care Workforce Strategy targets some of the more complex and long-standing issues associated with the attraction, development and retention of a high-quality ECEC workforce. An implementation plan to guide collaboration between all stakeholders to achieve the National Children’s Education and Care Workforce Strategy’s aims is being developed by ACECQA and will be delivered to governments in mid-2022.</p> <p>The Government is actively considering its contribution as part of the implementation planning process and I encourage FDCA to continue to provide advice to ACECQA on the opportunities within the Family Day Care sector.</p>	 <p><b>Commitment Indication: Yes</b></p> <p>Labor supports the National Children’s Education and Care Workforce Strategy and will work with the sector on an implementation plan.</p>	 <p><b>Commitment Indication: Yes</b></p> <p>The Greens accept recommendations to attract and retain educators in all types of child care and early learning settings, as outlined in the Ten Year National Children’s Education and Care Workforce Strategy. The Greens believe the actions and initiatives outlined in the strategy should be implemented across the entire early childhood education and care sector, including Family Day Care.</p>
6. Accessibility	Review the efficacy of the Inclusion Support Program (ISP) in supporting family day care services that care for children with additional needs, with specific attention given to utilisation by the family day care sector and take-up of the Inclusion Development Fund (IDF) Family Day Care (FDC) Top Up payment.	 <p><b>Commitment Indication: Other</b></p> <p>The Refreshed ISP Guidelines in March 2020:</p> <ul style="list-style-type: none"> <li>introduced changes to eligibility requirements to include a targeted cohort of children with additional needs under six years of age</li> <li>expanded eligibility to children participating in a preschool program in Centre Based Day Care</li> <li>increased the timeframe for Immediate Educator from 8 to 12 weeks and from 100 to 150 hours</li> <li>increased scope for approval of Innovative Solutions Support.</li> </ul> <p>Eligibility for the IDF Subsidy was broadened from children with disability to include children with other additional needs, such as those with serious medical or health conditions, including mental health and children presenting with challenging and trauma-related behaviours.</p>	 <p><b>Commitment Indication: Other</b></p> <p>Labor will have a look at how the Inclusion Support program is working and how it can be improved.</p>	 <p><b>Commitment Indication: Yes</b></p> <p>The Greens are committed to ensuring funding for children with additional support needs matches the actual cost of providing this support. We will review the efficacy and inclusion of ISP, in consultation with all types of early childhood education and care providers, including Family Day care educators.</p>

# REPURPOSING AND RE-PLAYING IN FAMILY DAY CARE

With Renata Stipanovic

**H**ave you considered the many benefits of 'upcycling' or repurposing within your family day care business?

Using unwanted everyday items to create stimulating learning resources for children is environmentally

friendly, saves on business costs and promotes great outcomes for young inquiring minds.

Sutherland Shire Council family care educator, Renata Stipanovic, says educators don't need to spend a lot of money on children's resources. All

it takes is clever thinking to create endless resources that will inspire children to learn.

You might like to recreate some of these 10 tried and tested resources created within Renata's Family Day Care in Sylvania, Sydney.



Most educators have a healthy block collection in their environment. Decorate some with hand drawn windows and doors. You'll be amazed at how it transforms the entire collection. Encourage the children to create their very own city or town. What else could you add to experience?



Who doesn't love gardening? Reuse those old gum boots the children have outgrown. The children will be very excited to use them in their planting.



Have you met our nature friends? These are a great addition to any dramatic play space. Some are made from bark and others fallen branches. What other materials could be used to create 'people' for dramatic play?



Give unused resources a new lease of life. This matching set hadn't been of interest for some time - a great opportunity to repurpose it. We glued various textured materials onto the tiles to turn it into a sensory matching activity. Another sensory activity was created using a recycled egg carton.







Weaving has made a real comeback in the early years' curriculum. Such a workout for those busy fingers manipulating material over and under and over and under. It's tricky but most rewarding. We created a giant weaving board on a tree stump we had sitting in our yard. It's big enough for all the children to sit around and weave. You could also create a weaving board out of cardboard.

Colour sorting is more fun with this tray of learning goodness. Get some paper roll tubing, coloured bottle/yoghurt tops and a tray. We've used some old rice we store and reuse for play, but you could also use pebbles or rocks to keep the tubes in place. Or maybe you've got some wooden pegs on hand. Brand each peg with a colour and off you go!



Small world play is always popular in our learning space. When thinking about materials, it's limited only by your imagination. We have used tyres, trays, boxes and baskets.



Strengthen those important fine motor muscles with these simple repurposing ideas. We know how vital these fine motor skills are in the children's pre writing preparation.



Are you often trying to think of fun literacy ideas? Once you start using recycled materials in your learning space, it quickly becomes addictive. It stimulates not only the educator's creative mind, but you'll find the children start thinking more creatively also.



The same goes for numeracy and early math ideas. Counting, sequencing and colour sorting activities are easily created using recycled items. We've used egg cartons, cardboard, coloured bottle/yoghurt tops and coloured markers. Get creative with your sequencing cards. Children will enjoy exploring maths with these fun activities.



A final tip is to create a 'collection station' at your service to cater for contributions from your families and friends. Involve your networks and you'll soon find they're all too willing to join you on your sustainability journey.

Before you head out to make a new purchase, take a look at the many wonderful resources already around us. The options are endless once you get started.

# INTERGENERATIONAL CONNECTIONS

## WITH GIGGLE N GROW FAMILY DAY CARE

By Michelle Guy

One of the most meaningful projects I have established within my family day care is our Pen Pal connections with elders in our community.

This project originally came from the increasing isolation that the elderly of the community faced during the height of COVID-19.

With their age group being at risk of serious illness from COVID-19 it saw them stay inside their homes, have less visitors and made them extremely isolated from the world around them by the fear of contracting the virus.

One of my QIP goals is to get children connecting with the community and to increase their social skills through interacting with people they might not normally see in everyday life.

This inclusive and connected community project helps improve the health and wellbeing of the elders and create opportunities for their participation in meaningful activities, keeps them connected and feel loved and cherished.

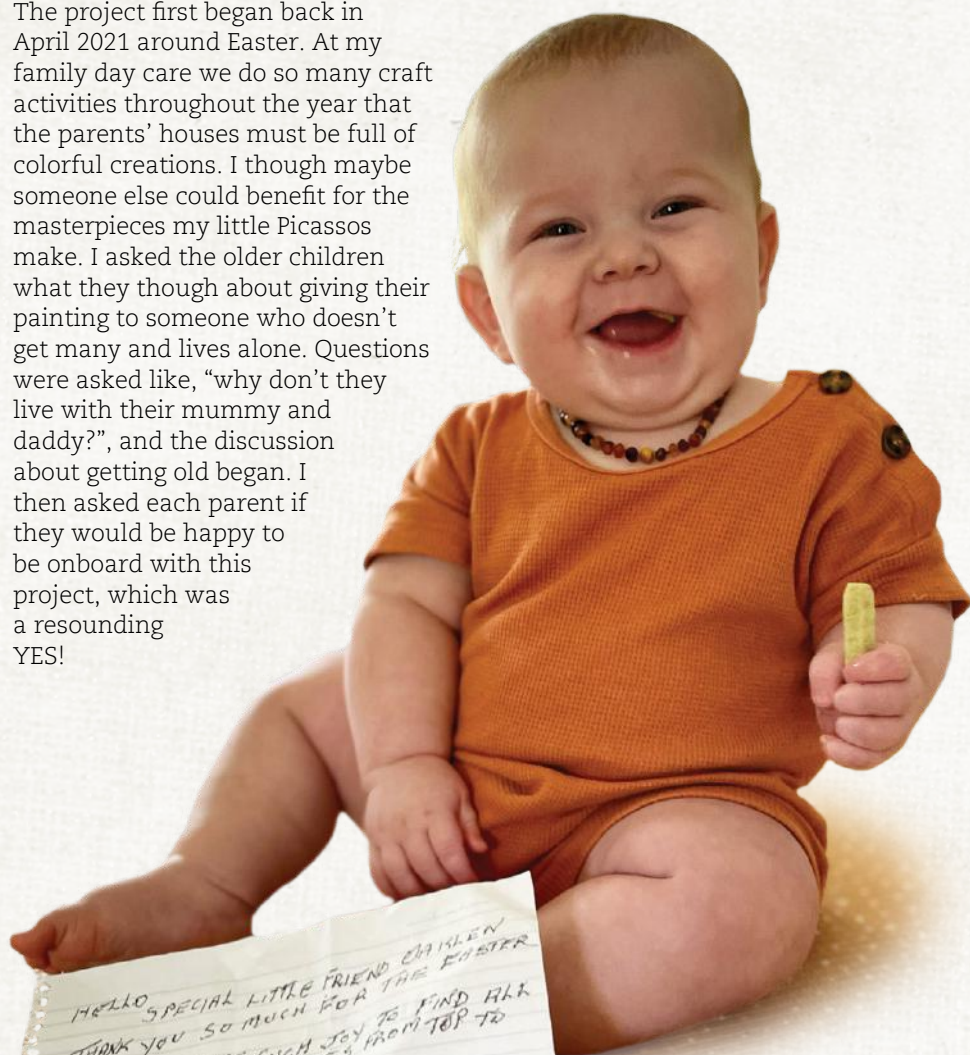
Giving back to the elderly community is something I am passionate about and stems back from when I lived in England.

In my hometown in Yorkshire, there were many elders who I had so much respect for. Many of my memories from a young age involved a number of important elders and their knowledge, advice and stories have shaped many aspects of my life as I have grown older. This showed me how important it is for the younger generation to connect with the

elders. Now living in the Airlie Beach in Queensland's Whitsundays for the last 8 years, I have not had much interaction with the elders as it is predominantly a backpacker's town, which makes me think how many of the children have seen the older generation around the town.

The project first began back in April 2021 around Easter. At my family day care we do so many craft activities throughout the year that the parents' houses must be full of colorful creations. I thought maybe someone else could benefit for the masterpieces my little Picassos make. I asked the older children what they thought about giving their painting to someone who doesn't get many and lives alone. Questions were asked like, "why don't they live with their mummy and daddy?", and the discussion about getting old began. I then asked each parent if they would be happy to be onboard with this project, which was a resounding YES!

The first creation the elders received were based around Easter and the children decorated a cardboard egg, a mug and wrote a letter. Inside the cardboard Easter eggs was a chocolate Easter egg and a tea bag for the elders to enjoy in their new mug while they read the letter.



HELLO SPECIAL LITTLE FRIEND CHARLIE  
 THANK YOU SO MUCH FOR THE EASTER  
 GIFT  
 IT GAVE ME SUCH JOY TO FIND ALL  
 THE WONDERFUL SURPRISES FROM TOP TO  
 BOTTOM, I LOVE THEM  
 I LOVE MY MUM DAD BROTHER LISA AND  
 GRANDMA'S SARAH AND EVERYONE AND  
 2 DOGS BECCY IS BLACK AND WHITE  
 + PAULI IS BRINDLE WITH LONG HAIR. LISA  
 ADOPTED HIM FROM THE SHELTER  
 HE WAS VERY NAUGHTY AT FIRST  
 TEARING UP THINGS, BUT IS A BITTER NOW  
 I AM LOVED

Oaxley  
 Giggle and Grow Daycare  
 Mandalay Road, Manday  
 QLD 4802



I have a beautiful friend who use to work with the elders in the community and kept in touch with them. I ran my idea past her and she was excited to be part of it and helped us make the community connections. She mentioned how special this would be and it would really cheer them up. It was all kept secret from them until they received their gift on their door step on Easter morning.

The response by the elders was amazing! Even moving some of them to tears when they received the gift. We soon received letter back from all of them. Thanking the children so much, saying what a special surprise it was to open the door to.

We have continued to write to our elderly friends for over six months now. Our recent letters includes a page boarder of recent photos of their pen pal child, and we talk about what we have been up to and ask them questions about their life.

The bond from this small project has blossomed into a beautiful connection between elders and my families. Families have been in contact with their child's elder outside of my family day care and have even been to visit them in their homes, giving them some much needed company and allowed the elders to meet their special young friend in person and build memorable connections with the older generation.

The children are excited to check the mail box each week to see if they have mail from their special friends. They cherish the photos they have been sent of their pen pal and love to show them off visitors, parents and friends who visit us.

Our little project caught the eye of our local newspaper who have been following us on our pen pal journey over the last year. We have had serval articles published in the newspaper sharing our journey with our local community.

Last month a health care worker who has recently started working with one of our pen pal reached out to me via social media to say how much of a difference the letter and photos of the children are making to her! She said, "She has the photo of Oaklen next to her bedside table and when I asked her about him, her face just lit up and she got out all the letters he has sent, honestly what you are doing is making a huge difference to her, so I thought you should know." Later that week we got a letter from Oaklens pen pal which brought me to tears. She wrote, "I'm so lucky to have you to write to as its something normal in my life, my little darling enjoy your life and be happy! I love you little man. I look forward to your next letter."

My plan for this beautiful project is to organise a surprise visit for the elders to meet their pen pals in person. I'm currently researching COVID-19 restrictions as some of our elders are now in nursing homes. I would also like to organise a afternoon tea at my house for families to connect and meet their child's elders if they haven't already done so.

I hope my little project inspires other family daycares to make connections with the older generations in their community it really is a beautiful project to be part of and has so many benefits to everyone involved!

If you would like to continue to follow our pen journey you can follow our Facebook page @Gigglegrowfdc where we regularly update our journey.



# NATIONAL WINNERS ANNOUNCED

# EXCELLENCE IN FAMILY DAY CARE AWARDS 2021



Following on from another amazing Excellence in Family Day Care Awards season, FDCA has the honour of announcing the National Winners in the 2021 Excellence in Family Day Care Awards at the Midnight Hotel in Canberra, on Saturday 26 February at the 2021 Awards Gala Dinner.

Once again, the Awards Dinner took place in a smaller than usual setting to ensure a COVID-safe evening for everyone with national finalists from all around Australia in attendance. Border restrictions and Mother Nature prevented some finalists from physically attending, technology ensured everyone was part of the sector's annual night of nights.

It was a big evening for Victoria, with two major awards heading down south.

City of Ballarat educator, Melissa Dreger, became only the second Victorian family day care educator to take home the Educator of the Year National title, while Baw Baw Family Day Care also become the second Victorian service to win the National Service of the Year Award.

On the Coordinator of the Year front, Lyndall Cotterill from Mid Coast Family Day Care became the first New South Wales based winner of the National award during its short history.

On the evening FDCA Chief Executive Officer, Andrew Paterson, spoke to the important role that the Awards play and the accomplishments of the National Winners.

"Our 2021 Educator, Coordinator and Service of the Year have displayed excellence in all areas of practice and are committed to providing quality outcomes for their children, peers and communities," said Andrew.

"The Awards are the only national event of its kind dedicated to the achievements of the family day care sector and provide a great opportunity to highlight the unique benefits of family day care."



*Thank you*

Family Day Care Australia would like to thank all of the families, coordinators, educators and services who took part in the 2021 Excellence in Family Day Care Awards and congratulate all who were nominated or won an award.

We would also like to thank our sponsors the Tasmanian Department of Education and Early Childhood Australia. Without the generous support of these organisations the awards program would not be possible.

## 2021 NATIONAL WINNERS



### 2021 NATIONAL COORDINATOR OF THE YEAR

**Lyndall Cotterill - ACT/NSW**

Mid Coast Family Day Care (NSW)

2021 National Coordinator of the Year, Lyndall Cotterill's passion is to inspire people, to mentor them and to allow them each to get to the heart of their philosophy and their practices and principles.

Lyndall places a deep importance in developing a foundation of strong relationships with her educators, so that she can work with their strengths and weaknesses are, their personality type, their traditions and their culture.

Over the past year, Lyndall has developed a 160-page document and mind map on play-based curriculums for preschool aged children, to empower educators across the country to prepare children for school.

She is also a regular attendee at inclusion support meetings after being inspired to become more engaged and aligned to her Indigenous community. To grow her own knowledge in this area, she became involved with the local Indigenous preschool – leading to weekly playgroups with the preschool and the creation of a 'connecting to country' module for her educators.

Lyndall's primary role as a coordinator at Mid Coast Family Day Care is to take on all the new educators commencing at the service and work alongside them for at least six months. During this time, she implements the VIA (Values in Action Inventory) character strength test and the Phoenix Cups test so that she can holistically acknowledge the unique strengths of each educator she works alongside.



### 2021 NATIONAL EDUCATOR OF THE YEAR

**Melissa Dreger – TAS/VIC**

City of Ballarat Family Day Care (VIC)

For Melissa Dreger, demonstrating best practice in her family day care means the continued pursuit of heightened professionalism and fostering a climate of trust, respect and safety.

Melissa delivers a program that fuels her children's development, heightens their strengths and extends upon their interest. Melissa has a particular passion for weaving in elements of community, social justice, diversity and cultural competence that are meaningful to her children and their families.

Melissa has a long and proud track record of supporting her colleagues, mentoring fellow family day care educators from across the country and assisting them to set up quality play spaces, write summative assessments for children, understand the laws and regulations, and much more!

For Melissa, it's a way to give back to others, to be a source of support and reference, and to pass on what she has learned over her career in early childhood.

As a passionate family day care professional, Melissa completes regular professional development courses and contributes to a wide range of early childhood publications.

Aside from empowering the little learners in her family day care, Melissa embraces and celebrates diversity and is driven to know more about her local indigenous culture. Living on the lands of the Wadawurrung nation, Melissa spends time investing in the language and in understanding what local elders want us to learn and to support.



### 2021 NATIONAL SERVICE OF THE YEAR

**Baw Baw Family Day Care (VIC)**

TAS/VIC Representative

Maintaining their professional practices throughout the ongoing pandemic has been a high priority for Baw Baw Family Day Care, and they have implemented several changes to ensure continued quality outcomes for children and families.

The service takes pride in the fact that their mutually beneficial approach helps stakeholders contribute and engage in an ongoing cycle of professional development, reflective practice and support.

Throughout 2021, the team at Baw Baw Family Day Care undertook training for mental health and wellbeing to support themselves, and the wellbeing of families. Educators and staff at the service also link with other family day care services for role specific trainings and educational leadership opportunities, to allow the sharing and gaining of knowledge.

Baw Baw Family Day Care has a firm focus on quality not quantity, with an emphasis on creating a team of professionals that value and respect each other whilst delivering quality care.

Throughout COVID-19, Baw Baw Family Day Care has provided a wealth of avenues through which the team can build relationships and a sense of belonging, including peer leadership programs, a strong social media network, play sessions and social events.

Baw Baw Family Day Care has fostered a rich learning environment that prioritises cohesive working relationships built over 32 years, and continually strives to provide families with the highest possible quality education and care.



## 2021 COORDINATOR NATIONAL FINALISTS



### Nicole McGregor - NT/QLD

Kids at Home Family Day Care (QLD)

When looking at how she can best support the educators in her service to be the best they can be, Nicole McGregor reflects on Gardner's theory of multiple intelligence's and eight ways of learning.

Nicole works alongside her team with a strong focus on supporting each other's learning journeys via a strength tree approach. Where areas of need, support and questioning are identified, she encourages her team to link in with their dedicated Facebook group, network face to face or via zoom, to gain a better understanding of these together.

Through family day care, Nicole firmly believes that we can influence greatly the future development and trajectory of a child's life in the first 1,000 days of development as part of a 'dyad' relationship – being one on one relationships with a primary carer.

Over the years, Nicole reflects that there have been many and varying forms of apps, diaries, and other ways to document ongoing professional development, but always comes back to two key provocations: Does this educator understand the cycle of assessment and planning? How do they display an understanding of the requirements of the National Quality Standard (NQS)?

In the words of one of her nominators: *Nicole is hands down the best mentor out there. She is a walking encyclopedia of all thing family day care and problem solving is no issue for her. Her wealth of knowledge and the support she makes available to not just the coordination unit team and staff, but also the educators, is second to none.*



### Angela Clarke - SA/WA (pictured left)

Ngala Family Day Care (WA)

As the Nominated Supervisor for Ngala Family Day Care, Angela Clarke, ensures that the coordination unit team strives to deliver high-quality professional practice, working together to provide support, training and systems.

Angela maintains an open-door policy, allowing staff and educators to consult on child development, best practice concerns they may have, and collaboratively problem solve.

Under Angela's guidance, educators are offered regular training covering all areas of the NQS, child development and educator and child well-being.

As a coordinator, her home visits are an opportunity to guide the educator through best practice using the NQS.

Angela prides herself on being very transparent with the expectations required to deliver a quality service and says that this approach has earned her a great deal of respect amongst her team. Angela also encourages respectful relationships across the service through the coordinator of social events such as dinners, coffee dates, parties and shared training.

In 2021, Angela helped her educators and staff join together to attend social bowls as a fundraiser. The evening raised \$2,000 and was donated to the educators at her service to support their wellbeing after COVID-19.



### Mariam Shahid - TAS/VIC

Bright Sun Family Day Care (VIC)

Mariam Shahid, says her philosophy is to mentor educators rather than monitor them. Mariam believes that the best pedagogical framework to use with educators is the one that educators are required to use with children.

Mariam constantly and intentionally works on improving her professional practice through ongoing formal and informal professional development such as attending seminars, conferences, workshops and webinars, by subscribing to newsletters and by following relevant professional bodies.

As a coordinator at Bright Sun Family Day Care, she works collaboratively with educators through guided conversations to find solutions to structural and process issues, instead of finding and imposing the solutions on them. Mariam makes sure educators know "why" when they have to follow certain protocols and policies and procedures.

Effective communication is another key focus of her approach, believing it is critical for fostering respectful relationships especially when dealing with educators from CALD backgrounds. Mariam can speak Urdu, Hindi, Punjabi and some Arabic, which has helped her to develop instant rapport with her educators.

Working alongside a diverse range of educators – part time, full time, from different cultural and religious backgrounds – Mariam centres her practice on flexibility and tailored mentoring strategies to suit the needs of each team member.

"She is just brilliant," quotes one of her nominators, which is the perfect way to sum Mariam up!



## 2021 EDUCATOR NATIONAL FINALISTS



### Olga Dik - ACT/NSW

Open Arms Family Day Care (NSW)

Olga Dik, says that her philosophy of being a family day care educator is simple – to celebrate childhood.

Having worked for Open Arms Care Family Day Care since 2020, Olga instils in her children a strong sense of identity and a connection to their world, as part of building confident and involved learners.

Arts and crafts are one of the main features of Olga's family day care, reflecting her passion for upcycling, nature and creative expression. The children also enjoy hearty, home cooked food and – when birthday time rolls around – Olga encourages each child to choose their own theme and share their interests.

Olga also fosters a sense of care and belonging within her family day care by introducing her children to her family's pets, and through the use of a special pet area, the children are able to develop an understanding and connection to the natural world through chickens, bunnies, and fish.

*"Entering Olga's place is like stepping into a scene from a fairytale,"* said one of Olga's nominators!



### Georgette Ahfock – NT/QLD

Choices Family Day Care (QLD)

As an Educator, Georgette Ahfock believes her key responsibility is creating a nurturing, loving and supportive environment for children to learn and develop.

Georgette educates her children through play, creating various spaces throughout her with a wide range of resources to facilitate a combination of organised and free play.

'How can we show gratitude' is one of many mindful discussion topics that Georgette shares with her children, and she loves getting them involved in actions of gratitude by donating extra produce to community projects like *Tony's Kitchen*.

Maintaining an open dialogue with parents is a keystone of Georgette's practice, keeping parents up-to-date with what their children are learning through photos and scrapbooks of their work, and talking to them on a daily basis regarding their child's interactions with other children and the skills they are developing.

Georgette lives her pedagogy through every day practice and represents the essence of a quality family day care educator through supporting families and developing long lasting relationships.

Having been in the family day care sector for an impressive 36 years, and now caring for second generation children, Georgette remains an inspiration to her team at Choices Family Day Care.



### Patricia Boyd – SA/WA (pictured right)

Nature Alliance Family Day Care (WA)

The number one rule in Patricia Boyd's life is to be prepared and organised!

Nature play and building life skills are a key focus of Patricia's educational program, allowing children to take risks and explore new activities within a nurturing and supportive environment.

Through Patricia's solid partnership with the parent, the children in her care are able to see the important people in their lives working well together – providing them with the tools to negotiate positive relational outcomes.

Outside of her number one rule, Patricia swears by her values of listening effectively and with empathy, learning to trust her gut and following through. The children in her care embrace this approach and are prioritised as individuals first and foremost, with individual needs, cultures, backgrounds and abilities.

Patricia was praised in her nominations for going above and beyond for her children, families and community.



## 2021 SERVICE NATIONAL FINALISTS



### CASS Family Day Care (NSW) ACT/NSW Representative

CASS Family Day Care is a community-based scheme run by the non-profit organization "CASS" and has operated for over 39 years.

CASS Family Day Care provides strong, structured educational curriculums and guides educators step by step in accordance with the goals and outcomes of the National Quality Framework.

With a rich history of providing quality education and care to multicultural communities, CASS Family Day Care celebrates the diversity of our country through a continuous commitment to children and families from CALD backgrounds.

Cass Family Day Care believes that working collaboratively as a team, with Board representatives, management, staff and educators, is a pathway to best practice. Even though educators at Cass Family Day Care operate their own businesses, they are valued as family.

In working together, Cass Family Day Care recognizes the importance of acknowledging each child's values and cultures in all aspects of the learning environment.



### Excellence in Care Family Day Care (QLD) NT/QLD Representative

At Excellence in Care Family Day Care, professional practice, leadership, culture, governance and mutual respect are all a part of their lived philosophy, "We are what we repeatedly do. Excellence, then, is not an act, but a habit."

Excellence in Care Family Day Care are committed to an environment of continuous improvement and professional learning to enhance their service outcomes.

The team at Excellence in Care Family Day Care values the importance of open communication through a variety of mediums, hosting a series of secure online forums and educators, staff and parents to enable the sharing of ideas, activities, and educational information in one central location.

In addition to being a recognised Cancer Council Sunsmart organization and an Australian Human Rights Commission Child Safe Organisation, Excellence in Care Family Day Care is proud to host and facilitate workshops with Indigenous Connections for educators, promoting a deep cultural awareness in their environments.

As quoted by one nominator:  
"Excellence in Care Family Day Care recognise, support and hold in very high regard their families and children."



### Bright Futures Children's Services (WA) SA/WA Representative

From the start of the recruitment process, potential educators at Bright Futures Children's Services are guided through an induction process with tailor made training modules that cover all aspects of the NQF and best practice in family day care.

Bright Futures Children's Services reputation across their 33 years of operation has established them as leaders in the family day care sector and within their community.

Bright Futures Children's Services continues to work closely with members of their local Indigenous community to embed Indigenous perspectives into their service and allow children to experience authentic Indigenous activities.

Peer-to-peer support is widely encouraged at the service and has seen educators come together to reflect and share their experience, resulting in better outcomes for children and families.

Bright Futures Children's Services has a big focus on celebrating educator achievements and recognising their commitment to early education and care, through the establishment of an educator playgroup and a 2021 awards event that allowed families to nominate their "educator of the year".



# Supporting the Mental Health of Children

By Everymind

**F**ree professional development to support the mental health of children in family day care

Family day care educators, managers and coordinators have recently gained free, online access to a professional development program created by national mental health institute Everymind, with the support of Family Day Care Australia.

Called *'Supporting the Mental Health of Children'*, the first-of-its kind resource offers research-driven tools and techniques that have been specifically tailored to promote positive mental health and wellbeing family day care.

The program encourages those who work in family day care to reflect on their own mental health and wellbeing, and there is an additional module specifically for managers and coordinators on how to foster a positive culture in their services.

Mental health and early childhood education experts co-designed the program and there has been extensive trials within the sector, garnering exceptionally positive

feedback such as, "It assures that the service we provide to families is the best we can offer" and "It should be a compulsory part of training for all educators".

Historically, there has been a lack of professional development resources to assist early childhood educators in mental health, and even fewer tailored for family day care.

"This flexible online program fills this gap and, importantly, can be completed at the participant's own pace, when and where it suits them," explains Everymind Program Manager, Sally Fitzpatrick. "For rural and remote educators, particularly, that saves travel costs and time."

There are six modules, plus the newly created Managers and Coordinators module, exploring various areas of early childhood education practice. These align with the National Quality Standard, Early Years Learning Framework for Australia and the My Time, Our Place Framework.

Videos and podcasts from real-life educators, coordinators and

leading academics help to make the information engaging, clear and concise, with proven results in improving educators' self-efficacy, confidence and capacity.

Children who are supported in their wellbeing in early childhood have a strong foundation for developing the skills, values and behaviours they need for positive physical and mental health as adults. One family day care educator said: "You're very close to those families, so when there's trauma going on for those families you do know about it and educators are leaned upon, and that can be very stressful."

Trial findings also showed that the program may be protective against distress among educators. One participant noted the importance of this: "You need a 'full cup' to help with self-care, and educators often run on empty anyway. You can't give what you don't have yourself, at the end of the day."

**To access the program visit:**

[www.familydaycare.com.au/supporting-you/supporting-the-mental-health-of-children](http://www.familydaycare.com.au/supporting-you/supporting-the-mental-health-of-children)

# NATIONAL FAMILY DAY CARE WEEK 2022

**N**ational Family Day Care Week on its way and in 2022 we're calling on the entire family day care sector to join from Monday 2 May through to Sunday 9 May 2022 to celebrate the tenth anniversary of National Family Day Care Week.

National Family Day Care Week gives us all an opportunity to recognise and promote the important role that family day care educators and services play in the development and wellbeing of more than 94,000 children across Australia.

**National Family Day Care Week is integral in raising the image and profile of family day care.**

The annual celebration generates nationwide media coverage, highlighting the many unique benefits of family day care and positioning our sector as a high quality, flexible early childhood education and care option for Australian families. It also highlights local services and educators, shining the spotlight on them as a child care option for local families.

Thank you to all the educators, services and service staff who have registered their National Family Day Care Week Picnics this year to help generate media opportunities!

If you're planning a last-minute picnic and would like FDCA to assist you with generating local media, be sure to email us at [marketing@fdca.com.au](mailto:marketing@fdca.com.au).

## EVERY CHILD IS A STAR

The theme 'Every Child is a Star' remains central to National Family Day Care Week.

'Every Child is a Star' is more than just a slogan. It reflects our commitment to fostering quality learning and developmental outcomes for all Australian children and symbolises how family day care's nurturing, home-based, small group setting supports and encourages a child's own individual star qualities.

Hosting a National Family Day Care Week picnic allows you to:

- ✔ identify and support children's individual strengths and interests;
- ✔ allow for the expression of personality and uniqueness;
- ✔ celebrate and share contributions and achievements;
- ✔ embrace differences and similarities between people; and
- ✔ promote respect and appreciation for diversity.

Hosting a National Family Day Care Week picnic can also support and boost your family day care business by:

- ✔ Generating local media;
- ✔ highlighting the unique benefits of family day care; and
- ✔ raising awareness of family day care locally and nationally.



## HOST YOUR OWN NATIONAL FAMILY DAY CARE WEEK PICNIC!

This year we're encouraging all family day care services and educators to celebrate National Family Day Care Week by hosting their very own National Family Day Care Week Picnic during the week of 2 - 8 May 2022.

There is no right or wrong way to celebrate. Whether you're hosting a picnic at a local park or in your backyard!

Don't forget to share photos from your picnic on social media by using the hashtag **#FDCWeek2022**.



### WHY SHOULD I GET INVOLVED?

- 1 To celebrate the uniqueness and individuality of all children in your family day care community - remember, "Every Child is a Star"
- 2 Acknowledge and celebrate the valuable contribution of the family day care sector and its vital place in the early childhood education and care landscape
- 3 Be a part of something bigger! This is a chance for educators and services from right around the country to unite and feel a sense of connectedness and belonging
- 4 It allows you to engage and build relationships within your local community
- 5 To help create positive media and public awareness, as well as raise the image and profile of the sector both locally and nationally

As your National Peak body, we're committed to promoting family day care across Australia. We encourage you to join us in celebrating National Family Day Care Week so that together we can raise the profile of the sector and ensure that family day care can grow and thrive into the future.



To find out more about National Family Day Care Week, visit [familydaycare.com.au/fdcweek](http://familydaycare.com.au/fdcweek).



# BUSINESS INSIGHTS

## Incident reporting protocol for FDCA

Did you know that FDCA has an Incident Reporting protocol for when incidents occur in your family day care business? Did you also know that FDCA's new Member Zone allows you to now lodge an incident report online with the click of a button?

In this edition of Business Insights we will provide some examples of the types of incidents and the timeframes in which you are required to notify FDCA as well as how you can use your Member Zone to lodge them.

### Category A

These are severe incidents where a claim is likely to occur. These types of incidents must be reported to FDCA within 48 hours of the incident.

Some examples of a Category A incident are:

- Death / spinal injury / burns / loss of consciousness / fractures or breaks to major limbs
- Any incident that requires admission to hospital
- Where a parent threatens legal action or withdraws the child from care because of the incident

### Category B

These incidents are less severe but a claim may still occur from the incident. These types of incidents must be reported to FDCA within 30 days of the incident.

Some examples of a Category B incident are:

- Fractures or breaks to minor limbs (fingers and toes)
- Injuries to teeth
- Lacerations requiring first aid
- Convulsions / seizure / fit where medical assistance was required

### Category C

These incidents are not severe and can be managed and dealt with straight away. There is no need to report a Category C incident to FDCA.

Some examples of a Category C incident are:

- A child has hurt themselves and just needs to be comforted
- A band-aid is required

### Why do I need to report these incidents?

These timeframes must be followed to ensure protection under your insurance policy, in the event that the incident leads to a claim in the future. Sometimes claims may take years to be advised of and if we have no incident report on file then we are just relying on our memory of the incident, which may make it harder to protect you in the future.

An incident report form that is completed and sent to FDCA straight after an incident occurs helps protect all involved should a valid claim ever be made in the future. Delaying notification of an incident may also affect your benefits under the policy so it is important that an incident report is provided as soon as possible.

### How to report an incident?

You can either complete FDCA's incident report form which is

available on our website at [www.fdca.com.au](http://www.fdca.com.au) OR you can complete an online incident report from which is located in the Insurance section of your FDCA Member Zone.

Remember that there is no harm in reporting an incident to FDCA. If you are unsure whether or not an incident needs to be reported, it is always best to play it safe and report the incident.

Hard copy incident report forms, once completed, can be emailed to [memberservices@fdca.com.au](mailto:memberservices@fdca.com.au).

### What happens after an incident is reported?

Once you notify FDCA of the incident we may appoint an investigator, depending on the nature and severity of the incident. The investigator will provide a report to the insurer while the incident is still fresh in everyone's mind. They may take statements

from you or anyone who observed the incident to ensure that the correct facts are disclosed straight after the incident. It's important to remember that FDCA insurers act on your behalf and these steps may need to be taken in order to ensure your rights are protected.

Your family day care service have their own incident reporting timeframes which need to be followed, as some serious incidents may need to be reported straight away to the Regulatory Authority. It is important to understand what your service's timeframes are so you are not in breach of their policies. When sending an incident report form to your service, always remember to forward a copy to FDCA to ensure we have a copy on file also.

If you have any questions relating to incidents or claims, please contact the FDCA Insurance Services team on 1800 658 699.

# PASSION TO POWER

our future profession

EARLY  
BIRD  
CLOSES  
30 JUNE



KEYNOTE SPEAKER

**DYLAN ALCOTT, AO**

2022 Australian of the Year, Paralympic gold medallist and disability advocate



INTERNATIONAL  
KEYNOTE SPEAKER  
**DR LAURA JANA**

Paediatrician, educator and early development specialist

REGISTER NOW

[WWW.ECACONFERENCE.COM.AU/2022](http://WWW.ECACONFERENCE.COM.AU/2022)



# Family partnerships to support mental health

By Be You

**F**amily connections and genuine partnerships between families and family day care educators can enrich learning opportunities for children. Partnering with families is a key

factor in supporting positive mental health outcomes for children. Each day, family day care educators exchange information with families and collaborate on daily routines, their child's development,

learning, strengths, and their child's preferences, so they can provide an environment that supports the child or young person's mental health and wellbeing, which allows them to reach their full potential.

## Be You resources

Be You supports your family day care service to become a positive, inclusive and resilient learning community where every child, young person, educator and family can achieve their best possible mental health.

Be You develops the capacity of family day care educators, so they can support their whole learning community to build the foundations of lifelong positive mental health and wellbeing.

**Be You** has a range of resources that support educators working with families. These include the online [Be You Professional Learning](#) modules in the [Family Partnerships](#) domain.

The [Partner](#) module will help you:

- Increase understanding of what positive relationships with families look like
- Use effective verbal and non-verbal communication strategies

- Recognise that by working with families you can support the development of children and young people's social and emotional learning
- Develop and support partnerships with families in your learning community

The [Assist](#) module will support you to:

- Understand your role and your professional boundaries in working with families to support mental health and wellbeing in your learning community
- Communicate with families, explaining the importance of fostering mental health and wellbeing
- Provide families with practical strategies for supporting children and young people's mental health, wellbeing and development in their home environment

- Help families experiencing challenging and stressful times to consider accessing support
- Assist families to understand the language around mental health and the support available within the wider community.

Start the Family Partnerships domain here: [beyou.edu.au/learn/family-partnerships](https://beyou.edu.au/learn/family-partnerships)

Be You also has a range of Fact Sheets to help you build partnership with families:

Communication Skills for educators - [beyou.edu.au/fact-sheets/relationships/communication-skills-for-educators](https://beyou.edu.au/fact-sheets/relationships/communication-skills-for-educators)

Supporting Cultural Diversity - [beyou.edu.au/fact-sheets/relationships/supporting-cultural-diversity](https://beyou.edu.au/fact-sheets/relationships/supporting-cultural-diversity)

## Benefits of working in partnership with families

Family day care educators are in a unique position to work closely with families as they work from their own home. As the sole educator, you develop close connections with the children, respecting and valuing their individuality and enabling them to experience continuity of learning in the home based environment. With their identity respected and their strengths acknowledged, the children are more involved in decision making, and experience an increased sense of belonging.

Family day care educators are well placed to ask questions or express

concerns, and therefore families have increased confidence in their family daycare service and understand more about the role of educators. In turn, families feel valued and respected and can better understand their child's learning and development.

Watch the Be You In Focus webinar recording *The benefits of building strong family and community partnerships* for more information.

[beyou.edu.au/resources/sessions-and-events/the-benefits-of-building-strong-family-and-community-partnerships](https://beyou.edu.au/resources/sessions-and-events/the-benefits-of-building-strong-family-and-community-partnerships)

## Building partnerships with families

Establishing collaborative partnerships with families happens over time and varies with each child and family. Family day care educators welcome children into their home environment, so considering your manner and approach when talking with families, as well as how the physical environment can be warm and welcoming, can support a relationship developing.

It's also important to make family partnerships evident in your service philosophy, policies, curriculum and in your everyday practices. When considering communication with families think about the variety of methods, including face to face, email, SMS, and social media.

Over time you get to know the child and family very well, understand the families' expectations and develop shared goals for their children's learning. Trust develops between the families and the educator as the partnership develops. The educator supports the family's identity through considering and showing respect for the family's cultural background.



## Educator Wellbeing

As a family day care educator, your wellbeing is important too. Looking after your own wellbeing whilst working in family day care puts you in a better position to support children and forge partnerships with families.

The *Be You Planning for wellbeing: mine yours ours* resource can help you to identify your own stress behaviours and triggers, and strategies that work for you to address these and promote positive wellbeing. This resource prompts you to consider:

- What are your stress behaviours and how do these stress behaviours affect you and others?
- What stressors (biological, cognitive, social or prosocial) trigger your stress behaviours?
- What protective factors can best support your wellbeing?
- Which wellbeing strategies can you use?

Download *Planning for wellbeing* here: [beyou.edu.au/resources/tools-and-guides/wellbeing-tools-for-you](https://beyou.edu.au/resources/tools-and-guides/wellbeing-tools-for-you)

The Be You Wellbeing Plan for Educators resource will help you to consider strategies and resources that you can use to promote and protect your wellbeing at and outside work, and address the unique challenges you may experience as a family day care educator. Looking after your mental health is important and there are practical steps that you can take to support your mental health and wellbeing.

It's important to acknowledge that work, and life in general, can sometimes be challenging and leave us feeling stressed, upset, worried, or burned out. It's OK to not be OK and it's important to recognise if you are feeling that way, and to take steps to get the support that is right for you. Creating and maintaining a wellbeing plan is an important way to safeguard your mental health and wellbeing. The plan can also be useful to prepare for unexpected challenges and to know what to do when this occurs.

Explore the plan here: [beyou.edu.au/resources/tools-and-guides/wellbeing-tools-for-you](https://beyou.edu.au/resources/tools-and-guides/wellbeing-tools-for-you)

### What next?

Registering for Be You gives you access to a wider range of resources and Consultant support, it's also free. Explore how you can get started on your Be You journey here: [beyou.edu.au/get-started](https://beyou.edu.au/get-started).



# Getting the most out of your home visit an opportunity to connect and grow

By ACECQA

**H**ome visits are a key component of the support and guidance provided to ensure quality service provision for children and families attending family day care services. These visits provide opportunities for collaboration and for educators and coordinators to further develop their skills and to improve practice and relationships.

## Opportunities for Educators

For educators, home visits can provide an opportunity to connect, contribute to the continuous improvement of quality practice, receive support, and showcase the quality practices and program provided to children and their families. Having a clear vision for what you would like to gain from your home visits will assist your coordinator to provide tailored guidance and support to empower you to grow in confidence and knowledge, and ensure you are

meeting regulatory requirements and quality standards under the National Quality Standard (NQS).

Home visits provide opportunities to gain input, guidance and feedback about your learning environments and documentation, and discuss the program, support and progress of children. Home visits are also a great time to build your confidence in using the concepts of the NQS to articulate and explain what you do and why.

Feedback from participants in [ACECQA's Quality Support Program](#) has been that educators can sometimes be challenged by connecting the language and concepts of the NQS to everyday practice. For example, you might like to consider revisiting Element 7.1.1 – 'Service philosophy and purpose' and reflect on:

- What are some ways your service's philosophy guides your

daily practices and decision-making?

- How could you explain this?
- How are children portrayed as capable and competent learners in your philosophy?
- How does your philosophy's representation of children influence the way in which routine experiences (such as meal-times) are organised and the way in which children's learning is documented?

You can also build your confidence in articulating your practice by becoming more familiar with all parts of the relevant Approved Learning Framework, including the Principles (the why behind what you do), Practices (what this looks like in your interactions, experiences, activities, routines and events at your home) and Learning Outcomes you are supporting children to achieve. Your coordinator can





support you to reflect on how you use the Approved Learning Framework to inform your curriculum decisions.

Another important consideration is preparing and actively involving children in the coordinator visit.

You know your children well; reflect on how you ensure your children feel comfortable and familiar and are empowered to share their thoughts, ideas and views with your coordinator.

Finally, home visits are also a chance to celebrate your and children's achievements and discuss what are you most proud of.

Reflect on how you can identify and celebrate successes, achievements and high quality practices as a part of your service's self-assessment and continuous improvement processes.

Regularly engaging in conversations with your coordinator is a great way to celebrate success as well as identify opportunities for improvement. To make the most of these visits, think about reflecting on and discussing:

- current practice at your service and what is being done well
- professional development opportunities (NQS Element 7.2.3, Development of professionals) and collaboratively identifying opportunities for professional growth by sharing your interests, strengths and areas you would like to improve on.

### For Coordinators

Coordinators have a multifaceted role that requires a dynamic and responsive approach to tailoring support to educators with a range of skills and experience who are often geographically dispersed. Part of this role is to conduct monitoring, support and supervision visits to educators' residences. Success in this function of the role relies on building and

maintaining relationships and using interpersonal skills to focus on guidance, mentoring and support, not solely auditing an educator and their homes during visits.

Coordinators draw from a range of approaches, including coaching and mentoring to enable and empower educators to make decisions based on their unique context, their children, families and community. Recognising the strengths-based focus of the NQS, coaching and mentoring approaches and techniques have the potential to:

- increase support, agency and collaboration, as well as strengthen and improve professional practice
- offer educators a positive, solution-focused approach to problems and challenges
- identify and build on educator strengths and skills.

Home visits provide a great opportunity for both coordinators and educators to focus on NQS Element 7.2.3 (Development of professionals) and to review individual plans that educators may have in place to support learning and development.

The service leaders in one FDC service that participated in the Quality Support Program changed the title of 'coordinators' to 'practice mentors' as they felt it enabled them to champion this capacity building approach, with a focus on helping educators to find a solution to their challenge rather than providing an answer.

Another important element of home visits is the documentation and record of the visit. This provides an opportunity for coordinators and educators to collaboratively reflect on and discuss the information gathered and recorded, focusing on:

- What is the information used for?
- How does it add value to self-assessment and continuous improvement plans?

- How does it support the building of educator knowledge of the Approved Learning Framework(s) and NQS?
- What strategies are used to record and build on educators' strengths?

Another service participating in the Quality Support Program reflected on the layout and format of their home visit records, which led to a realisation that half of the document was a 'tick and flick' or checklist approach of what documents the educator had on display. They realised the missed opportunity to capture educator and coordinator feedback, reflections and follow up plans. This led them to adjust their documentation systems.

As well, home visits provide the potential to:

- facilitate a collaborative approach to quality improvement
- use critical reflection to engage with assessment against the NQS in meaningful and relatable ways that link back to everyday practice at the educator's residence
- discuss and collaboratively reflect on the guidance and support provided by coordinators, and provide feedback and suggestions to enhance the effectiveness of the coordination unit team
- gather valuable information from educator discussion and feedback to inform the service's Quality Improvement Plan.

Both coordinators and educators have an important role to play when preparing for, participating in, actioning the agreed outcomes from, and reflecting on, home visits. By actively collaborating and contributing, the visit can become something special, providing a valuable opportunity for connection and quality improvement.

# FUN with FDCA



## ▲ Red Star House

Enter the Red Star House competition and you could win a 24-piece Natural Spaces – Wooden Hollow set valued at \$179.24.



This wooden hollow blocks set consists of 24 lightweight hollow blocks made of durable plywood. The set includes squares, rectangles, semi circles, quarter circles and right-angled triangles and is suitable for children three years and over.

To win this fantastic prize all you must do is find the Red Star House which is hiding somewhere in this magazine. Enter your answer online at [www.fdca.com.au/competitions](http://www.fdca.com.au/competitions) by clicking on the Red Star House competition link. Competition closes 31 May 2022.

## Sudoku ▶

Enter the Sudoku competition and you could win a Create & Play Happy Architect Set valued at \$124.25.

This 28-piece set is great for STEAM and STEM based activities. The pieces easily slot together for children to build many different designs while children can also get creative and draw or write on the chalkboard side. great for



8						9	1
	2			7	4		
			6	8	4	7	3
2				1	9	7	5
	9			2			3
	5	1	3	6			4
6	8		5	4	2		
		9	8				4
5	4						7

developing fine motor skills, creativity, problem solving and building skills.

The set is made from natural plywood, with one side featuring a clear varnish finish and the other side featuring a blackboard finish. This set is suitable for children from the age of 2 years.

Enter your answer online at [www.fdca.com.au/competitions](http://www.fdca.com.au/competitions) by clicking on the Sudoku competition link.

Competition closes 31 May 2022.

## Word Teaser ▶

Enter the Word Teaser competition for your chance to win a \$50 Booktopia gift voucher.

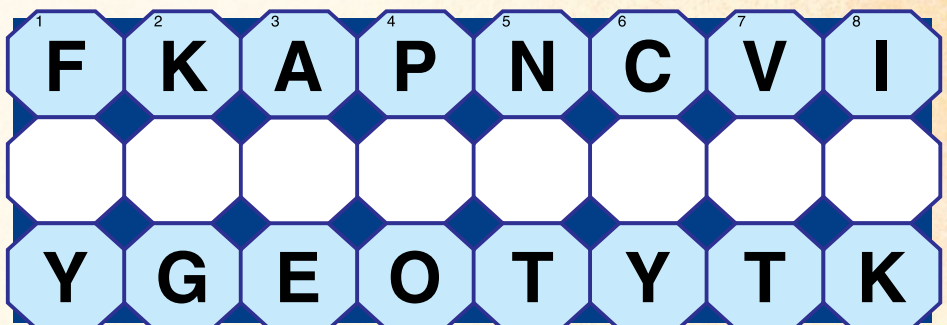
Complete the 3-letter words and the middle row across will reveal the solution.

Enter your answer online at [www.fdca.com.au/competitions](http://www.fdca.com.au/competitions) by clicking on the Word Teaser competition link.

Competition closes 31 May 2022.



- 1. Winged insect
- 2. Wooden barrel
- 3. One-spot card
- 4. See next page (1,1,1)
- 5. Almond or pecan
- 6. Weep
- 7. Animal doctor
- 8. Irritate



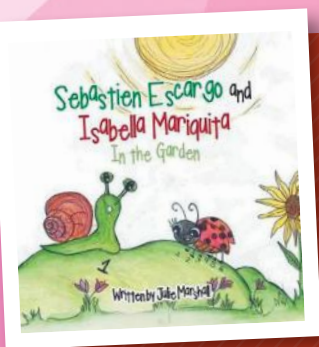
## congratulations

...to the winners from Issue 98

**Find the Red Star House**  
Chandima Pathirana  
Victoria

**Sudoku**  
Angelina Hanna  
Queensland

**Word Teaser**  
Joanne Lopez  
Western Australia



## Sebastien Escargo and Isabella Mariquita In the Garden

Written by Julie Marshall

Author Julie Marshall presents two endearing characters in Sebastien the Snail (he is French – “Bonjour!”) and Isabella the lady-bug - (she is Spanish “Hola!”) – and they are best friends. Despite being very different to each other, they manage to celebrate their differences and maintain a friendship based on laughter and adventure. A great book to introduce the concept of accepting each other’s uniqueness to young children. Our under-five friends enjoyed listening to this story and engaged by naming some of the different insects and bugs depicted; with one of our readings also resulting in an impromptu singing of the French nursery rhyme Frere Jacques.

I have always made reading stories with the children when visiting Educators an important aspect of my support visits that allows me to develop closer relationships with the children in care while also sharing my own passion to promote the joy, excitement and pleasure that can come from reading books. I love reading to children with expression, ➔



## STORY TIME

Our book reviewer for this edition of JiGSAW is Sharon Dengate, who is an Educator Support Officer with Wingecarribee Family Day Care in New South Wales.

## The Incredibly Busy Mind of Bowen Bartholomew Crisp

Written by Paul Russell

Illustrated by Nicky Johnston

The message conveyed in this book is a powerful one for Educators. Bowen is different, he sees things differently, he thinks things differently. The story opens with Bowen’s teacher posing a question, “the sun is yellow and the grass is green – what colour is the ocean?” Bowen’s deeper way of thinking has him internally grappling with the question while he contemplates the white crest of a crashing wave, the inky blackness of the deep ocean and the emerald blue of the coral reef. While our under-fives were not as engaged with this story, the message was nonetheless one that resonated with the Educators reading the story to their young charges. A beautifully written story that encourages deeper thought and recognises the importance of celebrating being different and thinking differently and deeply.

## Turning Cartwheels

Written by Amy Adeney

Illustrated by Amy Calautti

This book tells the story of Emma and her efforts to join the schoolyard lunchtime Cartwheel Club, ruled by queen of the playground Carly. The double page illustrations depict students in school uniform, with the diversity of different skin tones and body shapes included and one student being in a wheelchair. We follow Emma in her efforts to fit in, to eventually discover that being different can be more fun than fitting in. Our under-fives were not as interested in this book, though the story is perhaps one that is better suited to the over-fives trying to navigate their playground friendships and activities.



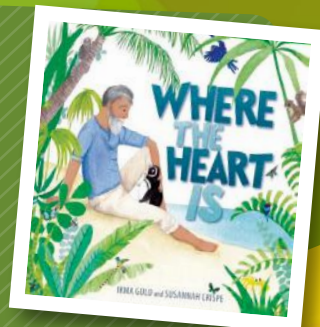
➔ doing voices for the characters and inviting questions about what they see on the page, what emotions they are feeling, what emotions they think the characters might be feeling and what they think of the story. I love to see children engaged with books, feeling, touching, exploring all that can be learned from what is held within the pages.

## Where The Heart Is

Written by Irma Gold

Illustrated by Susannah Crispe

This beautifully illustrated book is based on true events with the opening page containing a prologue of the original story. The prologue can be read either before or after the story as a way of inviting deeper discussion with the children. The story is that of Dindim, a Magellanic penguin and Joao a villager from Brazil that rescued the injured penguin, resulting in an enduring bond between the pair. Upon finishing the story, one of our four-year-olds immediately requested the story be read again. The illustrations invite inquiry around fish (who knows what a Sardine is?), sea lions (do Sea Lions have sharp teeth?) and the feeling of belonging with both family and friends.



# OUT AND ABOUT

with Tara's Family Day Care

By Tara Utting, Eastern Eyre Scheme - Whyalla, South Australia

Do you have a story about a family day care excursion that you would like to share?

Send your pictures and stories through to [marketing@fdca.com.au](mailto:marketing@fdca.com.au)

At Tara's Family Day Care in Whyalla, South Australia – animals and pets play a big part within our day-to-day routine and the service I provide to the children attending care.

Our family consists of a dog and a cat as do some of the families attending. Some also don't have any pets and over time these children who attend love our animals as if they were their own. Our pets are apart of my family and the family day care families. We feed and walk our dog, Luna. Throw the ball for her and give her a brush. Our cat, not as keen – watches us play from afar – we know she is there and occasionally spot her watching.

I have found children develop positive feelings about pets and this contributes to children's self esteem and confidence. It teaches responsibility, helps with learning, can provide comfort and companionship, encourages a healthy lifestyle and teaches the circle of life.

The RSPCA is an independent, community-based charity providing animal care and protection services around the country.



Annually as one of the national fundraisers RSPCA hold the 'RSPCA Cup Cake Day'.

For the last five years my service has been participating to help our local shelter in Whyalla.

Within our local community I ask families and friends to contribute donations of food, bedding and toys.

In 2021, I had the biggest response of bedding for cats, towels for the shelter plus canned food and toys.



My family day care families give a helping hand each year when asked and donate food and treats. Often, we are unaware of what the shelter has to be rehomed but every little bit helps!

As a group I chat to the children about the welfare of the animals, relate it to something they are able to comprehend – that the

welcomed by RSPCA staff. We also get the opportunity to have look around. We listen to the stories of the animals – knowing that is one way or another we have been able to help. The children have smiles on their faces, laugh and give their love and attention to all the animals as we chat – knowing a few were to be rehomed – or 'get a new family to look after and love them' as we were told. I asked the children how they felt after we had visited and their response was it make them feel happy, that their hearts were full of love knowing we made the cats and dogs happy.

Being part of our community and giving back is an important part of my service. Initially I started with cupcakes and making a monetary donation – but felt the children



animals don't have a family and that we are caring for them by making them feel happy, safe and loved.

We ring the shelter to let them know we are on our way to drop off our donations and are always

didn't really get to 'feel' how this helped the shelter and animals. So, by asking for donations of items, which they could possibly buy with their families to donate, would help them understand the 'giving back to our community' and helping others.



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