

Quality and compliance in practice

This issue we are focusing on **Quality Area 1** and the importance of embedding literacy and numeracy in early childhood education and care programs.

Below, you'll find an article about the Let's Count program run by The Smith Family, two service case studies on literacy and numeracy teaching in practice, regulatory spotlights and lots more.

You might have also noticed we've changed the name of this newsletter slightly to include 'compliance'. This change reflects our commitment to support you with your regulatory requirements and we will continue to add helpful compliance information and advice to this newsletter each month.

For the latest COVID-19 advice please visit the [COVID-19 guidelines for ECEC services](#).

For information on business continuity payments, waiving the gap fee and allowable absences, visit the [Australian Government's website](#).

Quality Area 1



Let's Count: Notice, explore, and talk about mathematics in everyday life

Bob Perry and Sue Dockett, from Charles Sturt University and Peridot Education Pty Ltd, discuss the Let's Count program which has been designed to assist educators to make maths a positive experience for children.

[Click through to read more](#)

Riverstone Public School Preschool

Riverstone Public School Preschool shares how their local community informs their literacy and numeracy teaching program and how their curriculum builds continuity through the transition to school.

[Click through to read more](#)



Lansvale Public School Preschool

Lansvale Public School Preschool, the first Department of Education Preschool in NSW to be awarded ACECQA's Excellent rating, discuss how they develop numeracy and literacy with children, and their parent modules, created to support families to understand the vital role they play developing their children's literacy and numeracy skills.

[Click through to read more](#)



Get to know your AOs: Tanya Lau

Tanya Lau, an Authorised Officer from the Agile 2 team shares literacy and numeracy strategies she's observed in a variety of service contexts. The Agile team works in quality assessment and compliance across different geographic areas in NSW.

[Click through to read more](#)



Literacy and numeracy resources

- [Let's Count](#) by The Smith Family has been designed to assist educators to make maths a positive experience for children.
- [Early learning resources](#) for educators and families to support play-based, holistic education. The resource suggestions are broken into learning outcomes, with Outcome 5 providing suggestions on literacy and numeracy. Podcasts, culturally responsive practices and project-based suggestions are highlighted for children in the early years.
- [Early literacy strategies](#) to use in everyday situations to support literacy development in children 0-8 years.
- A [self-guided learning practice](#) to support early literacy and numeracy development.
- The [Abecedarian Approach](#) to supporting early literacy: how this approach places a priority on high-quality adult-child interactions and children's language acquisition.
- [Early numeracy skills](#): how to develop them with simple strategies to support children aged 0-4 years.

Reg spotlight

242: Taken to be early childhood teachers

Regulation 242 of the National Regulations has been extended to 31 December 2023 in NSW to provide certainty about the transitional workforce provisions.

Under regulation 242, you are 'taken to be an early childhood teacher' if you are enrolled in an ACECQA [approved early](#)

239A: Centre-based services in remote and very remote areas – attendance of early childhood teachers

Regulation 239A of the National Regulations has also been extended to 31 December 2023 in NSW.

Under regulation 239A, centre-based services in remote or very remote areas, educating and caring for 25 to 29 children, can meet the early childhood teacher

[childhood teaching qualification](#) and give the approved provider documentary evidence from the course provider that you:

- have started the course
- are making satisfactory progress towards completing the course
- are meeting the requirements for maintaining the enrolment
- hold an approved diploma level educator qualification, or have completed at least 50% of the course.

Please note: In NSW, regulation 242 does not apply if you are working in a centre-based service with 30 or more children preschool aged or under in attendance.

requirements if the service has access to an early childhood teacher working with the service at least 20% of the time that the service provides education and care.

Please note: In NSW, regulation 239A only applies to services in remote and very remote areas educating and caring for 25 to 29 children preschool age or under.

Sector updates

Display of quality ratings

Under section 172(d) of the National Law, the approved provider must ensure the prescribed information about the rating of the service is clearly visible at the service premises. This includes, under regulation 173(1)(d) of the National Regulations, the service's current ratings against each quality area and the overall rating.

An amendment to the National Regulations has clarified that an approved provider must display the rating certificate issued by or on behalf of the Regulatory Authority or ACECQA (if ACECQA has given the service the highest rating level), if the approved provider was issued a certificate on or after 30 July 2021. These requirements are set out under new regulations 173(3) and 412 of the National Regulations.

Approved providers can directly access and re-issue a copy of their service's quality rating certificate through the service details page within [NQA ITS](#). This is available for all services with a current quality rating.

For more details on what information must be displayed refer to the [Guide to the NQF](#) (page 457).

Working with Children Check extensions

Working with Children Checks due to expire between 19 July 2021 and 26 September 2021 have been extended for three months. Checks that expire outside this time frame are not affected.

People who have been granted an extension have been advised by email and the Office of the Children's Guardian system automatically updated.

Please don't forget to update your organisation's records. For more information, please contact the [Office of the Children's Guardian](#).

Approved Learning Frameworks update

Stage 2 of the 2021 National Quality Framework Approved Learning Frameworks update project has now commenced with the launch of a discussion paper and survey. You are invited to provide feedback on the [Discussion Paper](#) via an [online survey](#) or by making a [written submission](#) by Friday 17 September.

Your feedback will inform the recommendations for updates to Belonging, Being and Becoming: The Early Years Learning Framework for Australia and My Time, Our Place: Framework for School Age Care in Australia.

First aid training

[Regulation 136](#) outlines the mandatory requirements for services in relation to first aid qualifications, anaphylaxis management training and emergency asthma management training.

We realise it may only be possible to complete the theoretical parts of a first aid course at this time. If this is the case educators should:

- discuss the options with training providers
- complete the theoretical aspects and receive confirmation of progress from the training provider if the practical parts of a course can't be completed at this time
- complete practical parts of a course as soon as it is possible and safe to do so.

If Regulation 136 is not able to be complied with then a [waiver](#) must be applied for. This includes the scenario where an educator has completed the theoretical aspects and is unable to complete the practical parts of a course.

Supporting an engaging induction process

ACECQA has developed a new resource to support services when inducting new team members. Induction is a valuable process that “plays a critical role in creating and maintaining a positive and professional culture” Guide to the National Quality Framework, p.297.

Download this resource and many others from ACECQA’s [Meeting the NQS](#) webpage.

New professional development opportunities

The department has released a range of new professional development initiatives through the Sector Development Program, including courses on:

- Governance and Compliance
- Transition to School
- Responding to Trauma
- Early Childhood Early Intervention

For further information on these initiatives and other professional development opportunities, please visit [our website](#).

Don't forget your Transition to School Statements

We recognise that COVID-19 may be causing disruptions to orientation plans and we are closely monitoring the impact of the current restrictions. [Transition to School Statements](#) are particularly important for children who may experience delayed or online school orientations.

The Transition to School Statement summarises a child's strengths, interests and approaches to learning and passes this information to families and teachers. The Statement has immediate practical value to Kindergarten teachers, capturing the experience and expertise of early childhood educators and teachers to ensure continuity of learning for each child.

Kindergarten teachers have told us that Transition to School Statements are most useful when provided to Schools by Term 4.

We encourage services to complete Transition to School Statements for all children starting school next year. A [PDF is available here](#). We recommend that you use the [Educators Guide](#) to help guide your statement responses.

Did you know a digital version of the Transition to School Statement is being trialled?

This year, we are trialling the Transition to School Digital Statement with ECEC services within specific geographic regions. Services eligible to take part in the trial will be contacted to participate. The digitisation of the statement is the first step to increasing use of and engagement with the statement for ECEC services and schools. The feedback received from the trial will be used to continue to improve the process of completing the Transition to School Statement online, and ensure it is valuable to all services, families and schools.

Know someone who would like to receive this newsletter? Send them this [sign-up form](#).



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Sent to all services and providers in NSW

Our mailing address is:

Early Childhood Education

L 8 10 Valentine Avenue
Parramatta, NSW 2150
Australia

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