

CONFERENCE TABLE GROUPS NOTES

What excites you about EYLF?	What are your concerns?
<ul style="list-style-type: none"> • Child focus on holistic child • Carers have something to follow • Recognizing carers for what they do – their self-worth • Recognition of carers as educators • Recognition of importance of early years • Recognition of FDC as an early education choice • Raise image of FDC in Australia • Better outcomes for children • Empowers all parties • Potential for carers and schemes to work collaboratively • Stimulate reflection and high level thinking • Belonging, being and becoming are an integral part of FDC • Seeing child’s discovery • Equality recognition across all sectors • Seeing links between family and care environment develop – recognition of partnerships • A way to consistently improve • Celebrate purposeful play • Talk about the big ideas • Assisting to develop sense of their own worth in children • Provides scope for all participants to be who they actually are • Far reaching impact within the wider community • Bringing FDC back together • Focusing on the why and how rather than what • Moving away from systematic dogma • A different perspective on raising children • A new vision for quality care • User friendly – easy to read and understand • Easy to adopt into our model of care • Return to philosophy of play-based learning • National framework will support transient 	<ul style="list-style-type: none"> • Sharing information with carers • Exciting carers about EYLF • Carers reaction to the document and change • Carers seeing it as just another thing to implement • Are coordinators sufficiently qualified for the role ahead? • How to use EYLF • Not the new QA Guide • Not to be seen as a checklist • Will language be difficult for carers at first – too daunting • Coordinators making it more complex than it is • Dictating actions • Losing caring intuitive people who have no qualification • Lack of knowledge/ guidance and basics in some carers • Having carers who are academically inclined but do not put learning into practice • Too constrictive in planning • More paperwork • How to document? • How are we accountable to the outcomes? • That the language will not be understood and this will lead to misconceptions & misunderstandings • Courses of study will not keep up with the philosophy of the framework • How to introduce the framework without overwhelming carers • Different interpretations, expectations and perceptions of accountability • Connections to QA • Too much happening at once • Keeping up with the changes • Access to training especially in rural and remote • Accepting change and keeping momentum • Attitude of “nothing new, already doing it”

<p>families</p> <ul style="list-style-type: none"> • Basis for a learning journey • Provides a platform for onward and upward • A career rather than short term option • We are already doing it • Language and format of the document • Uses our unique strengths • Drawing the program from the children • Force us to be more focused • Encourage carers to look at individual child • Mentoring/leader roles among carers • Great standard for us to work to • Yahoo! • Living breathing changing document • Reinforces ongoing reflection • Style of programming similar to C & K Waterfalls 	<ul style="list-style-type: none"> • Pressure to meet expectations • Training will be necessity • Recruitment of carers may be difficult • Coordinators may be seen as educators rather than partners • Selling it to ESL carers • Encouraging involvement of families • EYLF is very open – will we interpret various aspects correctly? • Making the program fit the children not the children fit the program • Another thing to do • Lot of work • Getting carers to reflect • Breaking down words • Carers just want to know “how to” • Families not understanding the importance • Understanding what a “rich” environment looks like • Keeping homely feel not moving towards a centre feel
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Qualifications and Universal Access Issues

Excites	Concerns
<ul style="list-style-type: none"> • Qualification for carers – will develop skills 	<ul style="list-style-type: none"> • Impact of 15 hrs for all 4 yr olds • Funding for Universal Access – implementation and maintenance • Concern FDC will be left behind • FDCA need to do more to advocate our position • 15 hrs too many • Process used to implement universal access • How will we access the “teacher” • How is what many carers do now (play based incidental learning) any less valid than what the registered teacher will provide? • CCB paid to carer and CCB paid to teaching time • Lack of information

Strengths and supports of FDC within BBB	Challenges for FDC under EYLF
<ul style="list-style-type: none"> • Flexible time • Resourcing abilities • Low ratios/small groups • Networking abilities • Home environment • Environment is one of the teachers • Partnerships with parents • Collaborative approach • Great learning tools/documents slowly becoming consistent • Quality outcomes for children • Secure long term attachments • Extended support for families • Capacity to simulate a family environment • Flexibility • Community access and involvement • Inclusion of all children and their differences • Bring the fun back into FDC • Documentation enjoyable! • Children's value of themselves • Mixed ages • More 1 on 1 time • Focus on individual children's strengths and needs • Relaxed more personal arrivals and departures • Spontaneity/flexibility • Family grouping • Commitment • Valuing diversity • Fabric of community • Setting provides security • Cultures – religions – communities coming together through children • Only service that provides care for high school and special needs adults • Support and resources from coordinators and other carers • Networking so children become familiar with other adults and children • Knowledge of family • Direct communication with families • intimate 	<ul style="list-style-type: none"> • Self care • Funding • Acceptance – how it is presented • Working with people who have little or no resilience • Reluctance to change – especially long term carers • Reflecting on care practices in accordance with legislation but still focusing on the child • Implementation of EYLF almost impeded by other systems in place e.g. QA and legislation • Keep valuing what is already done • Foundation learning of carers, coordinators and families has not equipped them for EYLF • Move away from deficit learning model • Documentation • RTO's need to be educated in EYLF and include in curriculum for Cert and Diploma • Not for profit – not seen as business • Limited opportunity to collaborate with others • Get the info out and understood • Becoming comfortable with the info • Ability to be free of structure • NESB carers • Communication skills of carers • Diversity of the role of carers – care, business, professionalism, teamwork, accounting • Consistent interpretation of guidelines nationally • Maintaining flexibility and uniqueness • Time to engage carers individually • Resourcing carers and providing ongoing support • Documenting progress of carers and scheme • Involving families • Isolation of carers and sole coordinators • Extra workload • Lack of research in FDC • Expectation of Gov't on carer and schemes

	<p>to deliver without quality support</p> <ul style="list-style-type: none">• Burnout• Negative FDC image as not real childcare• Publishing positive FDC articles• Working with parents to increase respect• Educating the media• RPL-ing qualifications• Paperwork overtaking the focus• Understanding jargon• “educator” is working together not teacher/child relationship• Carers isolated• Community view of FDC• Higher risk of “one” breaking down (not a team)• All working together and sharing understanding which would result in common outcomes• Keeping information rolling over many years• Balance of BB and documentation• Training – lack of access/choices, when it can be done• In a room/in a home balance for carer’s family• Open0ended nature of EYLF is a challenge• All carers and coordinators on the same page
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