

October 2003

Profiling People and Programs

Interview with Jude Jones, *Learning Together* Co-ordinator at Para West Adult Campus, Davoren Park.

What is your background in ECE?

I've always loved being with children, and after finishing secondary school I decided that kindergarten teaching had lots of positives. I went to the Kindergarten Teacher's College, Childers Street, North Adelaide. Betty Davis was the Principal and it was a very hands on, practical course. After graduating I was employed in kindergartens and junior primary classes across South Australia, including positions at, Burra, Port Lincoln, Keith, Coonalpyn, Orroroo, Mt Pleasant, Lobethal, Evanston, Davoren Park and Smithfield Plains. While we lived in the bush I also taught our children at home through the Port Augusta School of the Air for 3 years. This was quite a life changing experience. In

1995 I returned to study to upgrade my diploma to a degree in Early Childhood Education.

My career has taken on a new dimension since winning the position of teacher at Davoren Park Kindergarten. Davoren Park was one of 4 preschools in the Priority Preschool Project. After Davoren Park I went to Smithfield Plains Kindergarten as Director. During this time I worked on a project with

Professor Philip Gammage, to develop the REFLECT document. As an outcome of my experiences at Smithfield Plains I was very interested in the *Learning Together Project* and was very excited when I won the position.

What is the Learning Together Project?

The *Learning Together Project* is a DECS initiative, which promotes well being and learning for families and children birth - 3 years. It is a



Jude Jones, Co-ordinator of *Learning Together*

literacy-based program in identified communities and aims to build on the strengths of, and promote self-determination in, families and communities. There are 5 *Learning Together Programs* in South Australia. [Three metropolitan and two rural]

Learning Together at Para West sits within the Faculty of Family Learning, which promotes families and values the learning which is

In this issue

- Profiling People and Programs - Jude Jones
- deLissa Oration for Children's Week
- Annual General Meeting
- Prof Ron Lally Public Lectures
- Early Childhood Education
- Email addresses please
- Conferences
- Special Insert - ECA's Policies on Control of Infections

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c/- Lady Gowrie Child Centre
39a Dew Street
Thebarton SA 5031

Early Childhood Australia

In last months' newsletter we published a copy of Jill Huntley's response to the ECA panel discussion, 'What is the future for early childhood education & care in South Australia?' This month's issue features a summary of the responses provided by Professor Philip Gammage, Research Fellow, DECS and Steve Marshall, CEO, DECS.

Professor Gammage prefaced his remarks by stating that South Australia has long been a leader in early childhood education and care, one of the reasons why the Organisation for Economic Co-operation and Development (OECD) purposefully chose South Australia to be part of its international review of early childhood education and care policy.

Philip's vision for early childhood education & care in South Australia included an early childhood system that recognises and supports:

- A unified education and care system for all children
- State supported maternity / paternity care
- Indivisibility of education and care
- Parents recognised as the child's first educators - recognition that parents need help and support to parent effectively and to support their children's attachment / relationships / security / compassion / empathy - which are all vital for a humane society.

- Children need to "be" as well as to "become".
- Children need a less regulated environment and the ability to play

- Respect for every child
- Abandon the term "students" which only describes one aspect of a child's life and learning
- Poverty recognised as leading to social inadequacy and crime rates
- Fair and equal relationship with the rest of education
- Concept of "verticality"
- Ease of access to services
- Happy, professional teams - not overwhelmed by bureaucratic demands
- Roles for men

- Good training with a fully scaffolded system for care and education professionals

- Unified provision including adult education and health
- System flexible enough to enable experimentation and creativity
- Well-researched and consulted polity based on real knowledge

- Assume early childhood is the foundation of rich life-long learning

The key is Human Development

Steve Marshall introduced his remarks by stating that South Australia has a history and legacy of leadership in early childhood education

Steve's vision for early childhood education & care in South Australia included children

- With opportunities to build identities
- With skills to create a preferred future - based on caring / love / hope
- With optimism
- With resilience - the capacity to adapt
- With confidence of self and spirituality
- With opportunities for creative play, risk taking, nurture and care
- We should remember that "experience occurs inside the learner"
- Will function in an increasingly complex environment
- System enhanced by professionalism - need to address awards, conditions
- The system must have a preventative approach
- Cross agency collaboration is essential (eg Layton Review)
- Investment in the future - in for the long haul
- Need to go further in DECS - need to embed children's services in the system

A free public lecture

deLissa Oration for Children's Week 2003 Children and Health

The deLissa Institute of Early Childhood and Family Studies presents

Professor Wendy Schiller, deLissa Institute,
Dr. Colin McDougal, Flinders University and
Professor Philip Darbyshire, Women's and Children's Hospital,
reporting on their latest research

'Children's perceptions and experiences of place and space'.

Associate Professor Victor Nossar, Child and Youth Health, will present
'Obesity in young children: an emerging problem'

Date: Wednesday, 22 October 2003 (International Children's Day) **Time:** 630pm
Venue: Room G1-72/73 deLissa Building, University of South Australia, St Bernards Road, Magill
RSVP: 8302 4673 (Vicki Hopwood)
Enquiries: Email: vicki.hopwood@unisa.edu.au

Annual General Meeting

You are invited to attend our Annual General Meeting on
Monday, November 10th at 6.30-8.30 pm
Room G 11A/B Education Development Centre Hindmarsh

Guest Speaker: Dr. Pam Winter

Topic: *Voices and Choices: multiple perspectives on the quality of care
and education programs for young children*

A light supper will be served.

RSVP to Christy Ward by 3/11/03 on Ph: 8302 4586 or
Email: christy.ward@unisa.edu.au

Notice is given that at the Annual General Meeting of Early Childhood Australia, SA Branch (Inc.) to be held on Monday, November 10, 2003 the following amendments to the Constitution (January, 1997) will be moved:

Motion 1

That wherever the name 'Australian Early Childhood Association Inc.' appears in the constitution, the name be changed to 'Early Childhood Australia Inc.'

Moved: Christy Ward
Seconded: Andrea McGuffog

Motion 2

That wherever the name 'Australian Early Childhood Association, South Australian Branch (Inc.)' appears in the constitution, the name be changed to 'Early Childhood Australia, South Australian Branch (Inc).'

Moved: Christy Ward
Seconded: Andrea McGuffog

Profiling People and Programs

cont from p 1

central to family life but also creates opportunities for an extension of that learning.

Our *Learning Together* is growing through the development of relationships and networks. Agencies who have been supportive of *Learning Together* include Elizabeth/Munno Para DECS district, Child and Youth Health, Family and Youth Services, Early Learning, the Para West Faculty of Family Learning, Muna Paiendi Aboriginal Health Services, Playford Community Health Services, speech pathologists and nutritionists, Family Links, Kids 'n You, Good Beginnings and a very supportive line manager [now no more!] and Project Officer. *Learning Together* is offered at Para West twice a week. The concept is also developed in the community through co-working with other services, supporting the establishment of

family learning programs with community groups and visiting families who have been referred by agencies with the aim of connecting them to services which will best suit the family.

The longer I am involved in the *Learning Together Project* the more excited I become about what I am doing as I have already observed positive outcomes for families and the community. I would like to congratulate the people who had the vision and drive to develop the project and see it through to fruition. I believe the *Learning Together* model is well worth replicating.

For more information on the *Learning Together Project*, contact Jude Jones on ph.8254 6300.

Kylie Sharrock and Joanne Lipp

Conferences

20-21 November, 2003

Aboriginal Studies:

*Real aspirations,
Real partnerships,
Real difference*

University of Western Sydney,
Bankstown Campus

Information and updates:

<http://www.asa.nsw.edu.au>

27-28 November 2003

Continuity and Change:

Transitions in Education

University of Western Sydney

Novotel, Brighton NSW

Contact: Dr Diana Whitton at

d.whitton@uws.edu.au

Public Lectures with Professor Ron Lally

Early Childhood Australia Inc collaborated with the Department of Education and Children's Services and the de Lissa Institute for Early Childhood and Family Studies, UniSA, to host two public lectures on September 8 and 9.

Professor Ron Lally, Co-Director, WestEd Center for Child and Family Studies in the United States presented "*Research and Best Practice in Early Childhood and Learning*".

The lectures were facilitated by Professor Philip Gammage, Research Fellow, DECS and Valerie Aloa, School of Education, University of South Australia. Both lectures were well attended and well received by those interested in the care of infants and toddlers, including early childhood professionals, academics and parents.



L-R: Prof Ron Lally, Valerie Aloa & Kylie Sharrock

You can access more information about Professor Lally at :

www.wested.org/cs/wew/view/pg/3

If you missed the lectures you can find out more at "The Program for Infant/Toddler Care" website at <http://www.pitc.org/>

or download the PowerPoint presentation

from the DECS Early Years site at

www.decs.sa.gov.au/earlyyears/.

Kylie Sharrock

All ECA-SA Branch Members

We are collating a list of members' Email addresses so we keep you up to date with events and what's going on at ECA Inc.

Please send your Email contact to us at ecasa@earlychildhood.org.au

Early Childhood Australia

ECA's POLICIES AND WORKING POSITIONS CONTROL OF INFECTION IN EARLY CHILDHOOD SETTINGS

ECA recognises the right of staff / carers and young children grouped together in early childhood settings to work and be cared for in healthy safe environments.

ECA recognises that young children grouped together for care and education are at greater risk of acquiring infection than in family settings.

ECA acknowledges that effective control and prevention of transmission of infection is based on standard and additional precautions. These assume that anyone could have an infectious condition at any time. A person can:

- be infectious and show signs and symptoms of an infectious disease
- be infectious but show no signs and symptoms
- appear unwell with an infectious disease but no longer be infectious.

1. All early childhood settings should develop, implement and make available policies and procedures to reduce the risks of transmission of infectious diseases that cover:

1.1 Physical Facilities

Physical facilities must meet State / Territory regulated standards and / or guidelines.

1.2 Education and Training

During orientation on commencement of work at the centre, all staff and carers working with young children, including staff not involved in the direct provision of services and volunteers, should have training in infection control and first aid. In addition, staff and carers should be familiar with common signs and symptoms of infectious diseases and be familiar with the appropriate care for identified sick children, until they are able to be taken home.

1.3 Minimising Risk

All staff / carers should comply with standard precautions for the control and spread of infection as prescribed by health authorities, such as thorough washing and drying hands, protection of injuries of the skin, immunisations and periods of exclusion.

It is recommended that all staff members access basic information regarding infectious diseases that could be contracted in the workplace and take precaution to protect themselves and their unborn child, should they become pregnant. A pregnant staff member should also be able to vary her work practices in order to minimise infectious risks to herself and her unborn child.

1.4 Exclusion Criteria

Exclusion criteria relating to infectious diseases should apply to both children and staff / carers and should be based on information available from health authorities. If there is some concern about exclusion, a doctor's opinion should be sought. Children or staff / carers with transmissible infections should be excluded from early childhood programs until deemed non-infectious by a physician, as per Health Department Regulations, and the centre / service's health policy.

Exclusion requirements set by health authorities are based on minimising risk of transmission to others. Schools, preschools and childcare services might also advise that a child or student stay away from the site for a longer period of time, not because they are still infectious but because they remain unwell and need time to recuperate. Decisions about excluding contacts of infectious diseases should be based on regulations or State / Territory guidelines.

1.5 Child to Child Transmission of Infection

All children from a very early age should participate in activities such as handwashing, particularly in relationship to toileting / nappy changing and eating.

1.6 Confidentiality

Clients and staff / carers have the right to confidentiality and freedom from discrimination.

1.7 Carriers of HIV/Hepatitis B and C

Children known to be infected with Human Immunodeficiency Virus (HIV) or Hepatitis B/C viruses (carriers) are not to be excluded from early childhood programs and their infection status is not to be disclosed. A person's infection status is private and confidential information and should not be disclosed except by an authorised health officer acting under public health legislation.

1.8 Special Risk Children

Certain children are immune-suppressed and therefore at greater risk than others for both contracting an infectious disease and for experiencing a more severe episode of the illness. Such children include, those who are receiving treatment for cancer or some other major disease, and children with late-stage HIV infection (i.e. AIDS). To ensure minimum exposure of these children to illness, please refer to exclusions of contacts in "Staying Healthy in Child Care "(2001) as recommended by the NH&MRC. The best way to avoid conflict is to have a written policy that clearly states the centre's exclusion criteria.

1.9 Immunisation

Immunisation schedules recommended by State/Territory Dept. of Health for both children and staff should be promoted and supported (NH&MRC 2000).

1.10 Guidelines for Services/ Programs

All early childhood services and programs, should have and make available to staff and parents, easily understood written guidelines for maintaining hygiene and infection control which relate to that setting. These should include:

- health care plans and plans for staff providing health support
- toileting/ nappy changing
- attending to injuries
- use of appropriate disinfectants and storage in appropriate locked cupboards
- guides to first aid and easy access to first aid kits
- handwashing procedures
- management and cleaning of blood and body fluid spills
- use of protective barriers including gloves and masks
- safe handling and disposal of sharp objects, including syringes, broken glass etc
- cleaning of surfaces and toys and use of disinfectants
- laundry procedures
- disposal of waste in appropriate infectious and general waste bins
- environmental cleaning of sandpits and secure covering when not in use
- food preparation and safety
- pet handling, cleaning and safety
- cleaning of water troughs/recepticals

2. All primary carers and staff should be familiar with steps to be taken in the event of a child developing an infectious disease and resource personnel who can be contacted for information and advice.

Procedures should be developed for the care of children at risk of transmitting infection until the child can be collected. Such procedure should address the needs of the sick child, the needs of other children for protection and the needs of the care worker for protection.

RELATED AECA'S POLICIES AND WORKING POSITIONS

This statement should be read in conjunction with the Policy Interpretative Statement related to Health.

REFERENCES

- Australian Immunisation Handbook Seventh Edition, (2000) NHMRC, Commonwealth Publishers Canberra, ACT, 2601.
- Control of Communicable Diseases Seventeenth Edition, (2000) American Public Health Association, Washington DC 20001-3710.
- Infection Control Manual prepared by Debra Petrys, (2001) Child and Youth Health, 295 South Terrace, Adelaide, SA 5000
- Staying Healthy in Child Care Third Edition (2001) Australian Government Publishing Service, Canberra A.C.T. 2601
- You've Got What? Second Edition, (1998) Dept. of Human Services, Communicable Disease Control Branch, Adelaide S.A. 5000 <http://www.dhs.sa.gov.au/pehs/You've-got-what/gen-topic-introduction.htm>
- Partnerships for Health Care and Education 2001
- South Australian Department of Education, Training and Employment
- Health Support Planning in School, Preschools and Childcare Services
- Personal Care Support Planning
- First Aid in Early Childhood Centres and Schools
- Australian Department of Health and Ageing website <http://www.health.gov.au>
- Severe Acute Respiratory Syndrome (SARS) updates can be found at <http://www.who.int>
- <http://www.health.gov.au>
- <http://www.dfat.gov.au>
- <http://www.dhs.sa.gov.au> then link into communicable diseases, for up to date information related to infectious diseases.