

Outside organisations working with the children at your service



When you give permission to allow external organisations to visit your service and interact with the children, do you **critically review** their practices and values to ensure they align with the philosophy of your service and the National Quality Framework (NQF)?

Many services engage external consultants, companies and groups to work directly with the children. This can be extremely beneficial when you have identified that the staff at your service do not have the specific skills or expertise required for the in-depth area you wish to teach the children. Examples of such services include Road Safety Education, Child Protection, Music and Movement, Yoga, Science experiences and Aboriginal Early Childhood education. These are offered by many organisations and can vary in quality.




Do they

- + have qualifications in Early Childhood Education or run a program in consultation with early childhood professionals?
- + receive government funding and are required to provide extensive reports on the quality of their programs?
- + ensure their interactions with children are respectful?
- + promote children's agency and active participation?
- + share decision-making with the children?
- + actively engage in the children's learning?
- + ensure that each child's dignity and rights are central to the program?
- + respond positively to the varying abilities of each child?
- + facilitate the involvement of all children?
- + adjust and tailor interactions to best support the differing ages and capabilities?
- + use appropriate behaviour guidance techniques?
- + encourage 'turn taking' communication by responding and adding to interactions initiated by children?
- + provide opportunities to extend learning rather than just a one-off visit?
- + provide a program that links to the NQF and VYELDF?
- + have Working with Children Checks?

One program that meets all the criteria above is Victoria's Early Childhood Road Safety Education program, Starting out Safely delivered by Early Learning Association Australia (ELAA).

For more information: www.childroadsafety.org.au



ELAA has been delivering the Starting Out Safely program since 2011. The focus is on children, parents, carers, and early childhood educators working together to guide children's learning in being and becoming safe and independent road users.

The program is in two parts: professional development delivered to educators followed by interactive education by ThingleToodle (TT) who visits funded 4 year old kindergarten programs throughout Victoria.

Professor Speriment along with ThingleToodle meet all the criteria above and their program with the children is respectful, engaging and places children's rights at the forefront.

This *free* professional development training to educators is presented by some of Australia's leading early childhood experts. Practical strategies based on policy and the latest evidence-based research supports young children's learning about road safety. The sessions link to the Approved Frameworks and the National Quality Standard.

References

Department of education, employment and workplace relations (2009).
The early years learning framework for Australia. Commonwealth of Australia
The Australian Children's Education & Care Quality Authority (ACECQA) (2020)
The Guide to the National Quality Framework

This free professional development training to educators is presented by some of Australia's leading early childhood experts.



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