

# The Networker



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## In This Issue

Lessons in Leadership	1
Longitudinal Study	3
Building Strong Relationships in OSHC	4
Traditional Indigenous Games	7
Superannuation changes	7
The Book of the Board	7
Ready for School	8
CHESS Training Opportunities	9
Young Media Australia Reviews	10
Tim Gill	11
Associations	12



## Lessons in Leadership from the Dalai Lama

A few years ago, during a period of many challenges and changes I was seeking some wisdom and guidance to achieve a more positive and energetic approach to my life and work. You could probably call it a bit of a mid-life crisis. When I reflect back it would have been the same year that my grandmother died, aged 106, and I had just turned 53. By her standards I was indeed mid-life.

Some of the people and authors who inspired me during this time were Stephanie Dowrick, and Paul Wilson; but most of all His Holiness the Fourteenth Dalai Lama, Tenzin Gyatso.

Beginning with *The Art of Happiness* I have now read more than a dozen books written by or co-authored with His Holiness. I have also had the honour of listening to him speak both at conferences and public talks and in June of this year I attended his five days of teachings in Sydney.

The Dalai Lama calls himself a simple monk, who like all other people in this world wants to live a happy life. Despite being a refugee he says he has achieved a good level of happiness. You can feel his happiness when you are near him. His great compassion for all living things, his wisdom, his search for peace and his delightful and infectious laugh are both calming and inspiring. You have no choice but to walk away happy after listening to him speak.

So what does this have to do with children's services you may ask?

Well our work is a great part of our life and I have found many of the Dalai Lama's lessons for life are also relevant to our daily work. Each community, each country and indeed the whole world is interconnected in many ways. Increasingly in this age of globalisation we are all dependent on each other.

A childcare centre is also an interdependent organisation, a mini community and the Director has a key influence on the values and culture of the organisation.

The Director's actions and behaviour affect everyone else: staff, children

*(Continued on page 2)*

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and families and their reactions to the Director have an effect back. Many people imitate the behaviour of the leader. If the leader has an authoritative approach, is involved in gossip, considers things only from their own perspective then they can only expect others to behave in the same way.

In a leadership role we should be acting with the 'right conduct' and the 'right view'. This is both a heart and head approach. We should act with both a good heart and a clear mind.

Leading by example means being an example of 'right conduct'. If we want others to behave with honesty, respect, kindness, self confidence, a sense of equanimity, wisdom and compassion then we need to be modelling these behaviours. In order to do this we need to take time to really look at and listen to ourselves. 'Right conduct' also means thinking clearly about what we are doing. Sometimes we need to take time to refocus and clear ourselves of negativity. If you are angry or annoyed you cannot reflect on issues with a clear mind.

When making decisions do you consider the impact of your decision on others or just on yourself?

'Right view' means that at all times you are actively concerned for the wellbeing of others as well as yourself. This includes listening, really listening, to others and valuing the input of employees, even when their viewpoint is different from your own. Good leaders also have humility and admit to making mistakes. Our decisions should be made with good intentions that will bring benefit to the greatest number.

His Holiness has travelled the world many times and met with many distinguished world leaders, intellectuals and professionals. His observations of what creates happiness are really worth listening to. As leaders if we think with a 'right view' and act with 'right conduct' to create a harmonious and supportive work environment then we have a greater chance of having happy staff, happy children and happy families.

Consider this: if a room is too hot then the only way to change this is to introduce cold. The same also works for our emotions, if we are angry we can reduce our anger by generating compassion and kindness for others. The two cannot both exist in our minds together.

If we want a happy and harmonious workplace then as leaders we need to bring respect, honesty, consideration of others, patience, kindness of words and action, humility, thoughtfulness and mindfulness to our work.

All the books I have read have been bought at local Adelaide book shops and we now have a copy of *The Art of Happiness at Work* in our staff library.

**Kaarin Wilkinson**  
**Director,**  
**Adelaide University Child Care Services Inc. - Waite Campus**

***“Even though a society does not emphasis this, the most important use of knowledge and education is to help understand the importance of engaging in more wholesome actions and bringing about discipline within our minds.***

***The proper utilisation of our intelligence and knowledge is to effect changes within that develop a good heart.”***

***His Holiness the Fourteenth Dalai Lama***

Look for Network SA's new publications and training lift-out  
in this edition of *The Networker*.



### ***Growing Up in Australia* – the longitudinal study of Australian children**

*Growing Up in Australia* is a landmark national longitudinal study that began in 2004 and is following the development of over 10,000 children over a number of years.

*Growing Up in Australia* was initiated and funded by the Australian Government through the Department of Families, Housing, Community Services and Indigenous Affairs. The study is being undertaken in partnership with the Australian Institute of Family Studies, with advice from a consortium of leading researchers at research institutions and universities throughout Australia and data collection provided by the Australian Bureau of Statistics.

The study collects data every two years, from resident and non-resident parents, teachers and carers, and the children themselves. Information is collected about many aspects of children's development – physical and mental health, social adjustment, cognitive development, and school achievement – as well as children's experiences at home, in child care, at school and in local communities.

The research team has completed two waves of data collection and recently embarked upon the third wave. There are two cohorts of children under study – those who were infants at the time the study commenced, and those who were aged 4-5 years. The older group is now 8-9 years, and the younger children are 4-5 years.

So far, the study shows that child care and early education experiences are a vital part of children's lives and substantially influence their development. This will not be news to providers of early childhood services, but the statistics are compelling:

At the time of the first wave of data collection, about one-third of the infants had regular non-parental child care, with half of the children receiving care from grandparents, and just under a third of these children in day care centres.

By the time of wave 2, the infants were 2-3 years old. Almost 70% of them were receiving some type of non-parental child care, with day-care centres being the most common (43 per cent), followed by maternal grandparents (13 per cent).

These children are now 4-5 years old and most are in their pre-school year, with many attending day care centres for this pre-school education. Child carers and teachers are therefore an important part of *Growing Up in Australia* and can provide the study team with valuable information that cannot be obtained from the children's parents.

The study team received a positive response from teachers and carers at the previous two waves – some members of NetworkSA may already have contributed. The information gathered from carers and teachers will help researchers and policy makers answer questions like:

How are children in Australia progressing in terms of health, learning skills, and emotional well-being?

What are their lives like?

How do child care, pre-school/kindergarten and the early school years contribute to their development?

How can governments make sure *all* children have a good start in life?

In this way, child carers and teachers will be contributing to the development of effective social and family policies in Australia.

The study team hopes that the support of teachers and carers will continue for the third wave of data collection. If you are approached to take part in *Growing Up in Australia*, please consider supporting this unique, nationally important study. For further information about *Growing Up in Australia* please contact Siobhan O'Halloran on (03) 9214 7879, email [Siobhan.O'Halloran@aifs.gov.au](mailto:Siobhan.O'Halloran@aifs.gov.au) or visit the website: [www.aifs.gov.au/growingup](http://www.aifs.gov.au/growingup)

# Building Strong Relationships between Children and OSHC Staff

Relationships between staff and children are important, everyone knows this. But in practice how do we as OSHC professionals actually develop strong and healthy relationships with the children in our service? What are our current practices? Are we achieving our goals of building strong relationships with children? What steps can we take to assist all of the staff to reflect on their everyday interactions with the children? These were the questions we asked ourselves and this is what we decided to do at Blakeview OSHC.

## Focusing on developing relationships in practice

We needed to find a way to focus our staff team on the relationships with children that we wanted to improve. We have so many children in during the week, were we really getting to know all of the children that attended OSHC?

We felt that we weren't, so we had to identify methods or techniques that would allow individual learning as well as group learning.

### *Weekly Journals*

The use of individual journals was one method that we chose to assist us to focus on individual interactions between children and staff. Journals allow staff members to reflect on what they do, how they react, what they say and how they learn about the children in OSHC.

Staff are keeping weekly journals and documenting their own learning journey about getting to know OSHC children better. I allocated each of the staff in my team a focus group of 5 children. Staff document the WOW moments, what they find out about the child's interests, skills, abilities, and any frustrating moments they may have. What they write is up to the individual.

The journal entries do not have to be very long. Most of my staff write a paragraph or a few sentences – the concept is that they can write as much or as little as they want. Currently we are writing 2 entries a week.

This is a long term staff goal and we expect to continue this over the next 12 months. All of my staff work different hours so they are expected to complete a journal entry at the end of the shift they actually work.

### *Staff Meeting Discussions*

We discuss our developing relationships with children and each other at staff meetings. We allocate an agenda item at each staff meeting to discuss positive and/or frustrating moments we have had with children and share them with the rest of the staff team. Staff can share entries from their journals if they wish to, but it is not compulsory.

This has led to better understanding of individual children and the open discussion has helped all staff feel connected and involved in the service. A benefit of this has been that staff have access to information relating to times when they are not working about specific focus children. It also allows us to plan for children transitioning to school or for new children who are going to attend the service.

## Theory behind the practice

Why is it important for OSHC staff to develop healthy relationships with school age children? Information is needed to base our decisions on and to discuss with the school leadership and we wanted to have a theory to link in with the changes we wanted to make.

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We found that there was not a lot of information available based in an OSHC setting, so we decided to look at Attachment theory and how that can be translated into an OSHC setting.

### ***Attachment Theory***

This is early childhood terminology that we in OSHC know little about. From a middle childhood perspective it is about how OSHC staff members connect with and support children. We believe that great relationships can assist in nurturing emotional intelligence, resilience and fostering self help and life skills. The benefits of this will assist children in developing a healthy self-esteem and confidence in their own unique talents, skills and abilities.

## **Changing the way we think, plan, develop programs and evaluate**

We had an idea and we had a theory to base it on to focus our learning. What next? The changes we make have to:

- be sustainable,
- be easy for all of our staff ,
- have some training outcomes that would benefit the staff,
- have positive benefits for the children, and
- fit into our already existing budget.

We decided on 4 core areas we wanted to change.

### ***Getting Useful Feedback From Children***

We have introduced a VIP student council. Children completed an application form and we selected children based on their responses. They hold monthly meetings (we are currently trying to negotiate that we do this during school time) and have an ID tag they wear when they are at OSHC.

They have their own budget line and plan activities, excursions, fundraising and events. It is a great way to gain feedback from children which is a benefit for us, and for the children involved they are gaining leadership experience in a fun way.

### ***Planning Programs***

We have a planning folder which contains ideas, resources, books, web sites, children's suggestions, staff ideas, previously liked craft ideas and other useful information.

I write the program up each week; this takes me about ½ hour. One of my staff has the Programming portfolio which she is responsible for, and she keeps up to date with new ideas, organises resource purchases and all

*(Continued on page 6)*

***'What steps can we take to assist all of the staff to reflect on their everyday interactions with the children?'***

***'We have so many children in during the week, were we really getting to know all of the children who attended OSHC?'***

***'We decided on 4 core areas we wanted to change.'***

***'OSHC really is a great place to work and I know that my staff enjoy coming to work now.'***

*(Continued from page 5)*

of my staff contribute ideas for the program at each staff meeting.

OSHC children also contribute activities and ideas for our program that I use each week. One of our VIP's is responsible for collecting this information each week.

All I have to do is collate the information and physically type/write up the program.

### ***Staff Attitudes***

To ensure that staff members feel included and supported we have worked really hard to identify our staff team goals for 2008-2009.

As a part of our improvement planning process we identified that we wanted to create a learning environment for our staff and create a partnership approach where the children and staff collaborate to run the program. It doesn't happen overnight! We have a long way to go, but we are happy with our journey so far.

The best thing is that the team members realise that they are the key to successfully making the changes. We want the children who attend our OSHC to look back at the time they spent with us as a happy memory that makes them smile.

### ***Documenting The Learning We See Happening In OSHC***

Our evaluations have changed as well. We are now focusing on evaluating the learning we observe in individual children each day. Every shift each staff member notes the learning they observed. It takes about 5 minutes and staff like it much better than the longer version we used to complete. It means that we can use this information to identify individual needs of children, see group interests and link it directly to the programs we offer children as well as our staff journals.

## **The learning journey so far has been... rewarding!**

Although the changes we have made have had a really positive effect, it has not all been easily achieved.

It has required hard work, lots of time, discussions, researching and reading and talking things out with each other. The benefit of this is that our philosophy, service goals, staff team goals, OSHC vision and improvement plan belong to all of the stakeholders.

Our school leadership team, in particular our line manager, has supported us every step of the way and I feel that we are truly welcomed and valued in our school community. In June we had our Validation visit and this went really well. The feedback from the Validator was excellent and everyone was happy about the result.

I couldn't ask for a better staff team, they are the most amazing people who have worked really hard alongside me to make the changes that our new vision needed. We have learnt so much about ourselves throughout this. Everything links into relationships and it has given us a focus by which we can measure ourselves and our success.

OSHC really is a great place to work and I know that my staff enjoy coming to work now. I do as well, and I am happy to keep trying new things, listening to other ideas, networking with other OSHC services, questioning why we do things this way and learning new things all of the time.

***Belinda Dickson***  
***Director***  
***Blakeview OSHC***

## **Superannuation changes – news from the Tax Office**

From 1 July 2008, you must use ordinary time earnings as defined in the super guarantee law, to calculate the minimum super guarantee contributions required for your employees.

Ordinary time earnings are generally what your employees earn for their ordinary hours of work, including over-award payments, commissions, allowances and paid leave.

Ordinary time earnings do not include overtime (subject to certain exceptions). Check with the ATO for details.

Also from 1 July 2008, your employer nominated fund (also known as your default fund) must offer minimum life insurance death cover to members.

Employers should contact their employer nominated super fund to make sure that it is offering life insurance to cover the employee's death (most industry and retail funds and master trusts provide adequate insurance options).

The contact details of Australia's super funds can be found at [www.superreview.com.au](http://www.superreview.com.au) by selecting Superannuation in the left hand navigation bar.

Details of changes to superannuation guarantee requirements can be found on the Australian Tax Office website, [www.ato.gov.au](http://www.ato.gov.au). Follow the links from the Superannuation bar on the left of the page.

## **How much do you and your management committee know about non-profit management and governance?**

Whenever I speak with non-profit boards or management committees, I recommend that they consider purchasing a copy of David Fishel's *The Book of the Board*, a comprehensive, clearly written handbook for non-profit organisations.

This publication has now gone into a second edition. It has been fully revised and updated and includes a new checklists section, containing ten quick-reference checklists on topics ranging from strategic planning and compliance through to board recruitment and succession planning, several other new resources in the resources section and new charts and diagrams that provide a visual overview of key topics.

Fishel, David *The Book of the Board - Effective governance for non-profit organisations*.

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**Maureen McGuire**  
**Editor**

## **Check out a brand new online publication –**

### **Yulunga: Traditional Indigenous Games.**

<http://www.ausport.gov.au/participating/all/indigenous/games>

Yulunga\* is a new online activity resource of over 100 traditional Aboriginal and Torres Strait Islander games. It is suitable for children and adults of all ages, abilities and backgrounds, Yulunga can be used in schools around Australia as an educational resource and as a guide to inclusive, structured sport within communities.

Before printing the full document, note that it is 260 pages long (it's got a lot of games in it), so alternatively you can download the individual games from this page too.

# Ready for school

It seems that many parents think that school readiness for their child will only be achieved if children attend 'kindergarten'. This is a message that undervalues much of the creative and innovative work being undertaken in child care centres that are regulated, need to comply with accreditation and work with the same SACSA framework for early years as staff in preschools.

Child care professionals battle with the following puzzles:

- Does this mean that society still deems that childcare centres don't educate children?
- That learning doesn't occur in the early years through play?
- That child care centres and their staff teams are still identified as fancy babysitting services? (At times, it seems that the answer to this is yes!)

Why, after all the work that long day care centres have done, including the rigorous accreditation process that we all go through, are we still fighting to prove ourselves?

Parents are seemingly overwhelmed with options: early learning centres, preschools, kindergartens, child/parent centres, long day care, long day care centres with kindergartens. Is any wonder that there is confusion and uncertainty about what will be best for children or what is needed to help them to be ready for school?

What does it all mean?

Think about the questions parents ask:

- "Will my child miss out if they don't go to kindergarten?",
- "Do I need to send them to kindy so that they'll learn",
- "What is my best option to be sure that they'll be ready for school".

Professionals in child care centres hear these questions a lot and confusion seems greater in more recent times more than ever before.

How do we in long day care demonstrate or even educate parents about their options, and reassure them that in selecting a high quality child care centre they can be assured that when leaving it for school their child will be ready?

- Their child will have spent time at child care being immersed in an environment that is rich with learning opportunities.
- Their child's individual needs, interests, strengths and personality will have been observed by carers and planned for within a nurturing yet challenging and supportive setting.
- Their child will have learnt about their community, cultures, languages, the world and its people.

*(Continued on page 9)*

***"Do I need to send them to kindy so that they'll learn?"***

(Continued from page 8)

- They will have developed confidence, built their independence and learnt about their place within society.

Parents can also be confident that their children have established school readiness ideals such as pre-maths and literacy skills.

They will have learnt about colour, shapes, numbers and the alphabet, their own name and their friends.

They will have experienced music and the arts, been on countless excursions, experienced special visitors within the centre and learnt about the importance of care and respect for our environment.

By attending a long day care centre parents have provided their child the opportunity to build social skills such as tolerance, understanding and compassion.

The children will also know skills such as sitting within a group, listening, taking turns, sharing and contributing their own ideas and suggestions.

Parents will also discover that by even 5 years of age their child has developed a control of their own learning. When attending a high quality child care centre children acquire a love of learning by being involved in a centre and its programs that are reflective of the children within it.

They have learnt how much fun it is to explore, experiment, to play and to learn through repetition and problem solving.

They know that the world is a big and exciting place, that adults are role models in their learning. When they take the enthusiasm and excitement for knowledge acquired at long day care to school with them, how could anyone question: Are these children really missing out?

**Laura Millard**  
**St Peters Child Care Centre**



## **Chess Training 2008**

For LDC, OSHC and FDC services - see insert for details.

### **3 Hour Health Support Planning Training**

This is a day time option - see CHESS insert in this Networker for details. An overview of information on health support planning, DECS policy, legal and policy issues, partnerships, duties, training, basic first aid, infection and infestation, personal care, complex and invasive care, workplace systems, steps in health support planning, managing risks, documentation, role of family and staff, some reflective questions and group tasks along the way, overview of chess - information, training, research, pathways and education services.

### **2 hour Health Support Planning - Site Policy Development**

Whole centre team on site option: a much briefer overview of the above areas and an opportunity for questions.

### **3 hour Health Support Planning - Site Policy Development in Practice**

Whole centre team on site option: a briefer overview of the above areas and an opportunity for questions, to review the centre's documentation and to align health support planning and medication management with your existing policies i.e. a theory / practical session to get you started, review and develop current policies and procedures.

# YOUNG MEDIA AUSTRALIA

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These reviews are excerpts from Young Media Australia's *Know Before You Go* Movie Review Service. They are written with the big screen in mind, and the impact will sometimes be softened when your child watches them as a DVD or video. However, it is recommended that you read the full review of each movie ([www.youngmedia.org.au](http://www.youngmedia.org.au)) and the rationale for our recommendations, informed by decades of child development research and practice, before you decide on your selection of appropriate titles. Young Media Australia's *Know Before You Go* Movie Review Service reviews all G and PG movies, and M rated movies (for example, *The Incredible Hulk*, *Prince Caspian*, *Indiana Jones and the Kingdom of the Crystal Skull* and *Iron Man*) that are likely to be promoted to children.

## **Alvin and the Chipmunks (G)**

**Overall comments:** *Alvin and the Chipmunks* is a computer generated version of the old TV series and many children will enjoy the hyper-energy and high-pitched singing for which the chipmunks were so well-known. **Age recommendations:** Parental guidance recommended for children under eight due to sexual references. **Movie's message:** That material wealth doesn't bring happiness and that family, commitment and caring for those you love are important.

## **Enchanted (G)**

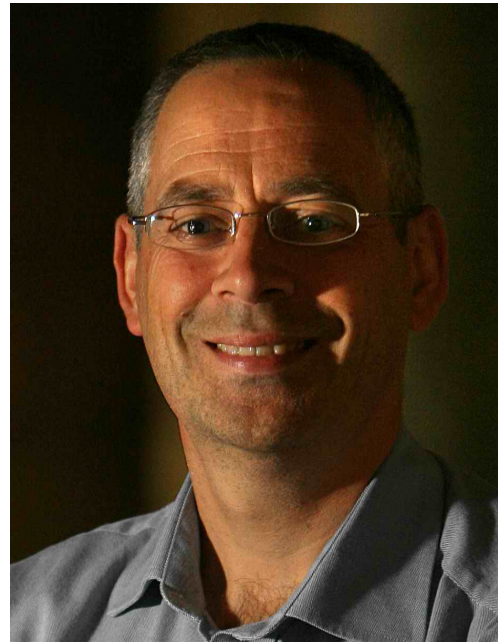
**Overall comments:** *Enchanted* is a light-hearted romantic comedy, featuring a mix of old style animation and real life action. Young children are likely to enjoy the engaging, attractive characters, and the physical comedy of the movie, and older children may appreciate the overall production quality and performances in the film. **Age recommendations:** Not recommended for children under five, due to several scary scenes, transformations and violence. **Movie's message:** That it is important to show courage and persistence in adversity and to look after those in need

## **Water Horse: Legend of the Deep (PG)**

**Overall comments:** *The Water Horse: Legend of the Deep* is a family drama featuring beautiful scenery and great computer animated graphics. It is somewhat dark and heavy, so probably best suited to older children. Younger children may be both confused and bored by some of the changes in context and dialogue. **Age recommendations:** Not recommended for children under eight and parental guidance to 13 due to violence and scary scenes. **Movie's message:** To believe in the magic of childhood and that everything becomes possible when we face the things we fear most.

The full version of these, and over 400 other recent movie reviews, form part of Young Media Australia's "Know before you go" program, (supported by the Attorney General of SA), and can be accessed at [www.youngmedia.org.au](http://www.youngmedia.org.au), or by freecall YMA Helpline 1800 700 357.

# Tim Gill is coming to Adelaide



Free public lecture sponsored by Network SA, the MS McLeod Foundation and ARC 'Children's Places and Spaces' Study.

Lunchtime Friday 24th October 2008 (Children's Week)

Keep this time free - more information available shortly

Suitable for long day care, OSHC and family day care, parents, teachers, health professionals, recreation and playground designers, policy makers ...

Tim Gill is one of the leading UK thinkers on childhood and play, a writer, consultant and the former director of the Children's Play Council in the UK. His work focuses on children's play and free time.

Tim says we need to rethink childhood. We should be raising children so they learn how to be autonomous and responsible, so they get a sense of how the wider world works. Instead, he says, we are pursuing a zero-risk approach to childhood. At all steps, we are trying to protect our children -- from themselves, from strangers and from being hurt. We're playing it too safe and not letting children develop autonomy and decision-making skills. Tim believes that we need to improve play and recreational spaces and services, and make neighbourhoods and communities more child-friendly. We need to ensure that children in schools, pre-schools and childcare settings have some time and space to call their own. We need to support parents so they feel able to give their children back some of the freedoms that they enjoyed when they were young. Perhaps most important of all, we need to accept that it is natural and healthy for children to explore, take risks, make mistakes, seek out adventure and test boundaries.

Tim's book *No Fear: Growing up in a risk averse society* was published by the Calouste Gulbenkian Foundation in 2007. The initial print run sold out. Here's part of a review of *No Fear: Growing up in a risk averse society* from the OSHC peak in NSW, Network of Community Activities: 'a MUST READ for anyone working with or caring for children! Tim Gill's controversial book provides a thought provoking and challenging read examining the impact of children's lifestyles today on their futures.'

If you Google **Tim Gill children**, you will find a number of interviews which discuss his views and personal experiences or check out Tim Gill's website at [www.rethinkingchildhood.com](http://www.rethinkingchildhood.com) .



Network SA Resource, Advisory & Management Services Inc. (Network SA) is a non-profit community organisation providing information, support, resources and training to the children's services sector in South Australia.



ARMSU is a specialist unit within Network SA. ARMSU operates SA's Indigenous Professional Support Unit ([www.ipsusa.org.au](http://www.ipsusa.org.au)), funded through the Australian Government Department of Families, Community Services and Indigenous Affairs.

Services provided to the children's services sector by Network SA & ARMSU include:

- Advice and support for Directors, managers, office staff, committee members, operators and other people responsible for effective management of child care and OSHC services
- Training and professional development services
- Specialist advice, support and training for Aboriginal services
- Aboriginal cultural awareness activities for children, and training for staff teams
- Indigenous inclusion support

The Networker is published bi-monthly in August, October, December, February, April and June. Closing dates for each edition are 20th July, 20th September, 20th November, 20th January, 20th March and 20th May. Contributions are welcome. Contact the editor Maureen McGuire.

This newsletter has been supported by funding from the Australian Government's Inclusion and Professional Support Program initiative.

Network SA & ARMSU are located in Building 2 at The Parks Community Centre, Angle Park. We acknowledge the Kaurna people as the traditional owners of this land. We acknowledge their living culture and unique role in the life of this region.

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**The material contained in this publication is of a general nature only and not intended to be advice on any particular matter.**

**Please share this newsletter with others in your service:**

- Director / Assistant Director
- Staff
- Administration
- Committee members
- Principal
- Line Manager
- Owner
- Parents



## Sector Association Meetings

Child Care in South Australia is supported by professional associations. Services are urged to support associations relevant to their service type by taking out memberships and encouraging staff attendance at meetings. Meeting times are as follows:

### National Association of Community Based Children's Services

The committee of NACBCS meets the 1st Tuesday of the month at 9.30am at the Gowrie Training Centre. For information contact Deb on 8231 0941 or go to [www.nacbes.org.au](http://www.nacbes.org.au)

### The OSHC Association (SA) Inc.

Meetings are in week 3 and 8 in each school term. For further information contact 0413 307 22.

### Care-providers of South Australia (COSA)

This is the peak group for Family Day Care Providers in SA and all financial members are welcome to attend meetings. The scheduled meetings for 2008 are as follows: 21st Jan, 25th Feb, 17th March, 28th April, 26th May, 23rd June, 28th July and the AGM is on 11th August. If you have any further questions please contact Priscilla Schwanz on 8252 0021 or 0423 303 093.

### Childcare South Australia

For information contact 0407 580 645

### Community Children's Centres SA

This is the peak group for community based long day care centres in SA. For information contact Melanie Gohl on 8223 5469