



Professional Support Coordinator Queensland

Professional Support Service Delivery Implementation Plan

PSCQ is a project of the QCS&H ITC. The Australian Government, through the Minister for Families, Community Services and Indigenous Affairs (FaCSIA), funds the Professional Support Coordinator initiative as part of the Inclusion and Professional Support Program.



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1.0. CONTEXT

1.1. Introduction

The Professional Support Implementation Plan details the range of professional support that will be delivered to eligible child care services in Queensland (QLD) during 2006 and 2007. Queensland Community Service and Health Industries Training Council (QCS&H ITC) has been contracted as the Professional Support Coordinator (PSC) in QLD by the Department of Families, Community Services and Indigenous Affairs (FaCSIA). This document is called the 'Implementation Plan'.

The Implementation Plan has been developed by QCS&H ITC and has been agreed with FaCSIA as one of our key deliverables. The most important thing that the Implementation Plan shows is what, how and when our professional support activities will be delivered. In particular, it shows:

- How we are responding to the National Priorities in the overall Inclusion and Professional Support Program
- How we are responding to what we found out through our research efforts including the comprehensive needs analysis
- How we worked with stakeholders to develop this Implementation Plan

1.2. About PSCQ

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PSC Description:

The Queensland Community Services and Health Industries Training Council Inc. is an autonomous, not-for-profit incorporated association. It is one of a network of industry training advisory bodies in this state. The Council is a multi-partite body, with membership drawn from employers, unions, peak bodies, government, training providers, Indigenous organisations, and regions. The Council is the principal adviser to government and the community services and health industries, regarding workforce development needs and reforms.

Specifically the Queensland Community Services and Health Industries Training Council undertakes:

- Research and documentation of workforce development and future labour market trends across these industries supporting an array of industry planning tools;
- The collaborative development of policies which impact on workforce development and planning, training and the industries;
- Action to ensure appropriate industry participation in the development review and implementation of training packages, training programs and products;
- To provide technical advice in the registration and quality review of training providers operating in our industries and the VET system more broadly;
- The provision of assistance to industry organisations seeking to comprehend and intersect with the VET system;
- Projects of significance to the industries and which support a learning and development culture within the industries; and
- Dissemination of a range of relevant information, including newsletters and consultations, to all members and other industry stakeholders.

QCS&H ITC manages a number of workforce and skills development projects in a variety of occupational areas for a variety of government agencies including:

- *Children's Services* – PSCQ and Skills Formation Strategy
- *Community Services* – Integrated Skills Development Strategy, Aged Care Skills Formation Strategy, Aged Care Casualisation Project, Aged Care Supply Chain Project, Community Services Workforce Awards, VET Community Partnership – RPL, and the National Industry Careers Service
- *Disability Services* – Disability Sector Training Fund, and Project 300
- *Health Services* – Northlakes Skills Formation Strategy, HACC Skills Development Strategy, and the Health Skills Formation Strategy.
- *Child Protection* – Child Protection Skills Formation Strategy

1.3. Who does the Implementation Plan cover?

The Implementation Plan is designed to guide the delivery of professional support activities to eligible recipients in Queensland. Eligible child care services in QLD include:

- Australian Government approved child care services, including both private and community centre-based long day care; outside school hours care including vacation care; family day care; occasional care; and in-home care
- Australian Government funded non-mainstream child care services (non-Child Care Benefit) such as flexible/ multifunctional services, Multifunctional Aboriginal Childcare Services (MACS), non-mainstream outside school hours care, non-formula funded occasional care (100 per cent Australian Government funded) and mobile child care services;
- Inclusion Support Agencies, Inclusion Support Facilitators (ISF) and Bicultural Support Workers;

- Individuals including staff, carers, directors, coordinators, owners and management committee members of the above services.

This Implementation Plan is not targeting the professional support needs of the following services¹:

- Registered care services
- Indigenous playgroups
- JET crèches
- State/Territory government funded occasional care (including the neighbourhood model), preschools, and early intervention programs.

1.4. How will the Implementation Plan work?

The Implementation Plan shows what, how and when our professional support activities will be delivered. It is our core guide to service delivery. It has now been agreed with key parties in Queensland and with FaCSIA.

The Implementation Plan will help child care services in QLD have access to good quality professional support in a number of ways:

- The Implementation Plan forms part of the agreement between QCS&H ITC and FaCSIA. We will be reporting against this Implementation Plan to FaCSIA as part of our contract to deliver effective professional support services in QLD.
- The Implementation Plan is an important part of the arrangements between PSCQ and Professional Support Service Providers [PSSP]. It will help QCS&H ITC have a strong relationship with the PSSPs and help us be sure that the PSSPs are working where needs are greatest.
- The Implementation Plan is a tool for us to plan, review and monitor our activities – we will be regularly reviewing and adjusting the plan as needs suggest.

¹ However, these child care service types can access our professional support services on a fee-for-service basis

2.0. DEVELOPING THE IMPLEMENTATION PLAN

2.1. *How was this Implementation Plan developed?*

The QCS&H ITC has developed this Implementation Plan using a number of methods to gather and verify data on the professional support and development needs of the child care sector and their preferred methods of professional support service delivery. PSCQ staff have consulted widely with the sector to ensure that the plan will meet the variety of needs across the whole QLD sector. The following is an overview of research and steps undertaken to develop this comprehensive Implementation Plan.

1. As part of the development of Child Care Skills Formation Strategy Discussion Paper the QCS&H ITC carried out a literature review that examined a huge variety of Australian and international literature on workforce and professional support development and associated issues, particularly relating to children's services. This review included papers, reports, articles and web based information from Britain, USA, Canada and Australia and identified sector and training and qualification issues, worker and employer concerns and workplace stressors facing the QLD child care sector. These identified issues, concerns and stressors were used as a starting point for discussion with child care service providers and other stakeholders.
2. Early in 2006 PSCQ staff discussed with each of the seven existing Resource and Advisory and Resource, Advisory and Training Agencies in QLD their view of the professional support needs of the Queensland Child Care Sector. These included:
 - Child Care Management Unit – QCOSS;
 - Queensland Children's Activity Network;
 - The Gowrie QLD;
 - Family Day Care Association;
 - Diversity QLD;
 - Childcare Access, Resource and Training Agency; and
 - Indigenous Children's Services Unit – QCOSS.

Their experience and knowledge of service delivery was also explored for the sector's preferences, success stories and innovations. A number of these agencies shared with the PSCQ data from previous needs analysis that was sector or target area specific.

3. PSCQ engaged Griffith University to conduct a needs analysis of a representative sample of the QLD child care sector. The survey tool was developed based on other data gathered by the QCS&H ITC including: the Child Care Skills Formation Strategy Discussion Paper; and interviews with existing Child Care Resource and Advisory Agencies; and the National Priorities set by the Australian Government.

This needs analysis research strategy focused on workforce issues rather than on the training needs of the child care sector and assessed the needs of the range of service types, management types and geographic locations of child care services. The aim of the needs analysis was to provide an innovative and comprehensive exploration of childcare workforce needs in order to promote capacity in the childcare workforce in Queensland both now and in the future. The workforce issues were believed to be critical in terms of supporting practitioners as they undertake their roles within the children's services sector. As practitioners within children's services are not exposed to lengthy training but are still required to undertake

complex roles, then it is necessary to provide strong levels of support to these practitioners on a regular basis.

The needs analysis tool was a telephone survey conducted with 311 child care services across the state and 307 of these formed the basis of the analyses conducted. All eligible service types were covered in the survey and services in all ISA regions across the state were contacted.

4. PSCQ has had ongoing conversations with the ISAs in QLD to assist in clarifying roles and responsibilities of PSCQ and the ISAs and identify the professional support needs of the ISFs. In March when all the ISAs were engaged by FaCSIA, PSCQ staff facilitated a meeting with managers and staff to help identify the professional support needs of this group. Following this meeting a teleconference was organised, with representatives from each of the ISAs, to prioritise the identified needs. Further teleconferences and the formation of a working party have helped to consolidate the information on the specific professional support needs of Inclusion Support Facilitators (ISFs) and ISA managers. The working party has been convened to help guide the professional support service delivery to meet these needs. To enhance and support the relationships with ISAs, PSCQ has appointed one Project Officer within the team to be the contact person for ISAs when discussing their professional support needs.
5. This is the first Implementation Plan that we have developed so we were keen to make sure it was built on good foundations. Table 1 shows the range of child care stakeholders PSCQ staff interacted with and how these interactions were framed.

Table 1: Working with Stakeholders to Develop our Implementation Plan

STAKEHOLDER	APPROACH
Peak Bodies	
Early Childhood Australia (QLD Branch)	Provided information at executive meeting on PSCQ and discussed the professional support and skilling needs of the sector. Delivered a presentation on PSCQ and was part of a focused discussion on what were the skilling needs of child care staff in QLD at a general meeting. Have a link to their website on PSCQ website.
NCAC	Utilised the Quality Trends reports from 2005 and met with Denise Taylor to discuss the PSCQ model and needs of services for QA support. Used NCAC data to identify numbers of different service types moving through QA in QLD in 2006/07. Have a link to their website on PSCQ website. Identified a PO to deal with all NCAC matters.
Early Childhood Teachers Association	Discussed professional support needs of their child care sector members, the professional support they are currently providing across the state and had article in their newsletter about PSCQ. Have their professional support activities listed on our website.
Child Care Queensland (CCQ)	Discussed the previously identified professional support needs of their members; the methods utilised by CCQ to access this data; the current needs and requests being received for professional support from their membership; and the professional support they are currently providing across the state.

National Association of Community Based Children's Services (NCABCS) (QLD Branch)	Discussed the previously identified professional support needs of their members; the methods utilised by NACBCS to access this data; and the current needs and requests being received for professional support from their membership.
Indigenous Children's Services Unit (ICSU)	Discussed the PSCQ model and issues for ICSU and how they are currently meeting the professional support needs of Indigenous child care services and mainstream services and how they have supported SUPPS services in the past.
In-home Care Network	Met with Qld's National Representative and a network meeting of coordinators. Provided information on the PSCQ and discussed current professional support needs of the QLD In-home care services
Queensland Children's Activity Network	Provided information on the PSCQ; discussed the previously identified professional support needs of their members; the methods utilised by QCAN to access this data; and the current needs and requests being received for support from their membership. Have a link to their website on PSCQ website.
Family Day Care Association QLD	Provided information on the PSCQ and discussed the previously identified professional support needs of their members; the methods utilised by FDCQ to access this data; and the current needs and requests being received for professional support from their membership. Offered to have a link to their website
Key Child Care Service Providers	
ABC Developmental Learning Centres	Provided information to CEO Education, Business Development Manager and QLD Operations Manager on the PSCQ and IPSP. Discussed their needs and current professional support needs of the ABC services. Encouraged regional managers to be part of PSNs where large numbers of services exist.
Hutchison's Child Care services	Provided information to Human Resources Manager on the PSCQ and IPSP. Discussed their needs and current professional support needs of Hutchison's services. Encouraged business managers to be part of PSNs where large numbers of services exist.
Churches of Christ Children's services	Provided information to Director Early Childhood Care Program on the PSCQ and IPSP; discussed the current professional support needs of the Churches of Christ (COC) services; and discussed innovative models CoC are using to provide professional support across the state.
Kath Dickson Family Centre Association	Provided information on the PSCQ and IPSP; discussed the current professional support needs of the QLD child care services they are providing training to; and discussed models Kath Dickson are using to provide professional support across the state. Offered to have their professional support activities on PSCQ website.
Government	
Office for Children, QLD Department of Communities	Met with the Director, Managers and Senior Policy Officers from Office for Children on a number of occasions to provide information on the PSCQ and IPSP. We have discussed the current professional support needs of QLD child care services; their State-wide Training Strategy; professional support they are providing and PSCQ representation on the Minister's Children's Services Forum.

Community Support Officers (CSOs) QLD Department of Communities	PSCQ Project Officers have met with CSOs across the state, who are responsible for licensing and monitoring child care services, to provide information on the PSCQ and IPSP. These officers will be part of the regional stakeholder networks which will be established in the future.
State Office of FACSIA	Regularly met to discuss previous provision of R&A support and the role and professional support needs of ISAs and their staff.
QLD Health – Senior Health Promotion Officers, Population Health	Provided information on the PSCQ and IPSP; discussed how they have identified the current professional support needs of child care services, in relation to public health issues, in their regions. Offered to have their professional support activities on PSCQ website.
Local Government Officers responsible for Children's Services	Provided information on the PSCQ and IPSP and discussed how they have identified the current professional support needs of child care services in their regions. Offered to have their professional support activities on PSCQ website.
TAFE QLD	Met with Key Account Manager, Child Care and provided information on the PSCQ and IPSP. Discussed how they have identified the current professional support needs of QLD child care services; their model of delivery for the State-wide Training Plan and the professional support activities they have offered in the past.
Other Stakeholders	
Inclusion Support Agencies	PSCQ helped coordinate a meeting of ISA managers to identify their workers professional support activities. PSCQ project officers beginning to meet regularly with ISFs in their regions to discuss the trends and issues arising for child care services and the resulting professional support needs. Started negotiation on differentiation of role between ISAs and PSCQ.
A number of established networks within children's services	Provided information on the PSCQ and IPSP; discussed how they have identified the current professional support needs of child care services in their networks and offered to have their professional support activities on PSCQ website.
Child Care Skills Formation Strategy Working Parties (CCSFS)	Provided information on the PSCQ and IPSP and how the QCS&H ITC see the PSCQ and CCSFS interrelating and working together to ensure efficient use of stakeholder's time and resources available.
Bond University	Provided information on the PSCQ and IPSP; discussed the identification of current professional support needs of child care services in their area; how they and their partners provided professional support; the possibility of them becoming PSSPs and offered to have their professional support activities on PSCQ website.
Griffith University	Provided information on the PSCQ and IPSP; discussed how they have identified the current professional support needs of child care services in their area; and the possibility of them becoming PSSPs.
A variety of professional support service providers currently providing professional support to child care services	Provided information on the PSCQ and IPSP; discussed the identification of the current professional support needs of child care services in their area; how they and their partners provided professional support; the possibility of them becoming PSSPs and offered to have their professional support activities on PSCQ website.

As part of these meetings PSCQ researched professional support needs by discussing:

- previously identified professional support needs of the child care sector;
- the methods utilised by agencies to access this data; and
- current needs and requests being received for professional support from QLD child care services.

6. PSCQ staff conducted 31 Information Sessions about the PSCQ across the State. At these sessions PSCQ staff spoke with approximately 400 workers and managers from 255 child care services and inclusion support agencies across the state. The services involved cover the state from Robina on the Gold Coast, Goondiwindi and Stanthorpe in the south to Townsville and Cairns in the north, and Mt Isa, and Chinchilla in the west. Project Officers have spoken in person and over the phone with many other child care workers, including those from remote services, who were unable to attend information sessions. The remote services included those in Charleville, Cunnamulla, Longreach, Normanton and many others.

At each information session, participants were provided with information about the IPSP and the QLD model. Participants were also asked to identify how they would like professional support delivered in their area and their current professional support needs. This data was used to validate and expand on the data collected from the needs analysis conducted by Griffith University via telephone survey.

7. The PSCQ has recently engaged the Multicultural Development Association as a PSSP to provide bi-cultural support to QLD child care services. As there has been no single provider of bi-cultural support in QLD in the past and there were small pools of workers managed by the previous SUPPS services, it has been difficult to assess the needs of these workers until now. The organisation the PSCQ has engaged to provide this support already has a pool of workers who provide similar support in other settings. Recent discussions with this group have assisted in the identification of professional support needs of this group of workers and some innovative ways in which these might be addressed. PSCQ will be facilitating the collaboration between this organisation and other PSSPs to ensure the identification and provision of appropriate professional support to these workers.
8. So, by this stage, we knew about:
 - What child care staff and managers said they needed
 - The professional support needs of ISFs and bi-cultural workers
 - What other stakeholders said that the child care sector in Queensland needed
 - What was important across Queensland and different regions of Queensland
 - The National Priorities for IPSP

We analysed this information and then identified priorities for professional support service delivery and drafted our Implementation Plan.

9. We consulted key stakeholders about our draft Implementation Plan by discussing the draft with major employers and meeting with the peak child care associations in QLD. We checked that our needs identification matched their understanding of the needs of their staff, members and sectors and checked that the plan did not overlap with their projected professional support delivery and it matched what they saw as the type and style of delivery needed in the QLD child care sector.
10. We finalised our plan in light of this feedback.

2.2. Initial Needs Analysis

We analysed the information we had from Queensland and identified the following issues:

- The needs analysis and data gathered from the information sessions revealed that what child care staff and managers said they needed included:

That consistent ongoing professional support be provided as the complexity of the sectors has a systemic base and is therefore unlikely to be quickly altered. The provision of space and support that allows for dialogic critique and reflection where complex systemic issues can be deconstructed, analysed and understood to offset the above. The topics that were highlighted that needed investigation are shown in Table 2 below.

Table 2: Professional Support Needs identified by child care service providers

Required by regulations	Professional Development
<ul style="list-style-type: none"> • Child protection • QA – NCAC – support • Policy & procedures/ development • Programming & planning • Practical implementation of the regulations 	<ul style="list-style-type: none"> • Behaviour management • Setting professional boundaries • Team building • Communication • Reflective practice • Adult learning styles • Child development + additional needs • Diverse cultural support/ resources • Family & social issues
Occupational Health & Safety	Management & leadership
<ul style="list-style-type: none"> • Food handling • Risk management • Stress management • Infection control • OH&S Certificate • Fire Safety • Playground/equipment safety • Back safety • Audit requirements 	<ul style="list-style-type: none"> • Small business • Network building • Recruitment & retention • Managing staff issues • Legal issues • Supervision • Conflict management • Marketing/advertising

Child care workers were asked in the information sessions what form professional support should take. The list below is indicative of their responses.

- Current literature – new ideas concepts
- Website with on line resources
- Bulletin boards & discussion forums
- Professional resource library
- Resources, equipment and information
- Generic newsletter
- Equal support to identified target groups

- Targeted support for high needs groups
 - Telephone support
 - Professional supervision sessions for individual services
 - Conferences (with high profile speakers & subsidies for rural & remote services)
 - Networking
 - Training
 - Video conferencing
 - Regional conferences
 - Inclusion resources
 - Assistance with staffing
 - Different levels of training for different levels of experience
 - Fact sheets
 - Internet questions & answers
 - Collaboration
 - Consultation & advice
 - Modeling/ coaching
 - Listening & reconfirming
 - Referring & networking
 - Capacity building within the service
 - Reflective practice
 - Mentoring
 - Tutoring
 - Advisory support for individual staff members
 - Visits to other services
 - Practical hands on support
 - Long term building of skills
 - Invigorating and inspiring for staff professionally
- PSCQ discussions with other stakeholders revealed similar issues and topics in regard to the professional support needs of the child care sector in Queensland and these are identified in Table 3 below.

Table 3: Professional Support Needs identified by other stakeholders

Source	Issue	How issue was addressed in past
Workforce Development Issues		
Canberra	Change in funding model for FDC & Occasional care	Commonwealth engaged Ernest & Young to provide business and financial viability assessments
Diversity QLD	Training for induction of Inclusion Support Facilitators (ISFs) in working with services and preparing Service Support & AIR Plans	New need identified
	Guiding behaviour across cultures	2 1/2 hr training sessions

Source	Issue	How issue was addressed in past
QCAN	Lack of staff with qualifications Management of services Administered by volunteers Some small services struggling	Regional coord visit to services Most training between 10 & 1/1.30
	Observational recording & planning for SAC	Training sessions
	Establishment of new SAC services	funded for 12 mths to do this ~ Start up kit ~ visit & phone support ~ potential for 2nd visit
	Services not successful in QA	New issue in SAC
FDC Assoc	Recruitment & retention of carers	Individual schemes trying to address
	HR issues with carers	Phone support by Assoc
	Business planning (struggling with how to change to new funding model)	On request - some phone some training
	QA issues with new indicators	Some service visits
QCOSS	Recent WH&S audits	STO funded Regional & remote workshops
	Committees of management - responsibilities, incorp act, change constitution	Customised sessions for committees - induction sessions
	General HR issues - rostering, wages, industrial awards	Phone support - some resources - refer industrial issues on
	Financial & policy development	Phone support - some resources
Gowrie	Guiding behaviour Program planning QIAS - indicators & how to meet them Staffing & teams Parent involvement Health & Hygiene - food handling, Allergies Child protection	Workshop calendar customised fee for service Regional and remote esp. QA & programming Phone support and referral one on one visits
	ISAs role and where they fit with children with difficult behaviour	All on-going issues

Source	Issue	How issue was addressed in past
CARATA/ Noahs Ark	ISAs learning new role	New issue identified
	Networking for ISA managers and ISFs separately	SUPPs services annual gathering
	HR issues ~ team building & conflict resolution	Some R&A support
Office for Children	FDC carer recruitment	Some help from FDC assoc
In-home Care Network	Basic counselling and support skills Small business skills – budgeting, tax issues, marketing, fee setting interviewing, record keeping Child protection Guiding behaviour Professional relationships with clients Health and hygiene practices Stress time & back management	Some have been addressed by individual services or at FDC annual conference
Private Chains	Management issues for centre directors – industrial and HR issues Guiding behaviour Workplace Health & Safety	By Chains themselves
Community based long day care	Isolation of rural services and lack of access to prof. support Programming Guiding behaviour Role of director, working with committee Committees roles and responsibilities	Services access whatever services available mainly from R&As
Resources		
Diversity QLD	2,500 books catalogued but many not in R&A collection	Catalogue on web, SUPPS services regularly borrowed
	SUPPS Resource collection quite large	
QCAN	They hold small number of reference books and Resources they've developed	Managed by QCAN

Source	Issue	How issue was addressed in past
QCOSS	Electronic based proformas - committee induction manual & fact sheets	Sent to services as requested
CARATA	Specialist Equipment Pool	250- 300 pieces QLD rail & post shipped out annually
	Some SUPPS services have quite large collections - not necessarily safe or to Aust Safety standards	
Gowrie	Reporting hold no resources	
FDC Assoc	Reporting hold no resources	
Bi-cultural Support		
Diversity QLD	Consistency of induction for pool	Managed by each SUPPs Service- Diversity, Logan, Inala, Toowoomba
	Recruitment and on-going training of pool	

- The issues that were identified by child care services from different regions across QLD had a large number of similarities. Those different issues that were identified are listed below in Table 4 however they are of much the same flavour as the generic issues identified across the state by services providers and by other stakeholders.

Table 4: Professional Support Needs identified in different regions

ISA Region	Different Issues
1. Brisbane	Administering Medication Managing children with disabilities Practical music appreciation WH&S audit requirements Managing grievances & conflict How to cope with increases to staff wages Making links with community Pregnant workers needs
2. Gold Coast	Educating staff on Child Care Act Staff immunisation Assertiveness for carers Setting up playgrounds safely New industrial reform Debt collection

3. Brisbane South/ Redlands	<p>Privacy Act</p> <p>Update on changes to legislation and it's implications</p> <p>Children's language delays</p> <p>Supervision with play</p> <p>Sourcing funding and submission writing</p> <p>Staff retention</p> <p>Supervision</p> <p>Networking with a focus</p>
4. Ipswich	<p>Duty of care</p> <p>Physical activity for children</p> <p>Sun safety & safety on outings and excursions</p> <p>Management committee roles and responsibilities</p> <p>Multicultural resources</p>
5. Brisbane North	<p>Information Technology</p> <p>Peer groups for carers supporting one another</p> <p>Clarify language around QA</p>
6. Sunshine Coast	<p>Clarification of key points in the regulations</p> <p>Emergent curriculum</p> <p>Lifting & back care</p> <p>Evacuation procedures</p> <p>General staff awareness of WH&S</p> <p>Professionalism & image of child care</p>
7. South West QLD Darling Downs	<p>Understanding the value of children's play</p> <p>Streamlining paperwork</p> <p>Delegating</p> <p>Balancing family & work life</p> <p>Safety aspects of the home</p> <p>Governance</p> <p>Professional/personal boundaries</p> <p>Reflective practice</p>
8. Wide Bay Burnett	<p>Child safety training</p> <p>Children dealing with family violence</p> <p>Food safety</p> <p>Management skills for directors/ coordinators</p>
9. Central West Fitzroy	<p>Attracting staff</p> <p>Self esteem building</p> <p>Dealing with difficult people</p> <p>Nutrition</p> <p>Local resources</p>

10. Mackay	Strengths based approach to human resources Generic policy templates Working with nature Dancing and movement
11. North Queensland	Story telling Music for older children Putting theory into practice Aggressive behaviours Dealing with suicide & death Counselling, debriefing Delegation and roles and responsibilities
12. North West Queensland	Attracting & retaining staff Self esteem building Dealing with difficult people
13. Far North Queensland	Assistant Training Translating parent handbook Songs in other languages Early years curriculum

- The National Priorities for IPSP

The major matters which arose in relation to the National Priorities included:

- Developing the knowledge, skills and attitudes underpinning quality care:
 - planning experiences for children based on their needs and abilities and documenting these
 - guiding children's behaviour appropriately
 - health and hygiene practices of workers and carers
 - child protection
- Supporting child care services in managing a high quality service, including:
 - recruitment and retention of workers and carers
 - Small business skills – business planning, budgeting, tax issues, marketing
 - not for profit committees unclear about their legal roles and responsibilities
 - new OSHC services being established
 - financial & policy development
 - rostering, wages, industrial awards
 - WH&S
- Supporting development of leadership and management skills,
 - human resource issues such as team building, dealing with change, conflict resolution
 - working successfully with parents
 - developing healthy professional relationships with clients
 - basic counselling and support skills
- Developing the knowledge, skills and attitudes in inclusive practice,
 - general background on inclusive practice and what diversity means in child care
 - specialist knowledge on specific disabilities and their impact on inclusion

- ongoing clarification in role differentiation between ISFs and PSCQ
- access to interpreter services that are free or affordable for services to support the inclusion of families from CALD background
- Providing Inclusion Support Facilitators (ISF) and Bicultural Support Workers (BSW) with relevant and appropriate professional supports.
 - induction of both sets of workers into new model
 - BSW – induction into Australian child care model and general support model
 - ISFs- community capacity building and strengths based framework
 - clarify new ISF role and how it will be implemented
 - ISFs-Developing inclusion support & AIR plans
 - ISFs-Communication/Adult learning styles
- Supporting child care services participating in quality assurance
 - services not clear about the process of QA due to staff turnover
 - services not clear how to implement quality indicators of QA
 - services not successfully completing QA
 - services appealing a decision of the NCAC
- The major matters which arose in relation to particular service types were:

Table 5: Professional Support Needs identified in by service type

Service Type	Issue
Long Day Care	Workplace Health & Safety Committees of management - responsibilities, incorporation Act, change constitution General HR issues - rostering, wages, industrial awards Financial & policy development Guiding behaviour Program planning QIAS - indicators & how to meet them Staffing & teams Parent involvement Health & Hygiene - food handling, Allergies Child protection
Family Day Care	Marketing service Recruitment & retention of carers HR issues with carers Business planning (struggling with how to change to new funding model) QA issues with new indicators Child protection

<p>Outside School Hours Care</p>	<p>Observational recording & planning for SAC Management of services Administered by volunteers Establishment of new SAC services Services not successful in QA</p>
<p>In-home Care</p>	<p>Basic counselling and support skills Small business skills – budgeting, tax issues, marketing Child protection Guiding behaviour Professional relationships with clients Health and hygiene practices</p>
<p>Occasional Care</p>	<p>Business planning and coping with viability Guiding behaviour Planning programs</p>
<p>Inclusion Support Agencies & Facilitators</p>	<p>Community capacity building and strengths based framework and how this can be implemented through ISA role Consistent State-wide implementation of new ISA model Developing inclusion support & AIR plans ISAs role and where they fit with children with difficult behaviour ISAs learning how to implement new role Communication/Adult learning styles Networking for ISA managers and ISFs separately</p>
<p>Bi-cultural Workers</p>	<p>On-going induction of workers to child care setting and context Support in their role of supporting staff and services around inclusion</p>

- The major matters which arose in relation to particular geographic targets were around the delivery of professional support as opposed to the topics of interest. The geographic issues which arose included:
 - South East QLD
 - knowing what, where and how professional support is being delivered and wanting a variety of delivery methodology
 - Regional Coastal towns
 - regular access to professional support of high quality and caliber and at times when workers could access it, as there is not always relief staff available

- Rural and Remote services
 - access to any face to face professional support has always been limited, as this is their preferred method of professional support delivery, and access to resources in a timely fashion

- The major matters which arose in relation to particular target populations were:
 - Statewide access to a pool of bi-cultural workers as previously only available in south east corner of QLD;
 - Access to advice on issues arising with inclusion of families in services from culturally and linguistically diverse backgrounds;
 - Access to resources that support the inclusion of children from the target populations;
 - Continued access, statewide, to a specialist equipment pool and some advice on the appropriate use of this equipment;
 - Advice on diversity and inclusion issues; and
 - Advice and support on different disabilities and the reasonable adjustment required to include children with particular disabilities in child care services.

PSCQ anticipates that there will be ongoing dialogue with child care services about their inclusion support needs, as the role and level of service provision is clarified with ISAs.

3.0. THE QUEENSLAND PROFESSIONAL SUPPORT IMPLEMENTATION PLAN

QCS&H ITC considered all these needs and then developed the activities in our Implementation Plan. The Implementation Plan is thus soundly based on what is important for child care in Queensland. There was a vast range of issues and professional support needs raised through the needs analysis process. PSCQ’s priorities have been based on national priorities, geographic areas, target populations and equity across service types.

The sections below show our broad approach to the prioritised needs, with the actual Implementation Plan at Chapter 4 showing more detail about our service products and how we plan to implement each one.

3.1. Needs and Broad Approach to National Priorities

The Figure below lists a summary of each of the national priorities for the Inclusion and Professional Support Program, the needs in Queensland which were identified in relation to this, and our broad approach to meeting these needs.

Table 6: Needs and Broad Approach to National Priorities

NEED IDENTIFIED IN QUEENSLAND	BROAD APPROACH
NATIONAL PRIORITY: DELIVERING HIGH QUALITY PROGRAMS FOR CHILDREN	
All these needs will have capacity to be addressed by circles of change, the general advice and resource service and remote area advisors.	
<ol style="list-style-type: none"> 1. Planning experiences and documenting these for children 2. Guiding children’s behaviour 3. Health and hygiene practices of workers and carers 4. Child protection 	<ol style="list-style-type: none"> 1. Specialist advice and support and regional workshops where identified as a need 2. Specialist advice and support and regional workshops where identified as a need 3. QA specialist advice and support and negotiating with QLD Health re support available 4. Specialist advice and support and regional workshops where identified as needed
NATIONAL PRIORITY: DELIVERING HIGH QUALITY MANAGEMENT OF CHILD CARE SERVICES	
Many of these needs will have capacity to be addressed by circles of change, the general advice and resource service and remote area advisors.	
<ol style="list-style-type: none"> 1. Recruitment and retention of workers 2. Small business skills – business planning, budgeting, tax issues, marketing 3. Not for profit committees legal roles and responsibilities 4. Financial & policy development rostering, wages, industrial awards 	<ol style="list-style-type: none"> 1. Specialist human resources advice and support and regional workshops where identified as a need 2. Specialist financial advice and support and regional workshops where identified as a need 3. Specialist committees of management advice and support and regional workshops where identified as a need 4. Specialist financial and HR advice and support and regional workshops where identified as a need 5. Specialist health and safety advice and support &

5. Workplace Health & Safety	negotiate with Qld Department of WH&S re support available
NATIONAL PRIORITY: FACILITATING LEADERSHIP	
Many of these needs will have capacity to be addressed by circles of change, the general advice and resource service and remote area advisors.	
<ol style="list-style-type: none"> 1. Human resource issues such as team building, dealing with change, conflict resolution 2. Working successfully with parents 3. Developing healthy professional relationships with clients 4. Basic counselling and support skills 	<ol style="list-style-type: none"> 1. Specialist human resource advice and support and regional workshops where identified as a need 2. QA specialist advice and support and regional workshops where identified as a need 3. Specialist human resource advice and support and regional workshops will be specialised and customised to meet these needs where identified 4. Specialist human resource advice and support and regional workshops will be specialised and customised to meet these needs where identified
NATIONAL PRIORITY: SUPPORTING INCLUSIVE ENVIRONMENTS	
Many of these needs will have capacity to be addressed by circles of change, the general advice and resource service and remote area advisors.	
<ol style="list-style-type: none"> 1. General background on inclusive practice and what diversity means in child care 2. Specialist knowledge on specific disabilities and their impact on inclusion 	<ol style="list-style-type: none"> 1. General resource and advice service, bi-cultural support, continue to negotiate as roles become clearer 2. Negotiate with specialist disability services
NATIONAL PRIORITY: SKILLING INCLUSION PROCESSES	
<ol style="list-style-type: none"> 1. Induction of both sets of workers into new model 2. Bi-cultural Support Workers – induction into Australian child care model 3. ISFs- community capacity building and strengths based framework 4. Clarify new ISF role and how it will be Implemented 5. ISFs-Developing inclusion support & AIR plans 6. ISFs-Communication/Adult learning styles 	<ol style="list-style-type: none"> 1. Part of bi-cultural support contract and Capacity building and Strengths based approach for ISFs 2. Part of bi-cultural support contract and included in Circles for change process 3. 2 day workshop, ongoing support and 4 regional get togethers before end of 2006 4. To be discussed as part of process outlined above 5. To be discussed as part of process outlined above 6. Need to be addressed in future based on further discussion
NATIONAL PRIORITY: TARGETTING INDIGENOUS NEEDS	
Not yet identified, awaiting action on IPSU as ICSU currently meeting these needs	Once IPSU announced negotiate with successful provider

NATIONAL PRIORITY: QUALITY ASSURANCE	
Many of these needs will have capacity to be addressed by circles of change, the general advice and resource service and remote area advisors.	
1. Services not clear about the process of QA due to staff turnover	1 – 4 QA specialist advice and support and regional workshops where identified as a need
2. Services not clear how to implement quality indicators of QA	
3. Services not successfully completing QA	
4. Services appealing a decision of the NCAC	

3.2. Needs and Broad Approach to Particular Service Types

The Implementation Plan must meet the needs of staff in different types of child care services.

Table 7 shows the prioritised needs which were identified across Queensland in relation to the different service types and our broad approach to meeting these needs.

Table 7: Needs and Broad Approach to Service Types

NEED IDENTIFIED IN QUEENSLAND	BROAD APPROACH
Many of these needs will have capacity to be addressed by circles of change, the general advice and resource service and remote area advisors.	
CENTRE-BASED LONG DAY CARE	
<ol style="list-style-type: none"> 1. Workplace health & safety 2. Committees of management - responsibilities, incorporation act, change constitution 3. General hr issues - rostering, wages, industrial awards 4. Financial & policy development 5. Guiding behaviour 6. Program planning 7. QIAS ~ indicators & how to meet them 8. Staffing & teams 9. Parent involvement 10. Health & hygiene ~ food handling, allergies 11. Child protection 	<ol style="list-style-type: none"> 1. Special advice service and negotiate with Department of Workplace Health and Safety re resources and support available 2. Specialist committees of management advice and support and regional workshops where identified as a need 3. Specialist human resource advice and support and regional workshops where identified as a need 4. Specialist financial advice and support and regional workshops where identified as a need 5. Specialist advice and support and regional workshops where identified as a need 6. Specialist planning and documenting programs advice and support and regional workshops where identified as a need 7. Specialist QA advice and support and regional workshops where identified as a need 8. Specialist human resource advice and support and regional workshops where identified as a need 9. Specialist QA advice and support and regional workshops where identified as a need 10. QA specialist advice and support and negotiating with QLD Health & General Practitioners 11. Negotiating with Department of Child Safety and Commission for Children and Young People
FAMILY DAY CARE	
<ol style="list-style-type: none"> 1. Marketing service 2. Recruitment & retention of carers 3. HR issues with carers 	<ol style="list-style-type: none"> 1. Negotiate with National FDC Association 2. Specialist human resources advice and support, National FDC initiative on Marketing etc, link in with Child Care Skills Formation Strategy and regional workshops where identified as a need 3. Specialist human resources advice and support and regional workshops where identified as a need

<ol style="list-style-type: none"> 4. Business planning (struggling with how to change to new funding model) 5. QA issues with new indicators 6. Child protection 	<ol style="list-style-type: none"> 4. Specialist financial advice and support and regional workshops where identified as a need 5. QA specialist advice and support and workshops 6. Negotiating with Department of Child Safety and Commission for Children and Young People
OUT-OF-SCHOOL HOURS	
<ol style="list-style-type: none"> 1. Observational recording & planning for SAC 2. Management of services administered by volunteers 3. Establishment of new SAC services 4. Services not successful in QA 	<ol style="list-style-type: none"> 1. Specialist planning and documenting programs advice and support and regional workshops where identified as a need 2. Specialist committees of management advice and support and regional workshops where identified as a need 3. Support provided on as needs basis 4. QA specialist advice and support
OCCASIONAL CARE	
<ol style="list-style-type: none"> 1. Business planning and coping with viability 2. Guiding behaviour 3. Planning programs 	<ol style="list-style-type: none"> 1. Specialist financial advice and support and regional workshops where identified as a need 2. Specialist guiding behaviour advice and support and regional workshops where identified as a need 3. Specialist planning and documenting programs advice and support and regional workshops where identified as a need
IN-HOME CARE	
<ol style="list-style-type: none"> 1. Basic counselling and support skills 2. Small business skills – budgeting, tax issues, marketing 3. Child protection 4. Guiding behaviour 5. Professional relationships with clients 6. Health and hygiene practices 	<ol style="list-style-type: none"> 1. Specialist human resources advice and support and regional workshops where identified as a need 2. Specialist financial advice and support and regional workshops where identified as a need 3. Specialist child protection advice and support and regional workshops where identified as a need 4. Specialist guiding behaviour advice and support and regional workshops where identified as a need 5. Specialist human resources advice and support and regional workshops where identified as a need 6. QA specialist advice and support and negotiating with QLD Health
NON-MAINSTREAM CHILD CARE	
<p>Not yet identified, awaiting action on IPSU as ICSU currently meeting these needs</p>	<p>Once IPSU announced negotiate with successful provider</p>

INCLUSION SUPPORT AGENCIES & FACILITATORS	
<ol style="list-style-type: none"> 1. Community capacity building and strengths based framework 2. Consistent State-wide implementation of new ISA model 3. Developing inclusion support & AIR plans 4. ISAs role and where they fit with children with difficult behaviour 5. ISAs learning how to implement new role 6. Communication/Adult learning styles 7. Networking for ISA managers and ISFs separately 	<ol style="list-style-type: none"> 1. 2 day workshop, ongoing support and 4 regional get togethers before end of 2006 2. Addressed in the above strategy 3. Addressed in the above strategy 4. Still to be clarified with FACSIA 5. Addressed in the above strategy 6. To be addressed at later date 7. ISA responsibility
BI-CULTURAL WORKERS	
<ol style="list-style-type: none"> 1. On-going induction of workers to child care setting and context 2. Support in their role of supporting staff and services around inclusion 	<ol style="list-style-type: none"> 1. Part of contract with service provider and linked into circles for change 2. As part of their inclusion in circles for change

3.3. **Needs and Broad Approach to Particular Geographic Targets**

The Inclusion and Professional Support Program is committed to inclusion and equity principles. There are some particular geographic targets in Queensland which are a priority and our needs analysis also identified some particular needs. The Figure below shows our broad approach to meeting these needs.

Table 8: Needs and Broad Approach to Geographic Targets

NEEDS IDENTIFIED IN QUEENSLAND	BROAD APPROACH
RURAL AREAS GENERALLY ACROSS QUEENSLAND	
1. Access to face to face professional support	1. Remote area advisors, professional support networks providing regional needs based professional support, learning circles, website, regular mail outs and emails to inform what is happening
THE REGIONAL COASTAL TOWNS	
1. Regular access to professional support of high quality and calibre	1. Professional support networks providing regional needs based professional support, learning circles, website, regular mail outs and emails to inform what is happening
THE SOUTH EAST QLD AREA	
1. Knowing what, where and how professional support is being delivered	1. Professional support networks providing regional needs based professional support, learning circles, website, regular mail outs and emails to inform what is happening

3.4. Needs and Broad Approach to Target Populations

The Inclusion and Professional Support Program is committed to inclusion and equity principles. There are some particular target populations in Queensland which are a priority and our needs analysis also identified some particular needs. The Figure below shows our broad approach to meeting these needs.

Table 9: Needs and Broad Approach to Target Populations

NEED IDENTIFIED IN QUEENSLAND	BROAD APPROACH
INCLUSION OF TARGET POPULATIONS GENERALLY	
<ol style="list-style-type: none"> 1. General advice on diversity and inclusion issues; 2. Access to resources that support the inclusion of children from the target populations; 	<ol style="list-style-type: none"> 1. General advice and resource service and ongoing negotiation with ISAs & inclusion specific advice (if necessary) 2. ISAs still have large collections of resources and some resources in general advice and resource service
CULTURALLY AND LINGUISTICALLY DIVERSE GROUPS GENERALLY	
<ol style="list-style-type: none"> 1. State-wide access to a pool of bi-cultural workers as previously only available in south east corner of QLD; 2. Access to interpreter services for families entering care 	<ol style="list-style-type: none"> 1. State-wide access to support and pool of bi-cultural workers 2. Negotiate with Multicultural Affairs QLD & bi-cultural support to develop some generic resources
ABORIGINAL AND TORRES STRAIT ISLANDER COMMUNITIES GENERALLY	
<ol style="list-style-type: none"> 1. Not yet identified, awaiting action on IPSU as ICSU currently meeting these needs 	<ol style="list-style-type: none"> 1. Once IPSU announced negotiate with successful provider
CHILDREN WITH DISABILITIES GENERALLY	
<ol style="list-style-type: none"> 1. Continued access, state-wide, to a specialist equipment pool and some advice on the appropriate use of this equipment; 2. Advice and support on different disabilities and the reasonable adjustment required to include children with particular disabilities in child care services 	<ol style="list-style-type: none"> 1. Specialist equipment pool accessible to all Qld child care services 2. Negotiate with specialist disability services and agencies to provide appropriate support to services across Qld and include access to resources on PSCQ website if possible

3.5. Our Major Products

We will be undertaking 13 main activities which we have called ‘Products or Strategies’. They are presented in the table below with a brief summary. We have also developed a detailed Product Plan for each of our products. Many of these have detailed task timelines for establishing the particular Product line – and they all have detailed links to staffing, resources, management and evaluation.

Table 10: Summary of Products

PRODUCT/ STRATEGIES	SUMMARY
1. Regional Professional Support Networks (PSN)	<p>13 regional PSNs established to</p> <ul style="list-style-type: none"> ▪ Identify and prioritise professional support needs ▪ Identify a preference for delivery mode and PSSP ▪ Allocate allotted regional PS budget to meet prioritised needs ▪ Evaluate PSCQ funded activities in region and ▪ Provide professional support to participants of PSNs
2. Community Capacity Building	<ul style="list-style-type: none"> ▪ Circles of Change ▪ Mentors ▪ Regional Champions
3. Training/Workshop delivery	<p>Regional decision making</p> <ul style="list-style-type: none"> ▪ As topics are identified through regional PSNs these will be contracted for each region, on an ongoing basis, linking in with professional support and advice providers
4. Professional support and specialist advice activities	<ul style="list-style-type: none"> ▪ QA advice and professional support for each service type ▪ Committees of management and financial advice and professional support ▪ Human resources advice and professional support ▪ Guiding behaviour advice and professional support ▪ Planning & documenting activities and program advice and professional support ▪ Health & safety advice and professional support ▪ Inclusion advice and professional support (if needed)
5. Remote Area Advisors	<ul style="list-style-type: none"> ▪ Advisors able to offer regular contact and visits to remote child care services
6. ISA Professional Support	<ul style="list-style-type: none"> ▪ Community capacity building and strengths based approach support package for 6 months ▪ ISFs have access to all professional support offered to child care services across Qld ▪ Ongoing negotiation on future needs as identified
7. Resources including equipment	<ul style="list-style-type: none"> ▪ General advice and resource service including inclusion resources ▪ Specialist equipment service
8. 1800 Help line	<ul style="list-style-type: none"> ▪ Referral service to General resource and advice service and other appropriate external help and advice services

<p>9. Web site</p>	<ul style="list-style-type: none"> ▪ Professional support available through PSCQ in each region ▪ Professional support offered by other providers in each region ▪ List of Professional Support Providers for child care services to access ▪ Access to catalogues of general and specialist resources and equipment ▪ Web based resources
<p>10. Bicultural support</p>	<ul style="list-style-type: none"> ▪ Advice and support on CALD issues ▪ State-wide access to a pool of bi-cultural workers
<p>11. Indigenous support</p>	<p>Once IPSU is announced we will work with that organisation to ensure needs for Indigenous services and support of Indigenous children in mainstream services are met</p>
<p>12. Inclusion support</p>	<ul style="list-style-type: none"> ▪ General resource service ▪ Continue to negotiate once roles clarified ▪ Specialist inclusion advice and professional support service
<p>13. Negotiating with other Service Providers</p>	<ul style="list-style-type: none"> ▪ Qld Health – specialist health resources and professional support ▪ Qld Department of Community Services - specialist child care professional support, resources and accredited training ▪ Department of Workplace Health and Safety - specialist child care professional support and resources ▪ Department of Child Safety & Commission for Children and Young People and Child Guardian - specialist child protection and protective behaviours professional support and resources ▪ Department of Sport and Recreation – movement and physical activity for young children professional support and resources ▪ Multicultural Affairs Queensland - Interpreter services for child care services ▪ Specialist disability services – resources and professional support being offered to services on specific disabilities and how to manage these ▪ National Family Day Care Council - Marketing and recruitment strategy

4.0. PRODUCT DESCRIPTORS

Product descriptors are presented in the following pages for each PSCQ's 13 major products or strategies. These descriptors show the interconnectedness of each of the products and how PSSPs engaged to offer these services will be facilitated to work together.

4.1. *Regional Professional Support Networks*

The PSCQ is currently in the process of establishing professional support networks (PSN) in each of the 13 ISA regions in QLD. The process used to develop these PSNs will ensure that there is appropriate representation of all service types, management types and geographic location to reflect each region's unique context. PSCQ staff have been encouraging nominations from people within the sector who are already well networked and connected with a variety of child care services.

Once established, each PSN will be a group of 10 – 12 representatives from child care services in each PSCQ region that will:

- Identify and prioritise professional support needs for their region
- Nominate possible Professional Support Service Providers (PSSPs)
- Assist with the allocation of regional funding for professional development to address the prioritised needs in their region and
- Evaluate PSCQ professional support activities in their region.

The establishment of each PSN will include a two day orientation session that will help to form the group to enable sound working relationships, facilitate protocol development to guide future work and decision making and inform the group of their roles and responsibilities.

PSCQ's role will be to support these PSNs by providing them with information about:

- issues and trends identified by other stakeholders in the child care sector (POs will meet regularly with relevant stakeholders in their regions to help identify the issues and trends)
- the statewide PSCQ strategies that they can link in with and co-opt for services to their regions
- good models of decision making and needs analysis
- how PSSPs will be engaged and activities established within their region.

PSNs budget will include allocation to support members to travel to and attend meetings, venues and catering for both the PSN meetings and other professional support activities occurring in their region. PSNs can choose to buy in professional support services from any of the specialist advice and support services or circles of change (at a set price) or can choose from local service providers of their choice. POs will assist in the identification of appropriate PSSPs, if required, will contract PSSPs and organise venues, catering and marketing of activities.

4.2. *Community Capacity Building Strategies*

"Circles for change" is a concept developed by Griffith University staff from the School of Human Services. This process assists workers to critically reflect on their practice to help improve their work with children and their professionalism. Circles of change require a trained facilitator to assist participants to move through the reflective process and link their practice with theory. PSCQ will engage the School of Human Services staff to train and support twenty facilitators from different

groups, sectors etc across QLD in the first 12 months. PSNs can then choose to have other workers in their regions trained as facilitators of circles for change if it is identified as a need in that region. Facilitators will be able to call on the general resource and advice service and the specialist advice services to access information and resources to assist, their circles, investigate practitioner's issues.

4.3. Workshop Delivery

Workshops will be delivered in regional areas dependent upon the needs identified and prioritised within that region. PSNs will be responsible for identifying and prioritizing professional support needs and preferred modes of delivery. If workshops are identified within this assessment they can then choose to buy in workshops from any of the specialist advice and support services or circles of change (at a set price) or can choose from service providers of their choice. Also as part of the Specialist Advice and Support contracts PSSPs will be required to provide 1 full day session in the nine urban and regional regions and a series of 4 sessions in the 4 rural and remote regions. These sessions will be provided to that region without charge to the PSN and at a time when the PSN requests. It is envisaged that a number of sessions could be combined to provide an event or number of events in each region. Any PSSPs which are engaged to provide this form of professional support will be asked to examine any related QA principles and indicators and competencies from the Children's Services qualifications in the Community Services Training Package. PSSPs will be asked to provide participants with documents that they can then use as evidence towards QA and qualifications on which they are working.

4.4. Professional Support and Specialist Advice Activities

PSSPs will be engaged to provide high level advice and support. They will be contracted to

- Provide advice on complex and unusual matters related to their subject area
- Develop appropriate resources
- Be accessible to staff from the general resource service, facilitators of circles for change and any other capacity building strategy and remote area advisors and
- Provide 1 full day session in the nine urban and regional regions and a series of 4 sessions in the 4 rural and remote regions.

All enquiries for information will initially be directed to the general resource and advice service. If staff at the general resource service require further detail or if it is a complex issue the child care service is requesting support about, then a referral will be made to the appropriate specialist advice and support service. PSNs requesting further workshops or activities from these specialist advice services will pay for that support out of their budget and professional support will be customised to meet the particular needs being identified. Any PSSPs which are engaged to provide this form of professional support will be asked to examine any related QA principles and indicators and competencies from the Children's Services qualifications in the Community Services Training Package. PSSPs will be asked to provide participants with documents that they can then use as evidence towards QA and qualifications on which they are working.

4.5. Remote Area Advisors

A PSSP will be engaged to provide one on one support to child care services based in remote locations in Queensland. These services have great difficulty accessing professional support due to their remote location and the lack of replacement staff in their local area. Services will be guaranteed at least 2 face to face visits a year and the advisors will be available on the phone and email. There will be opportunities for these remote services to be part of a web based learning circle or link into other strategies available through PSCQ. The professional support offered will be based on the needs of each individual service and the PSSP providing this support will be able to access resources and support from the general and specialist resource and advice services.

4.6. ISA Professional Support

Professional support provided to the ISA staff will be based on a continual need's analysis, with one PSCQ Project Officer nominated as the key contact for ISA professional support. We envisage there will be regular meetings of ISAs which PSCQ representatives would be invited to attend and discuss implementation and professional support issues. The initial support will include a two day learning event which all ISA staff from across the state will attend around community capacity building and strengths based approach to their work with services. The PSSP will then provide regular email and phone support and four gatherings across the state to assist ISFs to reflect on their practice in regard to their learning's.

4.7. Resources including Equipment

General advice and resource service will be the first referral point for any enquires for information and resources through the 1800 number. This service will manage the hard copy books, journals, DVDs and video, some inclusion support toys and equipment (although the majority of ISAs in QLD have retained reasonable collections of equipment to support the inclusion of children). The general advice and resource service will also manage the online resources available through PSCQ website. The successful PSSP will be available to offer general advice across the spectrum of issues in children's services. They will be supported and have constant interaction with the PSNs and the Child Care Workforce Planning Network. This body will guide the work of the PSCQ and provide feedback on the trends and professional support needs of the sector. Child care services will be able to call the 1800 number and be put through to this service once they have paid their \$75 annual membership fee.

The Specialist Equipment Service has been established and is offering child care services across Queensland access to equipment to support the inclusion of children with disabilities into their service. This service is offered free of charge and will be further developed and processes clarified once the ISS guidelines have been released.

4.8. 1800 Helpline

The 1800 number will be a referral line. If services are looking for information about PSCQ activities or registering for these then staff will assist them with this service. If they are requiring help, assistance or resources they will be directly transferred to our general resource and advice service. If it is an enquiry that does not fit either of these categories clients will be referred to the appropriate service.

4.9. Website

We envisage our website to be a hub of information for child care services in QLD. There will be access to information about regional professional support activities provided by PSCQ and activities offered by other providers in the state. There will be information about commercial professional support providers by topic area and the regions in which they are available to provide services. Child care services will be able to register on line and access the catalogues for the specialist equipment service and the general advice and resource service and borrow online from this service. There will also be access to chat rooms and discussion boards for topics of child care practice available through PSCQ website.

4.10. Bicultural Support

The bi-cultural support service will provide advice to services about the inclusion of children from culturally and linguistically diverse backgrounds. This service will develop and purchase appropriate resources to support child care services and promote the inclusion of children from culturally and linguistically diverse backgrounds. A pool of support workers will be engaged to support child care services in south east QLD and contracts will be made with other appropriate services in regional areas to provide a pool of worker that can work with child care services when necessary. PSCQ will also negotiate to try to get translation services affordably available to QLD child care services. The indigenous bi-cultural support will be negotiated with the successful IPSU in QLD once they are announced.

4.11. Indigenous Support

At present the professional support needs of Indigenous child care services are being met through the Indigenous Children's Services Unit (ICSU) in Townsville. They are also providing support to mainstream child care services around the inclusion support needs of Aboriginal and Torres Strait Islander families. PSCQ has close links with ICSU and has had a number of meetings and discussions with them. Once the IPSU is announced the PSCQ will work closely with that agency to ensure the professional support needs of Indigenous services and those of mainstream services around the inclusion of children from Aboriginal and Torres Strait Islander backgrounds are prioritised with other needs and those met. This table will be completed once PSCQ has an indication of timeframes for the IPSU.

4.12. Inclusion Support

The implementation of the IPSP is in its early days and the delineation of the roles of the PSCQ and the ISA remain unclear. As services will be able to access support around general inclusion issues from the ISAs and specific information from the bi-cultural support service the IPSU and the special equipment service it is not yet clear what the inclusion support needs of child care services outside of these services will be. The PSCQ is therefore waiting to ascertain clearly the needs of the sector prior to identifying strategies and engaging appropriate PSSPs. There will be ongoing negotiation with the ISAs and Memorandums of Understanding drawn up with each of the seven organisations offering this service across QLD.

4.13. Negotiating with Other Service Providers

In QLD there are a number of other stakeholders who provide professional support to child care services, on many occasions at a low fee or at no cost to services. The majority of these service providers are government departments and they appear to offer this support on an adhoc basis to services who find the correct person to ask for assistance. The PSCQ will meet and develop relationships with these providers and negotiate for a state-wide coverage of content to meet the professional support needs of the child care services across QLD as identified through our on-going needs analysis.

Appendix 1

Program Acronyms

CALD	Culturally and Linguistically Diverse
CCSP	Child care service provider
FaCSIA	Department of Families, Community Services and Indigenous Affairs (Department of the Australian Government)
ISAs	Inclusion Support Agencies support eligible child care services to include children with additional needs into the child care environment. ISA's target groups are: children from culturally and linguistically diverse (CALD) backgrounds, Aboriginal and Torres Strait Islander children; children with ongoing high support needs including children with a disability.
ISFs	Inclusion Support Facilitators are individuals with expertise in early childhood development and inclusive practice who are employed or engaged by an ISA. They work directly with eligible child care services to build their capacity to create an environment inclusive of all children, including those with additional needs.
IPSU	Indigenous Professional Support Unit assists Indigenous run child care services to access professional support that meets their needs. The IPSU is not yet established. The Indigenous Children's Services Unit (ICSU sponsored by QCOSS) is carrying out this role as a resource and advisory agency until 31 July 2006.
POs	PSCQ Project Officers are working with Professional Support Networks (PSN), child care stakeholders and PSSP's to meet the professional support needs of QLD child care services.
PSC	Professional Support Coordinator Project – a National program funded by the Australia Government to manage and monitor the delivery of professional development and support to eligible child care services.
PSCQ	Professional Support Coordinator Queensland is the central contact point for QLD child care services to access professional development, support and capacity building.
PSNs	Professional Support Networks are geographically based regional networks established to identify and prioritise local needs. Each network's membership of 10 to 12 spans across all child care service types, management types and geographical sites in each region.
PSSPs	Professional Support Services Providers are organisations and individuals contracted and funded by the PSCQ to deliver professional development and support to child care services, to meet their workforce and professional development needs.