

Part 1 – Who are we and what are we looking for?

The Workforce Council

The Health and Community Services Workforce Council Inc. (the Workforce Council) is the principal source of advice to government and the community services and health industries regarding training, education and professional support needs and reforms across the health and community services industry's in Queensland. (For more information on the Workforce Council, please visit our website – www.workforce.org.au)

The Workforce Council is comprised of a variety of projects funded by the Queensland state government and the Australian Government. These projects range from strategic workforce development projects to regionally focused professional support and training projects which target specific sector types within the broad ranging health and community services sector. Projects of the Workforce Council are implemented through facilitating sector stakeholders to engage in participatory and collaborative processes to ensure advice and activities reflect and address current complexities and challenges of the sector, build on strengths and remain relevant to the health and community services sector.

Professional Support Coordinator Queensland

The Workforce Council is funded by the Australian Government to coordinate the implementation of the Professional Support Coordinator Project (PSC) across Queensland. This project is part of the Inclusion and Professional Support Program with the Department of Education, Employment and Workplace Relations (DEEWR).

The purpose of the PSCs is to give children's services the opportunity to access a single point of coordination for the provision of professional support and workforce development. Children's services are able to access information and request support from an extensive range of service types that enhance their capacity to provide optimal services for children and their families. This support includes the provision of learning and development opportunities, opportunities for skill development, bicultural support, specialist support and access to an ever growing resource library. The PSC is also responsible for leading professional practice and driving quality improvement as well as supporting services to implement the new Early Years Learning Framework and attain or exceed the quality standards set by the Australian government.

The aim of the Professional Support Coordinator Queensland (PSCQ) project is to continue to develop and improve the quality and consistency of the delivery of children's services by providing innovative and sustainable approaches to workforce development and professional support that enhance the skills and knowledge of children's services professionals throughout Queensland. The ultimate

aim of the project is to further develop the organisational capacity and viability of the children's services sector in Queensland.

PSCQ perceives professional support for children's services professionals as a diverse range of strategies which support them in their role with children and their families, including leadership development, workforce capacity building, inclusion support, resource libraries, phone/email support, mentoring, learning circles, forums and seminars, action research, information sharing, bicultural and resource development.

The goals of the PSCQ project are to achieve the following:

- lead professional practice and drive quality improvement;
- support services to implement the new Early Years Learning Framework (EYLF) and to attain or exceed the quality standards set by the Australian government;
- enhance and update child care worker's knowledge and skills on existing and new areas of practice;
- deliver professional support and development that supports the inclusion of children from diverse backgrounds, including Indigenous children, children with disabilities and children from culturally and linguistically diverse backgrounds (CaLD); and
- prepare and support child care worker's for their changing roles under the National Quality Framework and the EYLF.

The PSC is expected to take a leadership role in promoting the Early Years Learning Framework and National Quality Framework.

The PSCQ project operates on a regional decision making and capacity building model. Project Officers based in Brisbane and Townsville facilitate 14 regional Professional Support Networks (PSNs) that prioritise the professional development needs of workers in their area. Maps showing the regions are at Attachment A.

In order to achieve these aims, and the specific goals set out above, PSCQ is required to engage professional support service providers to deliver a variety of professional support activities. These professional support providers are required to demonstrate that they have the knowledge and skills to deliver quality professional support:

- in the subject/topic areas outlined in this tender documentation and detailed by the PSCQ project officers
- to participants from a range of service types and with varying levels of knowledge and experience.

It is for this reason that the Workforce Council is currently calling on interested parties to submit a tender to be included on the PSCQ panel of providers.

Service Delivery Requirements

Content/topics for professional support delivery

Priority areas for the provision of professional development and support for professional support coordinators across the country including Queensland as outlined by DEEWR include:

1 Leadership

- 1.1** Support children's services directors and coordinators in their role as leaders, particularly those who are new to their position
- 1.2** Support children's services educators to understand reflective practice and continuous improvement
- 1.3** Support children's services directors and coordinators to plan for staff development and staff appraisals, to manage change and build the capacity of staff to provide high quality services to children and families

2 Management

- 2.1** Support the development of organisational systems that support service governance, commitment to continuous improvement, planning and evaluation, and business management (finance, human resources and organisational arrangements)
- 2.2** Support child care services with transition to the *Child Care Management System* (CCMS)

3 Relationships and Partnerships

- 3.1** Develop positive and meaningful interactions between staff and children and the engagement of children in the program
- 3.2** Implement approaches for promoting the engagement of families in the development and delivery of programs, and the development and maintenance of links to the community more generally

- 3.3** Implement strategies for working with families, especially Indigenous families, families from CaLD backgrounds and families with children with disabilities
- 3.4** Implement strategies that encourage social justice and participation in children's services
- 3.5** Respond to the expectations and demands of families

4 Curriculum Development

- 4.1** Implement ongoing planning and evaluation of learning programs and the Early Years Learning Framework
- 4.2** Develop programs and curricula, including how to interpret and work effectively with current and emerging theories on how young children learn and develop
- 4.3** Provide a quality environment which supports learning and development; guiding children's behaviour, including supervision of children; managing challenging behaviours and working with diverse family expectations
- 4.4** Organise the physical environment to engage children in learning experiences
- 4.5** Be informed of new developments, innovation and change within the child care sector
- 4.6** Implement environments and opportunities for children to enable them to participate in learning and development that is culturally and linguistically inclusive
- 4.7** Child development and learning
- 4.8** Environmental sustainability

5 National Quality Framework and other mandatory requirements

- 5.1** Support services to implement the new Early Years Learning Framework (EYLF) and to attain or exceed the quality standards set

by the Australian government

- 5.2** Prepare and support child care workers for their changing roles under the National Quality Framework and the EYLF
- 5.3** Health: e.g. asthma, allergies, hygiene
- 5.4** Child protection
- 5.5** Self care: e.g. work life balance, relaxing and reducing burn out and stress
- 5.6** Workplace health and safety: e.g. manual handling, service audit, staff immunisation
- 5.7** Regulations: e.g. duty of care, risk management
- 5.8** Food safety and nutrition: e.g. food handling

6 Inclusion requirements

- 6.1** Support child care services to include children from CaLD backgrounds, Indigenous children and children with additional needs
- 6.2** Support individual Inclusion Support Facilitators (ISFs) and IPSU staff in their role to support services with inclusion
- 6.3** Diversity and inclusion including cultural awareness and respect

In order to be considered to present for the PSCQ project, contractors are required to liaise comprehensively with the project officer in order to ensure that the planned event will meet the needs of the region. This will include discussion with PSCQ during the preparation of the planned event as well as an evaluation of the session provided by the presenter after the event in a format that will be prescribed by PSCQ.

In order to ensure that the professional support events are accessible to the children's services sector, presenters are regularly required to present on weekends and in the evenings and be prepared to provide their own equipment if the resources aren't available, particularly in relation to remote and regional venues.

Delivery of Professional Support

The content and outcomes of professional support activities delivered by PSCQ will be identified in two ways:

1. by regionally based professional support networks and negotiated by a PSCQ Project Officer, and
2. through a state-wide identification process and negotiated by PSCQ staff.

The following table identifies a number of different styles of professional support that have been identified and/or delivered during the past three years. Please note that it is a requirement of PSCQ that all of these professional development and support activities demonstrate quality practice and awareness in relation to ensuring that content is delivered in a way that supports the inclusion of children from diverse backgrounds, including Indigenous children, children with disabilities and children from culturally and linguistically diverse backgrounds (CaLD).

Note: the table below is a guideline only, these styles are not mutually exclusive – a number of styles may be combined to maximise learning outcomes and relevance to the participants.

Delivery Style	Purpose	Key Aspects
Workshops and other training	<ul style="list-style-type: none">○ To ensure that participants have the necessary up to date information as required by regulation or standards to participate in their work roles in the children's services	<ul style="list-style-type: none">○ Generally this is a one off workshop○ May be conducted every 12-18 months as per requirement○ Learning content would be defined before the event and be broad in scope, however participants would have the opportunity to ask specific questions on the day.

Delivery Style	Purpose	Key Aspects
Mentoring	<ul style="list-style-type: none"> ○ May be conducted with a small group or one on one for the purpose of facilitating and supporting critical reflection and learning. ○ To provide an opportunity for individuals to put key learning's and ideas into practice and to reflect on the outcomes with another person who has knowledge in the area, can provide support and has been present during the learning process 	<ul style="list-style-type: none"> ○ On going over a period of time ○ May require a wide range of communication strategies including email and telephone ○ Learning content is negotiated between the mentor and the mentoree/s based on the mentoree/s interests and needs
Interactive participatory workshops /or communities of practice	<ul style="list-style-type: none"> ○ Offers an opportunity for participants to reflect with presenter both individually and with a group of peers on their own practices ○ May offer the opportunity for individuals to learn in stages with time in between to process, reflect and enact learning before coming back to the learning environment. ○ Can be designed to connect with participants who have a diverse range of learning styles. 	<ul style="list-style-type: none"> ○ These would usually be a series of sessions or workshops over a period of time. ○ Opportunities for discussion and participation are factored in to the content, delivery and timing ○ Generally a larger group compared with mentoring ○ Offers an opportunity for larger groups of people to discuss and reflect on topics of interest to them. ○ Participants may be encouraged to critically reflect on their own work environment and individual assumptions in relation to the content area of the activity which are then discussed in small or large groups during the workshop

Delivery Style	Purpose	Key Aspects
Peer Support Groups	<ul style="list-style-type: none"> ○ To provide an opportunity for peers in geographical areas to come together to discuss areas of interests, challenges or strengths ○ Provide opportunities for individuals and groups to build supportive relationships with other children's services professionals 	<ul style="list-style-type: none"> ○ Facilitator may be called in or the group may choose to facilitate the event independently ○ Topics of discussion, format, timing and venue driven solely by the participants in the group.
Action Research groups	<ul style="list-style-type: none"> ○ For participants to develop skills and knowledge that enable them to deeply and critically unpack assumptions and research areas of interest in innovative and creative ways. ○ May develop an individual's ability to research, relate this to their individual practice and critically reflect on both the content and the process of learning and development. 	<ul style="list-style-type: none"> ○ Small groups ○ Participants are engaged in a cyclical action research/learning process of plan, act, do, reflect, plan, requiring them to identify a question to be explored around a broader topic and engage in an action research process. ○ Learning happens over a long period of time (12-18 months) as participants delve more deeply into a topic area.

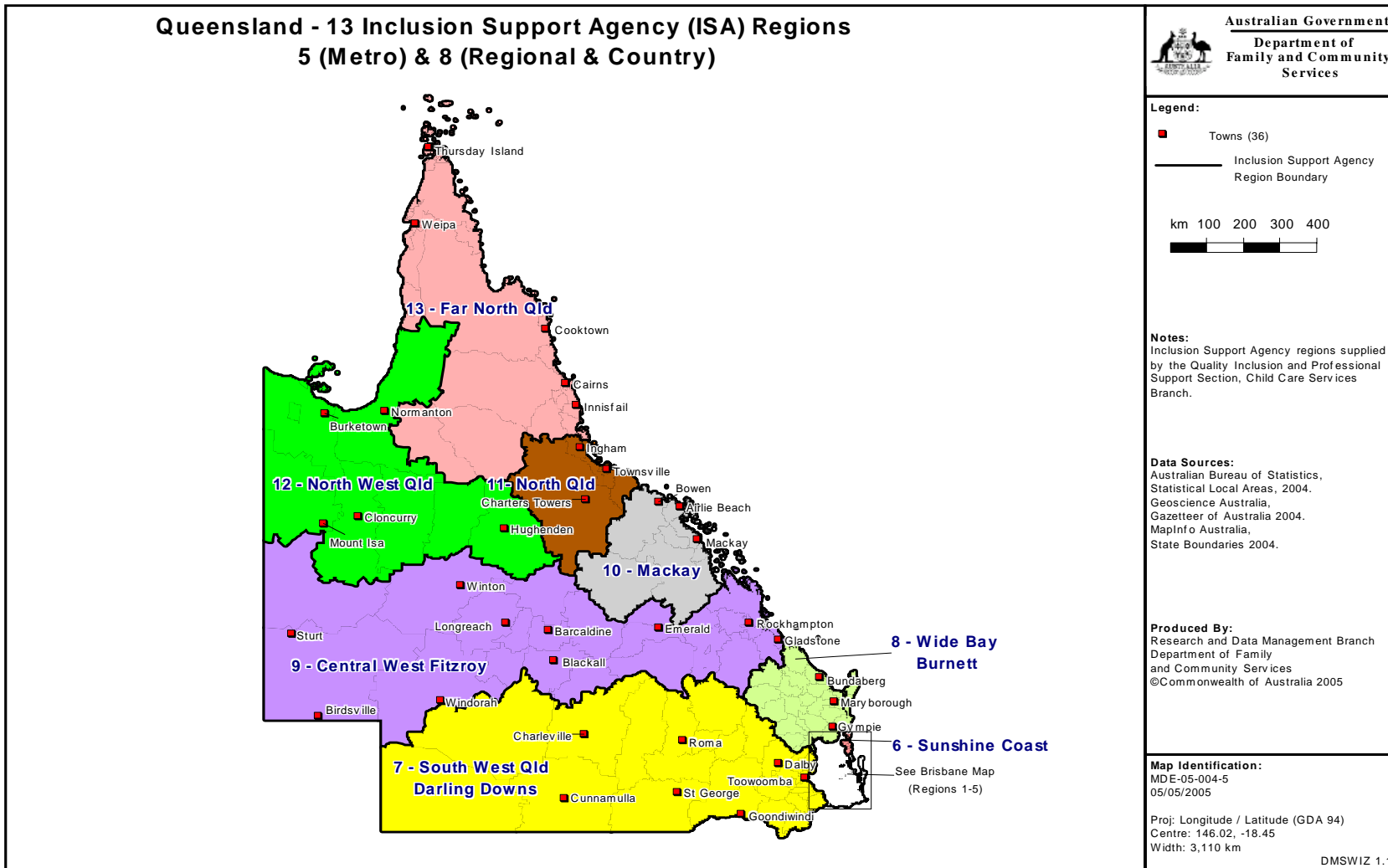
Delivery Style	Purpose	Key Aspects
Keynote address, lecture style	<ul style="list-style-type: none"> ○ To share information, research, policy or opinions with a large group at a single setting in a time efficient manner. 	<ul style="list-style-type: none"> ○ Numbers in groups can range from 20 – 200 or more. ○ A single content area is discussed by an expert in the area – usually an 1-1.5 hours in duration ○ Sometimes there are limited opportunities for participants to ask questions ○ May act as an introduction to a topic that may be explored further at future events or by an individual based on resources provided. ○ May be delivered at conference or over breakfast, lunch or dinner
Written professional support materials	<ul style="list-style-type: none"> ○ To provide informative, relevant and practical professional support resources using written communication for publication in the state wide LOOP magazine and accessible via the resource library ○ To provide written professional support information before and after professional support activities ○ To develop a written resource that is then published and made broadly available across the state 	<ul style="list-style-type: none"> ○ These should be user friendly, practical resources which support the range of professional support activities and content areas delivered by PSCQ ○ Responsive to current issues and new research, providing up to date information for the children’s services sector ○ Presented in both hard and soft copy formats

Delivery Style	Purpose	Key Aspects
Online Learning	<ul style="list-style-type: none"> ○ To deliver professional support activities using information technology in order to facilitate access to activities throughout the state. ○ These activities may take the form of any of the above mentioned delivery styles 	<ul style="list-style-type: none"> ○ Entire delivery is facilitated in an online classroom environment or online discussion group
Crisis support	<ul style="list-style-type: none"> ○ To assist services who are experiencing an urgent situation which requires professional support, e.g. a child exhibiting very challenging behaviours, or sudden dramatic staff turnover, or financial, business or governance difficulties where many varied attempts to deal with the issue have been unsuccessful 	<ul style="list-style-type: none"> ○ This may take the form of telephone support, or email correspondence to supply information or resources. In some cases, a site visit might be deemed appropriate.

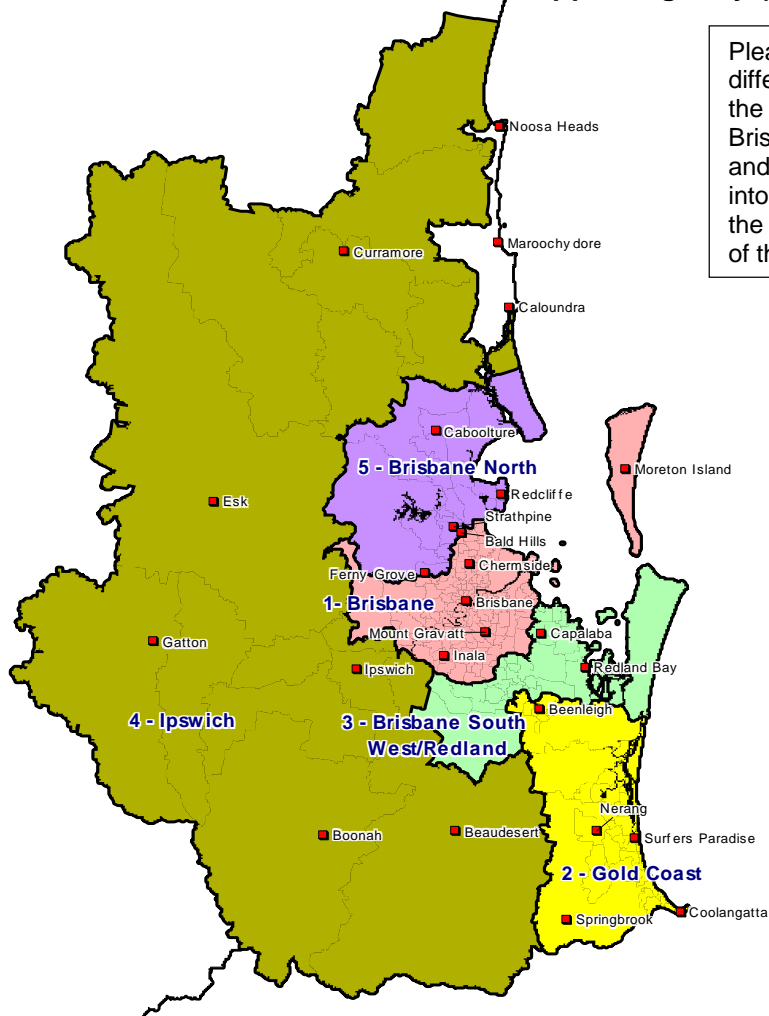
Additional service delivery requirements

For purposes of publication in marketing material prior to the activity, contractors will be asked to identify, where possible, which of the National Child Care Quality Assurance (NCAC) indicators or later indicators relating to the National Quality Framework for Early Childhood, Education and Care a professional support activity may relate to. This will enable the sector to see clearly where activities may be especially relevant to their needs relating to accreditation.

Presenters and facilitators may also be required to create or source resources relevant to the professional support activity either before, after or both before and after the activity. These resources must be accessible in both hard copy and soft copy formats.



Brisbane - 5 Inclusion/Support Agency (ISA) Regions



Please note: PSCQ uses slightly different names for its regions, though the boundaries are the same. Brisbane North is called Moreton Bay, and the Brisbane region has been split into two: Brisbane North is north of the river, and Brisbane South is south of the river.

Legend:

- Towns (26)
- Inclusion Support Agency Region Boundary

km 10 20 30 40

Notes:
 Inclusion Support Agency regions supplied by the Quality Inclusion and Professional Support Section, Child Care Services Branch.

Data Sources:
 Australian Bureau of Statistics, Statistical Local Areas, 2004.
 Geoscience Australia, Gazetteer of Australia 2004.
 MapInfo Australia, State Boundaries 2004.

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Map Identification:
 MDE-05-004-6
 05/05/2005

Proj: Longitude / Latitude (GDA 94)
 Centre: 153.16, -27.22
 Width: 320 km

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