



# 2015 Annual Report

Gowrie

South Australia



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# Chair Report

**I am pleased to present this annual report on behalf of the Board. This is my 15th report since accepting the position of Chair in June 2001, and the 20th as a Board member. Looking back, these 20 years have passed rapidly and have provided me with many rich insights into early childhood in this state, nationally and internationally. These two decades represent, however, only a fraction of our story. This year we celebrate the 75th anniversary, as the Lady Gowrie Child Centre which officially opened on 28th August 1940. The Gowrie has survived and flourished through good and also challenging times. At present, there are substantial challenges to be faced in the immediate future, challenges that will require us to adapt.**

In the year since my last annual report there have been many changes in the Australian Government's approach to funding which are having a considerable impact upon the immediate future and the scope of the work undertaken by Gowrie SA. We absorbed the news of the loss of funding for our parenting and community programs, and the Professional Support Coordinator work. The Professional Support Co-ordinator contract is due to end in June 2016. In addition, we learned that changes at state government level may reduce our ability to offer qualifications to the children's services sectors. We believe the loss of all of these programs will create significant community education gaps. On the bright side, our children's programs are going from strength to strength as their excellent quality is widely recognised, attested by the very long waiting list. As you know, the children's programs are the foundation of our work.

In such a challenging environment, planning is of great importance. Over the past 12 months we have developed a Strategic Plan for the period 2015-19. The plan is broad and aspirational, with key objectives integrating work across the organisation while also offering flexibility to respond to opportunities as they arise. Our plan integrates the children's programs, the adult learning programs and the parenting programs, identifying four key objectives that are concerned with children's learning and wellbeing, professionalism, leadership and advocacy.

The Strategic Plan will assist our programs to grow and will enable us to offer support to other early childhood services. We aim to improve programs for children and their families, and to build the long term sustainability of the profession. We also want to improve our advocacy as an organisation, to argue fearlessly for improved programs for children's and families' long-term benefit.

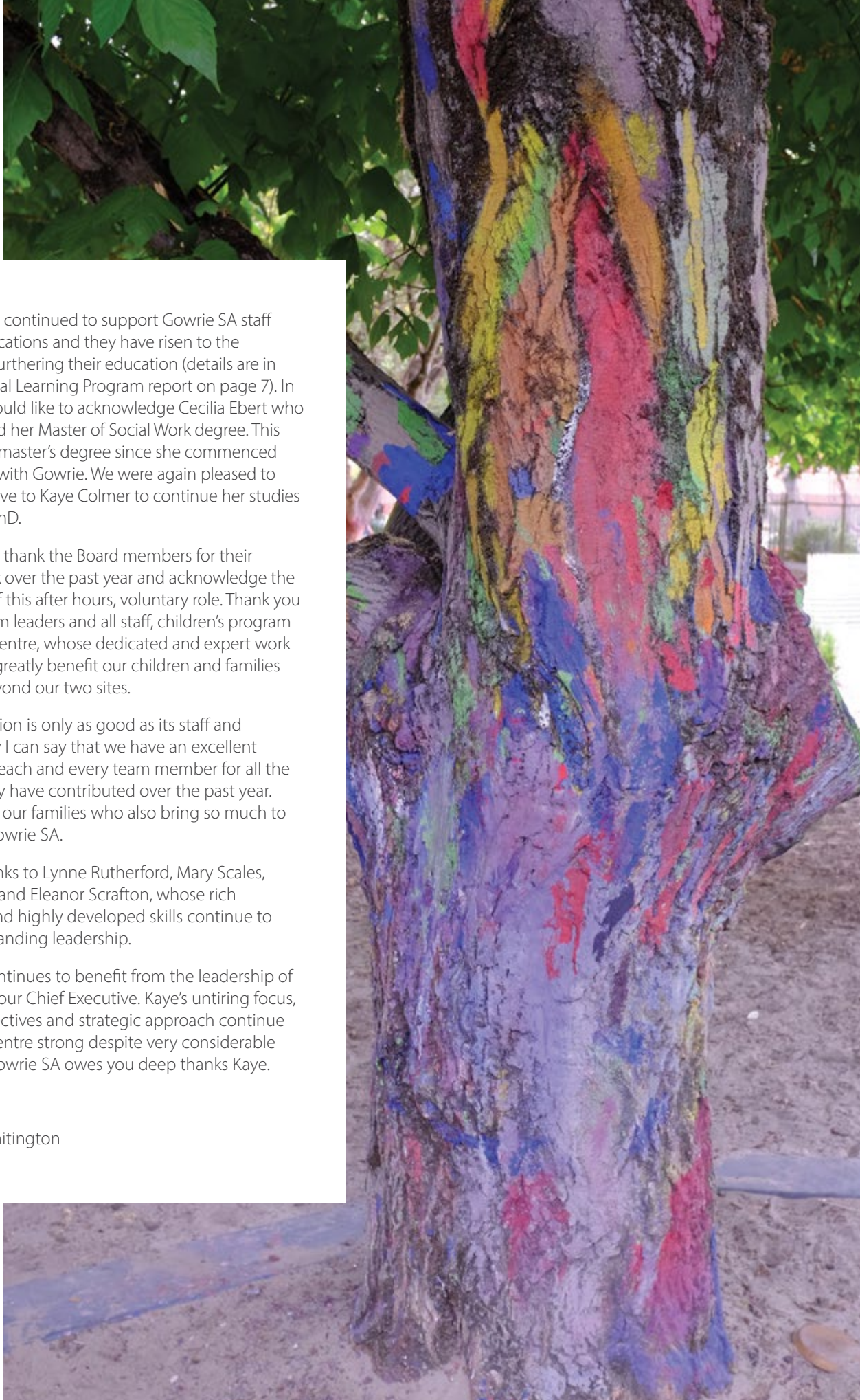
This past year saw the release of federal government funds to childcare centres for the Long Day Care Professional Development Programme (LDCPDP). In responding to this opportunity, the Board agreed to release seed funds for the development of a stronger fee-for-service component. I am pleased to report that the seed funds were fully reimbursed, with this program returning a modest surplus. Whether this is sustainable in the longer term is more difficult to determine. We do know that, at least in the short term, our work must be fully funded through the collection of fees for service. This represents a significant change in thinking for our staff.

The Board also agreed to offer short-term funding support to continue the Through the Looking Glass program at Thebarton, while alternative funding sources are explored. We have succeeded in obtaining a small grant for 12 months from the State Government, and continue to actively explore further funding possibilities. A significant proportion of our referrals continue to come from Families SA and we are working to secure additional long-term financial support.

The second Gowrie SA Reconciliation Action Plan was endorsed in 2014 by Reconciliation Australia. This plan consolidates the work undertaken over the previous three years. Reconciliation underpins all our work. We are currently developing protocols that will make our organisation inclusive of and culturally safe for Aboriginal and Torres Strait Islander staff.

In October 2014 the Board finalised updates to the Gowrie SA Constitution, which were designed to update membership and Board appointment procedures.

I am pleased to report that staff continue to respond to public funding opportunities. I would like to particularly acknowledge Lynne Rutherford for her tireless working in leading the preparation of submissions. The full submission list can be seen on page 13 of this 2015 Annual Report.



The Board has continued to support Gowrie SA staff to gain qualifications and they have risen to the challenge of furthering their education (details are in the Professional Learning Program report on page 7). In particular, I would like to acknowledge Cecilia Ebert who has completed her Master of Social Work degree. This is her second master's degree since she commenced employment with Gowrie. We were again pleased to offer study leave to Kaye Colmer to continue her studies towards her PhD.

I would like to thank the Board members for their ongoing work over the past year and acknowledge the importance of this after hours, voluntary role. Thank you to our program leaders and all staff, children's program and training centre, whose dedicated and expert work continues to greatly benefit our children and families and those beyond our two sites.

Any organisation is only as good as its staff and unequivocally I can say that we have an excellent team. I thank each and every team member for all the ways that they have contributed over the past year. Thanks too to our families who also bring so much to strengthen Gowrie SA.

Particular thanks to Lynne Rutherford, Mary Scales, Rachel Lovell and Eleanor Scrafton, whose rich knowledge and highly developed skills continue to provide outstanding leadership.

Gowrie SA continues to benefit from the leadership of Kaye Colmer, our Chief Executive. Kaye's untiring focus, critical perspectives and strategic approach continue to keep the centre strong despite very considerable challenges. Gowrie SA owes you deep thanks Kaye.

Dr Victoria Whittington



## CEO Report



**As I reflect on the achievement of this milestone of 75 years of Gowrie service, it's clear that, although some services look different today, the essential ingredients remain unchanged, with our philosophy still reflecting the our founding values. Our commitment is to upholding the right of every child to receive high-quality early childhood experiences, to support families, and to extend this work to educators throughout the state.**

As we face losses in funding, a priority is to try to maintain our staff expertise and to continue to retain our presence while exploring new possibilities for funding. We will need to be creative and adaptive in shaping our programs to suit the changing economic climate. When I look back over the 75 years of our history, one thing stands out, and that is the cyclic nature of funding. Governments' budget commitments change over time and we must continue to adapt to our changing circumstances. As we hope our children will develop resilience, so too must our organisation as we face changes.

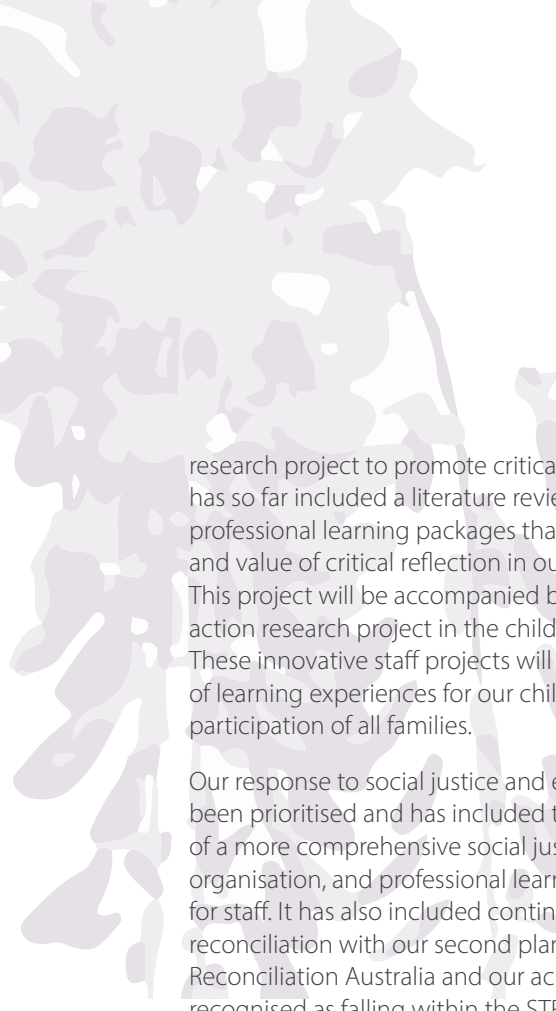


First, I would like to talk about our achievements and priorities for the children's programs, which remain the core of our work. Fortunately, we are assured of funding for these programs, although we are concerned about national changes that may restrict access by families on limited incomes or those using services for reasons other than work or study.



We are consolidating our research and work undertaken over the previous two decades. In particular, we are focusing on making the linkages between relationships, wellbeing and learning more visible in our work with children. This will strengthen the theoretical strands underpinning how we work with children for our educators and families. In so doing, we aim to enhance children's learning and wellbeing through programs that recognise children as competent and curious learners. This approach seeks to strengthen partnerships with families by involving them with planning for and conversations about children's learning and development.

Another priority is to encourage a growing sense of staff professionalism that extends to the sector as a whole. Our senior leader group has developed a



research project to promote critical reflection. This has so far included a literature review and three professional learning packages that teach the function and value of critical reflection in our everyday work. This project will be accompanied by a complementary action research project in the children's programs. These innovative staff projects will improve the quality of learning experiences for our children and enable the participation of all families.

Our response to social justice and equity concerns has been prioritised and has included the development of a more comprehensive social justice policy for the organisation, and professional learning opportunities for staff. It has also included continued work on reconciliation with our second plan endorsed by Reconciliation Australia and our achievements recognised as falling within the STRETCH category. This of course means a requirement of more tangible targets and outcomes for our work. In this work we are fortunate to have the ongoing support of Aboriginal Elders, including Auntie Leonie Brodie as a regular teacher and mentor to the children's programs and more recently Auntie Pat Warrior-Reed as a member of our Reconciliation Action Plan group.

We continue to be actively involved in research either in support roles, as participants or in leading our own research. In the body of the report you will see our various research affiliations. We successfully tendered for a major project with the Department for Education and Child Development (DECD) to offer support to centres offering Universal Access to preschool. This project included a research component (undertaken by the University of South Australia) which provided valuable insights into how centres provide professional support to their staff when developing a preschool program. We were successful in gaining an extension of funding to continue this work for the 2015-16 year.

With the loss of funding for the attachment family support work, we reviewed the Through the Looking Glass program and made changes to modify the program from an 18-week course to a 10-week course. This program now has a supported parent-child play session that enables practice of key concepts to be put into practice. This revised model of the program has already been offered several times and has been received well by participants. The model has now been endorsed by the Australian Insititute of Family

Studies, meaning that it is eligible for funding through Communities for Children sites, but unfortunately we have not been able to attract funds from this source to date. A formal evaluation of the model will now be undertaken.

In offering professional learning programs within the Long Day Care Professional Development Program (LDCPDP) strategy we have aimed to encourage centres to use their funds in a strategic and holistic way with the goal of building their centre's overall capacity to respond to the complexities of service provision. We have been pleased to see many centres developing longer term comprehensive professional learning plans that engage their whole teams in deeper level learning over longer periods. We have received positive feedback about the impact of these professional learning services and in particular, that centres have been able to embed change.

I would like to conclude by acknowledging the work of our staff across the organisation who believe in our mission and together form a powerful team of learners and facilitators. I am constantly amazed by their flexibility, creativity and energy. In particular, my thanks to Lynne Rutherford who has continued to assist me directly in the role of CEO, but also to the program leaders and team leaders who collectively support our staff.

I would also like to recognise the Board members for their continuing involvement and work in assisting our organisation to adjust to the future, and finally my thanks to our Chairperson, Victoria Whittington, for her ongoing work with the Gowrie and her professional support to me.





## Professional Learning Program

**The focus for the Professional Learning Program over the past year has been the delivery of the Professional Support Coordinator program (PSC), building our Registered Training Organisation (RTO) operations and expanding our Fee for Service programs for early childhood services. In late 2014 we launched our LDCPDP website [www.ldcpdp.org.au](http://www.ldcpdp.org.au) to support long day care services to navigate the range of professional learning and support available from Gowrie SA and to develop professional learning plans using a tool developed by Gowrie SA.**

We have focused on improving our marketing and communications with an upgrade of the Gowrie SA website, employment of a dedicated marketing officer, release of new brochures and marketing materials. We have expanded our online presence through distribution of a regular e-newsletter and attaining a social media presence via Facebook ([www.facebook.com/gowriesa](http://www.facebook.com/gowriesa)) and Twitter ([www.twitter.com/GowrieSA](http://www.twitter.com/GowrieSA)).

The Professional Learning Program delivered 840 professional learning sessions to over 10,500 participants this year. Approximately half of these were delivered in-service for whole staff teams. We provided support to over 80% of the education and care sector in South Australia (this includes long day care, outside school hours care, family day care and budget based funded services). Key topics included attachment and Circle of Security, behaviour guidance, sustainability, cultural competence, demonstrating the planning cycle during assessment, documenting children's learning, leadership, meaningful observations, Responding to Abuse and Neglect, facilitated staff meetings and mentoring support.

Our RTO operations have continued to expand with an increase in learners undertaking the Diploma of

Early Childhood Education and Care and the Diploma of School Age Education and Care, with subsidies provided under the Government of South Australia's Skills for All initiative. Gowrie SA's Advanced Diploma of Community Sector Management, also known as the National NQF Leadership Qualification, continues to be delivered across all states and territories. This year over 100 leaders have studied for this qualification in South Australia. We held graduation ceremonies in Whyalla for our rural leadership graduates and in Adelaide for graduates across our range of qualifications. We continue to work in partnership with Lady Gowrie Tasmania providing RTO functions for their work in offering Certificate III and Diploma of Early Childhood Education and Care and the Advanced Diploma of Community Sector Management to learners located throughout Tasmania.

In our role as the Professional Support Coordinator, our commitment to collaboration has continued with the Inclusion and Professional Support Program (IPSP) agencies, including Inclusive Directions, Network SA, ARMSU and Novita Children's Services as we support the provision of professional learning to the sectors. We facilitate regular quarterly stakeholder meetings with Family Day Care and Outside School Hours Care to ensure opportunities offered to the sector meet the emerging needs and trends of these service types. Helping services to meet the National Quality Framework (NQF) requirements continues to be a key priority of our PSC work, which includes intensive support with services that have received a 'working towards' rating.

We continue our collaborative partnership with the Education and Early Childhood Services Registration and Standards Board (EECSRBSB). This includes regular meetings to explore emerging trends in assessment and rating, identifying sector support needs and providing collaborative learning opportunities. This year we facilitated 24 events in partnership with over 680 participants attending. This included the national Australian Children's Education and Care





Our 2015 RTO graduates

Quality Authority (ACECQA) Roadshow (partnership between Gowrie SA, EECSRSB and ACECQA) and a special event with Rhonda Livingstone, the ACECQA National Education Leader, exploring the role of the educational leader. Other sessions included talking with Authorised Officers, NQF mini sampler conferences across rural locations and legal responsibilities of approved providers.

In our continued commitment to Reconciliation, we developed a two-part Cultural Competence module which is also now available as eight separate smaller modules. It explores cultural competence in depth with a significant focus on Aboriginal and Torres Strait Islander cultures. We continue to work closely with local Aboriginal Elders, including Auntie Leonie Brodie. Earlier this year we captured some of Auntie Leonie's stories on video to share as part of our cultural competence packages. During Reconciliation Week in 2015 we offered a free workshop to the sector, exploring Aboriginal and Torres Strait Islander history and engaging with culture. We were pleased to have Auntie Leonie attend on the day and share her experiences. The Gowrie SA staff closure day in October focused on Aboriginal Cultural Awareness, and was facilitated by Paul Vandenberg who encouraged us to consider Aboriginal perspectives and gain deeper insight into the third space (the space between white dominant culture and traditional Aboriginal culture).

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in South Australia”

### *Other key events and achievements over the past year include:*

- Partnership with Gowrie Australia to launch a new 'Theory into Practice' series. This included 12 national professional learning packages aimed at an intermediate to advanced level that delve deeper into theory.
- A special event and the launch of a series of forums for new OSHC leaders in partnership with OSHCsa.
- Partnership with Inspire EC on their National Pedagogy in Nature Tour: 'Take a Risk, Take a Leap!'
- We partnered with CCCSA to offer a number of events with Niki Buchan (Inspired EC) on Talking and Thinking Floorbooks.
- Wendy Lee (Educational Leadership Project, NZ) facilitated two events exploring documenting children's learning and inquiry projects.
- Development of an OSHC Programming Resource ([www.tinyurl.com/oshcprogram](http://www.tinyurl.com/oshcprogram)) providing ideas and inspiration, with examples of programs from a range of SA OSHC services.
- Creation of educational leaders' networks in central, northern, and southern Adelaide areas.

Within our community of learners, we have continued to focus on using a dilemma story approach to support critical reflection and professional conversations among the Professional Learning Program team.

A number of staff continued with further studies: Rachel Lovell, Christie Sellmann and Rose Tramontin Bachelor of Education (Early Childhood). Cathy Cameron completed her Masters of Education (Early Childhood Leadership) and staff have been undertaking Certificate IV in TAE, including the new Literacy, Language and Numeracy unit.

**Christine Burgess**

Professional Learning Program Leader

## Children's Programs

**This year saw the commencement of our Long Day Care Professional Development Program funding. The program leaders have engaged in long-term planning in order to use these funds in a coordinated and fiscally responsible fashion. This will maximise the potential benefits of educator professional learning over the next three years. Planning has drawn on the Quality Improvement Plan, and Gowrie SA Strategic Plan to support appraisal goals focusing on wellbeing, pedagogy, curriculum and critical reflection.**

### *Children's learning and wellbeing*

Educators in our integrated infant-toddler programs have been exploring effective program cycles which are responsive to children's voices and emergent curriculum. There has been consolidation of learning from our staff New Zealand tour in 2014 in relation to rich documentation through learning stories that support children's connection to their community and culture. Talking and Thinking Floorbooks have been explored in terms of their effectiveness for capturing children's initiatives and informing project work that can motivate and sustain thinking. Infant-toddler rooms have engaged children in inquiry projects and displayed interesting end-products that have lifted the visibility of learning for many families.

Educators in both the integrated infant-toddler and kindergarten programs have embraced new ideas learned from Dr Robyn Dolby on our closure day. An emerging focus is on introducing the idea of transitions as a way to set firm but kind limits with children. This has also allowed educators to make links with the work we do with families, and with each other. Families have been very responsive to the new approaches to settling children into the centre at drop-off and reuniting with their family on pick-up. We look forward to seeing how these approaches develop over the coming months. Video footage has been used in some rooms to support educators' reflections on practice, and will become a key tool to embed this learning over time.

There has been steady utilisation of kindergarten spaces, both at Thebarton and in the Universal Access kindergarten at Underdale. 'Same First Day' has meant that kindergarten allocations remain high at both locations across the year. Educators have continued their focus on articulating learning for families, and developing termly inquiry based emergent programs.

Community connections have been a focus of the programs, and children have been involved in a number of local walking excursions, and excursions further afield. Children's ideas and questions have often been the basis of inquiry projects, where educators have explored complex concepts with children such as Reconciliation, children's rights, taking risks, meeting challenges, and minimising human impact on the natural environment. Child-led benefit-risk assessments have informed decision making in a holistic way, for example regarding campfires, outdoor learning environments and the use of adult tools.

Educators have been involved in the Early Childhood Organisation's 'Re-Imagining Early Childhood' Project for a second year. Gowrie SA has submitted an abstract detailing our learning from this project for inclusion in the book which will be published. Key outcomes from this project were educators' exploration of authentic documentation, the implementation of long-term inquiry projects, and making connections with the Reggio Emilia principle of 'listening to children'. Our current documentation of learning through Talking and Thinking Floorbooks and Learning Stories reflects learning assimilated from this project. We will also be presenting our work at the conference associated with the project in October.

### *Leadership*

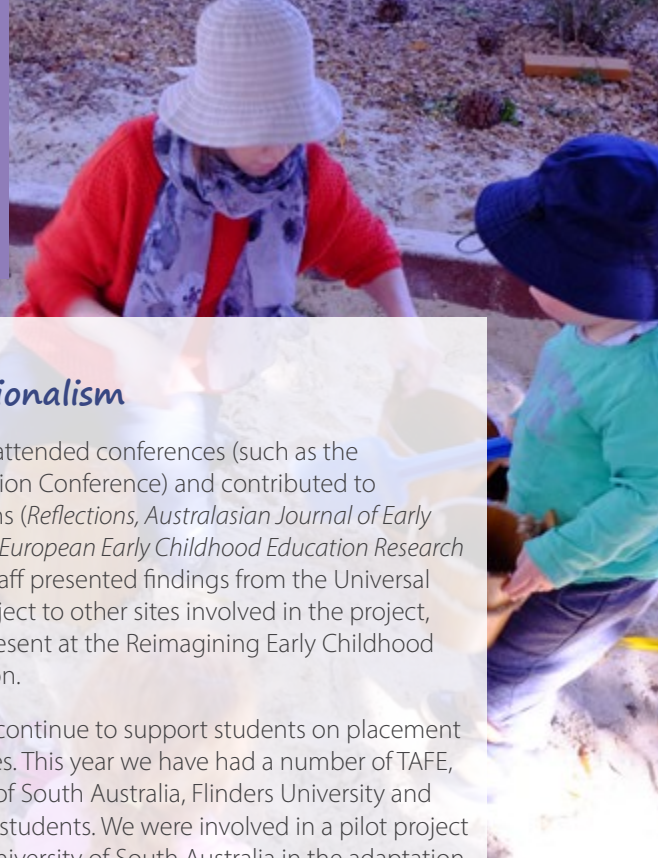
Children's program staff continue to lead and participate in initiatives across the organisation through groups such as the Sustainability group, Reimagining Childhood Project, Social Justice Nepurula group, Gowrie Leadership Forum, Learning for Leaders and Reconciliation Action Plan group. Team leader meetings were adapted to provide monthly opportunities for discussion about pedagogical and leadership issues. Published research was used as a stimulus for team leaders to engage with concepts connected to the major and minor focuses of our Professional Learning Plan. Educators have explored the connections of the Circle of Security to leadership roles, and found it supportive of setting up new teams and exploring positive team dynamics and setting limits.

Developing the critically reflective capacity of staff within the organisation and across the early childhood sector was identified as a priority. This involved a research-based project where a literature review was developed to provide a foundation for a practical implementation plan, a professional learning series, and culminating in an impact evaluation. The influence



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*Sustainability remains a priority which has been explored in different ways with children, families and staff.”*



of this project has been visible through current projects and the visibility of professionally reflective conversations across the organisation.

## Advocacy

The Reconciliation Action Plan has resulted in the kindergartens engaging with Auntie Leonie in a range of gardening activities. A link between Reconciliation and biodiversity is clear as the children choose native plants to upgrade their outdoor learning environments. They have also been doing a project around the creation of a totem. This connects with the recent addition of our Reconciliation artwork to external signs at each site as part of our focus on creating welcoming spaces. Our learning about Reconciliation is being documented and collated in order to develop a resource about cultural competence.

Sustainability remains a priority which has been explored in different ways with children, families and staff. Within the children's programs educators have worked with family members, OPAL, NRM Education, KESAB, the Nature Education Centre, and the Premier's Be Active Challenge. The Sustainability group have developed three key focuses which are energy, active living and healthy lifestyle, and biodiversity.

Gowrie SA continues to have a presence in a number of organisations and committees including SA Health Nutrition Reference Group, DECD Numeracy and Literacy Reference Group, Community Children's Centres SA, Australian Community Children's services, UniSA Early Childhood Advisory Group, Legislation Reform Stakeholder's Advisory Group, The Early Years Reference Group, Strengthening Universal Access, and the EECRSB Board Physical Environment and Facilities Reference Committee, among others.

This year the organisation has commenced the process of renewing our Enterprise Bargaining Agreement with United Voice, and educators have attended events throughout the year in support of their Quality Matters campaign. The government's initiative regarding changes to family rebates will have some impact in the coming years, and staff submitted a response and attended Regulation Impact Statement consultations.

## Professionalism

Staff have attended conferences (such as the Reconciliation Conference) and contributed to publications (*Reflections, Australasian Journal of Early Childhood, European Early Childhood Education Research Journal*). Staff presented findings from the Universal Access project to other sites involved in the project, and will present at the Reimagining Early Childhood Presentation.

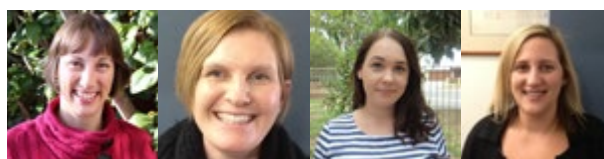
Educators continue to support students on placement at both sites. This year we have had a number of TAFE, University of South Australia, Flinders University and Gowrie SA students. We were involved in a pilot project with the University of South Australia in the adaptation of their first year placement course. Underdale maintains their relationship with Underdale High School Child Studies students.

The Professional Learning Plan has involved a targeted approach to accessing professional learning that allows for collaborative learning that can be practically implemented in children's programs and contribute to our educational praxis. Appraisal goals have been strongly linked with these, and educators have been accessing learning in a number of ways. For example, there are a number of educators completing the Advanced Diploma of Community Sector Management, while other educators are studying the Certificate in Infant Mental Health.

In order to strengthen our programs, the organisation has upgraded the phone systems, invested in outdoor learning environments, and upgraded facilities such as cold storage system and oven. We appreciate the commitment and thoughtfulness that our staff put into their work with us, and their diligence can be seen in the strong relationships that have been built and maintained with children, families, and our community.

**Lynne Rutherford, Lyndsay Healy, Eleanor Scrafton, Krystal Kimble**

Children's Program Leaders



## Projects

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*The project culminated in a presentation of site projects in May, where twenty five sites presented their learning and challenges to each other.* ”



### Strengthening Universal Access Preschool Programs

**The Strengthening Universal Access (UA) Preschool Programs project was developed to support long day care services implement and strengthen teaching practices within the Universal Access to preschool in their services. The project was a twelve month partnership between the Department for Education and Child Development (DECD), Gowrie SA and the University of South Australia.**

This unique project reconceptualised professional learning and support into a wraparound model where sites could choose the level of engagement for their team. Of the 164 providers of Universal Access programs, 38 sites volunteered to participate in a range of activities including lectures, leadership modules from the Advanced Diploma in Community Sector Management, hub groups, mentoring, phone support, social media and site projects. The project culminated in a presentation of site projects in May, where 25 sites presented their learning and challenges to each other.

Evaluation was conducted by the University of South Australia analysing both qualitative and quantitative data, including: parents pre- and post-surveys, site needs analyses, early childhood teacher (ECT)/educator surveys, director and mentor interviews, hub group minutes, project presentations and lecture evaluations. Data and evidence were collected showing the complexities of sites, the strengths of this project model, as well as the perceptions of participants before and after the project.

*Of particular note are the following improvements as a result of this project:*

- ECT professional knowledge, confidence, identity and efficacy
- ECT and director critical reflection practices and integration into programs
- Understanding of Universal Access by all stakeholders as a high-quality model
- ECT and whole team motivation and understanding of their program, pedagogy and practices
- Visibility of learning and teaching through documentation
- Quality of teaching practices
- Leadership skills, knowledge, understanding
- Understanding about the roles of director, ECT and educators
- Collaboration and respect within teams.

A final report was submitted to the Department in June and we are seeking further opportunities to support these and other Universal Access sites into the future.

**Mary Scales**

Program Leader



## CCD – Community program, Through the Looking Glass and COS-P

Although funding had been anticipated to end in December, short-term extensions of funding enabled the continuation of the work until the end of June. The first extension carried through to the end of February 2015 which was followed by a further extension of four months. Despite the uncertainty and disruption, staff continued to provide the full range of services to families which included:

- Family community services programs offered from the Thebarton campus
- Through the Looking Glass in four locations
- COS-P groups offered at several services in metropolitan Adelaide and Mount Gambier.

Although tenders were submitted for the revised national programs, our submissions were unsuccessful with the exception of a small project in Whyalla to offer supported playgroups and eventually COS-P. This project has funding from the Department of Social Services for five years giving us stability and the time to build relationships with the local community. We have been delighted to forge a relationship with Nunyara Aboriginal Health Service and Wynjinbrida Early Childhood Centre. Two staff have been employed and a playgroup has slowly been established. We anticipate being in a position to offer COS-P programs to the community next year.

In responding to a reduction in funding we have developed a version of Through the Looking Glass utilising a supported play session for families rather than the childcare model.

“We have been delighted to forge a relationship with Nunyara Aboriginal Health Service and Wynjinbrida Early Childhood Centre”



## Finance report

The 2014/2015 year has continued to be a successful year for Gowrie SA and we experienced an increase in our net profit and total assets from the previous year.

Our children's programs experienced above-expected exposure and our kindergarten programs were well utilised. The children's programs have returned a small surplus.

Funds have been assigned to replace the driveway at Thebarton which includes drainage works. We have spent money across both locations for our children's programs for ongoing developments and repairs for these buildings, including a cool room at Thebarton and new shade structures at Underdale.

Funds for the qualifications work were collected this financial year and represent the three years of work undertaken by our students to gain their qualifications. The Fee for Service program has returned a moderate surplus, which is above what we forecasted. Unfortunately with the loss of the government funded Professional Support Coordinator program in June 2016, we will need to generate significantly more income through the Fee for Service program to sustain our professional learning staff team.

“We have continued to invest in staff development, including attendances at conferences, professional learning days and study opportunities. These provide us with staff who are meeting their ongoing professional learning requirements and increasing their knowledge and this in turn benefits children, families, the community and the sector.”

We have continued to invest in staff development which includes attendances at conferences, professional learning days and study opportunities. These provide us with staff who are meeting their ongoing professional learning requirements and increasing their knowledge and this in turn benefits children, families, the community and the sector. We have also paid off a capital works loan at the end of this financial year.

Overall Gowrie SA is demonstrating sound financial management and is making considered and productive financial decisions for the continued investment into our programs.





# Memberships

## Members of the Board

Dr Victoria Whittington  
Dr Yasmin Harman-Smith  
Dr Anne Glover  
Ms Catherine Peacock  
Mr Liam Connelly  
Ms Raema Mahony  
Ms Kerry Houston  
Dr Andrew Williams  
Ms Kaye Colmer

## Conference presentations

Mary Scales and Dr Paul Aylward presented a session to the Family Relationship Services Australia conference in Adelaide reporting on the COSP evaluation, including both the immediate and longitudinal results. The title of their presentation was 'Building relationships to enhance family wellbeing'.

Several of our staff attended the biannual Early Childhood Australia conference. Presentations by our staff included:

- Kaye Colmer - 'Distributing leadership and collaborative learning: Growing professional identity and professionalism of educators'
- Rachel Lovell - 'Educational Leaders: How influential are they in guiding and supporting change?'
- Lynne Rutherford - 'Transformative leadership for social justice and equity outcomes'

Lynne Rutherford presented a paper at the International Step by Step Association conference in Budapest, Hungary. The title was 'Working with early childhood educators to build social justice and equity outcomes', which was based on our work with educators in the Children's Programs.

In March this year, Lynne was invited to speak at a joint Gowrie SA/Macquarie University/UTS Childcare conference in Sydney. The title of her presentation was 'Rethinking infant-toddler age groupings'.

## Submissions

Productivity Commission 2015 – draft and final reports  
Regulation Impact Statement 2015 – Child Care Assistance Package  
Community Services & Health Industry Skills Council 2014 – Advocating for the Advanced Diploma in Community Sector Management  
Child protection inquiry 2015 - State government  
*Skills for All* review  
Animal contact guidelines review (SA Health)

## Research

We have participated in a national research project led by Flinders University: NIEFWEYs (National Interdisciplinary Educational Framework for Workers in the Early Years) which is exploring the development of a national framework for the education of professionals working with young children.

## Publications

Kaye Colmer, Manjula Waniganayake, Laurie Field (2014) 'Leading professional learning in early childhood centres: Who are the educational leaders?' *Australasian Journal of Early Childhood*

Kaye Colmer, Manjula Waniganayake, Laurie Field (2015) 'Implementing curriculum reform: Insights into how Australian early childhood directors view professional development and learning' *Professional Development in Education Journal*

Eleanor Scafton and Victoria Whittington (2015) 'The accessibility of socio-dramatic play to culturally and linguistically diverse Australian pre-schoolers', *European Early Childhood Education Research Journal*, vol 23 issue 2

Lynne Rutherford, Eleanor Scafton, Kaye Colmer – 'Planning for Professional Learning' in *Reflections*, Winter 2015, Issue 59.

Marie Littlewood (parent) – 'Kindness begets kindness' in *Reflections*, Winter 2015, Issue 59.



/gowriesa

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