

Tony Wodonga TAFE 13/11/20

T: Hey my name is Tony. I'm the team leader of access education at Wodonga TAFE. That includes our delivery of the adult migrant English programme which we deliver mostly to refugees mostly from Congo these days. I'm going to talk a little bit about how we've been delivering childcare and supporting the needs of child care during COVID and some success stories and how we've adapted our delivery and how that's impacted on childcare during this period. Firstly as part of the AEMP programme women who have childcare needs have the child care funded by the federal government for the times that they are in class only. So when the child is in childcare and the parent is in class and that's funded so we take advantage of that by using our on campus childcare centre which is really convenient because the women can travel in with their children together and then pick them up as they leave and get the bus home. So it's just one trip for them rather than going somewhere on the way to class. This year because of COVID instead of teaching three days a week we've gone down to one day a week face to face and then some home learning whether it be worksheets or zooms or phone calls video calls during the week. So going one day a week has meant that the children only come to childcare one day a week which has meant that they don't get the same routine that they would otherwise but we've been supported in that with our on campus child care centre. An example of that is we had a new child come in and start attending childcare here and he had some trouble settling after the first couple of weeks you know only coming once a week then the childcare educator got in touch with me and I took the mother across to the child care centre with an interpreter so we were able to have a conversation together with the mother and the educator and find some ways of helping that little boy settle into child care: what his favourite toys are what his favourite activities are. And the educator was then able to use that knowledge to go and create a one to one support programme for the child which is very successful and he settled in well from all reports after that. I'm, I guess another thing related to children during this mixed mode period -Mixed mode being partly face to face and partly at home- has been when we send worksheets home with parents we notice that their older children their primary school age children have been supporting the parents learning which is really interesting to see as the parents and the children gain this new mutual respect as they both had to learn English language and had to learn it slightly different ways adults learn differently the children

obviously so it's been great to see the parents and children support each other's learning which we wouldn't expect in normal times so that's been a bonus from the COVID period as well but generally the feedback we get from students as being that they're very happy to maintain engagement during this difficult period. They are keen to come back and I went around the classrooms this week to cheque who wants childcare next year and they all put their hands up for three days so it's great that they really appreciate the fact that childcare is provided and it helps them access learning which is which is great and it sets them on their journey into settlement in Australia. Thank you very much.