

QUALITY AREA TRAINING TOPICS

<p>QUALITY AREA 1 EDUCATIONAL PROGRAMS & PRACTICE</p>	<ul style="list-style-type: none"> • Early Years Learning Framework • Educational / Pedagogical leader • Understanding and implementing emergent curriculum • Experiences to support children's play and learning • Out of the box: Thinking outside the square • Design, implement, evaluate programs & care routines for children • Observe children and interpret observation • Hum strum move and drum • Little scientists • Happy beats • Singasongalong: singing, young children and you 	<ul style="list-style-type: none"> • Storytelling • Documenting children's thinking through art & photography • Arts education: dance, movement and drama • Music and movement • Creative opportunities for play / creative arts • Begin with babes: Working with children under 2 years • Songs and dance around the world • Making music a multi-sensory experience (including brain dance) • Making music fun • Touch sound and movement for babies (0-3) • Learning stories
<p>QUALITY AREA 2 CHILDREN'S HEALTH AND SAFETY</p>	<ul style="list-style-type: none"> • Workplace health and safety • Understanding children's health in childcare • Nutrition / menu planning in the early years, allergies & fussy eaters • Safe from harm / significant risk from harm 	<ul style="list-style-type: none"> • Importance of neuroscience & brain development in the early years • Yoga and Wellbeing • Relaxation and young children • Healthy bodies - active brains
<p>QUALITY AREA 3 PHYSICAL ENVIRONMENTS</p>	<ul style="list-style-type: none"> • Creating natural environments • Inviting play spaces • Creating calm environments • Engaging environments 	<ul style="list-style-type: none"> • Sustainable environments • Learning environments • Workplace health and safety
<p>QUALITY AREA 4 STAFFING ARRANGEMENTS</p>	<ul style="list-style-type: none"> • Recruitment process / interview techniques • Performance improvement plans / appraisals 	<ul style="list-style-type: none"> • Team building • Wellbeing for teachers, carers and parents

PROFESSIONAL DEVELOPMENT TRAINING TOPICS
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<p>QUALITY AREA 5 RELATIONSHIPS WITH CHILDREN</p>	<ul style="list-style-type: none"> • Positive behaviour guidance • Respecting diversity • Collaborative learning • Guiding positive relationships • Child development 0-5 years 	<ul style="list-style-type: none"> • Red flags of development • Temperaments of children • Baby's cues • Identifying children with additional needs • Behaviour management
<p>QUALITY AREA 6 COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> • School readiness • Engaging families • Community involvement 	<ul style="list-style-type: none"> • Begin with babies • Understanding your pre-schooler • Conducting information sessions with families
<p>QUALITY AREA 7 LEADERSHIP AND SERVICE MANAGEMENT</p>	<ul style="list-style-type: none"> • Active leadership • Centre management • Communication and team work • Managing people 	<ul style="list-style-type: none"> • Mentoring and coaching staff to build positive teams • Continuous improvement • Time management • Personal and professional care for staff
<p>OTHER</p>	<ul style="list-style-type: none"> • National Quality Framework • My Time Our Place 	<ul style="list-style-type: none"> • Touch sound and movement for babies or children with special needs

ACCREDITED COURSES
Food Safety Supervisor – HLTFS207C, HLTFS309C, HLTFS310C
First Aid (including CPR) – (HLTCPR211A, HLTA211A, HLTA311A)*
Asthma Management – 22024VIC*
Anaphylaxis – 22099VIC*
Food Handler's Certificate – HLTFS207C
CPR – (HLTCPR211A)*

QUALIFICATIONS	
Certificate III in Children's Services	Certificate III in Education Support
Diploma of Children's Services (Early Childhood Education and Care)	Certificate IV in Training and Education TAE40110
Advanced Diploma of Children's Services	Certificate IV in Community Services Work
Certificate III in Business Administration	Certificate IV in Frontline Management

These qualifications are undertaken through a combination of on-the-job training and workplace based or distance learning, and will be issued by our training partner TLC Training Solutions. In addition, previous industry experience can contribute through Recognised Prior Learning (RPL) where applicable. State Government funding is available for some courses.

*These accredited courses will be delivered and assessed by approved training providers coordinated by TLC Training Solutions.

QUALITY AREA 1 | EDUCATIONAL PROGRAMS AND PRACTICE

EARLY YEARS LEARNING FRAMEWORK	Explore principles, practices, learning outcomes, documentation, pedagogical leaders, a whole centre approach, practical ideas, intentional teaching and environments.
EDUCATIONAL / PEDAGOGICAL LEADER	Reflect and review the early childhood educator's professional practice and understand the perspectives and theories that underpin professional judgements and approaches to children's learning and development.
UNDERSTANDING AND IMPLEMENTING EMERGENT CURRICULUM	Discover how to plan and implement a curriculum based on contemporary, child-centred approaches to program development.
EXPERIENCES TO SUPPORT CHILDREN'S PLAY AND LEARNING	Gain awareness on the importance of play in holistic development. Learn practical ways to create and design optimum learning environments.
OUT OF THE BOX: THINKING OUTSIDE THE SQUARE	Using creativity, intentional teaching and the early years learning framework in music including rhymes, songs, dances and activities with varied props, instruments and found objects.
DESIGN, IMPLEMENT, EVALUATE PROGRAMS & CARE ROUTINES FOR CHILDREN	Gain a deeper understanding of the different styles of observation and how to implement them. Build new observation techniques and decide on what best suits your service. Using theory as a framework for qualitative interpretations.
OBSERVE CHILDREN AND INTERPRET OBSERVATION	Discover how and what to observe, document, interpret and make informed decisions to create educational play-based program to suit the individual and group needs of all the children.
HUM STRUM MOVE AND DRUM	Utilise children's energy and use music as a tool to explore a variety of learning opportunities designed to encourage children's full involvement.
LITTLE SCIENTISTS	Experience and learn many different fun and interesting science experiments and understand the learning outcomes of each to take back into the early childhood setting.
HAPPY BEATS	Music is a fantastic learning tool for young children. This workshop will use rhymes, finger plays, touch activities, easy action songs and varied props to explore beat, rhythm, rest, dynamics and melody as well as creating our own dance. Build on children's gross motor, fine motor, aural, language and social skills.
SINGASONGALONG: SINGING, YOUNG CHILDREN AND YOU	Engage in song and dance to encourage children to develop speech, language skills, sense of self, body awareness, body language and make believe. The session encourages educators to find their 'inner musicality'.

STORYTELLING	Develop skills to engage children in the story, deal with interruptions and incorporate children's ideas.
DOCUMENTING CHILDREN'S THINKING THROUGH ART & PHOTOGRAPHY	Reflect and discuss the theory of Reggio Emilia and its impact on the popular documentation process. Developmental portfolios – the collection and presentation of evidence.
ARTS EDUCATION : DANCE, MOVEMENT AND DRAMA	This light and relaxing workshop is designed to re-examine perceptions and practices when designing experiences and environments in relation to the creative arts in the education of children from birth and throughout their early years.
MUSIC AND MOVEMENT	Incorporate music and movement in a meaningful way into programming and daily activities shared with children. Discover how bodies and voices have an integral connection to the language of music and help the child's overall development while establishing music as part of their everyday life.
CREATIVE OPPORTUNITIES FOR PLAY / CREATIVE ARTS	Letting children play independently to choose what they want to do, challenge themselves and be creative is the focus of this session.
BEGIN WITH BABES: WORKING WITH CHILDREN UNDER 2 YEARS	Build a portfolio of activities and approaches to use with babies that extend their development. A focus on care and layout differences in rooms.
SONGS AND DANCE AROUND THE WORLD	Introducing songs, games & dances from diverse cultures. Build a repertoire of easy, fun songs and dances from around the world including Aboriginal songs. Includes percussion activities and ideas for concerts or special occasions.
MAKING MUSIC A MULTI SENSORY EXPERIENCE (INCLUDING BRAIN DANCE)	Motion is a child's first language and sensation is their second. Activities in this workshop will encourage sensory motor integration, eye tracking, motor timing skills and fine motor control. Brain Dance will revisit fundamental movement patterns to music, to assist brain function & promote learning for young children.
MAKING MUSIC FUN	Lots of easy ideas to make music a fun, learning experience. Teachers and carers don't need to be experts, just enthusiastic, to help children learn through music play. Using action songs, simple dances and percussion ideas, this workshop builds confidence and skill in playful music making.

TOUCH SOUND AND MOVEMENT FOR BABIES (0-3)	Music activities to feed the growing brain. This workshop is for parents, carers and teachers who wish to use music to support optimum learning for babies & toddlers through rhymes, songs, movement & touch activities.
LEARNING STORIES	Document children's learning in a narrative form, acknowledging and incorporating the shared learning between the educator, family and community.

QUALITY AREA 2 | CHILDREN'S HEALTH AND SAFETY

WORK PLACE HEALTH AND SAFETY	Review of the WH&S Act and Regulations, the hazards in children's services plus risk minimisation and safe manual handling.
UNDERSTANDING CHILDREN'S HEALTH IN CHILDCARE	Discuss common childhood illness and injuries, signs and symptoms and correct first aid processes.
NUTRITION / MENU PLANNING IN THE EARLY YEARS, ALLERGIES & FUSSY EATERS	How to implement high quality, nutritional menus to meet children's daily requirements and cater or specific dietary needs.
SAFE FROM HARM / SIGNIFICANT RISK FROM HARM	Review indicators of abuse, legal and ethical obligations and mandatory reporting requirements.
IMPORTANCE OF NEUROSCIENCE & BRAIN DEVELOPMENT IN THE EARLY YEARS	Review current findings and explore some of the exercises that can encourage neurological pathway development, leading to improved balance, focus coordination and development.
YOGA AND WELLBEING	For teachers interested in introducing the benefits of yoga into a classroom setting with 3-8 years. Yoga poses & sequences can be a playful, non-competitive way to aid children's need for strength, flexibility, balance, co-ordination and relaxation. Our emphasis in this workshop is on creative play & varied movement activities.
RELAXATION AND YOUNG CHILDREN	Discover the benefits of relaxation and its impacts on children's development.
HEALTHY BODIES - ACTIVE BRAINS	How can we give children the best start to be healthy, active learners for life? Topics include: nutrition, relaxation, movement and creating a safe learning environment. This workshop uses practical and fun ways to promote wellbeing based on current sociological & educational research and modalities such as Brain Dance, Tai Chi, Yoga and Psychology.

QUALITY AREA 3 | PHYSICAL ENVIRONMENTS

CREATING NATURAL ENVIRONMENTS	Provide rich natural learning environments that encourage sensory exploration to spark children's curiosity, imagination and engagement.
INVITING PLAY SPACES	Set up environments that promote positive social and emotional development and experience how the physical space can be used to empower and guide children's independent learning and exploration.
CREATING CALM ENVIRONMENTS	This workshop will support child care workers in developing and maintaining a calm environment by examining effective use of a regular child care program that utilises music, quiet time, appropriate noisy sessions, effective communication strategies, focused active physical movements and exercises that encourage concentration.
ENGAGING ENVIRONMENTS	Create welcoming spaces that are individual to children's interests and needs that compliment emergent curriculum and foster a child led approach to learning while also positively communicating to parents and staff.
SUSTAINABLE ENVIRONMENTS	Raise children's awareness of the environment and a sense of connectedness to the natural world by making practical changes and embedding them within the culture of the centre.
LEARNING ENVIRONMENTS	Explore ways to make environments secure and predictable with adequate space and appropriate facilities and resources. Give children responsibility for experimentation; developing a sense of autonomy whilst providing opportunities for children to contribute to the learning environments in which they will grow.
WORKPLACE HEALTH AND SAFETY	What changes have been made to the industry. How does it impact you as a service?

QUALITY AREA 4 | STAFFING ARRANGEMENTS

RECRUITMENT PROCESS / INTERVIEW TECHNIQUES	Implement an effective recruitment process incorporating planning, screening, interview techniques, selection and induction.
PERFORMANCE IMPROVEMENT PLANS / APPRAISALS	Review on what to include in an appraisal and how should this valuable tool be used to get the most out of it for your educators and your service.

TEAM BUILDING	Build and sustain a professional team incorporating effective communication strategies and keys to motivation, staff meetings, sharing culture and diversity, recognition of previous workplace skills and training and promoting a "team" philosophy.
WELLBEING FOR TEACHERS, CARERS AND PARENTS	Teachers and carers are often so busy providing for the emotional, physical and educational needs of the children in their care, they often do not have the time or resources to successfully look after their own physical & emotional needs. This workshop uses practical and fun ways to promote wellbeing based on current psychological & sociological research and modalities such as Tai Chi, Yoga, Brain Dance, Psychology and Somatics.

QUALITY AREA 5 | RELATIONSHIPS WITH CHILDREN

POSITIVE BEHAVIOUR GUIDANCE	Identify and understand the behaviours and developmental characteristics of children including assisting an increase in self-regulating behaviours, promoting positive peer sociability and general behaviour and strategies for communicating with parents.
RESPECTING DIVERSITY	Provide innovative, dynamic ways to incorporate various cultures and lifestyles into the everyday environment by focusing on similarities, not differences and include the families and children in your care and the local community.
COLLABORATIVE LEARNING	Understand the EYLF and its interpretation of collaborative learning with children, educators and families.
GUIDING POSITIVE RELATIONSHIPS	Understand the correlation between child development and relationships. Strategies for implementing positive relationships with young children. How to use the EYLF as a framework to support you.
CHILD DEVELOPMENT 0-5 YEARS	Review findings of child development including developmental milestones, how to promote children's development and properly document these milestones plus how to identify and respond to children who show signs of developmental delays.
RED FLAGS OF DEVELOPMENT	What to look for? What support we can offer parents, educators and children.
TEMPERAMENTS OF CHILDREN	Nature and Nurture? How do they affect the temperaments of children. How we can support children's development.

BABY'S CUES	Develop an understanding of baby communication cues and indicators and how to identify their needs.
IDENTIFYING CHILDREN WITH ADDITIONAL NEEDS	How to identify a child with an additional need and what comes next. Develop inclusion plans, support plans, strategies to support individual children in everyday programs, support and communicate with families and access and work with support agencies.
BEHAVIOUR MANAGEMENT	Understand how children manage their emotions, preventing and minimising situations that lead to unwanted behaviour, supporting children's needs and emotional security.

QUALITY AREA 6 | COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

SCHOOL READINESS	How to prepare children for school, developmental concerns and communication between parents, teachers and schools.
ENGAGING FAMILIES	Promote families as partners in children's learning and experience through building constructive bonds and engaging with the families to assist the child in developing a sense of belonging within the service.
COMMUNITY INVOLVEMENT	Promote a sense of community, multicultural and social identity by identifying, reflecting and building on current practises to build positive relationships with stakeholders.
BEGIN WITH BABIES	Understand the baby stage of development and key milestones. Learn effective strategies to promote and extend development.
UNDERSTANDING YOUR PRE-SCHOOLER	Deconstruct the connection between child development and pre-school behaviour. Design optimum learning environments for pre-schoolers and the importance of play.
CONDUCTING INFORMATION SESSIONS WITH FAMILIES	Develop practical ideas and strategies to communicate the program, learning, developmental stages and feedback to parents so their expectations are in alignment with the service.

QUALITY AREA 7 | LEADERSHIP AND SERVICE MANAGEMENT

ACTIVE LEADERSHIP	Gain practical skills and techniques to be an effective leader and manager including delegation, mentoring and coaching, building team culture and professional development of your team.
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CENTRE MANAGEMENT	Managing a centre effectively requires skill and may be the difference between a centre at maximum occupancy or one that is dropping in numbers. Learn how to meet the needs of your clients, staff and centre owners
COMMUNICATION AND TEAM WORK	This workshop investigates and helps staff identify the strengths and weaknesses of their team and how the current team functions.
MANAGING PEOPLE	Effectively manage the most valuable asset of any organisation – your people. Understand what drives each individual and assist them in reaching their potential plus unite individuals to work towards a common purpose and deliver exceptional results.
MENTORING AND COACHING STAFF TO BUILD POSITIVE TEAMS	Build and sustain a professional team incorporating effective communication strategies and keys to motivation, staff meetings, sharing culture and diversity, recognition of previous workplace skills and training and promoting a "team" philosophy.
CONTINUOUS IMPROVEMENT	Look at the continuous improvement process, why it is valuable, and what is its role within the Quality Improvement Plan. How to self-reflect, set goals and objectives, timeframes and how to actually achieve them.
TIME MANAGEMENT	Gain the skills and techniques to overcome one of the greatest single problem that people have today – "time poverty". The very act of taking a moment to think about your time before you spend it will begin to improve your personal time management.
PERSONAL AND PROFESSIONAL CARE FOR STAFF	How to look after your staff, and minimise turnover and burnout.

OTHER	
NATIONAL QUALITY FRAMEWORK	An overview of the National Quality Framework for your service.
MY TIME OUR PLACE	An overview of the My Time Our Place Framework for your service
TOUCH SOUND AND MOVEMENT FOR BABIES OR CHILDREN WITH SPECIAL NEEDS	Music activities to feed the growing brain. This workshop is for parents, carers and teachers who wish to use music to support optimum learning for babies & toddlers through rhymes, songs, movement & touch activities.

Enquire now by calling 1300 669 653 or visiting www.expectastar.com.au.