In this issue:
WA’s 1st Director’s Retreat | Online Learning Portal New Look | Ensuring Smooth Transitions to School | Making Celebrations Meaningful | Performance Management | ECLD17 Conference
I have always been amazed at the pressure that we put ourselves under to achieve great outcomes for children. The sector seems to attract many “self-sacrificing” people who want to make a difference; giving their all to educate children.

Amongst the complex environment that is childrens services, people related issues continue to plague the journey to quality education and care of many services. The constant battle to find the right people seems ever present in the duties of management of early childhood services. And the threat is real with alarming statistics from a recent nationwide survey of 1,200 childcare educators conducted by the Queensland University of Technology which found one-in-five intended on leaving their job in the next 12 months due to working conditions, paperwork and pay conditions.

Our corporate cousins seem to have caught on a lot earlier than our sector, and the demand for support in leadership, motivation and performance management seem to be the symptoms of an underlying call for help by service leaders. The plethora of professional development and support we find is heavily swayed in favour of educators, but what about those in leadership roles. Quite often carrying a game face, counselling staff, families and the demands of management they are usually the last to look at how they can improve themselves. Leaders are often much stressed, working long hours and carrying the burden of staff and family issues. What image do these leaders provide to those passionate educators seeking a career path?

Child Australia decided to draw a line in the sand for the support of leaders holding a one day ‘Director’s Retreat’ focussing on the wellbeing of leaders; a day just to focus on ourselves. Set in the tranquil Swan Valley in a luxurious venue, those who attended really felt how special the day was going to be.
The keynote opening by well renowned Jodii Maguire of Think Performance Psychology reminded us of the importance of self-care, uncovering the models of Wellbeing she stepped us through strategies such as making time to be non-contactable, planning physical activity and the importance of nutrition. It was fascinating to find out the true costs of poor sleep with 1 in 3 Australians suffering some form of sleep disturbance with an estimated cost to the economy of $10.3 billion per year.

We worked on our own wellbeing improvement plan (WIP? watch out QIP’s) to make changes immediately. Jodii also highlighted how resilience plays a key role in our wellness, without which resilience is hard to come by.

Following on from a session on time management we heard from Australian Diamonds Netballer Nat Medhurst, who took us through her journey as a professional sportswomen trying to keep on track despite the challenges in women’s netball; not too dissimilar to the challenges of our sector with low pay, team dynamics and having time for our personal lives. Nat shared some wonderful insights of team sport and the strong emphasis on how wellness is a top priority in the sporting world with teams now required to have wellness coaches as a mandatory measure for sporting franchises. Stealing Nat’s quote “Good People make Good Netballers” we created our own motto for the day:

“Good People make Good Leaders which make Good Educators, making greater outcomes for children!”

Photo Courtesy of www.girlfriend.com.au

Photo Courtesy of www.adelaidenow.com.au

Hans Boehm
Coordinator Wraparound Services

Hans oversees the team of highly qualified consultants in building professional support solutions. Before this Hans led an innovative outdoor curriculum within long daycare for many years challenging pedagogical norms. He brings a holistic approach to service delivery underpinned by his working experience and qualifications in business as well as finance. He strongly believes in the professional support of educators to meet the needs of all children as a key driver of quality. He revels in the diversity of the sector, seeing its many challenges through his work throughout Western Australia in consulting, facilitation, and development of professional learning.
SUPPORTING YOUR TEAM
Wraparound Workshops

Designed exclusively for Service Directors
Educational and Aspiring Leaders.

Operations Management
• Understanding your role in management and the NQS
• Knowing how to prioritise your day
• Identify strategies and barriers to effective management

Supporting your team
• Communication techniques and skills
• Motivational tools for your team
• How environments can motivate teams

Leadership
• What makes an effective Leader
• Understanding your role as a leader
• How to motivate your team
• Using staff strengths more effectively
• Handling Difficult Conversations

Delivered by qualified, sector experienced consultants
Aligned to National Quality Area outcomes
Practical tools, resources and strategies developed exclusively for your Service’s needs to ensure embedded practices

CLICK HERE TO REQUEST A CALL TO DISCUSS YOUR TRAINING NEEDS TODAY

available online
Online users have high expectations of the web, they expect simplicity, elegance, and engagement and online learners are no different. They expect their learning experience to be unhindered, with an interface that is sleek, functional and designed around their needs. After all who needs to be distracted by having to hunt for course material when it should be obvious and easily accessible? Not me.

To this end Child Australia’s Online Professional Learning Portal has a new-look. Even more so though it has a new elegance that is both fresh and uncluttered. Why elegant? Our new look enables a richer learning experience using consistent highly intuitive navigation across all devices. Moreover, it provides a modern and professional structure for learners to focus on information where and when they need it, without overwhelming them when they don’t.

First and foremost the new-look Online Learning Portal is a responsive design which focuses on displaying your online course (responding to whatever device you are currently accessing the site from) and optimizes the layout to fit the screen size and orientation. From desktop bound PC, tablet or mobile phone you can expect to know exactly where you are; navigating the front page, a list of available courses or individual modules inside of your current course.

Starting at the front page learners are now able to login as enrolled students or register their interest in any of a number of courses offered by Child Australia in the Online Professional Learning Portal via links from the Available courses page to the booking manager. Or simply catch up on Site news.

Logged in Learners are directed to their Personal Menu or My Courses menu. This menu provides users with quick access to all their courses, from anywhere in the site and can also include a user’s deadlines for scheduled course assignments, upcoming calendar events and any notifications of messages. What this means is navigating to a course is as simple as clicking on the course in your Personal Menu and having it open immediately! Returning to the Personal Menu is even simpler by clicking on My Courses next to the learner’s avatar in the top right corner.
Having navigated to a particular course students can now view all of that courses content on one page. Using the Table of Contents (TOC) each course module that make up a course is quickly and clearly visible. Learners are now able to jump to a topic or module quickly rather than scrolling through all of the course content, to find what they are looking for or simply where they left off.

The new course look has been designed to resemble a standard website. Each layout displays sections or topic on its own page within the course, with clear titles, and navigation between pages. Other elements of the course such as participants, grades, and blocks are shown in the Tools tab accessed by clicking on the Course Tools link.

Feedback so far has been sensational and students are not only talking about the easy navigation and the pleasing uncluttered look of their units but also the joy of learning anywhere, anytime on any device without missing a step. Add this distraction-free experience with lots of fantastic content that is conducive to learning and you’re on a winner… Please enjoy.

**Peter Walker**  
**Student Engagement & Moodle Platform Coordinator**

Peter has been involved with Multimedia and Web-design for over 10 years working in the private and government sectors offering online design and educational solutions. As the father of two grown sons whose education has been both classroom and internet based, He took a keen interest in the quality of learning available to both his sons and himself. Curiosity and passion for adult learning led into teaching web design and small business principles at TAFE in the classroom and online in 2008 and saw Peter constructing online courses and administrating Moodle installations for TAFE in 2009. Today he continues to learn and apply pedagogical (and andragogic) learning principles to achieve simplicity and clarity in the delivery and understanding of real world learning through online delivery.
ONLINE LEARNING CENTRE COURSES

The Online Learning Centre (OLC) offers a range of quality online courses specifically designed to enhance professional development. The OLC ensures that the knowledge, skills and abilities gained are easily understood and relevant to your needs across the early and middle childhood sector.

CHILD AWARE

This self-paced course aims to raise the awareness of child abuse and neglect. Factors that may increase a child’s risk of abuse and neglect is discussed. A reflection of how early and middle childhood educators can respond appropriately to children at risk of harm is vital. Participants will be advised of the reporting requirements and procedures for their State or Territory and receive information related to support agencies and resources for educators, children and families.

QA: 2 5 6 7
REGISTER NOW

RETHINKING SUPERVISION

This self-paced course looks at why educators need to have an understanding of supervision embedded in differing socio-cultural contexts of child development and learning. This underpins each child’s uniqueness through family partnerships, directed and undirected play, intentional teaching, enabling learning environments and differences in community practice.

QA: 2 3 4 5 7
REGISTER NOW

To check out a full list of courses available or to register, please visit www.childaustralia.online
ENABLING ENVIRONMENTS AND RISK ASSESSMENT

It is important for educators to understand the full purpose of supervision or engaging Interactions for you to grow and develop to your full potential. This course will provide the theory on the code of conduct, ethical responsibilities and roles, children’s rights, communication and enabling environments. This information will promote practical ideas and strategies to practice through the National Quality Framework in your educational service.

QA: 1 2 3 4 5 6 7

REGISTER NOW

ONLINE LEARNING CENTRE COURSES

The Online Learning Centre (OLC) offers a range of quality online courses specifically designed to enhance professional development. The OLC ensures that the knowledge, skills and abilities gained are easily understood and relevant to your needs across the early and middle childhood sector.

SELF-REGULATION:
IDENTIFY, REFLECT, RESPOND

This self-paced course aims to develop an understanding of self-regulation through an exploration of five domains, biological, emotional, cognitive, social and prosocial. Children’s behaviours, how effectively they can respond to everyday challenges, the role adults play in co-regulation and how these are all related to self-regulation will be explored. Throughout the course, the role of the educator in supporting children’s self-regulation abilities will be discussed.

QA: 1 2 4 5

REGISTER NOW

To check out a full list of courses available or to register, please visit www.childaustralia.online

1800 783 768
support@childaustralia.org.au

e-child TIMES | www.childaustralia.org.au
ENSURING SMOOTH TRANSITIONS TO SCHOOL

Transitioning to a school environment is a time of great change and can cause a variety of emotions such as excitement, anticipations, fear and even sadness in both the child and the parents. No child or parent will act the same way, however there are a few key things that you as an educator can facilitate that support a positive transition.

First thing to think about is that transition to school is not a single point-of-time event it is a process (Dockett & Perry, 2007). It is the process where the child leave your care environment and adapt to the school environment.

The second and equally important thing to reflect on is that you as an educator is a crucial element in the transition process and what you do or sometimes not do can affect the outcome and success of the child’s transition.

Adapting an ecological (Bronfenbrenner, 1979) and multidimensional approach (Kagan & Rigby, 2003) where you as an educator work in collaboration with the child, the parents, your peers, teachers, the school - if possible, and allied health professionals that may already be involved in the child’s development will assist the child in moving from the current environment and relationships (NSCDC, 2004) to their next step – going to school.

You have perhaps already started the process earlier this year with implementation transition to school elements in your daily play based curriculum such as, pre-school sessions, written material for the parents, excursions to the school and incursion by teachers and so on.

We know that an educator underpinning their pedagogy with an approach that reflect positive attitudes towards learning (Walsh, 2005, Elliot, 2006) is a great guide throughout the year and having started the process for transition to school early gives the child a head start for a good experience.

You’re planning for transition should be guided by the child’s rights (UNICEF, 1990) and the Early Years Learning Framework (2009):

• Children have a strong sense of identity
• Children are connected with and contribute to their world
• Children have a strong sense of well being
• Children are confident and involved learners
• Children are effective communicators

We are now nearing the end of the transition stage from child care and we know from experience and speaking with children, educators and parents what may be helpful tips and we like to share some of those with you here;

• Treat the children as individual. They will react differently to transition so use what you know about the child to support your approach.
• You may have an educator or parent who would like to share their own positive story of transition to school with the children.
• Find books or/and videos to read with the children that sends an interesting a positive message about going to school.
• Role play school setting with the children. Children would love when the educators become the student and they are the teachers!
• Transition story booklet are easy to make with the children.
• Be flexible in your transition activities so that you can modify according to the individual child’s capacity and needs.

Make sure that all the above is child-driven with opportunities for inputs and discussion of the children and parents. When children share their perceptions, knowledge and expectations with us adults it is often that we will learn about how much they know and what may bother them about the transition.

The activities concerning this topic feeds into their learning stories and final assessment.

Most importantly having FUN entwined into your activities will be some of the things that the child will recall most fondly about educators and their time in child care settings.

Final TIP, start planning for transition early in 2016 to allow an even more fluid transition process at the end of 2016. Look out for our resources, support and Professional Development opportunities in 2016.

References
I am going to School - 16 page booklet

- This is a beautifully designed booklet, created with the child in mind.
- The aim of this booklet is to help the transition process for children moving to formal schooling.
MAKING CELEBRATIONS MEANINGFUL
Kathy Crabtree

Someone said to me last week that there are only 15 Friday’s until Christmas…and counting! I didn’t want to believe it, but it was confirmed when I saw ‘fruit mince pies’ on the shelf of my local Coles supermarket. This is enough to strike fear into the hearts of educators and teachers nationwide as it signals the start of planning for this big occasion.

With Christmas literally around the corner, you are no doubt starting to think about your end of year celebrations and festive activities, from planning the children’s Christmas party, to organising the vacation care excursions, to ordering the art and craft materials, and to deciding how you will decorate your setting. It’s everywhere in the community and there’s no escaping it. Interesting how Christmas is one of the many celebrations that we acknowledge throughout the year, yet the one we invest the most time in? Why do you think this is? Although not everyone celebrates Christmas in Australia, it’s a very important event in the lives of many of your children and families and provides an opportunity for you to educate children about different cultural celebrations, and connect with your families. You therefore want to make it authentic, but is the recognition of it as authentic as it could be?

Celebrations in early and middle childhood settings often start on the surface level of culture with the introduction and implementation of experiences focusing on food, music and art. However, to children and families religious and cultural celebrations have a deeper meaning, and it is this level of meaning that you need to aim to understand in order to meet individual interests and needs. As you start to prepare for Christmas it’s a timely reminder to reflect on how you celebrate this occasion whilst recognising, respecting and valuing individual family differences. A respect for diversity is one of the principles of the Early Years Learning Framework and it states; ‘Educators think critically about opportunities and dilemmas that can arise from diversity and take action to redress unfairness. They provide opportunities to learn about similarities and differences and about interdependence and how we can learn to live together’.

One of the keys in developing a deeper understanding is open communication while building relationships. A great place to start is when families first enrol their child or children. Enrolment and orientation is an opportune time to seek important information from families about their culture, and in turn allows you to share aspects about your service including the cultural and religious events that are celebrated throughout the year which are relevant to your community, families, children and staff. This will help everyone to see things from each other’s perspective and will give each party the chance to voice any concerns right from the start. Share your settings philosophy and related policies to ensure your practices are transparent, and any assumptions, expectations and preferences are communicated. Anne Stonehouse reminds us that it is crucial to know families’ views, in order to avoid situations that single a child out and that have them participating in something that their family objects to, and to also allow families to influence what happens. She goes on to explain that exploring different ways families celebrate holidays and their rituals gives great insight into the different ways in which people live, and this makes for very interesting experiences for children to engage in together. (Anne Stonehouse, ‘Celebrations, Holidays and Special Occasions’ Resource Sheet)
Consider then:

• Designing open-ended activities with the children and reflecting on what the children are learning.
• How the activities continue to support children’s creativity and agency, and how do they develop their understanding of the cultural celebration?
• If providing a template or a stencil allows creativity and agency and if by doing so it’s in line with element 1.1.1 of the National Quality Standard?
• Finding out from families and children themselves how they celebrate Christmas (or their chosen special event) – invite families to share photos and stories. What a great way for children to get to know each other.
• Focussing on Christmas as a time to give to others – decide with the children on a community project you would like to be involved in, such as collecting food for a hamper to donate to a local charity. This helps to take the emphasis off just receiving.

The most important thing to remember is to make Christmas, like any special occasion that you celebrate, meaningful for those that do celebrate it and for those that don’t. It’s a learning opportunity and one that can develop profound tolerance and acceptance.

References

Kathy Crabtree, Coordinator – Professional Learning and Support
Working in the education and care sector for 25 years in a variety of roles including Centre Director of a Long Day Care service, Kathy now oversees the intake and coordination of professional development and support. Kathy works closely with the team of Quality Consultants to support their requirements for delivery of professional development and support to professionals working in early and middle childhood settings.
The emphasis will be on providing practical skills and knowledge that can be directly applied to the management of your early childhood service. After attending this series of workshops, you will receive a Certificate of Participation.

**You will learn how to:**
- motivate and encourage the best from your staff;
- effectively manage yourself in order to administer all aspects of the day to day management of your service; and
- become empowered to take on the challenges of handling difficult conversations.

**Take your leadership skills to the next level, and discover what great things can be achieved.**

To discuss details about this course or other professional developments needs, please call us on 1800 783 768 or email us at support@childaustralia.org.au
PERFORMANCE MANAGEMENT AND THE IMPORTANCE OF DOCUMENTATION

Mikki Silverman

Performance management can be one of the most arduous parts of managing staff. Not to be taken lightly, there are legal requirements involved in the process to which all operators in the Education and Care sector must comply. But did you know that even if you follow the right processes, you might still be exposing your organisation to risk without keeping the right document flow and evidence?

A system without a document trail and backups is extremely risky. Child Australia has recently embarked on a relationship with DiffuzeHR and HR Legal to create a tailored solution for the Education and Care Sector. Recognizing that many of our members may still be utilizing paper files, spreadsheets and emails, childHR was developed to provide a technology-based document control system. Below are a number of tips provided by childHR.

Here are 8 things to remember when recording your annual staff assessments.

1. Follow a consistent format
The payoff is that a well documented assessment makes it easy for you (and your employee) to review performance progress – or regress. It can help reduce your legal risk if an employee needs to be performance managed or perhaps dismissed.

To help guide you through how to document the performance reviews, here are some key components worth factoring in.

2. Record essential information
This should come at the top of the document and include the basics such as the date, employee name, department, employment status, manager’s name and performance period. Get this information right now, and you will only need to make minor amendments for the next review.

3. Have a performance goals rating system
To determine the rating you wish to assign to each of your employee’s performance goals, we suggest using a numerical system – for example:

   1. being outstanding
   2. exceeds targets
   3. meets targets
   4. needs improvement
   5. unsatisfactory
   NA for developing or not applicable

Using this system means when you and the employee both give a separate rating it should be clear what your agreed rating will be. This also helps form the discussion points around Key Performance Indicators, and whether the employee is performing as expected.
4. Include job skills and personal attributes
These objectives might include sections such as Accountability, Initiative, Attention to Detail and Teamwork. Your review document should include space for the employee to comment including examples that back up the rating they give themselves. There should also be a space for you (or the manager) to comment in addition to a section for explaining the final rationale for the agreed rating.

Remember to record your observations about your employee’s job performance as objectively as possible, and tie your conclusions to hard data. By supporting your assessment with specific examples the employee can see exactly where they can improve. If the employee’s work is substandard, you suspect they might need to be performance managed, or even dismissed being able to provide documents that outline the steps you took to try and correct any performance issues will help reduce your legal risk if the matter ends up in court.

5. Include a position description review
Before going any further, it’s important to review your employee’s existing position description to make sure it’s still relevant. During the course of a year, or even six months, many aspects of your employee’s role can change as your business grows or targets shift. Now’s the time to make any updates necessary to ensure your employee’s position description and key performance indicators reflect their current and ongoing role.

6. Have development objectives
This is where you ask the employee to indicate what areas they would like to focus on during the coming months. In this section of the review document you can include questions such as: What new skills or behaviours would you like to work on in the coming year to support you in your role? Or: Are there any professional development opportunities you would like to undertake, relevant to your career goals?

7. Overall performance review rating
Ask the employee to give an overall rating of their performance for the year. Then you do the same, and together you agree on the final rating. This is also where some forethought into the final message you would like to leave the employee with can be helpful. For example, Performance Reviews suggests writing down three things the employee did well during the year and two areas that most need improvement. Then, ask yourself: “What’s the single most important take away I want the employee to remember?” Refine your message to one key idea as your overall impression of their performance.

8. Make sure you both Sign off!
It seems obvious, but be sure both you and the employee sign and date the document to show you’re in agreement about its contents. Technology now ensures companies can digitally document when a document is read, updated, and signed off. In the past HR administrators would utilize paper files and perhaps a spreadsheet, but with childHR the entire process can be documented online and stored for future reference.

If you have a question about conducting performance reviews, Child Australia in association with childHR and HR legal will be conducting a **free webinar** on **Thursday the 20th of October (2pm Perth time)** on the topic of **Performance Management versus Managing Performance**.

If you have a question about conducting performance reviews, Child Australia in association with childHR and HR legal will be conducting a **free webinar** on **Thursday the 20th of October (2pm Perth time)** on the topic of **Performance Management versus Managing Performance**.

**Click here to register**

---

**About HR Legal:**
HR Legal is a dedicated Workplace Relations and Workplace Safety law firm. They have kindly donated their time to address this topic for the child care sector.

**About childHR:**
childHR is the only technology based document control HR system in Australia designed exclusively for the Education and Care sector. childHR assists in the document control compliance in Quality Areas 4 & 7 of the National Quality Standards.

---

**Mikki Silverman**

As CEO of DiffuzeHR, I’m passionate about the implementation of best practice HR, and I’m driven by our mission: to be the HR system of choice for SMEs by providing both the software and the HR and Legal smarts to succeed, all with a human touch.
Performance Management Checklist

One of the most stressful parts of management is managing staff. Not to be taken lightly, there are legal requirements involved in the process to which all operators in the child care sector must comply.

Here’s a short checklist: (tick or cross)

☐ Do you conduct formal performance reviews with your staff at the same time each year?
☐ Do you document when the reviews were conducted, with whom and what the results were?
☐ Does the employee have access to their performance review record?
☐ Can they provide written feedback and an acknowledgement that the review was conducted?
☐ Do you have a back up plan should something happen to the file? i.e. office is destroyed or file is lost?
☐ Do you know the difference between Managing Performance vs Performance Management vs Bullying?

childHR in conjunction with HR Legal will be conducting a free webinar in early October on the topic of Performance Management.

Learning outcomes:
- Legal obligations. What are they in performance management.
- Learn the difference between managing performance and performance management.
- Minimising risks. What to do during the performance management process, and how to minimise risk so it doesn’t lead to claims of bullying.
- Good practices in document management using advancements in technology.

HR Legal will go through Case studies to assist with your understanding.

Click here to register

Presented by HR Legal, and proudly sponsored by ChildHR.

About HR Legal:
HR Legal is a dedicated Workplace Relations and Workplace Safety law firm. They have kindly donated their time to address this topic for the child care sector.

About childHR:
childHR is the only technology based document control HR system in Australia designed exclusively for the Education and Care sector. childHR assists in the document control compliance in Quality Areas 4 & 7 of the National Quality Standards.
The only HR system in Australia designed exclusively for the Education and Care Sector.

childHR assists you to meet compliance in Quality Areas 4 and 7 of the National Quality Standards and streamline staff management so you can focus on what really matters.

- Setup best practice HR within minutes
- Get support to meet the National Quality Standards
- Save time by streamlining staff management
- Maintain and motivate your staff
- Leverage best-practice advice and guidelines

Would you like to know more?

Visit our website www.childhr.org.au

Go ahead, give it a go 30 days free trial
Introducing additional keynote speakers at ECLD Conference 2017

**Dr. Jack Shonkoff**

Jack P. Shonkoff, M.D., is the Julius B. Richmond FAMRI Professor of Child Health and Development at the Harvard T.H. Chan School of Public Health and the Harvard Graduate School of Education; Professor of Pediatrics at Harvard Medical School and Boston Children’s Hospital; and Founding Director of the university-wide Center on the Developing Child at Harvard University. He has served as Chair of the Board on Children, Youth, and Families at the National Academy of Sciences and led a blue-ribbon committee that produced the landmark report, *From Neurons to Neighborhoods: The Science of Early Childhood Development*.

**Anne Stonehouse**

Anne Stonehouse AM works as a consultant, writer and developer of videos and other resources on a variety of topics in early childhood education and care. She was a member of the Charles-Stubt-University-based consortium that wrote the national Early Years Learning Framework. Since its launch in 2009 she has been involved in a number of projects related to the EYLF and the nature of excellence in pedagogy, particularly with under three year olds. In recognition of her contribution to children and children’s services, Anne was appointed a Member of the General Division of the Order of Australia in 1999.

**Anthony Semann**

Anthony Semann is one of the Directors and founders at Semann & Slattery a national consulting and professional development firm. For 15 years he has worked as a researcher, consultant and manager with a broad range of government, non-government and private organisations. His skills and expertise has seen him work with organisations across Australia and overseas. Anthony has an exceptional capacity to challenge organisations and people to reflect on how their approaches to communication, leadership, diversity, values, relationships and workplace culture affect their services, businesses and ultimately the community.

Registrations for the conference are now open
Documentation and Planning
Wraparound Consultancy Package

Inservice Consultation 1
(2 hours):
- Review of educators role in planning
- Engaging educators across all levels in the cycle of planning
- Effective observation techniques in less than 5 minutes

Inservice Consultation 2
(2 hours):
- Meaningful curriculum planning – How to analyse and inform learning
- The role of the Educational Leader in quality improvement planning

Inservice Consultation 3
(2 hours):
- Working with the Learning Outcomes
- Models of Reflection
- Embedding ongoing reflective practices

☑ Delivered by qualified, sector experienced consultants
☑ Aligned to National Quality Area outcomes
☑ Practical tools, resources and strategies developed exclusively for your Service’s needs to ensure embedded practices

TAKE Advantage OF THIS LIMITED OFFER!
$795

For further information, or to book please get in touch with our Quality Consultants.

P: 1800 783 768 (WA) 1800 138 662 (NT)
E: support@childaustralia.org.au

Online options available for $495
*Conditions Apply
Because we all need somebody by our side...