

with children:



Australian Children's
Education & Care
Quality Authority™

icators and children:

onships are maintained with

s supported to regulate
appropriately to the behaviour
actively to resolve conflicts.



PROVOCATION BOOK SET-UP PACK

PROFESSIONAL PRACTICE TRAINING & SUPPORT

From face-to-face workshops, on the floor mentoring, and our extensive online learning platform, you can choose when and where to learn. All of our professional development and support activities link research to practice to establish sustainable learning and quality outcomes.



ONLINE PD COURSES

✓ SELF-PACED COURSES

For maximum flexibility and choice to match busy staff schedules, staff can learn at their own pace!

✓ ON-DEMAND WEBCASTS

1-hour On-Demand Webcasts that include current themes relevant to the sector.



FACE-TO-FACE PD SERVICES

✓ IN-SERVICE WORKSHOPS

Customised 2-hour workshops that give you a comprehensive and practical understanding of standards, frameworks and research linked to best practice delivered at your service.

✓ HOSTED TRAINING

If you can't make it to any of our scheduled forums, we can host something specifically for you and your team!



CONSULTANCY

✓ CONSULTANCY & MENTORING

Address key objectives and topics outlined by you and your service.

✓ ASSESSMENT & RATING CHECK-UP

Assist in developing Action Plans & recommendations

✓ MANAGEMENT SUPPORT

Tailored options to suit you and your services needs

TOP 4 ONLINE PD COURSES

01 SUPERVISION ESSENTIALS



Discussing why supervision is critically important in the various education and care settings.

02 INTRODUCTION TO CHILD PROTECTION



Your role as a child protection advocate: Define child abuse & neglect, the reporting process and legislation.

03 CHILD AWARE



Identify children at risk of harm, procedures and actions to be taken. Documentation, disclosures and reporting requirements.

04 BECOMING A RESPONSIBLE PERSON



Based on legislation, this course outlines what it means to be the responsible person as well as how best to select one in your service.



Check out the full list of courses here.

TOP 4 FACE-TO-FACE WORKSHOPS

01 GUIDING BEHAVIOURS THROUGH RESPECTFUL INTERACTIONS



Assist educators to understand the impact of their words through reflection and reframing.

02 CHILD PROTECTION



Based on regulations, when and how to report any issue that you feel is of concern about a child.

03 UNPACKING THE EARLY YEARS LEARNING FRAMEWORK



Helps to make the links between all of the components of the EYLF.

04 SUPPORTING CHILDREN'S BEHAVIOURS



Explore the neuroscience, childhood relationships and learning that determines behaviours.



Check out the full list of courses here.



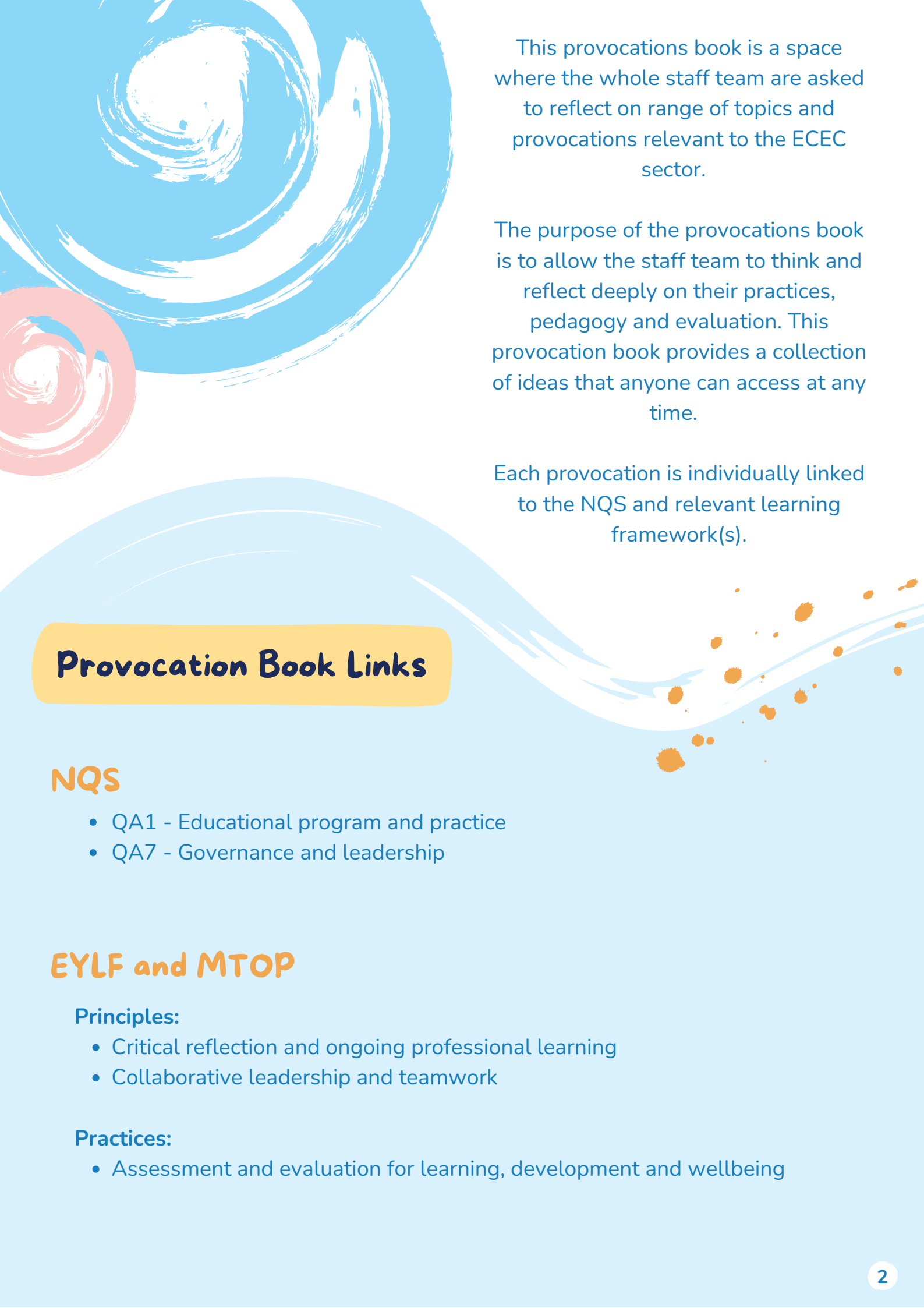
- Certificate on Completion
- All online courses are self-paced
- Self enrolment options available
- Supporting course documentation
- Subscription options available
- Support available - phone & email
- Learn anywhere - at anytime



“

The facilitator showed high knowledge about the topic. This PD has given me so many ideas I can take to my centre.

I found the session to be very informative and helped further my knowledge regarding children and their wellbeing.



This provocations book is a space where the whole staff team are asked to reflect on range of topics and provocations relevant to the ECEC sector.

The purpose of the provocations book is to allow the staff team to think and reflect deeply on their practices, pedagogy and evaluation. This provocation book provides a collection of ideas that anyone can access at any time.

Each provocation is individually linked to the NQS and relevant learning framework(s).



Provocation Book Links

NQS

- QA1 - Educational program and practice
- QA7 - Governance and leadership

EYLF and MTOP

Principles:

- Critical reflection and ongoing professional learning
- Collaborative leadership and teamwork

Practices:

- Assessment and evaluation for learning, development and wellbeing

PROVOCATION

1. Educators to write their top 3 favourite things/hobbies that they do outside of work. Can have a follow up question of what they believe their strengths are.

Example:

*Gardening, playing hockey.
Strengths could be: writing learning stories, messy play, health and safety.*

2. List 2 x sensory based activities that you have conducted within your program this fortnight. Please note that no one can list the same activity.

Example:

*scented jars – placing cotton wool balls into jars with different essential oils or spices in them.
Drill holes into the jar lids for easier smelling.*

3. Find a resource (Online or hard copy) that supports educators to engage families. Write this down and how you can use it within your practice.

Example:

StartingBlocks.gov.au | [Early Childhood Education & Care](#)

4. Learn a new word in our local/ Aboriginal language (Wadjuk, Noongar). Write this word down and the definition – you cannot use the same word as someone else.

Example:

Moorditj = Strong/solid

LINKS TO NQS

Element 7.2.3
Development of professionals

Element 4.2.1
Professional collaboration

Element 1.1.3
Programmed learning opportunities

Element 1.3.2
Critical reflection.
Development of professionals

Standard 6.1
Supportive relationships with families

Element 4.2.1
Professional collaboration

Element 6.2.2
Access and participation

LINKS TO APPROVED LEARNING FRAMEWORKS

EYLF and MTOP:

- **Principle:** Collaborative leadership and teamwork

EYLF:

- **Practices:** Play-based learning and intentionality

MTOP:

- **Principles:** Play, leisure and intentionality

EYLF and MTOP:

- **Practices:** Holistic, integrated and interconnected approaches
- **Principles:** Partnerships

EYLF and MTOP:

- **Practices:** Cultural responsiveness
- **Principles:** Aboriginal and Torres Strait Islander perspectives

PROVOCATION

5. What is a quote that you live by? Write it down to share with the team.

Example: *"The standard you walk by is the standard you accept."*

6. Describe your image of children in no more than two sentences.

Example:
"Children are honourable souls"

7. Thinking about sustainability (environmental, economic and social) ... What is a project idea that would encompass all three?

Example:
Adopting the local community garden.

8. What is something about ICT (information communication technology) that you struggle to understand or know how to use? If you were supported, would you be open to using this more?

Example:
Using speech to text options

LINKS TO NQS

Standard 4.2
Professionalism

Element 5.1.1
Positive educator to child interactions

Element 3.2.3
Environmentally responsible

Element 5.2.1
Collaborative learning

Element 1.1.3
Program learning opportunities

Element 6.2.2
Access and participation

LINKS TO APPROVED LEARNING FRAMEWORKS

EYLF and MTOP:

- **Principles:** Collaborative leadership and teamwork

EYLF:

- **Practices:** Responsiveness to children
- **Principles:** Secure, respectful and reciprocal relationships

MTOP:

- **Practices:** Collaboration with children and young people
- **Principles:** Secure, respectful and reciprocal relationships

EYLF and MTOP:

- **Practices:** Play-based learning and intentionality
- **Principle:** Sustainability

EYLF and MTOP:

- **Practices:** Continuity of learning and transitions
- **Principles:** Critical reflection and ongoing professional learning

PROVOCATION

9. What does “Cultural responsiveness” mean to you?

Example:

“Standing up for people when there is cultural injustice. Accepting all regardless of cultural differences or bias.”

10. What is one piece of advice you would give to anyone thinking of starting in the sector?

Example:

“Don’t hold back on being silly”

11. If you were given \$500 to spend on resources only, what would you purchase and why?

Example:

“Membership to Remida so that we are able to access what they have to offer whenever we wish.”

12. Write down your favourite nursery rhyme. If you have space/time, please write the lyrics.

Example:

“Zoom zoom zoom, we're going to the moon. Zoom, zoom, zoom, we're going very soon. If you'd like to take a trip, climb aboard our rocket ship. Zoom, zoom, zoom, we're going to the moon... In... 5...4...3...2...1 BLAST OFF!”

LINKS TO NQS

Standard 1.2
Practice

Standard 7.2
Leadership

Element 7.2.1
Continuous improvement

Element 7.2.3
Development of Professionals

Standard 1.3
Assessment and planning

Element 3.2.2.
Resources support play based learning

Element 5.1.1
Positive educator to child interactions

Element 6.1.1
Engagement with the service

LINKS TO APPROVED LEARNING FRAMEWORKS

EYLF and MTOP:

- **Practices:** Cultural responsiveness
- **Principles:** Aboriginal and Torres Strait Islander perspectives
Respect for Diversity

EYLF and MTOP:

- **Principles:** Critical reflection and ongoing professional learning
Collaborative leadership and teamwork

EYLF:

- **Practices:** Learning environments
- **Principles:** Equity, inclusion and high expectations

MTOP:

- **Practices:** Environments
- **Principles:** Equity, inclusion and high expectations

EYLF and MTOP:

- **Practices:** Holistic, integrated and interconnected approaches
- **Principles:** Secure, respectful and reciprocal relationships

Provocation

Date:

Links to NQS

Links to Approved Learning Framework

Notes or Reminders




Links to QIP

Team Member's Name

Response



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Get the support you need by contacting our team of Professional Practice Consultants.