

# 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



### 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



# SUPERVISION ESSENTIALS

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



# INTRODUCTION TO CHILD PROTECTION

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



# CHILD AWARE

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



# 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



# GUIDING BEHAVIOURS THROUGH RESPECTFUL INTERACTIONS

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



# CHILD PROTECTION

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



UNPACKING THE EARLY YEARS LEARNING FRAMEWORK

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



# 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

- 1. Educators to write their top 3 favourite things/hobbies that they do outside of work.
  - a. 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..

# Links to NQS

**Element 7.2.3** Development of professionals

**Element 4.2.1** Professional collaboration

Links to QIP

Links to Approved Learning Framework

# **EYLF and MTOP:**

• **Principle:** Collaborative leadership and teamwork

Date:

Team Member's Name	Response
3	

Team Member's Name	Response

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.

# Links to NQS

**Element 1.1.3** Programmed learning opportunities

**Element 1.3.2** Critical reflection

# Links to QIP

# Links to Approved Learning Framework

# **EYLF:**

 Practices: Play-based learning and intentionality

# MTOP:

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

Date:

Team Member's Name	Response
5	

Team Member's Name	Response

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 I Early Childhood Education & Care

# Links to Approved Learning Framework

# **EYLF and MTOP:**

• **Practices:** Holistic, integrated and interconnected approaches

• **Principles:** Partnerships

Date:

Notes or Reminders

# Links to QIP

Links to NQS

**Standard 6.1** Supportive relationships with families

Response

Team Member's Name	Response

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

Element 4.2.1 Professional

Element 6.2.2 Access and

Collaboration

Participation

Links to NQS

Links to QIP

# Links to Approved Learning Framework

# **EYLF and MTOP:**

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

Date:

Notes or Reminders

# **Team Member's Name** Response

Team Member's Name	Response
	10

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."

Notes or Reminders

Date:

# Links to NQS

Standard 4.2 Professionalism

# EYLF and MTOP:

• **Principles:** Collaborative leadership and teamwork

Links to Approved

**Learning Framework** 

Links to QIP

Team Member's Name	Response
11	

Team Member's Name	Response

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

Example: "Children are honourable souls"

Links to NQS

Links to QIP

**Element 5.1.1** Positive educator

to child interactions

# Links to Approved Learning Framework

# 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

Date:

Team Member's Name	Response
13	

Team Member's Name	Response

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

Example: Adopting the local community garden.

# Links to NQS

**Element 3.2.3** Environmentally responsible

**Element 5.2.1** Collaborative learning

Links to QIP

Links to Approved Learning Framework

# **EYLF and MTOP:**

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

• Principle: Sustainability

Date:

Team Member's Name	Response
15	
19	

Team Member's Name	Response

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

**Element 1.1.3** Program learning opportunities

**Element 6.2.2** Access and Participation

Links to QIP

Links to Approved Learning Framework

# **EYLF and MTOP:**

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

Date:

Team Member's Name	Response
17	
17	

Team Member's Name	Response

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."

Links to NQS

Standard 1.2 Practice

**Standard 7.2** Leadership

Links to QIP

Links to Approved Learning Framework

# **EYLF and MTOP:**

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

Date:

Team Member's Name	Response
19	

Team Member's Name	Response

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"

Links to NQS

Element 7.2.1 Continuous

**Element 7.2.3** Development of

Improvement

professionals

# Links to Approved Learning Framework

# **EYLF and MTOP:**

• **Principles:** Critical reflection and ongoing professional learning

Collaborative leadership and teamwork

Date:

Notes or Reminders

# Links to QIP

Team Member's Name	Response
11	
21	

Team Member's Name	Response

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."

# Links to NQS

Standard 1.3 Assessment and planning

**Element 3.2.2.** Resources support play based learning

# Links to QIP

Links to Approved Learning Framework

# EYLF:

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

# MTOP:

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

Date:

Team Member's Name	Response
23	

Team Member's Name	Response

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

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

# Links to NQS

**Element 5.1.1** Positive educator to child interactions

**Element 6.1.1** Engagement with the service

# Links to QIP

Links to Approved

**Learning Framework** 

# **EYLF and MTOP:**

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

Date:

Team Member's Name	Response
25	

Team Member's Name	Response



- support@childaustralia.org.au
- childaustralia.org.au
- 4 / 183 Great Eastern Highway, Belmont, WA, AU
  2 / 18 Bauhinia Street, Nightcliff, Darwin, NT, AU



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