

# Trauma Informed Practice



The course aims to equip educators with the knowledge and skills necessary to implement trauma-informed practices. By focusing on individual contexts, developing a trauma-informed approach, designing programs and environments, and building supportive relationships, educators can create safe and nurturing learning environments that promote healing, resilience, and positive outcomes for children who have experienced trauma.

## Areas covered within the course include:

- What is Trauma? (Individual contexts as a guide for strategies)
- Trauma-informed educator
- Trauma-informed program
- Trauma-informed environment
- Trauma-informed relationships.

## Course Alignment

National Quality Standards	EYLF and VEYLDF	Certificate III in Early Childhood Education and Care (CHC30121)
<p><b>Standard 1.1 – Program</b> The educational program enhances each child’s learning and development.</p> <p>&gt; <b>Element 1.1.2 – Child-centred</b> Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.</p> <p><b>Standard 1.3 – Assessment and Planning</b> Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</p> <p>&gt; <b>Element 1.3.1 – Assessment and planning cycle</b> Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.</p>	<p><u><b>EYLF Principles</b></u></p> <ul style="list-style-type: none"> <li>• Secure, respectful and reciprocal relationships</li> <li>• Partnerships</li> <li>• Respect for diversity</li> <li>• Aboriginal and Torres Strait Islander perspectives</li> <li>• Critical reflection and ongoing professional learning</li> <li>• Collaborative leadership and teamwork</li> </ul> <p><u><b>VEYLDF Practice Principles</b></u></p> <ul style="list-style-type: none"> <li>• Reflective Practice.</li> <li>• Partnerships with families.</li> <li>• Respectful relationships and responsive engagement.</li> <li>• Partnerships with professionals.</li> </ul>	<p><u><b>CHCPRT001:</b></u> Identify and respond to children and young people at risk</p> <p><u><b>CHCECE033:</b></u> Develop positive and respectful relationships with children</p>