

Embedding the Child Safe Standards



The course aims to equip educators with the knowledge and understanding necessary to embed the Child Safe Standards within their professional practice. By grasping the concept of the standards, recognising personal responsibilities, and understanding information-sharing protocols within the context of CISS and FVISS, individuals can create and maintain safe environments that prioritise the protection and wellbeing of children.

Areas covered within the course include:

- Connect the Child Safe Standards to the daily practice Identifying personal responsibilities
- Recognise the Child Safe Standards
- Apply and implement the CSS in day-to-day tasks Understand general roles and responsibilities
- CISS – Responsibilities in sharing information
- FVISS – Responsibilities in sharing information

Course Alignment

National Quality Standards	EYLF and VEYLDF	Certificate III in Early Childhood Education and Care (CHC30121)
<p><u>Standard 2.2 – Safety</u> Each child is protected.</p> <p><u>Standard 7.1 – Governance</u> Governance supports the operation of a quality service</p> <p>> Element 7.1.2 – Management Systems Systems are in place to manage risk and enable the effective management and operation of a quality service</p>	<p><u>EYLF Principles</u></p> <ul style="list-style-type: none"> • Secure, respectful and reciprocal relationships • Partnerships • Respect for diversity • Aboriginal and Torres Strait Islander perspectives • Critical reflection and ongoing professional learning • Collaborative leadership and teamwork <p><u>VEYLDF Practice Principles</u></p> <ul style="list-style-type: none"> • Reflective Practice. • Partnerships with families. • Respectful relationships and responsive engagement. • Partnerships with professionals. 	<p><u>CHCECE055</u>: Meet legal and ethical obligations in children’s education and care</p> <p><u>CHCPRT001</u>: Identify and respond to children and young people at risk</p>

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

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<p>Standard 1.1 – Program The educational program enhances each child’s learning and development.</p> <p>> Element 1.1.2 – Child-centred Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.</p> <p>Standard 1.3 – Assessment and Planning Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</p> <p>> Element 1.3.1 – Assessment and planning cycle 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>EYLF Principles</u></p> <ul style="list-style-type: none">• Secure, respectful and reciprocal relationships• Partnerships• Respect for diversity• Aboriginal and Torres Strait Islander perspectives• Critical reflection and ongoing professional learning• Collaborative leadership and teamwork <p><u>VEYLDF Practice Principles</u></p> <ul style="list-style-type: none">• Reflective Practice.• Partnerships with families.• Respectful relationships and responsive engagement.• Partnerships with professionals.	<p><u>CHCPRT001:</u> Identify and respond to children and young people at risk</p> <p><u>CHCECE033:</u> Develop positive and respectful relationships with children</p>

Educator Wellbeing



The course aims to promote the wellbeing and self-care of educators, enabling them to create a positive work environment and support the mental health of both them and their colleagues. By addressing stress management, conflict resolution, fostering connections, and cultivating psychological safety, educators can thrive both personally and professionally.

Areas covered within the course include:

- Supporting your own mental health as well as those around you
- Stress management basics
- Conflict and interpersonal issues at work
- Connection with others
- Psychological safety.

Course Alignment

National Quality Standards	EYLF and VEYLDF	Certificate III in Early Childhood Education and Care (CHC30121)
<p>Standard 4.1 – Staffing Arrangements Staffing arrangements enhance children's learning and development.</p> <p>Standard 4.2 – Professionalism Management, educators and staff are collaborative, respectful and ethical.</p> <p>Standard 7.1 – Governance Governance supports the operation of a quality service.</p> <p>Standard 7.2 – Leadership Effective leadership builds and promotes a positive organisational culture and professional learning community.</p>	<p><u>EYLF Principles</u></p> <ul style="list-style-type: none">• Secure, respectful and reciprocal relationships• Partnerships• Respect for diversity• Aboriginal and Torres Strait Islander perspectives• Equity, inclusion and high expectations• Sustainability• Critical reflection and ongoing professional learning• Collaborative leadership and teamwork <p><u>VEYLDF Practice Principles</u></p> <ul style="list-style-type: none">• Reflective Practice.• Respectful relationships and responsive engagement.• Partnerships with professionals.	<p><u>HLTWHS001</u>: Participate in workplace health and safety</p> <p><u>HLTAID012</u>: Provide First Aid in an education and care setting</p> <p><u>CHCPRP003</u>: Reflect on and improve own professional practice</p>

Relationships with Families



The course aims to enhance the knowledge and skills of learners in building positive and collaborative relationships with families. By emphasising the importance of valuing family expertise, effective communication, knowledge sharing, and accessing appropriate supports, learners will be better equipped to create meaningful partnerships with families to support children's learning and development.

Areas covered within the course include:

- Family is the first teacher – do not assume we know more
- When to share knowledge, when to listen
- What supports are available – where to go
- Preparing for conversations
- Meaningful conversations with families.

Course Alignment		
National Quality Standards	EYLF and VEYLDF	Certificate III in Early Childhood Education and Care (CHC30121)
<p>Standard 6.1 – Supportive relationships with families Respectful relationships with families are developed and maintained and families are supported in their parenting role.</p> <p>Standard 6.2 – Collaborative partnerships Collaborative partnerships enhance children's inclusion, learning and wellbeing.</p>	<p><u>EYLF Principles</u></p> <ul style="list-style-type: none">• Partnerships• Respect for diversity• Aboriginal and Torres Strait Islander perspectives• Critical reflection and ongoing professional learning <p><u>VEYLDF Practice Principles</u></p> <ul style="list-style-type: none">• Reflective Practice.• Partnerships with families	<p><u>CHCDIV001</u>: Work with diverse people</p> <p><u>CHCECE030</u>: Support inclusion and diversity</p> <p><u>CHCECE034</u>: Use an approved learning framework to guide practice</p>

Supporting Children with Additional Needs



The course aims to equip learners with the knowledge and skills needed to effectively support children with additional needs in inclusive educational settings. This includes highly capable children, passive children, and children with challenging behaviour.

Areas covered within the course include:

- Environment as an inclusive strategy
- Individual strategies as a group-wide support
- Understanding individual plans
- Sensory awareness
- Environment as a barrier

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Working in a Team



The course aims to develop learners' skills in working collaboratively and effectively within a team. By focusing on role clarity, connection, communication, trust-building, feedback, and embracing diversity, learners will be equipped to contribute to positive team dynamics, achieve common goals, and enhance overall team performance.

Areas covered within the course include:

- What is my role in building relationships within my team
- Connection
- Giving and receiving feedback
- Ways of communication
- Building trust
- Strength-based approach to working in a team
- Embracing different personalities.

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Professional Identity, Ethics & Teaching Philosophy



The course aims to support educators in developing a strong professional identity, understanding ethical considerations, and articulating their teaching philosophy. By engaging with the code of ethics, reflecting on personal values and motivations, and continuously refining teaching philosophy, educators can establish a solid foundation for their professional practice and contribute positively to the Early Childhood education field.

Areas covered within the course include:

- Understanding the code of ethics, where to find it, and how to use it in decision making
- Developing and evolving one's teaching philosophy over time
- Ability to clearly articulate the reasons for pursuing a career in Early Childhood.

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Intentionality in Learning Environments



The course aims to equip educators with the knowledge and skills necessary to teach with intentionality. By understanding their role, exploring different forms of intentionality, and incorporating spontaneous intentional teaching, educators can create meaningful learning experiences that support children's development, curiosity, and engagement. Additionally, to empower educators with the knowledge and skills necessary to create enriching and engaging learning environments. By considering aesthetics, utilising natural resources, accessing diverse materials, fostering imagination, embracing diversity, and supporting risky play, educators can create dynamic spaces that promote holistic development, curiosity, and joy in learning.

Areas covered within the course include:

- Understanding the role of the educator
- Exploring what intentionality can look like
- Opportunities for intentionality in the moment
- Aesthetic spaces
- Utilising natural resources as a tool
- Ideas for accessing resources to create learning environments
- Fostering imagination
- Embracing diversity and considering acoustics
- Supporting risky play

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<p>Standard 3.2 – Use (Physical Environment) The service environment is inclusive, promotes competence and supports exploration and play-based learning.</p> <p>Standard 5.1 – Relationships between educators and children Respectful and equitable relationships are maintained with each child.</p> <p>Standard 5.2 – Relationships between children Each child is supported to build and maintain sensitive and responsive relationships.</p>		

Foundational Practice: The Arts in Practice



The course aims to equip educators with the knowledge, skills, and confidence to integrate the arts into their early learning practice. By encouraging active involvement, appreciating diverse expressions, overcoming fears, understanding the benefits, and defining the role of the arts, educators can create vibrant and meaningful arts experiences that nurture children's creativity, self-expression, and overall development.

Areas covered within the course include:

- Getting creative in practice – getting involved
- Appreciating the variety of children's ways of expressing themselves
- Overcoming fear
- Understanding the benefits of the arts
- Defining the arts in an early learning setting.

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Foundational Practice: Routines & Rituals



The course aims to empower educators with the knowledge and skills necessary to establish meaningful and effective routines and rhythms. By recognising children's voice, valuing consistency, embracing flexibility, and supporting smooth transitions, educators can create nurturing and responsive environments that promote children's well-being, engagement, and sense of agency in their daily experiences.

Areas covered within the course include:

- Recognising children's voice as a lead in their routines and rhythms
- Understanding the positive impact of consistency
- Emphasising the need for flexibility
- Supporting smooth transitions.

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Course Alignment

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<p>Standard 5.1 – Relationships between educators and children</p> <p>Respectful and equitable relationships are maintained with each child.</p> <p>Standard 5.2 – Relationships between children</p> <p>Each child is supported to build and maintain sensitive and responsive relationships.</p>		

Foundational Practice: Using Digital Technologies with Children



The course aims to equip educators with the knowledge, skills, and critical perspectives necessary to use digital technologies effectively and responsibly in early learning contexts. By understanding the nature of digital technology use, developing practical strategies, and exploring the ECA (Early Childhood Australia) Statement, educators can leverage digital tools to support children's information access, idea investigation, and expression of thinking in developmentally appropriate and meaningful ways.

Areas covered within the course include:

- Understanding what using digital technologies in early learning is and is not
- Developing knowledge and skills to use digital technology with children
- Unpacking the ECA Statement on Young Children and Digital Technologies.

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<p>Standard 3.2 – Use (Physical Environment) The service environment is inclusive, promotes competence and supports exploration and play-based learning.</p> <p>Standard 5.1 – Relationships between educators and children Respectful and equitable relationships are maintained with each child.</p> <p>Standard 5.2 – Relationships between children Each child is supported to build and maintain sensitive and responsive relationships.</p>		

Foundational Practice: Running a Group Time



The course aims to equip educators with the knowledge, skills, and strategies necessary to effectively run group time activities. By implementing engagement strategies, collaborating with co-educators, facilitating child-led experiences, being prepared and flexible, inviting children to participate, and mastering story introduction and reading techniques, educators can create meaningful and engaging group time experiences that support children's social, emotional, cognitive, and language development.

Areas covered within the course include:

- Purpose of a group time
- Implementing strategies to engage and sustain children in a group time
- Collaborating with co-educators in a group time
- Facilitating child-led group time
- Preparation and flexibility in group time
- Inviting children to the group time - what does that look like
- Introducing and reading a story.

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Diversity and Inclusion



The course aims to equip educators with the knowledge and skills necessary to effectively integrate cultural inclusiveness into their practice. By focusing on relationship building, cultural safety, and child safety standards, educators can create inclusive and respectful learning environments that honour and celebrate all cultures and identities.

Areas covered within the course include:

- Creating relationships to embed cultural inclusion in their/the service's philosophy.
- Understanding the responsibility as an educator to create culturally safe spaces.
- Creating a culturally safe environment that respects and values the diverse identities and experiences of children and families.

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Course Alignment

National Quality Standards	EYLF and VEYLDF	Certificate III in Early Childhood Education and Care (CHC30121)
<p>Standard 5.2 – Relationships between children Each child is supported to build and maintain sensitive and responsive relationships.</p> <p>Standard 6.1 – Supportive relationships with families Respectful relationships with families are developed and maintained and families are supported in their parenting role.</p> <p>Standard 6.2 – Collaborative partnerships Collaborative partnerships enhance children’s inclusion, learning and wellbeing.</p> <p>Standard 7.1 – Governance Governance supports the operation of a quality service.</p> <p>Standard 7.2 – Leadership Effective leadership builds and promotes a positive organisational culture and professional learning community.</p>	<p>EYLF and VEYLDF Learning and Development Outcomes</p> <ul style="list-style-type: none"> • Children have a strong sense of identity • Children are connected with and contribute to their world • Children have a strong sense of wellbeing • Children are confident and involved learners • Children are effective communicators 	