Welcome

We have a jam-packed newsletter for you, some tips on how to be an effective student, some ideas for Book Week and NAIDOC Week, and some great ideas from one after school hours service. We hope that you find some interesting reading about re-doing your playground and illness.

The CTAS family is growing

We would like to welcome Jenna Simmons to the role of part time Trainer and Assessor. Jenna has been a Professional Development Trainer at CTAS for a few of months, and will continue in this role, as well as Trainer and Assessor.

Jenna and her husband have three children. She has been in the industry for 13 years, as an educator and a director. Jenna likes to spend time with her family and enjoys going on holidays especially to Bali.

Book Week 22 August-28 August

Theme: Books light up our world

It is the 70th anniversary of Book Week this year. Here are some ideas of how you could celebrate it:

Ask each family to bring in their favourite book for the educators to read to the children, as a large group or in small groups, over Book Week.

You could write a book with the children using their ideas and illustrations. Create a group artwork with drawings of everyone’s favourite book character.

The theme is — Books light up our world, so you could create a reading corner with fairy lights around it, or make it a dark space where children need to use torch light to read their books.

Invite children to dress-up as their favourite book characters, or make costumes or masks of their favourite book characters. Ask the children to role play their favourite part of the book.

Invite parents, carers or community members in to read their favourite childhood book to the children.

Did you know?

CTAS provides traineeships in CHC30113 Certificate III Early Childhood Education and Care, CHC50113 Diploma of Early Childhood Education and Care, and CHC40113 Certificate IV in School Age Education and Care

Future Skills courses, subsidised by the Department of Training and Workforce Development

If you would like your staff trained by a team of passionate, committed and highly experienced child care professionals — Call us today on (08) 9350 9222 to organise a consultation at your centre to discuss your specific needs.

COMPETITION TIME

We have two front row tickets to AN EVENING WITH MAGGIE DENT, ALISE SHAFER AND BOLD PARK COMMUNITY SCHOOL to give away to one lucky winner! Wednesday 5th August 2015.

For your chance to win you must:

1. Like the CTAS- Childcare Training and Accreditation Solutions page on Facebook
2. Share the competition post
3. Comment below on the competition post with ‘Yes Please’ when all other steps are complete

*Be sure to comment on the original post to be eligible to win.

Competition closes 17th July 2015
The CTAS July–November Professional Development Calendar is out now, if you do not have a copy please email Mikayla at admin@ctas.wa.edu.au. There are some great new additions for the coming months, Transitions, Using Technology with Children and Creating Learning Environments. We also have some sessions back by popular demand such as Child Protection, Supporting Children’s Behaviour and Educator Wellbeing. Our guest presenters are facilitating workshops topics including Aboriginal Culture Awareness (for those who missed out last time), Effective Communicators and Creativity with Children. In addition to all of this, we have two webinars (for those who want to do Professional Development but don’t want to travel). The booking form is attached to the calendar.

**Embracing cultures in the community**  
22 July 2015  
In this workshop we will discuss why diversity is an important concept in early childhood and look at communicating across cultures to find ways of understanding and honouring differences. We will explore ways to build relationship with the community around you and involve them in your service.

**Reflective Practice—the 5th principle**  
5 August 2015  
Guest Facilitator Jan Spence:  
“Reflective practice is a form of ongoing learning that involves engaging with questions of philosophy, ethics and practice. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” (Belonging Being Becoming p.13) Explore how to be a critical thinker and challenge yourself in professional and personal goals.

**Intentional Teaching**  
9 September 2015  
What is intentional teaching? What does intentional teaching look like? What are some intentional teaching strategies? We look at the answers to these questions and talk about examples of ways to set up the environment for intentional teaching.

**NAIDOC week 5-12 July 2015**  
The National NAIDOC theme for 2015 is: We all Stand on Sacred Ground: Learn, Respect and Celebrate.  
From the website http://www.naidoc.org.au/about/theme-and-host-city

‘This year the theme highlights Aboriginal and Torres Strait Islander peoples’ strong spiritual and cultural connection to land and sea. The theme is an opportunity to pay respects to country; honour those who work tirelessly on preserving land, sea and culture and to share the stories of many sites of significance or sacred places with the nation.’

- Research the traditional owners of your community with the children
- Study Aboriginal and Torres Strait Islander art and crafts
- Create your own Aboriginal or Torres Strait Islander art
- Visit local Indigenous sites of significance or interest
- Learn the meanings of local or national Aboriginal and Torres Strait Islander place names and words
- Attend an event put on by your local council, please check their website to see what’s happening in your area
- See the NAIDOC website for more suggestions.

Some ideas to celebrate NAIDOC Week could include:
- Display the National NAIDOC poster at your centre or in your rooms
- Listen to Indigenous musicians or watch a video about Indigenous dancing
Minutes Matter- Croup

Croup can look just like a normal cold in the early stages, as the viruses that cause Croup are very similar to common cold viruses. Croup can effect mainly under fives, although some older children between three to eight can get occasional croup.

Croup is an infection of the windpipe (trachea) and throat (larynx) and the child needs to urgently see a doctor. In rare cases, a very severe croup attack can cause a child to stop breathing and for this reason childcare educators should know what to look for.

Typically a child will have:
- Sneezing and a runny or stuffy nose
- Slight fever
- Distinctive “barking” cough often at night.

Severe Croup Signs & Symptoms

The symptoms of severe croup are also similar to those caused by very serious condition epiglottitis (inflammation of the epiglottis) which requires an Ambulance immediately. Because of the similarities between epiglottis and severe croup it is very important to see a Doctor urgently for both mild and severe forms of croup. If you are in anyway worried or the croup is affecting the child’s airway or breathing that could be anything like:
- Hoarse voice
- Very harsh barking cough
- Noisy breathing.

Call an Ambulance immediately. Do your best to comfort and reassure the child. Find a position of comfort that helps their breathing. This may be sitting up in milder cases. Recovery position should be considered to help protect their airway. Constantly monitor them until the ambulance arrives. If they become unresponsive with no breathing or abnormal breathing start CPR and use a Defibrillator if one is available.

While this might sound quite scary, as any condition that effects someone’s airway and breathing can be - it is worth remembering that most children respond very well to the medications that a doctor will give.

Keith Emin, Revive Emergency Medical Training,
(08) 9467 4805. keith.emin@firstaidperth.com.au
www.ReviveEMT.com.au

Disclaimer: This article contains only generalized first aid advice and is not a substitute for attending a nationally accredited training course. You should always keep within your skills and training limits and within Australian Resuscitation Guidelines.

How to be an effective student—by Jen Dyball

Committing to studying can be exciting (all that new knowledge waiting for you!), but once the excitement has dwindled staying committed to studying can be a little tricky.....

Below are some examples of how you can help yourself be an organised student but the most important thing for you as a student is to know ‘why you are studying’ in the first place. Whatever your reason – remind yourself often of your ‘why’ and make sure you remind yourself how you will feel when we sign you off on your Qualification!!!

Our job is to help you reach your goal and gain your Qualification and be the best Early Childhood Educator you can be so don’t be shy in asking for our help – no, we won’t do your work for you, but we will help you and guide you where we can. Ask us questions, ask your colleagues, especially those who already hold the Qualification you are studying for, for assistance – you might be surprised how many people you know want to share their knowledge and experience with you!

It probably helps to be a bit organised and some very simple, practical guidelines to help keep you focused could be:

Set yourself some goals – make them realistic and achievable – e.g.: I will complete 2 tasks per month to submit to my trainer...... we would LOVE that, just saying....!

Set yourself a routine – how awesome when your CM allocates study time for you during work hours – BUT you have take some responsibility too – make sure you also allocate an hour a week to your studies – e.g.: every Wednesday night from 7.30 – 8.30 pm is my study time. Following on from that – you will need to learn to say “no” to any/all distractions (usually distractions in the way of family or friends) – remind them this 1 hour is your time!

Be prepared – keep all your study ‘stuff’ together – we’ve given you your little red “pizza bag” and your resource books, and your tasks, and your pen..... keep them together - make it as easy for yourself as you possibly can.

Study area – find yourself a nice quiet, uncluttered area, free from distractions – make it as comfortable as you can – a comfy chair, good lighting – turn your mobile off or better still leave it in another room during your study time – you really will survive without it for an hour or so.... trust me - it’s true!

Find a study buddy – if there are other Educators in your service doing the same Qualification as you – ask each other questions, work together when you can, bounce ideas off each other, it could be they have a different perspective from you – use your allocated study time at work wisely, so that doesn’t mean you sit in the staff room together catching up on each other’s gossip.

Would an extrinsic reward be helpful to you? A little reward for yourself when you reach your ‘goals’ or when you hold your Qualification in your hand? Maybe that’s just what you need?

“Chase your dream. It’s only ‘impossible’ until it’s done.”

Current UWA ad...........I love it!
Balancing Risk in Play Provision
by Andrew Reedy

Attitudes toward play in Australia are being influenced by recent trends in the UK. In the past few years there has been a significant mind-shift in Britain in terms of balancing risk in playgrounds. In 2008 the British government produced a landmark document, “Managing Risk in Play Provision”, with many of the UK’s leading play experts contributing. The publication was endorsed by the Health and Safety Executive (the UK’s equivalent of Worksafe).

One of the driving factors behind this shift in focus on play was a recognition that an over-emphasis on protecting children from any form of risk (‘wrapping them in cotton wool’ so to speak) was having an adverse effect on their overall development. The study identified that learning to manage risk is an essential part of children’s growth and development.

Closer to home, a similar shift in emphasis is beginning to take place in Australia. Over recent decades we have become increasingly risk averse, not without good reason considering the increasingly litigious nature of our society. The question now being asked is – does an emphasis on avoiding risk at all cost come at a price? Perhaps the price we have paid in some instances is the advent of playgrounds that, while extremely safe, lack some of the challenge, interest and developmental opportunities that many of us experienced in our own childhood.

Now, before the alarm bells go off, let me point out that what we’re talking about here is not a wholesale abandonment of caution, but a differentiation between acceptable and unacceptable risk. Unacceptable risk takes into account both the likelihood of and the potential for serious injury or death. The introduction to the Australian Standard for playground equipment (AS 4685–2014) states– “risk-taking is an essential feature of play provision and of all environments in which children legitimately spend time playing. Play provision aims to offer children the chance to encounter acceptable risks as part of a stimulating, challenging and controlled learning environment. Play provision should aim at managing the balance between the need to offer risk and the need to keep children safe from serious harm.” They go on to point out that – “children need to learn to cope with risk and this may lead to bumps and bruises and even occasionally a broken limb”.

Another developing trend in play provision has been the inclusion of natural elements (often referred to as Nature Play) into playgrounds. Some aspects of these natural play elements do not fit neatly into various playground Standard requirements. Recognising this fact the Standards Committee has addressed the application of Standards to natural elements in the playground in a new part of the Standard due to be released later this year. This new part to the Standard outlines the role risk assessments play in determining the suitability and safety of such natural play elements.

So where does this leave the operator of a centre who finds themselves balancing the need to provide stimulating play while meeting National Quality Standards and satisfying their insurers?

While some items on existing playgrounds may not fully comply with all of the requirements of current playground Standards, there may be such a low level of risk involved that there is no need for action. A basic risk assessment will help determine this.

In the case of new playground designs, while full compliance to Standards should always be the aim, there may be times when some deviations may be acceptable, or even desirable, if they provide enhanced opportunities for play and learning without any unacceptable risk.

The future for playgrounds in Australia looks bright, and with a liberal dose of common sense applied to the Standards’ safety requirements the possibilities for exciting and engaging playgrounds are endless.

Andrew Reedy is Director of Play Check, specialising in the provision of playground auditing, safety advice and training. Along with 21 years experience in the playground industry Andrew has been a member of the Standards Australia playground committee for the past 13 years and has been involved in the drafting of the last two playground Standards. He recently chaired the sub-committee tasked with drafting a proposed new part of the AS 4685 series dealing with the development, installation, inspection, maintenance and operation of playground equipment. Andrew can be contacted directly for advice to the Child Care sector on any aspect of managing play provision.

AWARD WINNERS

Ready Set Grow Bluff Point was our Featured Centre last newsletter, here are Beck (on left) and Sharnna, the Centre Manager (on right), accepting their award and $100 Spotlight voucher to use to buy resources. Congratulations for the great work.

If you would like your centre featured, please email n.dedomahidy@ctas.wa.edu.au with photos and information about your amazing service. You could win a $100 voucher to buy resources. It could be a room or outside makeover, a project, an experience, or a celebration you have had.
Out of the Box Experiences

POPSTICK CONSTRUCTION

What do I need?
- Coloured pop-sticks
- Velcro dots

What do I do?
Put Velcro dots on each end of the pop-sticks and on both sides.
The sticks can be used in an open-ended way or you could include pictures of letters, shapes and/or pictures of building structures that could inspire the children.

Helping Hands Caladenia

This After School Care service has been doing some really interesting work with their children, including building poppies out of Lego, making Christmas themed monopoly boards, and encouraging children to show educators how they are feeling using feelings cards.

HELPING HANDS

The Helping Hands After School Care Services recently ran a 5 week program where the children could be involved in designing, building, decorating and then racing a Billy Kart. The children needed to bring their own helmet for the race. What a fun idea!

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