Welcome to 2016! We hope that you all enjoyed your Christmas and New Year. CTAS is looking forward to an exciting year with our passionate staff and lots of new professional development topics.

We are able to offer traineeships in CHC30113 Certificate III in Early Childhood Education and Care, CHC40113 Certificate IV in School Aged Education and Care, and CHCS0113 Diploma of Early Childhood Education and Care, so if you are looking to study in 2016 contact us on 9350 9222.

Our professional development team can also provide specialized training for your service through tailored in-services, or group workshops. So for any training needs, CTAS can assist you.

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

Our team is growing...

We are so excited to welcome 4 new staff and 1 returning staff member.

Avril is a new Trainer and Assessor starting with CTAS.

Hi everyone, My name is Donelle and I am the new Administration Assistant at CTAS. I hold a Certificate III in Children’s Services, prior to having my own children I worked as an assistant in childcare centres for six years and also have had various administration roles within the childcare industry.

I have been a stay at home mum for the past three years and excited to be back in the workforce and joining the team at CTAS.

Gabi is returning to CTAS after being at home with her second child for 18 months.

In my new role as Professional Support Officer, I will be booking in-services, processing PD bookings, collating the resources used in professional development, and managing PD payments. My previous role at CTAS was as a Student Support Officer for 18 months.

Hi everyone, My NAME IS Deeanne, I am a new Professional Development Trainer with CTAS. I have been in the Childcare industry for 12 years now. In that time I have been an assistant, a qualified, an assistant manager and a centre manager before returning back to a qualified position as the children are my passion. I have worked with all age groups but feel most pleasure in teaching the toddler age.

I want to inspire Educators to feel the same passion as myself. I want them to know how fortunate they are to be in this industry; that we are an important factor in a child’s early years.

Brooke is our second new Professional Development Trainer.

I have been working within the childcare industry for 16 years, involved in a variety of childcare settings. I hold my Diploma in Children’s Services and am working towards my Bachelor of Early Childhood Education. I am passionate about the industry and enjoy extending my current knowledge and skills particularly about the Early Years Learning Framework. For the last 13 months I have been lucky enough to be a stay at home mum of a little boy who keeps me very busy. I am looking forward to working with CTAS and furthering my skills and taking a new step in my career.
The 2016 CTAS Professional Development Calendar is now out on our website and attached to this newsletter. We have lots of topics that are new for this year and a few of our staples which have been updated to ensure they are still best practice. Our calendar contains the booking form and all of the topics that we can offer for in-services. Please email Gabi at pdtraining@ctas.wa.edu.au for more information.

What’s Coming Up?

Supportive Natural Environments
Date: Wed 20 Jan
Time: 6.30-8.30pm
Venue: CTAS, Cannington
Facilitator: Jenna

Nature is a fantastic resource for educators and children, how can we include natural elements indoors and outdoors in a meaningful way? Learn the benefits of nature based play for children and gain some practical ideas and applications.

Child Protection
Date: Wed 3 Feb
Time: 6.30-8.30pm
Venue: CTAS, Cannington
Facilitator: Nikki

In this session we will cover types of child abuse, indicators, protective strategies and reporting procedures. Participants should be aware that the session content is sensitive and may be confronting, however, it is extremely important that early childhood educators have the skills and knowledge to deal with child protection issues should they arise.

Embracing Cultures in the Community
Date: Wed 17 Feb
Time: 6.30-8.30pm
Venue: CTAS, Cannington
Facilitator: Jenna

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.

2015 CTAS Student of the Year Awards

We are so pleased and excited to announce the winners of the 2015 CTAS Student of the Year Awards. The Certificate III in Early Childhood Education and Care Student of the Year was Christina Von Gunten from Community Kids in Warwick, Certificate IV in School Aged Education and Care Student of the Year was Jessica Gerovich from Banksia Grove Care for Kids OSHC, and the Diploma in Early Education and Care Student of the Year was Ellena Powell-Smith from Kids R Us Early Learning Centre Monmouth St.

Jessica—Certificate IV Student of the Year
Ellena—Diploma Student of the Year
Reflecting on your practice

At the start of the new year, often we reassess what we are doing and why. This article is about looking at the small things, how we talk to children, how we set up the environment, and being responsive to children.

How we talk to children: When I went to Bold Park Community School for professional development a little while ago, I was struck by the way the educators talked to the children, the questions they posed and how they reflected the learning back to the children. One child came up to an educator and said “Sally is on the swing and she won’t let me have a turn,” the educator said “Did you talk to Sally about the swing? She is on it.” Just a simple way of encouraging a child to problem solve, so the educator is not the constant mediator and the child is learning to have confidence in themselves.

Another child was waving a stick around near where other children were playing, the educator said “Think about your choices, is that a good time to be doing that?” Not “put that stick down, that could hurt someone”, but using a way to ask the child to think about the consequences for them selves and to make a decision about their own behaviour.

Another example of thinking about how we speak to children is; a child had give an educator a few things to hold, another child came up to ask what the educator was holding, then the educator said “Rory gave them to me, but we are not sure what to do with them. What do you think we should do with them?” This question lead to lots of suggestions from other children as well, equalising a child-initiated experience that lasted all morning. Who needs to set things out when the children come up with the experiences that interest them and that they are then fully engaged and immersed in?

The environment: When we set-up the environment are we thinking about the interests and skill level of each child? When you look at the children during the day, is each child fully engaged in the environment? If not, what can you do to change that? Sometimes its easier to say “that child is not engaged,” rather than looking at how we can engage them. Some of the questions we can ask ourselves are:

- Is the environment well organised and easy for children to access choose resources? Are children able to work independently without feeling claustrophobic or becoming distracted?
- Is the environment attractive?
- Is the environment open-ended so that children can explore, take the experience in any direction without failing or becoming frustrated?
- Does the environment sustain the children’s interests, encourage them to think, to ask questions, and to extend their ideas?

Being responsive to children: I was at another centre last week where I saw a learning story about footprints. The child had seen her footprint in the sand and had shown an educator, the educator then took her shoes off and placed her footprint in the sand next to the child’s, this started a conversation about size and how feet grow when “people get bigger”. The educator documented this as a learning story with suggested extensions including; making footprint paintings and then cutting them out to look at different sizes and charting them, looking at animal footprints and looking at handprints. So many tangents that this learning could be taken on from one little comment from a child. How many times have we had this kind of comment and said “that’s nice?” If we let them, the child will write our curriculum for us, we just have to listen and be open.

As educators, we need to think about the quote “Work smarter not harder.” If we listen to the children they will tell us what they want in the environment, what they need us to do, and how they need us to support them, we just need to take the time.

Biting book Little People’s Place East Fremantle

In a Supporting Children’s Behaviour professional development workshop recently, Little People’s Place shared with the group a “biting book” that they use with children who have bitten another child. They read the book to the children and will often send the book home with a child who has bitten another child for the parents to read to the child. They have found this book to be an effective strategy to support families who have a child who has bitten at daycare.

It is a very simple book, with simple pictures (one shown on the left). It uses the language that is used in the daycare setting so that the educators are reinforcing the message from the book.

Thanks so much to Little People’s Place in East Fremantle for allowing us to share this idea.
Let’s celebrate this great country of ours, and everyone who makes it special

**Ideas for Australia Day**

Draw around each child’s hand and then decorate it. Make a display to celebrate being Australian.

Ask each child what it means to live in Australia, write each response down and display each child’s answers.

Collect Eucalyptus leaves, paint them, and make a wreath out of them.

Play Australian animal picture bingo.

Make damper.

Decorate empty cardboard tubes, then put rice inside and seal both ends to make rainsticks.

Use clay and sticks to make echidnas.

Make lamington cupcakes (cupcakes with chocolate icing and coconut on top).

Collect gumnuts and other Australian nuts to roll on top of playdough to make patterns, or on top of salt dough to create ornaments.


---

Find CTAS on social media

Are you doing something amazing at your centre you would like to share with the world?

Would you like to see your service featured in our newsletter?

You could win a $100 voucher to a resource outlet of your choice. All you need to do is email us at pdtraining@ctas.wa.edu.au with photos and some information about the experience/ room makeover /project/ event etc.
Cannington Early Learning

One of our Trainers, Alice, was out visiting students at Cannington Early Learning recently and was witness to their amazing outdoor transformation. Here are some photos of the before and after. I’m sure you will agree the difference is huge!

The Centre Director, Aishling Caffrey, wrote about the change:

“Since the new owners took over the centre they have made major changes. They have provided new resources, furniture, uniform and an amazing garden.

They wanted to have a more natural landscape with a variety of different activities for the children, we decided to have the garden at all different levels and also to set out some obstacles for the children. The children have a lot of responsibility in the new garden they have a “garden world” where they have to look after their herbs and veggies, they have a water creek that has rules and limits that comes with it, a mud kitchen, blackboards, activities stations, a fort that they love and it is used for many different activities, a bike track that runs under the fort and many other facilities. The children and families love the garden, it is a big change from before as they had a very open space before. There are a number of plants and trees in the garden the children water these every day.”

Featured Centre– Jellybeans Warwick

Jen recently came back from Jellybeans Warwick all excited about an indoor sandpit they had created temporarily in the Toddler 2 Room.

We asked Sam Oldfield, the Centre Director, how this came about:

“Through observations we noticed that the interests of the children centred on construction play, especially trucks, diggers, and construction. As the weather was often too hot (following the UV Index) to be outside, and the children were asking to play outside with the trucks, the educators set up this wonderful Construction Environment indoors, laying plastic down, sand, creating a border using large tyres, and hosting a multitude of resources such as trucks, and machinery, sand, leaves, bark chips, workers vests and tools. They would add or take things from the area as the children’s interest changed such as shovels and sifters, or wooden blocks”.

Thanks Jellybeans Warwick for sharing this inspiring indoor environment. They have won a $100 voucher to go towards resources for being our Featured Centre.