Welcome

Happy second 2015 newsletter day! Things have been so busy at CTAS so far this year, with changes to the funding of Diplomas, Professional Development being inundated with requests for in-services and training, and lots of new students beginning their studies. Hopefully your year has gotten off to a quieter start and you have a moment to relax with a cup of coffee and catch-up with our newsletter. Remember, if you are considering studying this year, CTAS has a traineeship for you!

Changes to the fees and payments 2015

As part of the National VET reform, new Standards for RTOs and VET Regulators have been developed and the AQTF (Australian Quality Training Framework) has been superseded.

From 1 April 2015 all Registered Training Organisations will be required to comply with the requirements of the new Standards. Therefore you may notice some changes to CTAS policies and processes in the near future that will reflect the requirements of the new standards. We will keep you posted on any changes or amendments that directly affect our students or clients.

The Standards for Registered Training Organisations (RTOs) 2015 can be found on the Training Accreditation Council website www.tac.wa.gov.au

SPECIAL EVENTS MARCH & APRIL

MARCH
1 Mar—St David’s Day (Wales)
3 Mar—Bulgaria National Day
3 Mar—World Wildlife Day
5 Mar—Sangha Day (Buddhists)
5 Mar—World Book Day
6 Mar—Ghana Independence Day
6 Mar—Holi (Hindu)
8 Mar—International Women’s Day
12 Mar—Mauritius National Day
12-15 Mar—World’s Greatest Shave
17 Mar—St Patrick’s Day (Ireland)
21 Mar—Harmony Day
21 Mar—Namibia Independence Day

21 Mar—Nyepi Day (Bali)
22 Mar—World Water Day
23 Mar—Pakistan National Day
25 Mar—Greece Independence Day
26 Mar—Bangladesh Independence Day

2 Apr—International Children’s Book Day
3 Apr—Good Friday

4 Apr—Senegal Independence Day
4 Apr—Passover starts (Jewish)

5 Apr—Easter Sunday
11-19 Apr—Australian Heritage Week

12 Apr—Easter/Pascha (Orthodox)

13 Apr—Songkran (Thai New Year)
17 Apr—Syrian Arab Republic National Day
18 Apr—Zimbabwe National Day
22 Apr—Earth Day
23 Apr—St George’s Day (England)
25 Apr—ANZAC Day
27 Apr—Sierra Leone Independence Day
27 Apr—South Africa Freedom Day
27 Apr—Togo National Day
Our workshop on Child Protection has been really busy so far this year, we have had 3 sessions at CTAS and 2 in-service sessions already in the past 2 months. Remember that you need to keep up-to-date each year with child protection to meet with Regulation 84, one of the ways to do that is to attend training. Do you need to refresh your training? Our next Child Protection session is in April.

Some new and interesting workshops happening soon: Aboriginal culture, My Time, Our Place and How does your garden grow?

**What’s Coming Up?**

### Reflective Practice—The 5th principle
**Guest facilitator:** Jan Spence  
25 March 2015 at 6.30pm  
“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 Becoming p.13) Explore how to be a critical thinker and challenge yourself in professional and personal goals.

### Enriching Babies’ Learning
15 April 2015 at 6.30pm  
**How important are the relationships you have with the babies in your care? How can you create supportive interactions with babies? What does an enriching environment for babies look like? What experiences and resources do babies need? This session will work through how to enrich the environment, appropriate caregiving strategies, interactions and experiences to support learning in 0-2 year olds.**

### Documentation
6 May 2015 at 6.30pm  
**Can’t get your head around documentation? Need ideas to help make learning more visible? This workshop will explore the documentation cycle, look at thinking outside of the box when it comes to documentation and how to share documentation with children and families.**

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**Minutes Matter**

**First Aid For Bee, Wasp and Ants Sting & Bites**

During summer Bee and Wasp stings and ant bites are quite common especially when open shoes or no shoes are worn. Today we are going run through some basic first aid.

**Bee, Wasp and Ants- What to look for**

Immediate and intense pain with local redness and swelling  
In highly allergic people or people that have Anaphylaxia- you may see an itchy rash, Facial swelling with difficulty in breathing, wheezing obvious sings of distress and collapse.

**Basic First Aid**

- Call 000 immediately if they are highly allergic or having an anaphylactic reaction. Follow their Anaphylaxis Action Plan and use their Epi pen if available and trained to do so.  
- If the bee sting is still in, scrape it out sideways with a fingernail or straight edge. If you pinch out it will squirt more venom in.  
- Apply and ice pack to help reduce the pain. Stingose can also be helpful if in your first aid kit.

- Consider calling an ambulance or referring them to hospital if stung or bitten many times, particularly around the face throat or tongue, or if you are worried about them.

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**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.

If you need to renew or do any First Aid training – Visit our website at [www.ReviveEMT.com.au](http://www.ReviveEMT.com.au) and use your CTASPD voucher code at checkout and save 10%. Onsite courses are also available at your centre.
**Bold Park Community School Tour**

Four of our Trainers went on a Professional Tour of Bold Park Community School on the 12th of Feb this year. Here is what they thought:

**Jenny Dyball (Trainer/Assessor):**

*My thoughts on the tour?* It was conducted beautifully – Pamela the school administrator was our first point of contact it was she who led us down the garden path (yes, very literally!) and safely deposited us into the very capable and knowledgeable hands of Gill, Founder of BPCS and the school Pedagogista. The tour was conducted respectfully and with the minimum of fuss, the children and educators didn’t skip a beat whilst we were in their rooms. I think it is really relevant to note that at no time in any classroom did any child come to our group looking for attention or interaction – they didn’t need to – they were engaged, their educators were ‘present’ with the children – the respect was palpable and the child-focused learning environment was exemplary. We had the added bonus of bumping into Maggie Dent who happened to have popped into the school on the same morning – just to bake cookies with the children! We were encouraged to ask questions of Gill as she showed us more and more inspirational areas of the school. Julia, early childhood educator, spent quite some time with us showing us how they use the Educa programme, a web based portfolio of a child’s learning. We discussed how through the regular use of this programme they develop and maintain relationships with families.

**What inspired me?** From the moment I walked through the plant covered arch at the front gate I was inspired. This school is a living, breathing example of what an exemplary educational institution looks like – what it feels like. The educators have been inspired by educational philosophers Dewey and Vygotsky and follow the Reggio approach to learning – this was evident everywhere I looked as my eyes were drawn again and again to natural resources. Gill showed us the school garden, complete with rambling overgrown trees and herb gardens. There was a little family of chickens – they looked happy!!! The main focal point of the garden is the working ‘pizza oven’ that the children created – their idea, they collected the resources and created their pizza oven – every couple of years the children need to re-cover it with more mud – an ongoing project. The garden was not made up of perfect lines or garden beds – it was a garden inspired by and created by the children. It was messy – it was real! There was a fabulous outdoor classroom area – complete with a ‘mud wall’ – where children make mud and then fling it at the wall to create ‘art’. This outdoor classroom environment has nooks and crannies – it has a working ‘stream’ made up of pond plastic running downhill – there’s a small waterfall at the top end – water flows down the stream and collects at the bottom (it is then recycled back to the waterfall) – the children often dam up the stream using large rocks – they are not only allowed to – they are encouraged to. There is a grassy knoll with carefully placed logs running horizontally up the sides – these logs are set at angles – they are not evenly spaced – they are designed to get children thinking about where and how to place their feet. There is a large shelving unit holding buckets, bits of pipe, bits of reticulation, bits of creepy crawly hose and lots of recycled materials and natural resources. The children have access to these at all times. This outdoor classroom not only looks inviting because of it’s simple child-oriented presentation but this outdoor classroom smells inviting – eucalyptus smells everywhere. It is peaceful and tranquil – with the gentle sounds of running water. There were birds calling to each other in the overgrown and overhanging trees. It is in this outdoor classroom that educators actively teach children about respecting the environment and how to become the guardians of our planet. This is where educators “connect the children of the earth through the earth”........

**What would I share?** I think the thing that resonated with me – apart from the amazing environment was the fact that the children were totally engaged – they did not care that we were there,. Did they even notice us? The educators were relaxed – the children were happy, they looked like they wanted to be there. The value placed on the interests of the children was everywhere. Did they even notice us? The educators were relaxed friendly.

The spaces created for the children/by the children were ‘real’ – real spaces with real purpose!

**Dee Mafarji (OSHC Trainer/Assessor):** Bold Park Community School is one school that needs to be acknowledged for all the wonderful work it carries out with their students, staff and their appreciation for the environment. From carrying out child initiated ideas in their classrooms, the calmness and stillness of the surrounding atmosphere to the wonderful positive attitudes of the staff and students, this place has it all!! As an educator and a parent it makes me appreciate all the hard work that goes into running this school and wish that there were many more schools that carried out similar approaches.
Alice Tucker (Trainer/Assessor):
I thought Bold Park was absolutely amazing and inspiring!
I love the way that Gillian talked about ‘connecting the children with the earth through the earth’. I feel as though growing up in a rural community this is exactly how I learned as a child. A hands on approach to learning through the environment around you.

The outdoor classroom was beautiful, simplistic and as soon as you walked in you had a feeling of calmness, stillness and mindfulness. Your senses were inspired by the smells of the beautiful old eucalyptus trees incorporated into the surrounds. I would love to incorporate this into my own home!

ALSO the play areas are communal which is so wonderful for the age groups to learn from one another!

Everything in the school was effortless and encouraging of the children’s learning. All the children and educators were relaxed and calm in their environments.

I was absolutely thrilled to meet Maggie Dent and have a photo with her ‘AHH’ !!

There were so many aspects I have taken away! I am especially excited by a meditative drawing technique which encourages the focusing of the mind, called ‘Zentangling’. Gillian showed us some ideas and her piece which contains over 360 zentangles! EEP!

That night I was up buzzing with ideas and of how to implement them and bestow them onto my students!

Resources are all around us and let’s look outside and use what we have and there are a plethora of FREE and cheap objects, furniture, plants etc. being given away on gumtree and in the newspaper we just need to be inspired and WANT to do it. So many projects can be inspired by reusing these FREEBIES!

It all starts with us as educator we need to be the change we want to see within our children and inspire them to learn and grow like the AMAZING people they are!

Megan Cox (Trainer/Assessor):
I found the tour very relaxed, the staff were approachable yet professional at the same time. I loved how at the end we had an opportunity to sit down, have a coffee and ask Gillian questions about the school.

I was inspired by the outside learning yard where the children could spend the entire day in the garden, and I loved that the rooms are set-up as specific learning environments, for example the reading and media room was designed like a study with wallpapered books on bookshelves and, low lighting and comfortable armchairs.

I enjoyed learning about how the school is using Zen-tangle to help with children’s behaviour.

One experience I really liked was the room’s use of teddy bears to teach about feelings. The educators had a group of bears and put one bear by themselves in the room, then as a group they talked about how the bear would feel and how they might feel being the bear alone. They then discussed what they could do to help the bear. They also had different types of bears and talked about their differences. The year’s focus for families and children is gratitude, this will be a whole year project.

If you are interested in having a tour of the Bold Park Community School, and learning more about the Reggio Emilia “approach”, visit their website or check out their advert at the end of the newsletter.
Easter Ideas

Andrea, our centre manager, had been doing some home improvements and was determined to see her old bath tub upcycled into a creation at the service. When casually discussing this with some educators, Hayley became very passionate about creating a fairy garden for the children. Hayley created her fairy garden in the Kindy yard for the children to be able to use their creative and imaginative skills, social skills and to be able to explore their natural environment by using natural materials.

Easter Ideas

**Easter egg matching**

Great experience for toddlers and kindy fine motor skills and numeracy skills, using plastic Easter eggs, pom-poms and chopsticks or tongs.

Found on: http://littlebinsforlittlehands.com/easter-fine-motor-activities-fine-motor-fridays/

**Egg string garland**

An idea for kindy or OSHC:

1. Make the glue from equal parts water and flour
2. Soak wool in the glue
3. Blow up water balloons
4. Wrap the wool around the balloons and leave to dry
5. Pop the balloon and remove it
6. Thread the string “eggs” onto string and hang up

Found on: http://www.craftyendeavor.com/2012/03/08/easter-egg-garland/

**Carrot footprints**

This is an idea that could be used in any rooms, children can cut around their foot, cut the carrot “leaves” and glue them onto the back.

http://onekriegerchick.com/2014/03/31/spring-handprint-art-bunny-carrots/?crlt.pid=camp.oIkH46R4hYmL#_a5y_p=1458678

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Thanks to Jellybeans Carine for submitting this article.
**Noranda Childcare Centre—Our Giant Girl**

Many of our families went to see the Giants in Perth City on the weekend. The children in the Toddler Room were so excited to tell us all about it. As an extension on their experiences we watched the coverage on YouTube at mat time. The children became excited once again.

To extend the children’s interests further we decided to make our own version of the giant girl using recycled boxes. The children gathered around to search for some boxes to use. The educators and children worked together to create the giant girl. Some children used the sticky tape to stick the boxes together. As we were choosing things to use for the eyes, one child picked up something and placed to over his eyes. “What a good idea”! So he helped stick it on the girls face. When the giant girl was finished the children became so excited they wanted to touch and cuddle the girl. For our afternoon mat time we sang songs to the giant girl and named her Giant Jill. After afternoon tea we decided to paint our giant girl. One child chose green and orange paint. Our giant girl looks great and the children are in so much awe of her.

This is a great example of Outcome 2: Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. The children co-operated within the group. They participated in reciprocal relationships and demonstrated a sense of belonging and comfort in the environment. The educators provided opportunities for the children to investigate ideas and complete the instructions on their own.

The educators demonstrated responsiveness to all children’s strengths, abilities and interests. They value and build on children’s strengths, skills and knowledge to ensure their motivation and engagement in learning (Responsiveness to children).

Many thanks to Maria, Linda, and Irene for contributing to this article.

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**The new man in the CTAS staff’s life**

We would love to welcome our newest addition to the amazing CTAS family: TONY!

Tony is a vital member of the team and we can’t wait for you to meet him on your next visit to CTAS HQ. You won’t be able to miss him with his fabulous shock of green hair which is growing more and more every day into the most amazing Mohawk.

We are learning about Sustainability by only watering him “as much as he needs” and ensuring he is getting lots of sunlight to grow and be happy!

There is only one TONY and he is super precious to us BUT you can DIY your own ’TONY’ with the children by going onto the below link for instructions:


Use your imagination and give your special friend a personality of their own by using re-used objects to decorate and bring them to LIFE!

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**Welcome to Leandra Carvalho**

Leandra has joined CTAS as a Professional Development Trainer, she has childcare experience in Australia, Canada and Malawi.

Leandra has a passion for Reggio Emilia and the rights of children.

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**Find CTAS on social media**

If you would like to be removed from our newsletter mailing list, please email CTAS at admin@ctas.wa.edu.au
PROFESSIONAL OUTREACH 2015

Bold Park Community School 2015 Study Tour
Monday 3rd, Tuesday 4th and Wednesday 5th August

Join the students and staff at Bold Park Community School for three days and discover the passions and philosophies which form our unique school.

Held at Bold Park Community School, 61 - 63 Powis Street, Wembley, the day, will begin with time in the classrooms alongside the teachers and students, followed by a program of discussions with Bold Park staff that will help to put what is seen and experienced into context.

Places are very limited because of the classroom program, so an early booking is highly recommended. To download a registration form please visit www.boldpark.com and go to the Professional Outreach page.

All enquiries to pamela@boldpark.com

Bold Park Community School 2015 Professional Tours
Thursday – 26 March, 18 June, 27 August & 12 November

Guided tours throughout the unique environments of Bold Park Community School are held once a term. From the Early Childhood Wildspace and classrooms all the way up to the Primary School Wildspace and Middle School / College Classes. Participants are able to spend time over morning tea with our Founding Principal and Pedagogista, Gillian McAuliffe discussing their ideas and observations of how we implement the Reggio Approach here in our school.

Tours begin at 10.00am and normally conclude around 12 noon. Cost for the tour is $56.60 including GST.
To book a spot please contact Pamela - pamela@boldpark.com