Welcome

This is our last newsletter for the year, only 2 more months until 2015 is upon us! Thank-you to all the services that have been a part of our newsletters in 2014, its really great to be able to share the amazing work that is being done in WA for, and with children.

CTAS Staff News

We would like to say “Congratulations” to our trainer Alice Tucker who got engaged whilst on holiday last month.

We are very sad to say “Goodbye” to our fearless leader Kat Jellema who is leaving to take up a position with the government (no she’s not going to be a spy, at least we don’t think so...).

Welcome to our new Training Manager Kelly Tenni. She has 9 years childcare experience and 4 years in the training arena. Kelly is originally from WA but has just moved back from 4 years in NSW. She is looking forward to meeting our clients and students.

Special days in November and December

NOV
Also known as MOvember
9-15 Nov: National Adoption Awareness Week
10-16 Nov: National Recycling Week
4 Nov: Melbourne Cup Day
6 Nov: Kindness Day
7 Nov: Walk to Work Day
11 Nov: Remembrance Day
14 Nov: World Diabetes Day
16 Nov: International Day for Tolerance
20 Nov: Universal Children’s Day
23 Nov: Buy Nothing Day
26 Nov: Thanksgiving Day (U.S)
30 Nov-6 Dec: GiveNow Week

DEC
3 Dec: International Day of People With Disabilities
5 Dec: World Soil Day
5 Dec: International Volunteers Day
11 Dec: International Mountain Day
17 –24 Dec: Chanukah (Jewish)
18 Dec: International Migrants Day
25 Dec: Christmas Day
31 Dec New Years Eve

Long Day Care Professional Development Funding

Did you receive LDCPDP Funding? Do you need to spend it? Look no further than CTAS.
You can use it for:
- Assisting staff to meet the costs of getting qualifications—CTAS offer traineeships.
- External training or internal training—we offer Professional Development Training at our training centre or, for more than 10 people, we can do an in-service at your service tailoring our existing programs to meet your specific needs.
- Transport or accommodation costs for attending Professional Development training at our training centre.

If you have queries about how CTAS can help meet your training needs, please contact Mikayla on 9350 9222 or admin@ctas.wa.edu.au
There are only 3 more Professional Development Workshops left for this year, so get in quick. Professional Development in November is focusing on each of the rooms we usually find in a childcare service and tailoring the workshop to those age groups. The information may be new, it may be a refresher, or it may reignite your passion for the wondrous and unique beings in your care.

What’s Coming Up?

**Enriching Babies’ Learning**
**Date:** 12 November 2014  
**Facilitator:** Justine Davies  
*How to enrich the environment, caregiving strategies, interactions and experiences to support learning in the 0-2 years age group.*

**Enriching Toddler’s Learning**
**Date:** 16 November 2014  
**Facilitator:** Jan Spence  
*How to enrich the environment, caregiving strategies, interactions and experiences to support learning in the 2-3 years age group.*

**Enriching Kindy’s Learning**
**Date:** 26 November 2014  
**Facilitator:** Justine Davies  
*How to enrich the environment, caregiving strategies, interactions and experiences to support learning in the 3-5 years age group.*

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**Minutes Matters**

Summer is coming- and it could be another very hot one like last year. Heat related illness can affect anyone, but children, the elderly and those with pre-existing medical problems are more vulnerable. Heat emergencies can occur when the body cannot cool itself and maintain a normal temperature.

- Dehydration, which is the loss of body fluids.
- Hyperthermia, which is Heat cramps, Heat exhaustion and Heat Stroke-which can be fatal.

First aid treatment is to give fluids to drink if conscious, move to a cool area and monitor. In the case of children it could be life threatening so it is best to call and ambulance.

Hyperthermia can include mild conditions like Heat Rash and Heat Cramps (normal body temperature). It can then worsen and become Heat exhaustion (37°C - 40°C), and then Heat Stroke (40°C +). This is when the bodies systems shut down and is usually fatal.

Signs and symptoms include most of those from dehydration with some differences.

- Heat exhaustion can also include nausea, sweating, dizziness, moderately increased temperature and possible collapse.
- Heat stroke includes the signs and symptoms of dehydration and heat exhaustion with these differences. Very high body temperature, significant impaired mental function and sweating may stop.

First aid treatment is to call an Ambulance, move the casualty to a cooler area and lay them down. Remove clothing and cool down with fans, wet cloths or atomizers sprays. If possible, apply ice packs to the neck, groin and armpits. If fully conscious- give them some water to drink. Check vital signs and monitor until help arrives, and be prepared for CPR if required.

Have great summer with your friends and family, just have plenty ice in your drinks.

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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 would like us to visit your center for onsite group first aid training or attend one of our weekly courses in Perth- Please get in touch. You can use your Long Day Care Professional Development Programme funding for our courses. We can make your professional development funding go further with a special 10% discount voucher for readers. Just use CTASPD at the checkout or when you phone to book.
What is Quality Training? By Mikayla Reynolds

You may be aware of recent articles or Facebook posts in regards to childcare providers blacklisting registered training organisations for producing poor quality graduates within the early childhood sector. At Childcare Training and Accreditation Solutions (CTAS), we love that this means the industry is getting more serious about providing quality education and care and not just meeting ratios with undertrained Qualified Staff.

We want to ask directors and owners to contemplate what kind of qualified educators you want to have working in your service. Do you want professional, knowledgeable, confident, and job-ready early childhood educators or do you want the quick fix, express trained, inexperienced educators who will possibly leave the industry from being overwhelmed and unsupported?

Take some time to think about your current training provider/s and their training process;

- How often do they visit your trainees? And how long are they there for?
- Are the trainers contactable outside of their scheduled visits?
- Do the trainers use a range of training methods? What are they? i.e. Modules, workbooks, observations, questioning, written tasks, Recognition of Prior Learning (RPL)
- Do the trainers take the students off-the-floor for training sessions, with enough time for there to be some transfer of knowledge? Can students access study days provided by the training provider?
- Is it suggested that the trainee be teamed up with a mentor within the work environment to enhance the on-the-job training?
- Do your trainees feel supported and comfortable with the training process?
- Do you receive feedback from the trainers about the student’s progress, strengths and areas for improvements?
- Is there an open communication between the trainer, the trainee and the employer?
- Are you using a training provider that shares your views on quality service and training?

At CTAS, we are highly experienced childcare professionals dedicated to increasing the quality of care in the Education and Care Industry. We often get comments from our trainees that students using other training providers “have it easy”, “don’t have to do as much work”, “did theirs super quick”. We believe that it is far more beneficial to teach students skills and knowledge, rather than simply ticking and flicking, that way we can develop exceptional educators who are capable of giving children the care they deserve.

For more information on our training process, our philosophy or how CTAS can help you and your trainees, please contact one of our friendly staff members on (08) 9350 9222 or admin@ctas.wa.edu.au

Let’s say “no” to poor training and “yes” to raising the standard, because the ultimate winners will be the children, and isn’t that the whole reason we are in this industry in the first place?

If you want to read more about the child care centre blacklist here is the ABC News article http://mobile.abc.net.au/news/2014-09-10/childcare-centres-blacklist-organisations-over-poor-training/5732270

If you would like to read more about choosing a training or education provider: http://docs.education.gov.au/system/files/doc/other/13_oct_2014fact_sheet_choosing_a_training_or_education_provider.pdf
ISSUE 11’S FEATURED SERVICE: Great Beginnings Applecross

Whilst our trainers were out and about this month, they came across a centre working hard to be supportive of the children’s Being, Belonging and Becoming; Great Beginnings Applecross. The 26 place service cares for children aged 18 months to 6 years and has begun the process of using free flow approach throughout the service. Leonie Yates, the Centre Director, answered a few questions about how this worked in their centre.

It was started because “our centre is not a purpose built centre and as a result we have very small, cosy rooms, which was making it very difficult to allow all learning environments for each age group”. It means that the children are free to choose where they spend their time, they are not grouped by ages.

You have a free flow between rooms, can you explain how that works?

We are still teaching the children how to use the rooms and resources, we aim to have this fully operational within six weeks. At the moment we are supporting the children in small groups to get to know the rooms, what they are used for and the resources available and they are loving it. We have an educator based in each room who is responsible for guiding, inspiring and educating the children as they move through the rooms.

How does this free flow affect the behaviour and learning of the children?

The new environments have had a total calming effect on the children and educators in the centre. Now there is no need to pack away and get things out as we have rooms for a specific purpose, plus we are having less tantrums as the children are free to follow their own interests. The rooms are now less cluttered and more specific for the children’s needs. If a child wants to do a painting, then this does not affect the children doing puzzles which is great for the children to make choices and to continue and return to their chosen experience.

What challenges does the free flow pose?

We are still educating the children that rooms have a specific purpose and some children are still struggling with making choices. We are sure with support and guidance this will be easily overcome, however all the children are very new to this concept and considering we have quite a few children who do one day a week, it is going to take a number of weeks to educate the children.

What rooms do you have?

The toddlers and kindy have their own base rooms which have age appropriate resources and experiences, they are used for rest time. Each of the rooms has a book nook, an indoor/outdoor nature play area and activities and experiences to extend on the individual child’s and groups development and interests. The rooms are also set up with provocations to challenge and stimulate questioning and discovery about the world. The Artist studio doubles as a café style meals room with Toddler having their lunch at 11am and then Kindy at 11:30am this helps as the toddler get very tired and can go down for their naps that little earlier that the Kindy children.

In the shared space for art, educators have displayed their children’s artwork in a thoughtful way; they printed famous artworks with the artist, title, year and type of work displayed. The works were framed with offcuts of wallpaper sourced from REMida. They have also framed the children’s artwork in the same way to demonstrate to the children that their artwork is equally important and that they too are artists.

Located near the parents sign-in sheet, is a place where children can sign-in too.

How do the staff feel about the free flow of children?

All the staff are really positive about this and are excited about all the rooms being used for a purpose throughout the day as previously the space was being wasted.

Parents and children were invited to help name the new guinea pigs.

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This is the imaginative play space.
10-16 November is Recycling Week, what can you do with all that ‘rubbish’?

Experiences and things to make from cardboard: children can make their own car play mat or make a mail box for some interesting role play.

Experiences and things to make from bottle tops: thread lids to make a hanging mobile or make a group lid mosaic.

Make a braided fabric necklace (this one may be more suited for OSHC):

- Fabric
- Bulldog clips
- Hot glue gun

Rip fabric into 2cm strips. If the remnants are not long enough you can tie them together.

Take three strips of different fabrics, hold them together with a bulldog clip and start plaiting. Ensure the plait is long enough to go over your head.

Make three plaits and glue all three together. Cut a small piece of fabric to cover the join and glue into place.

You can embellish the necklace with cut out fabric flowers, or beads glued onto it.

For more detail instructions, go to: http://thecraftyblogstalker.com/no-sew-braided-fabric-necklace/

Award Winners….

Here is Early Learning Centre Summer Pines’ Rheanna receiving their CTAS newsletter award from Mikayla.

Frances and Kate accepted the CTAS award on behalf of Starbright Booragoon.

Both centres received $100 vouchers to buy resources.

Great Beginnings Northam

GB Northam recently had a display at the Northam Show, a great example of community involvement. They tried to use as many recycled elements as they could in the display.

A boy from the kindy room lives on a farm and brought in real sheep wool, feathers, wheat, canola, oats and lupins.

The picture (below) with the yoghurt lids was inspired after hearing conversation between a few of the children who were observing a plane going over head and one decided it looked like 'Dusty the Crop-duster!' (the others all agreed).