Welcome

Welcome to Issue 8 of the CTAS update. Recently we had the pleasure of co-hosting two Maggie Dent workshops with CAWA, Maggie inspired educators and parents alike. One of her sessions was called Dare to be Exceptional—Lighting the Flame of Possibility in the Early Years, it focused on being an Exceptional Educator, and is the focus of this issue. One of the things she said was “Turn up ready to work, because children are depending on you”, but how do we do this every day? Hopefully this newsletter will give you some ideas....

Comings and Goings at CTAS

We would like to welcome Mikayla back from maternity leave, Mikayla is our Training Officer and works Monday, Wednesday, Thursday and Friday.

Gabrielle, our Training Support Officer is currently on maternity leave until 2015.

Laura, one of our Professional Development Facilitators, has decided to focus on her studies this year as she is doing her Masters Degree. We wish her well with her studies.

Special days in MAY

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Tuesday 6 May</td>
<td>World Asthma Day—wear your pyjamas to raise money</td>
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<td>Sunday 11 May</td>
<td>Mother’s Day</td>
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<td>15-21 May</td>
<td>Families Week</td>
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Special days in JUNE

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<th>Date</th>
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<tr>
<td>Tuesday 3 June</td>
<td>Mabo Day</td>
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<td>Thursday 5 June</td>
<td>World Environment Day</td>
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<td>Friday 27 June</td>
<td>Red Nose Day</td>
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<td>Saturday 28 June</td>
<td>Matariki—Maori New Year</td>
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<td>Sunday 29 June</td>
<td>International Mud Day</td>
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Why Choose a Traineeship?

- You get paid to learn!
- You gain valuable work experience
- At the end you receive a qualification that is recognised Australia wide
- You stay current in the industry
- Gain confidence working in a real job role

If you want to learn more about traineeships or to sign up for qualification training please call the CTAS on 9350 9222 or email admin@ctas.wa.edu.au
CTAS Professional Development is becoming really busy, so please book in early.

What’s Coming Up?

Intentional Teaching
Actively promote children’s learning by being deliberate, purposeful and thoughtful.
Date: Wednesday 11 June 2014
Time: 6:30pm - 8:30pm
Location: CTAS Training Room
Cannington
Bookings due: 28 May 2014

More Than Just a Childcare Worker
Ignite the passion for working in early childhood and be inspired to be an amazing educator.
Date: Wednesday 25 June 2014
Time: 6:30pm - 8:30pm
Location: CTAS Training Room
Cannington
Bookings Due: 11 June 2014

For more information, or to book, please contact Mikayla Reynolds on 9350 9222 or email: pdtraining@ctas.wa.edu.au

Look out for the Jul-Nov 2014 PD calendar coming soon to the CTAS website, www.ctas.wa.edu.au

Why is Professional Development important?

Professional Development is important for Early Childhood Educators because:

- Learning never stops. We can’t ever say “I now know everything possible about the best ways for children to learn, so I don’t need to know anything else”. Most of us don’t have the time to read all of the new research that comes out about the developments in how children learn and why children might behave the way that they do, Professional Development can bring all that new research together in an easy to understand 2 hour package.
- It can help you to stay fresh and excited about your profession, it can give you new ideas and get inspired. It can jog your memory about things that you already knew but may have forgotten. If you are feeling bored with the way you are doing your job, how will you engage 10 toddlers?
- The National Quality Standards talks about “ongoing learning” for educators and educators “developing their professional knowledge and skills”, this can be demonstrated by centres showing a commitment to Professional Development.
- External training gives you an opportunity to get together with other educators and share stories. Through the training you have the ability to ask questions about situations relevant to your centre and solve problems relevant to you. Sometimes it’s nice to know that “you’re not the only one”, other educators may have the same issues and be able to offer solutions that have worked for them, or just sympathise. Networking is a key feature of Professional Development, meeting new people or getting to know the other educators in your own centre a little better.
- Training helps you to stay current, up-to-date with standards, requirements and “best practice”. If a new regulation has come into effect, a workshop may offer instruction on how to implement these new practices and procedures in a practical way. It’s easy to read about changes happening but you may find having practical experience, or someone explain the changes in detail may be more helpful and give you the confidence to implement any changes needed.
- It can help your centre stand out from the rest. Parents want their children in centres that are up-to-date with “best practice” and have educators who want to know more. They want a centre that demonstrates a commitment to children and Early Childhood Education.

What can you do, as an educator, to ensure that Professional Development is effective?

- Plan for training and attend
- Participate in discussions and activities
- Ask questions if you don’t understand or need extra information
- Be prepared: with a pen and paper
- Be open to ideas/suggestions
- Network with other educators and share ideas
At CTAS we are always looking for new ideas, great initiatives and exciting services. Kids Care in the northern suburbs were recently set a challenge: to create natural indoor and outdoor environments. Lesharne shared her experience with us:

**What approach was used when planning your new environment?**
When we decided to look at recreating our environments to be more stimulating for the children as well as meeting regulation requirements, management decided to set all the Directors, of their long day care services, a challenge and to create natural indoor and outdoor environments. We first tackled our outdoor areas with the aim of being sustainable while introducing a more natural feel within the environment. As a company we all strongly believe in making the holistic approach real within our Centres, so all our planning and designing of our outdoor and indoor environments was based on this approach.

**Where did you get your inspiration?**
I have always been a strong believer of allowing children to explore in more natural surroundings, we live in a society that is so technology driven and it is so important for children to be able to enjoy the basics that we got to enjoy when we were younger, like having mud under your fingernails and being able to explore with real wood chips and see plants and herbs growing before your eyes – so these factors are what inspired the whole design. We looked at being sustainable by using things like pallets to make a swing, tyres as plant holders, cupboard doors as vegie patches, old bed base as water wall and so much more.

**What challenges did you face?**
To be honest, no challenges at all. The group of Educators at the Centre were amazing in offering their own time to come in and help create the natural outdoor and indoor environments. They all were allowed to add their own touch to their areas which in turn offered them a sense of belonging and gave them ownership of what was being created. I got community involvement by reaching out to different organisations who kindly offered donations and discounts towards our project. I also reached out to parents to get input from them on what types of experiences they would like to see in the Centre for their children. Honestly, no obstacles at all.

**Weaving natural materials into the indoor environment and having plants inside incorporates nature inside. By having a specific framed area for children’s art, it shows respect for their work.**

This cubby house was made from recycled pallets.

The sand pit has been set up like a day at the beach. Seaweed has been painted on the shade structures posts.
How have the changes made a difference to the way in which the children play in the space?

The environments have made such a huge difference to the Centre – the children absolutely love their environments, even the babies who aren’t able to verbally express themselves, show so much excitement when coming into their rooms as the Educators are inspired to create learning spaces that are enticing and welcoming. I believe that the change of environments has also offered parents the assurance that we are always striving to improve and be better – it’s allowing them the opportunity to be involved in the decision making of the Centre and also them knowing that we are continuously working towards, meeting and exceeding Regulation requirements.

Children learn so much through pets: empathy, nurturing skills, confidence, resilience to change, and communication (especially non-verbal communication).

This chair was found in a verge council clean-up, just add cushions and some books and what a nice place to curl up and read. A quiet space outside.

We would like to showcase a different service each newsletter. If your centre has got some great ideas, or you are doing something innovative that you would like to share, please email us at n.dedomahidy@ctas.edu.wa.au

The featured service will receive a voucher to the value of $100 to purchase resources for the centre.

This structure is at the babies level. They can play with the chains, clink then together to make sounds or bang things on the pots to make sounds.

Anyone for some tea? A repurposed kettle becomes a fish tank.

Water wall made from recycled objects.
Minutes Matter - What to do for a Febrile Convulsion

At this time of year Childcare Educators will start to see more kids with coughs, colds and fever. Due to high temperatures—approximately 1 out of 20 children aged 6 months to 6 years can have a febrile convulsion (also known as a febrile seizure). Seeing a child having a febrile convulsion can be very frightening. Simple febrile convulsions usually last a few seconds to a few minutes and normally result in no lasting harm.

Signs & Symptoms can include
- Fever
- Twitching and jerking movements of the limbs and face, with eyes that can roll upwards
- Blue skin and lips (cyanosis)
- Unconsciousness

First Aid Management during the convulsion
Stay calm and note the start time (and finish time) of the fit
Place the child on the floor or keep them in the cot with the sides up, and remove any objects (or pad around them) that could cause injury
Place them on their side in recovery position if possible - but do not restrain them

When they stop fitting
DRSABCD as required
Remove any clothing or wraps
Call 000 for an Ambulance. They will need to be medically assessed for the underlying cause of the fever

Call 000 straight away if
It is the child’s first convulsion
If the fit lasts longer than 5 minutes or they fit again
They have suffered a head injury
Their breathing does not return to normal or they still have blue skin or blue lips
You are worried or you think that they are not recovering normally

Keith Emin, Revive Emergency Medical Training,
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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.

Are you an Educational Leader?

An educational leader, is an educator who is qualified and experienced, and has a thorough understanding of the EYLF. Leadership is about guiding, influencing and inspiring change.

The qualities of an educational leader may include:
- Knowledge of theories of learning and development.
- Knowledge of curriculum approaches and how to apply these to individual children.
- Knowledge of individual children and learning styles so that approaches can be tailored for each child.
- Personal qualities and willingness to listen as well as coach, mentor and reflect alongside their team.
- Being able to motivate and support a culture of ongoing reflection in the centre.
- Promote children’s learning and development to families.
- Be wise, insightful, brave and passionate.

To be a good educational leader for other staff, an educator should be able to set clear goals and expectation for the team and for individuals. Good leadership is about involving others in shared decision making. They should role model “best practice” and mentor and encourage other staff. Leadership may involve undertaking research on behalf of others in the team.

Being an exceptional teacher for children, and an educational leader, according to Maggie Dent includes:
- Being interesting
- Helping children to find their gifts and talents
- Teaching children how their brain works
- Practicing “kaizen” (small improvements and change for the better)
- Having the courage to care and connect with children
- Believing in the highest potential for yourself and the children in your care
We have been inspired by International Mud Day 2014, which is happening Sunday 29 June.

How do you feel about messy play at your centre?

**Ingredients:**
- Dirt
- Water
- Baking soda
- Powdered paint
- Vinegar

Mix the dirt, water and baking soda. Make mud pies.

Add the powdered paint to the top of the pies.

Then pour vinegar on the creations.

Does this make you nervous or excited?

If you have any ideas you would like to see in “Outside the Box” please email n.dedomahidy@ctas.edu.wa.au