Welcome
Thank you for taking the time to read Issue 7 of the CTAS Update. We have had a great start to 2014 and anticipate a very busy year in qualification and professional development training. Please do not hesitate to contact the office on 9350 9222 or email admin@ctas.wa.edu.au to enquire about any of the services CTAS have to offer.

Maggie Dent Competition

CTAS and CWA have come together to sponsor Maggie Dent to host two professional development sessions in Perth March 2014. Maggie is an inspirational speaker with a wealth of knowledge and a fantastic mentor to ECE workers.

For your chance to win a ticket to Maggie’s professional development session all you need to do is LIKE CTAS on Facebook (search CTAS– Childcare Training and Accreditation solutions) and answer the question that relates to the session you would like to attend.

Dare to Be Exceptional: For Early Years Professionals: Date and Time: Tuesday, March 18, 2014 - 6:15pm Venue: Fremantle Function Centre (Griff John Room) Like CTAS Facebook page and answer the following question on the page for your chance to win. What does daring to be exceptional look like to you?

Real Kids in an Unreal World: Building Resilience and Self Esteem in Today’s Children: Date and Time: Wednesday, March 19, 2014 - 6:15pm Venue: WA Basketball Centre, Floreat. Like CTAS Facebook page and answer the following question on the page for your chance to win. Why do you think it’s important to build self esteem in children?

Winners will be announced Tuesday 11th March 2014 via Facebook! GOOD LUCK!

Harmony Week

15–21 March 2014

Harmony Week is a time to celebrate the social, cultural and economic benefits that cultural diversity brings to Western Australia.

Did you know that Western Australia is one of the most cultural diverse states with almost one third (30.7%) of WA’s population born overseas.

How can you get involved in celebrating Harmony Week?

* Invite children and families to bring in something that represents their culture. They could bring in photos, music, recipe books, traditional clothing etc. to share with their service friends and educators
* Create a whole service harmony week experience such as a large canvas painting and invite all children and families to participate in the masterpiece
* Prepare a meal that incorporates foods from the different cultures currently in your service

To learn more about Harmony Day / Week visit the following websites:

Don’t forget to check out their FREE resources!


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 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
We have already had a fantastic response to the CTAS Professional Development Calendar and bookings are now open for all sessions on the Feb-Jun 2014 calendar. It is essential that bookings forms are returned to CTAS no later than the booking due dates, you can return your booking forms either via email pdtraining@ctas.wa.edu.au or fax 9350 9229. At the end of each session attendees will be asked to complete a evaluation form, this is a fantastic way to share your feedback on the session you attended and is an opportunity to make suggestions for future PD topics. Check out some of the feedback we received in 2013!

**Child Protection**: The training was well worth our dedication of time- Adele

**Through Children’s Eyes**: Very Interesting! Trainer was full of energy and presented this presentation very well! I’m leaving learning something new- Caitlin

**Cultural Competence**: Fabulous, interesting information- Elise

**‘On the Spot’ Creativity**: I liked having the opportunity to explore or get a different perspective on creative ideas and having the chance to be creative.

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**Workplace Health and Safety**

This session covers emergencies, hygiene practices, infection control, manual handling and more.

**Date**: Wednesday 26th March 2014

**Time**: 6:30pm - 8:30pm

**Location**: CTAS Training Room Cannington

**Bookings due**: 12th March 2014

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**Supporting Children’s Behaviour**

Use positive support techniques, discuss the differences between disruptive behaviour and behaviours of concern and identify the impact of the environment and culture on children’s behaviour.

**Date**: Wednesday 9 April 2014

**Time**: 6:30pm - 8:30pm

**Location**: CTAS Training Room Cannington

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**Regional Professional Development**

In 2014 CTAS will be hosting a bi-monthly professional development calendar in Geraldton

**Cost**: $30 per person per session

**Session time**: 6:30pm - 8:30pm

**Location**: Master Builders Training Centre, 4 Walton Close Geraldton

*For more information on regional professional development please email pdtraining@ctas.wa.edu.au*

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**CTAS Contact List**

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**Finding CTAS**

**Address**: Unit 5 1–15 Hamilton Street Cannington

If you search 1 Hamilton St Cannington into Maps it will take you to Cosmos Chinese Restaurant which is the building next to CTAS head office

**Postal Address**: PO BOX 353 Cannington WA 6987
Transitioning, orientating and settling children into care is an ongoing process throughout the year for most services. Transitions happen when families and children enter care for the first time, move to your service from another and when children transitioning between rooms. For all involved this can be a very unsettling and anxious time, but as educators it’s our role to support and guide those families and children into their new environment. The beginning of the New Year is typically a very busy time for these transitions to occur and therefore is a great time to reflect on your practices and what you can do to make this time positive for all involved.

**New families and children at the service:**

This can be a very difficult time for parents and children starting at child care for the first time or even starting at a new service. We must remember that we are not only transitioning the child into care but also the families into the service. Here are some tips on supporting children and families in this transition:

- **Invite families into the service for plays before the child’s first day of care.** This provides the parents with the opportunity to learn more about the service and begin to build a partnership with the educators and ask any questions they may have instantly. The child will benefit greatly by becoming familiar with their new environment and carers and this may aid in the settling in process. Educators will also be able gain valuable insight into the child’s routine, cues, interests and learn about the family’s home life.

- **Educators should take the time to review the enrolment pack prior to the child starting at the service to learn as much as you can about the family and child. Include a thought-out questionnaire in the pack that includes information on the child’s interests, routine and cultural background this will enable to you to have enough information to be able to forward plan for the child’s care and build on their interests straight away.**

- **Use the information found on the enrolment questionnaire and integrate it into the child’s first day or visit.** For example look to see what the child is interested in at home and then think about what you have in the service that would build on this interest.

- **Welcome the family into the service with a friendly, warm and open approach.** Showing the family from the beginning that you want to build a positive and sincere partnership will help ease the family’s nerves and feel part of the service community.

- **Think about small ways that you can show the family they are part of your service community from the beginning.** You could do this by:
  - having a locker/ bag tag prepared for the child for their first day in the room, the older children will especially appreciate having their own special place to keep their personal belongings
  - create a welcome board in your foyer or your room that welcomes all your new family’s into the service
  - take the time to take photos of the child’s first day of care for the family and children to give to them on their first day to take home
  - For those parents who are very nervous and upset about leaving their children for the first time a quick call during the day to update them on how their child is progressing is always well received by parents. This gesture may help parents to feel more comfortable with this transition and builds their trust in the educator.

- **Consider hosting a morning or afternoon tea and invite all your service families new and old.** This will be a great networking opportunity for families to meet and a way for educators to introduce themselves not only to the families in their rooms but the service.

- **Ensure your ‘meet the team’ notice board is up to date will all current educators’ photos, names, role in the service displayed.** Often parents will use this board as a way to get to know the educators.

**Transitioning into new rooms**

Transitioning into new rooms can be a daunting process for both children and families. It’s important to not only plan for the child to have a smooth transition but also for the families to feel involved and orientated. As educators we should try our best to make this time a positive experience, here are some tips on how we can support both the child and the parent:

- **Ensure that the child is developmentally and emotionally ready to transition into the next room, the decision to transition should not be made purely on the child’s age.**

- **When speaking to the parents about transitioning ask if there are any additional changes happening at home, for example a new sibling to the family can be a very unsettling time for a child and may not be the best time for more change.** Factoring in what is happening for the child outside of the service is very important.

*To be continued page 4*
Allow plenty of the time for the child to transition into the next room, this process should not be rushed and the time it takes should be dependent on the individual child. It is important to remember that some children take to new change and environments easily while others need extra support throughout the transitioning period.

When possible it’s a great idea to bring a staff member from the child's current room to the room they are moving up to during transitional visits, having somebody familiar to the child in the room may allow them to feel more comfortable in the new environment. The educator can also encourage new relationships to form between the new rooms educators, children and families.

When possible, try to transition children in small groups or with their close friends. Having a fellow companion may help the child feel more at ease and confident to explore the new environment. The educator can also encourage new relationships to form between the new rooms educators, children and families.

Minutes Matter

Choking First Aid

Choking is a full or partial blockage of the windpipe by a foreign object, which is usually caused by food but can be anything that a child can put in their mouth. This is a real medical emergency that requires a rapid response from the first aider, as choking can quickly result in death due to lack of oxygen.

Out of all of the many childcare educators that I have trained over the years-almost every single educator has experienced a child choking at some point. This can be a terrifying experience for both the child and the educator.

While annual accidental deaths from choking are relatively small at 82 deaths in in Australia during 2010 (figures for all child & adult age groups). I think that death rates would be higher- if it were not for the quick thinking and fast actions of those childcare educators who manage to stop a child choking. Without a doubt they have saved a child’s life.

What to look for

Someone who is choking can be:

- Clutching at their throat
- In extreme Panic
- Red faced with watery eyes
- Noisy labored breathing or coughing (Partial obstruction)
- Gasping and wheezing sounds or unable to speak (Complete obstruction)
- Going pale with blue lips (Complete obstruction)
- No breathing or very little breathing effort (Complete obstruction)

Choking first aid actions

Always try to position the casualty so that their airway is pointing down. This is so that gravity and drainage can help clear the object. Small babies and children can be placed over your lap. Do not hold them upside down by their ankles or shake them. This can result in hip, neck and brain injuries.
You must decide if it is a **Partial** or a **Complete** airway obstruction.

A **Partial obstruction** is coughing, and it must be a good effective cough to clear the obstruction - not a weak cough. At this point some air is still getting into the lungs.

**First aid for partial obstruction (conscious):**
Encourage coughing to expel it.
Call 000 if little or no improvement.
Avoid slapping the casualty on the back at this stage or if that are positioned upright. If you dislodge it as they inhale to cough - it may go down further.

If you have an **unresponsive or pale and floppy child:**
Start CPR & Defibrillation
A finger sweep can be used in the unconscious victim with an obstructed airway if solid material is visible in the airway.
Provided you can protect yourself from infection risks with a pocket mask or CPR face shield you should start CPR at 30 compressions and 2 rescue breaths (30:2). You may have to blow slightly harder to get some air pass the obstruction. Even if the object is blown further down their windpipe - the airway is still blocked (which it was before), and the CPR chest compressions may then expel the object.
The object could also be blown right down into the lungs. If this happens then usually just one lung is blocked, which means that at least one lung is now working. This is better than both lungs being blocked which may have been the case before.
If you are unable or unwilling to do the rescue breaths, then you should do hands only CPR or 2 fingers for babies. It is important to remember that:

**Any resuscitation attempt is better than no attempt**
If you have a defibrillator (AED) available- this should be used as soon as possible.
Choking is a very scary thing to see and manage - but if you can keep calm and remember your first aid training - the blockage may hopefully be cleared by your first aid. The Ambulance Paramedics have advanced skills and training in resuscitation and airway management, so it is vital to call 000 quickly for a Complete Obstruction choking emergency.

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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.

A **Complete obstruction** would be no or little coughing. They may also be gasping, wheezing or unable to speak. This means that their airway is blocked.

**First aid for complete obstruction (conscious):**
Call 000- this is now an absolute medical emergency.
5 firm back blows or slaps between the shoulder blades.
If the object does not clear then do:
5 chest thrusts in the centre of the chest, these are similar to chest compressions but sharper and delivered at a slower rate . You are trying to pop it out.
If the object still does not come out then repeat the 5 back blows and 5 chest thrusts until it clears or they become unresponsive or pale and floppy in a child.

As always, the best first aid you can do- is the first aid you never have to do.
Prevention is best. Make sure children are supervised at mealtimes and sit down to eat properly. Choose age appropriate food types with regard to hardness and bite size.
Any toys are suitable for the age group and cannot break apart into smaller pieces that can go into little mouths, and be vigilant.
Displaying Children’s Artwork

Children can gain a great sense of pride when their artwork is displayed at the service. Sometimes as educators we can value the condition of art work to highly and therefore display the work only at a eye level aimed for parents to see. Giving children the opportunity to be able to explore their masterpieces at their own eye level will allow them to build a sense of accomplishment in their creative achievements whilst sharing those moments with their friends, families and educators. We found this great display of artwork on Facebook recently and thought this was a wonderful example of a display that allows children to reflect back on their artistic talents. You could adapt this idea to be age appropriate, for example only using one box to display babies artwork and leaving it on the ground for the children to explore. Picture Source: Crayons, wands & building blocks—a journey thought inquiry– based play

Painting with Tea Bags
What you need:
* Variety of different tea bags that have coloured tea
* Variety of tea bags with different scents
* Water / tray to place the bags
* Paper

Set the tea bags up in a tray with enough water to make the tea bags damp and then invite the children to manipulate the bags onto the paper and explore what colours and smells they can discovered. You can also add in other painting materials such as sponges or paint brushes to the tray to use the liquid. This is a fantastic experience for the toddler and kindy age groups as they are able to explore different colours and smells while also being creative. Don’t forget to ask the children what they think will happen and then reflect back on their predictions.

Recycling Old Wallets
What you need:
* Unwanted wallets
* Cards made from recycled paper / materials

Create cards and place them in unwanted wallets – how simple but effective this experience can be! Babies and toddlers will love to use their fine motor and problem solving skills manipulating the cards in and out of the pockets. The older children may enjoy using the wallets during role play scenarios, you could ask the children if they would like to create their own version of money to put into the wallets which will not only open up role play opportunities but can also be a great way to build on their mathematical skills.

Photo Scavenger Hunt
What you need:
* Camera
* Printer and paper
* Laminating Sheets

This would be a great experience to implement with the OHSC children! Either yourself or the children can go around the service taking photos of different areas and print the pictures taken onto paper (if possible laminate). Once your photos are printed and ready to go give the children the cards to explore and locate the area. This experience can provide an fantastic opportunity for children to work together in teams, problem solve and build on their recognition skills while exploring the environment around them.

DIY Lacing Experience
What you need:
* Recycled cardboard box
* String or wool
* Sharp scissors / box cutter
* Screwdriver
* Sticky tape

This is a great activity for the older age groups to participant in and will really help to support their developing fine motor /coordination and problem solving skills. To create the lacing board simply use a screwdriver to punch holes through all sides of the box, use you scissors/ box cutter to cut off the front and back of the box. To create safe needles (this will help with the weaving) use sticky tape at the end of the string. Don’t forget to also move the box around so that the children can access unseen holes. You can even extend on this experience by creating some bugs and spiders to put in the web. Picture source: Fun at Home with Kids

To share you Out of The Box experiences please email admin@ctas.wa.ed.au

Farewell

We love hearing from our readers especially if you have any feedback, upcoming special events, inspiring and ‘out of the box experiences’ or any organisations that you would like to share with us. You can call us directly on 3950...