

NQF Newsletter

August 2016

Centre Support

centresupport.com.au

Meet Ann Webb –
a presenter at
The Room Leader
seminars

Find out how children
with Autism can
become confident
and involved learners!

FREE Poster relating
to Quality Area 5 –
Relationships with
Children

The non-stop
crying baby –
strategies to
help

Amy is a senior
lecturer in Early
Childhood Studies at
CSU. She discusses a
strengths view to
mathematics
education

PROFESIONAL DEVELOPMENT OPPORTUNITIES

Achieve more by doing less! Documentation made easy
Sydney - Saturday 27th August 2016

TEC16 Port Macquarie
Saturday 10th September 2016

The Room Leader
Woodvale WA – Wednesday 7th September 2016

The Room Leader
Campbelltown NSW – Tuesday 13th September 2016

The Room Leader
Gosford NSW – Thursday 22nd September 2016



Seminars

The Room Leader!

Do your Room Leaders know how to manage their team? Do they know how to delegate?

The Room Leader seminar is one of our most popular seminars. Ann Webb will show you how to:

- ✓ implement effective teamwork and communication
- ✓ develop positive leadership skills
- ✓ effectively evaluate and reflect to build a positive team environment
- ✓ manage your room, including children, program, safety and environment to ensure a consistent high quality Service.



Ann Webb

Don't miss out! Book online here: [Click here](#)

Ann has a deep, professional understanding of the ECEC sector, having worked in a range of services since 1982. These include private and community based long day care services and preschools, as well as primary schools and child protection organisations. She is also a qualified ECT and has been a Certified Supervisor / Director since 1988.



Come and experience Ann's passion for early childhood education and care. She loves sharing her knowledge of centre concerns and opportunities, EYLF/MTOP and the NQF. Get ready to be inspired!

Ann's next **Room Leader** seminars in Mt Pritchard NSW and Castle Hill NSW are **SOLD OUT**.

Don't miss out! Book online for coming seminars with Ann and other presenters here: [Click here](#)

New Room Leader seminars:

Wednesday 7th September 2016 in
Woodvale WA - Presented by Kay Ralph

Tuesday 13th September 2016 in
**Campbelltown NSW – Presented by
Julianne Sharan**

Thursday 22nd September 2016 in Gosford
NSW – Presented by Kirsty Macgregor

Saturday 5th November 2016 in **Sutherland
NSW – Presented by Ann Webb**



Amy's Maths Musings



Dr Amy MacDonald is a Lecturer in Early Childhood Studies at Charles Sturt University in Albury-Wodonga and a researcher with CSU's Research Institute for Professional Practice, learning and Education (RIPPLE).

Amy's particular area of interest and expertise is early childhood mathematics education. Amy has a PhD in mathematics education from CSU and has published a number of books, book chapters, journal articles and conference papers in this area.

Amy has received several awards for her work, including the Mathematics Education Research Group of Australasia Early Career Award, the NSW Institute for Educational Research Beth Southwell Research Award and the CSU Outstanding Thesis Prize for her PhD.

Amy teaches mathematics in CSU's Bachelor of Education (Birth to Five Years) course and she was recently awarded a Citation for Outstanding Contribution to Student Learning for her teaching.

We are in good hands! Enjoy.

seeks to address the potential inequities that children might experience on the basis of their differing family circumstances. Social justice is about valuing diversity and providing equal opportunities. In mathematics education, this means providing learning experiences that allow *all* children the opportunity to *thrive mathematically*. One way of providing opportunities to thrive is by implementing strengths-based practices in mathematics education.



Strengths-based practice

Strengths can be defined as people's intellectual, physical and interpersonal skills, capacities, interests and motivations (McCashen, 2005). A person's strengths can also include the resources in their environment, such as family, friends, neighbours, colleagues, material resources and so on (McCashen, 2005). Strengths-based practice can thus be considered as educational practice which recognises and utilises children's strengths. It emphasises the notion of starting from what children *can* do, rather than what they *cannot*.

Strengths-based mathematics education

In mathematics education, children are often characterised by what they cannot do, rather than by what they can do. This is particularly the case for children from family circumstances which may be considered "complex" or "disadvantaged". A deficit view of children's mathematical ability can have self-reinforcing negative effects, whereby negative expectations of children result in negative experiences in mathematics education. In contrast, a focus on strengths emphasises children's competencies and resources, which

A strengths view of early childhood mathematics education

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In our work with young children, it is certain that we will encounter children and families who experience complex circumstances. It is sometimes the case that a child's family circumstances have an impact upon their experiences of mathematics education. A social justice perspective of mathematics education



can be utilised to bring about positive change in their mathematics education experiences.



Starting from children and families' strengths can help early childhood educators plan mathematics learning experiences that recognise and respond to the resources possessed by *all* children and families. Families can help their children learn mathematics in their everyday lives, and early childhood educators can also offer opportunities for families to become involved in their children's mathematics education (Fenton, MacDonald, & McFarland-Piazza, 2016).

For example, educators may plan mathematics learning experiences based on the sorts of everyday things most children do at home like eating meals together, hanging and folding washing, packing away belongings, looking at story books, catalogues and other reading materials, playing in the yard.



Educators can help to make explicit the mathematics embedded in these sorts of everyday activities, and they can communicate with families about this mathematics. Not only does this provide mathematics education which is meaningful, relevant, and accessible to children – it helps to demonstrate to families that they too are helping their children to explore powerful mathematics as part of everyday life. Starting from a mindset that all children and families *can* and *do* explore powerful mathematics can help educators to plan learning experiences that promote positive dispositions towards mathematics.

References:

- Fenton, A., MacDonald, A., & McFarland-Piazza, L. (2016). A Strengths Approach to supporting early mathematics learning in family contexts. *Australasian Journal of Early Childhood*, 41(1), 45-53.
- McCashen, W. (2005). *The strengths approach: A strengths-based resource for sharing power and creating change*. Bendigo, VIC: St. Luke's Innovative Resources.



Professional Development opportunities

Achieve more by doing less! Documentation made easy Sydney

Saturday 27 August 2016 – 10.00am to 2.00pm

Are your educators always asking how many observations and learning stories they need for each child?

Book now! Julianne's seminars are a sell out!

[Achieve more by doing less! Documentation made easy.](#)

The Room Leader Woodvale WA

Wednesday 7th September 2016
9.00am to 1.00pm

Are your Room Leaders managing their team?
Do they know how to delegate?
Kay will show you how to be the best Room Leader you can be!

Book now! Places fill fast.

[Book online here](#)

TEC16 Port Macquarie NSW

Saturday 10th September 2016
8.30am to 4.30pm

A full day of fun and interactive workshops!

View the full program here:

[TEC16 Port Macquarie - full program](#)

Book online now! Places fill fast.

[Click here](#)

The Room Leader Campbelltown NSW

Tuesday 13th September 2016
10.00am to 2.00pm

Are your Room Leaders managing their team?
Do they know how to delegate?
Kay will show you how to be the best Room Leader you can be!

Book now! Places fill fast.

[Book online here](#)

“Education is the most powerful weapon which you can use to change the world.”
Nelson Mandela



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Centre Support Pty Ltd (ABN 29 132 937 538)

When we are confident and involved Educators, our children with Autism become confident and involved learners!

Learning Outcome 4: Children are Confident and Involved Learners

Learning Outcome 5: Children are Connected to and Contribute to Their World.

Every child with Autism has an aspect of our world that they find motivating and interesting. With some children we can see just how much they love playing with trucks and we find out just how much they know about dinosaurs, but sometimes it's not obvious. For so many children with Autism, communication can be difficult and they can't tell us what they love about their world. So, how do we engage children in their Learning Outcomes when we don't know how to reach them?

We were recently invited to spend a few days in a regional long day care centre to support the wonderful Educators who were stuck for ideas around how to engage one of their preschool children who has a diagnosis of Autism Spectrum Disorder (ASD).

It's all about finding the connection...

After spending a few moments chatting with the team and observing the child, we were able to identify immediately what it was that connected this little boy to his world. We watched as he sat in the sandpit flicking the sand. He would climb onto rocks to see over the fence. He would lie down on his back and look up at the trees and climb to the tallest part of the playground to look around.

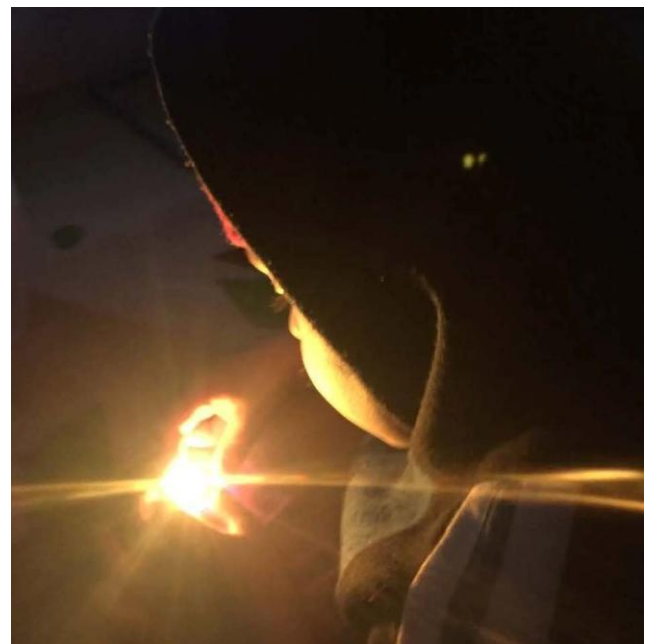
This little boy was interested in what he could see. It sounds obvious when you put the pieces together but when you don't know how children with Autism learn, how they see the world or how to put yourself in their shoes, their very intentional

engagement with the world and their way of playing can easily be misunderstood as a child who isn't really interested in anything, or a child who is completely disconnected from our world.

Children with Autism often see details in our world that we overlook. This child could see the sand glisten in the sunlight. He would watch the cars and trucks whizz by on the busy street. He looked up and watched the leaves on the trees blowing in the wind. He would climb to the tallest piece of play equipment and look down at his friends and Educators playing in the yard. He was connected to elements of our world that we are often too busy to see.

If our children don't learn through the way we teach, we need to teach the way that they learn

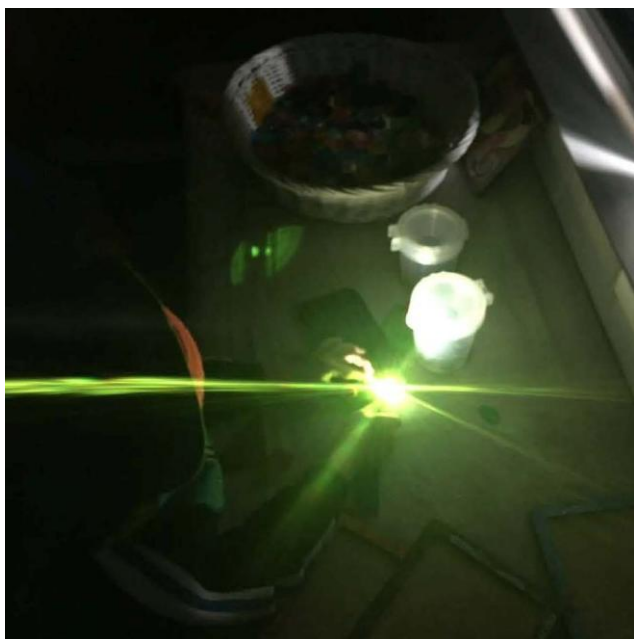
Once we knew what his special interest was we were able to create experiences that were visually based. Before long, we had used intentional teaching to develop an individualised emerging curriculum that focused on his interest in light and colours. By the end of the day we had supported his Educators to develop his first learning story, complete with a photo gallery, EYLF links and plans for extension.



How exciting! You can only imagine how his Mum felt when she collected him and for the very first time his Educators were able to show her just how connected her son was to his world. He



experimented using shape tiles to cover the torch to create different coloured lights. When he plays with colours and lights, he demonstrates wonder, interest and connection to learning. He especially liked exploring with green tiles and we discovered that the yellow light made the roof glow the brightest.



He was able to engage with an Educator for the first time in an extended and meaningful experience and that showed us that he definitely is a confident and involved learner!

We are so proud of him and his Educators!



Director – Sarah Ferguson

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Email: sarah@leafautismservices.com

Website: www.leafautismservices.com

AUSTRALIAN COMMUNITY Education College

Centre Support's formal qualification training and Recognition for Prior Learning (RPL) is conducted by the Australian Community Education College (ACEC), a Registered Training Organisation (RTO)

ACEC is directly linked to Centre Support through the use of joint resources and training experience and expertise. We offer a unique and engaging training experience that is directly linked to the National Quality Framework (NQF) and Early Years Learning framework (EYLF).

We provide an integrated learning program that is based on years of direct and practical industry experience. Upon completing your training with ACEC, you will be equipped with first-hand industry knowledge and practical competence needed to comprehend the NQF and EYLF and implement best practice within your workplace. All courses are nationally recognised and childcare specific.

Courses

ACEC offers our clients the opportunity to undertake studies for:

- ✓ Certificate III in Early Childhood Education and Care (CHC30113)
- ✓ Diploma of Early Childhood Education and Care (CHC50113)
- ✓ Identify and respond to children and young people at risk (CHCPRT001)
- ✓ Recognised Prior Learning (RPL)

ACEC acknowledges the valuable skills gained by educators within children's services and employees who have significant experience in the ECEC industry with no formal qualifications.

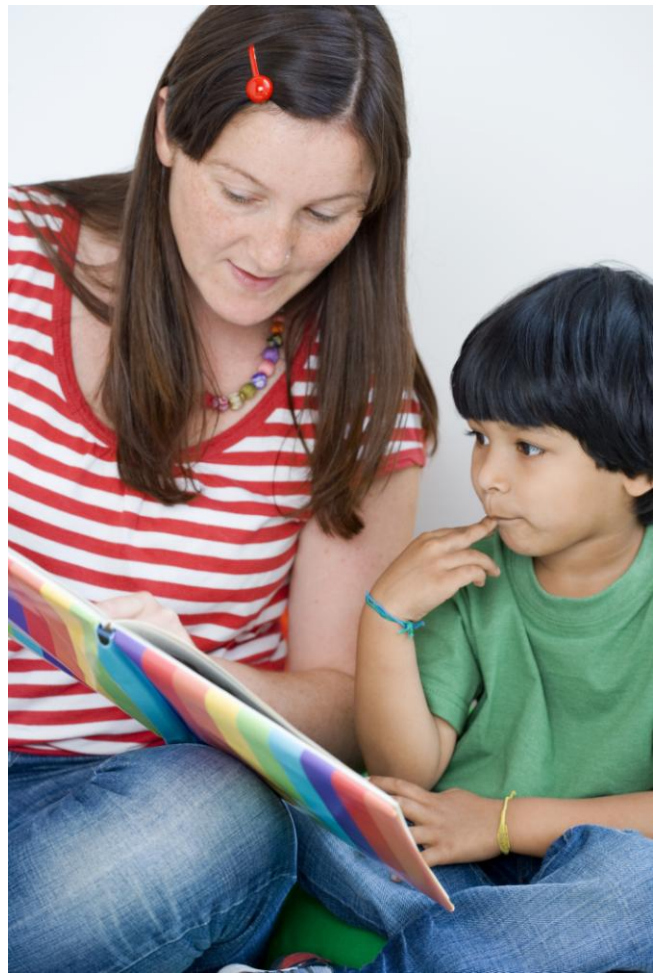
ACEC prides itself on delivering innovative training and assessment services. Our experienced team of trainers, assessors, support staff and management will be working with you to ensure you achieve your goals across the duration of your studies. Please direct any enquiries to Kate on 1800 363 954 or email kate@acec.edu.au



Are you looking for quality Professional Development for your team?

Centre Support has an experienced team of trainers and auditors nationwide, who have a wide range of qualifications and experiences in the Early Childhood sector. Our trainers are passionate and dedicated in helping educators be their very best!

We provide seminars/conferences at external venues as well as training and support at the workplace. Both our external and service based training and support can be claimed under the Long Day Care Professional Development Programme.



Centre Support Pty Ltd

Benefits of having an In-Service Professional Development training session:

- ✓ Train your whole team of educators at once in the comfort of your own service
- ✓ Presented at a time that suits you and your educators (usually after hours)
- ✓ Sessions are delivered by our trained team of experts
- ✓ We can accommodate larger groups, FDC schemes and OSHC services
- ✓ Certificate of Attendance issued to each individual educator
- ✓ Call now for a quote

Centre Support – 1800 440 102



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In-Service Professional Development topics:

In-Service training is tailored to your needs and can include:

- ✓ Behaviour Guidance
- ✓ Documentation
- ✓ Reflection
- ✓ Teamwork and Effective Communication
- ✓ EYLF and MTOP
- ✓ NQS
- ✓ Embedding Sustainability
- ✓ Risk and Play for Early Childhood Educators
- ✓ Child Protection Refresher
- ✓ Food and Hygiene
- ✓ Workplace, Health and Safety
- ✓ The Room Leader
- ✓ Implementing Centre Support resources



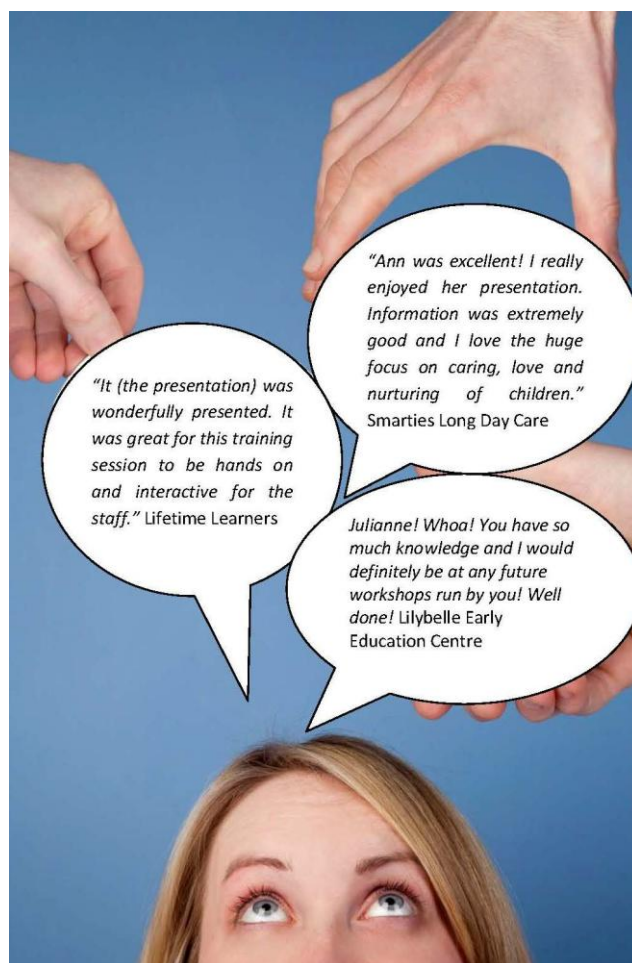
Benefits of Coaching / Support

- ✓ Coaching / Support is carried out while your centre is open.
- ✓ Our trainers work directly with a small group of 2-3 staff or just the Nominated Supervisor / Educational Leader and observe your centre in action.
- ✓ It is more of discussion and advice rather than a formal presentation.

A popular topic for our Coaching / Support is Pre-Assessment Guidance. Our trainer will come and work directly with you to ensure that your QIP is how it should be, observe interactions between staff, children and families as well as the physical environment of your centre so that you have a better chance of achieving EXCEEDING.

Our trainers know what the Assessors are looking for as they have been through the process themselves.

Hear what other services think of our trainers:



Call Centre Support for a quote on **1800 440 102** or email admin@centresupport.com.au



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The non-stop crying baby

Recently in our weekly learning activities we discussed some stressful behaviour educators must manage. One of these was the non-stop crying baby and two methods for managing this behaviour. But first we learnt about the brain chemical oxytocin to understand why the two methods work.



When the child is connected to and cared for by a family member, oxytocin is at work making the child feel secure. The child needs to learn how to separate from this family member and most importantly know that they will come back or be there when the child returns. If the child can't find this person, another set of brain chemicals stops the production of oxytocin and creates panic. It's that panic that creates crying and distress. You can hear it at the shopping centre when a child loses their mother. The child cries that awful cry that stresses everyone. It often happens too when children start attending a service. They cry because they're feeling very insecure.

Our job is to become a secondary attachment figure for the child so they learn we are there to care for them, and that we'll be there for them to come back to when they separate from us. Oxytocin on, Oxytocin off without panic, Oxytocin on again when they return to you for a big hug.

Do you have a new baby or toddler who seems unsettled and everything you have tried doesn't work? Try one of the following methods.



Method One

Sit with the child and engage with them while they're on your lap, then slowly move them off your lap, leaving your arm on their back and saying words like "I'm still here to look after you." Move in close and cuddle, then separate and repeat the words "I'm still here to look after you." Repeat this process until you create a space that increases every time before you come in and cuddle and say "I'm still here to look after you." Eventually the child becomes engaged and happily explores the room.

Method Two

If sitting doesn't work, try the above using the standing/picking up/ putting down version.

Remember our aim is to create a secure base where we and the child produce oxytocin; the child separates, cries to start with, but then comes back, gets connected to you and learns its okay to separate because you will be there for them.

The Weekly Learning Activities form part of Centre Support's Comprehensive Resource Package. If you would like some information, please call us on 1800 440 102 or email admin@centresupport.com.au.



WHS Theme



Don't have a free WHS magnet from Centre Support to complement our monthly WHS Themes?

[Contact us](#) for your complimentary copy today.

Chemical Spills

PROCEDURE

- ✓ Remove children from the area.
- ✓ Contain the spill. Ensure that it is cleaned up thoroughly and promptly.
- ✓ Approach with care when cleaning. Some chemicals may lack colour or odours, but may still be dangerous. Never assume a chemical is harmless
- ✓ Identify chemicals and potential hazards by using the appropriate Material Safety Data Sheet.
- ✓ Use the manufacturer's recommendations to clean up the spill appropriately.
- ✓ Decontaminate any equipment or clothing associated with the spill.
- ✓ Dispose of any equipment should the spill have made it unsafe for further use.
- ✓ Reflect on procedures to analyse how this incident occurred and how the incident could be prevented in the future.

DANGEROUS PRODUCTS AND CHEMICALS PROCEDURE

Five rules you must never forget:

1. Storage area for dangerous products and chemicals **MUST** be locked
2. Storage area must be inaccessible to children
3. Warning signs **MUST** be on storage area
4. Use by date **MUST** be current for all chemicals and medicines
5. Material Safety Data Sheets **MUST** match EVERY chemical and cleaning product in your centre



Poster is part of Centre Support's Comprehensive NQF Resource Package



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WHS Theme

Clothing for educators and children



Don't have a free WHS magnet from Centre Support to complement our monthly WHS Themes?

[Contact us](#) for your complimentary copy today.

Hats

Educators and children are required to wear sun safe hats that protect their face, neck and ears. A sun safe hat is a:

- o legionnaire hat
- o bucket hat with a deep crown and brim size of at least 5cm (adults 6cm)
- o broad brimmed hat with a brim size of at least 6cm (adults 7.5cm)

Please note: Baseball caps or visors do not provide enough sun protection and therefore are not recommended. Children without a sun safe hat should be asked to play in an area protected from the sun (e.g. under shade, veranda or indoors), or provided with a spare hat.



Clothing

When outdoors, educators and children should wear sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing:

- o loose fitting shirts and dresses with sleeves and collars or covered neckline
- o longer style skirts, shorts and trousers

You can provide spare clothing for children who are not wearing sun safe clothing

Please note: Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.



Sunscreen

All educators and children will apply minimum SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours. Sunscreen must be stored in a cool, dry place and the use-by-date monitored.



Diversity Ideas



August

1st	Raksha Bandhan	Raksha Bandhan means bond of protection. This Hindu festival honours the love between brothers and sisters and is marked by the tying of a rakhi thread by the sister on the wrist of her brother.
1st	Picnic Day	
4th	National Aboriginal and Islander Children's Day (NAICD)	A time for Aboriginal and Torres Strait Islander families to celebrate the strengths and culture of their children. The day is an opportunity for all Australians to show their support for Aboriginal children, as well as learn about the crucial impact that community, culture and family play in the life of every Aboriginal and Torres Strait Islander child. http://aboriginalchildrensday.com.au/
5th	Jeans for Genes Day	Each year, on the first Friday in August, Aussie schools, workplaces and communities support the Children's Medical Research Institute and their life saving work by wearing their jeans and raising funds to help realise our vision of a world without childhood disease. Please visit: https://www.jeansforgenes.org.au/
9th	International Day for World Indigenous People	"On this International Day of the World's Indigenous Peoples, I call on the international community to ensure that they are not left behind. To create a better, more equitable future, let us commit to do more to improve the health and well-being of indigenous peoples. " Secretary-General Ban Ki-moon. http://www.un.org/en/events/indigenousday/
5th-14th	Royal QLD Show - Brisbane area	http://www.ekka.com.au/ekka-information/
13th - 14th	Tisha B'Av	Jewish Tradition - On this day Jewish people fast in order to remember the sufferings of the Jewish people throughout history.

18th	Raksha Bandhan	Hindu Tradition - Celebrates the love between brothers and sisters. Sisters will tie a rakhi thread on their brother's wrist as a form of protection against evil spirits.
22-28th	Keep Australia Beautiful Week	http://kab.org.au/keep-australia-beautiful-week/for-schools/
25th	Krishna Janmashtami	This festival is one of the most important events in the Hindu calendar. It celebrates the birth of Lord Krishna, a Hindu deity, more than 5000 years ago.
28th	Daffodil day	https://www.daffodilday.com.au/get-involved/get-your-school-involved/

September

1st	Wattle Day	Celebrates Australia and being Australian
4th	Father's Day	
5th	Ganesh Chaturthi	This popular festival culminates with a clay statue of the Hindu elephant god Ganesh being immersed in water to remove the misfortunes of mankind as the statue dissolves.
7th-13th	National Threatened Species Day	http://www.environment.gov.au/resource/time-act-threatened-species-day-fact-sheet
10th - 11th	Eid Al-Adha	Islamic Tradition - The Feast of Sacrifice commemorates the ordeal of Abraham who was asked to sacrifice his only son to prove his faith to Allah (God). As he was on the point of slaying his son, Allah stopped him and told him that it was a test of his faith and to sacrifice a ram instead.
11th	Nayrouz - Coptic New Year	The Copts have been celebrating New Year for over 1700 years and the Coptic Orthodox Church is one of the oldest Christian churches in the world.
15th	Mid-Autumn (Moon) Festival	The Mid-Autumn Festival is a popular East Asian celebration of abundance and togetherness, dating back over 3000 years. The traditional food of this festival is the moon cake.
17th	Australian Citizenship Day	Citizenship ceremonies are held across Australia to welcome people into the Australian community. Citizenship is the bond which unites all Australians and becoming an Australian citizen is a step that shows commitment and loyalty to this country. www.citizenship.gov.au/
19th	International Talk Like a Pirate Day	http://www.talklikeapirate.com/
22nd	World Car-Free Day	http://www.worldcarfree.net/
26th	Queen's Birthday	WA
26th	Family and Community Day	ACT



Relationships

- Policy
- Procedure
- Practice
- Reflection
- Training
- Families
- Check

ROOM

Most children need to be asked more than once

If you are feeling really challenged, count to three to settle yourself and take a walk out of the room briefly. You are more likely to respond and not react (a hard one, I know!)

Counting down from ten to one can

help everyone settle and can be a game to play, giving a child time to respond to the request.

Practice straightening your shoulders and spine, opening your chest (your heart) to be lovingly assertive, just and fair. Choose a word to signal change is required. It may be 'listen', 'stop' or

when children are older, 'not appropriate', before explaining the appropriate behaviour. If this is done with consistency, the child will get the message.

Talk with other educators and see if you can follow the same process. If not, do it your way and the others will follow what works.

