



Be honest – not every day is great!

For those of us blessed enough to be working at what we love and to have our lives in balance, the distinctions drawn between work and leisure seem somewhat irrelevant. When we are working we are happy and when we're relaxing we're happy too – free to enjoy our chosen pursuits without the fear of 'Mondayitis'. We happily exclaim....

Is it Monday already?..... I can't wait to get there!..... I wonder how the children are?.....What a great team I'm working with!.....

For others life and work just equal - strain. Loaded with stress and frustration, we regularly question our chosen path. What on earth am I doing here? What have I done to deserve this? How did I end up here? The questions mount up one by one till we feel like we could burst with frustration.

Whilst these examples are extremes, it is inevitable that our daily lives exist somewhere between the two. As we balance the responsibilities of our work, with other pressing demands we often vacillate between a love-hate relationship with our work. There are our families we care to nurture, friends who need to catch up, assignments and study to be completed.

Then there is all the shopping, the housework, and endless maintenance. No wonder there is little time to exercise, eat well or just relax and have some fun!

Detecting an Imbalance

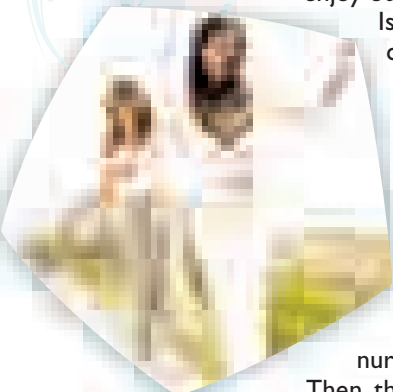
As we precariously balance on our tightropes how do we detect when we are close to toppling off. What signals should we notice? Generally, underlying stress and frustration can be detected by a combination of physical, emotional and intellectual fatigue.

Physically we tire easily. We lose that spring in our step. We sleep too long or have difficulty falling asleep at all. Our blood pressure may increase. Even our skin, hair and nails can become brittle and lack their usual lustre. In short we do not look or feel our best.

Emotional fatigue can be tricky to first identify but soon becomes more salient when we are aware of our personal signals. Everyone is different. Some of us become short tempered, others just want to withdraw. Some of us may get teary or overly sensitive to criticism. Others tend to under eat or in contrast eat too much. Some withdraw from social activities or have trouble meeting work deadlines. In more extreme cases we develop addictions, suffer depression or simply just 'opt out'.

Intellectual or mental fatigue is even more subtle again. However it can often be detected by that generally "brain dead" numb feeling. We mumble..." I just can't think about anything else?..... What was I talking about just then?..... My brain hurts!"

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NEWS LETTER

Be honest – not every day is great! (cont.)

Identifying and acting upon personal stress before it threatens our well being is an important aspect of self management and preventative health. Next time you feel out of sorts either physically, emotionally or mentally ask yourself two questions

- What brought this on?
- How can I recharge?

Let's tackle the latter, shorter term answer first

Short term Recharge

Just as stress signals are quite personal – so are there solutions. Recharging can occur in many ways.

Perhaps you need some excitement? Maybe to ride a roller coaster or go salsa dancing all night? Perhaps you need to watch a funny movie or sing at the top of your voice. In contrast you may seek solitude. To curl up with a good book, take a long walk along the beach or dig in the garden. Perhaps you need to improve your diet, cut down on caffeine, nicotine or alcohol or get some vital fresh air. Perhaps you need to learn a new skill so to stimulate your brain.

Importantly, no solution to personal stress is of any more merit than another- just discover what works for you and ensure you do it TODAY. This brings us to the former question

What brought this on?

Long term Renewal

If our need for short term recharge is becoming more and more prevalent chances are our long term habits need to be addressed. If we develop consistent behaviours that threaten our personal resilience we are headed for long term stress.

The answer again is reasonably simple.... It is just a matter of 'doing it'. Whatever it is that 'turns you on' and gives you a short term recharge, make a decision today to build it into your lifestyle. Just say perhapsthat instead of just 'cutting down' on caffeine you gave it up altogether? Maybe if you are lacking vitality try changing to healthy nutritious 'slow' foods such as fruit and vegetables instead of quick fix fast foods? Maybe you may need to design an exercise program or schedule in more rest? Perhaps you need to enlist help from family members and divvy out household chores. Maybe you need to say 'No' to that host of social invitations or calls for volunteers.

In essence, take your chosen recharge techniques and build them into your lifestyle.

No matter what we have chosen to do in life – whether we are working directly with children, supporting the adults who care for them or juggling administration and management we can only be as effective as our combined body, mind and spirit.

Whilst they are infinitely capable they are also very fragile. The old adage ... An ounce of prevention is worth more than a pound of cure" is very valuable advice. So before you return to work today, give yourself a check up, determine what personally recharges you, then make that vitally important decision to build on life giving habits.

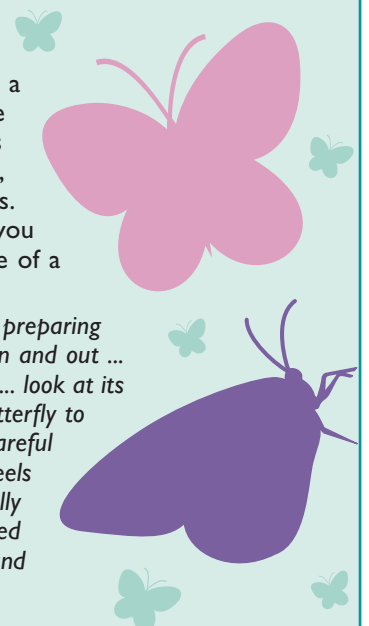
That way you can stack the odds in your favour that not only will yesterday be well and truly over, today will prove to be even better and tomorrow may just be great!



Visualisation

Visualisation is thinking in pictures, images and sensations. Visualisation is a powerful technique as it enlists the imagination to problem-solve, to provide a haven to calm and nurture the soul and stimulate creativity. Visualisation is very absorbing, and tends to stop or slow down the "chatter of the mind", giving time out from the everyday worries, concerns and negative thoughts. Ideally visualisation is introduced after progressive muscle relaxation, so you relax the body, and then relax the mind. The following is a simple example of a visualisation.

Imagine there is a butterfly sitting on your chest ... it has its wings spread and it is preparing to take flight ... it seems more and more likely to do so every time you breathe in and out ... but it remains sitting on your chest for some time ... Look at this butterfly carefully ... look at its colour and shape ... Soon the butterfly will take flight ... Imagine following the butterfly to a pleasant place. A place where you feel relaxed, comfortable and safe ... Pay careful attention to the sights and sounds, smells and sensations of this place ... how it feels and how you feel being there ... allow yourself to enjoy being there and to relax as fully as possible ... You have 1 minute to enjoy this place and it is all the time that you need ... remember that you carry this peaceful place inside you and you can come here and visit any time you wish.



Bubble, Bubble, Pop! Exploring the Magic of Bubbles

Close your eyes and put yourself in a young child's shoes. You watch the carer carefully twist open a brightly coloured container. You peek inside and see a liquid sloshing around with a stick in it. The carer pulls the stick out. There's a circle on the end of the stick, but it looks empty. As your attention begins to wander, she puts it to her mouth and blows. Like magic, three-dimensional circles appear in the air. The bubbles float in different directions. You can see through them, yet you can also see bright colors. When you finally touch one of the bubbles, it disappears!

Learning With Bubbles

The most effective sources of early learning are immediate, meaningful, and involve children's discovery and choice. Bubbles not only involve children in learning, but they are fun, easy to use, and ever-changing. In addition, many science processes such as, investigation, discovery, experimentation, observation, definition, comparison, and classification can be learned simply by playing with bubbles. Bubbles help children develop self-concept as they learn about themselves and the world around them, and language development is enhanced when children learn new words to describe bubbles, explain tasks, and label and record bubble experiments.

Bubble Properties and Recipes

Bubbles are made of air trapped inside a hollow liquid ball. The colours visible in bubbles come from light reflecting on the bubbles' surface. Bubbles float up because warm air is lighter than cold air. If the air blown into the bubble is warmer than the air around it, the bubble will float up.

There are many great bubble recipes to choose from. You will need to experiment to find a bubble recipe that works for you. The type of dishwashing liquid you use, the weather outside, and the type of water you use can all affect bubble quality. Some mixtures produce longer-lasting bubbles if placed in the refrigerator for a few minutes or if allowed to stand for a day or two before using. More detergent than water creates giant bubbles and adding glycerin or sugar slows down water evaporation that causes bubbles to pop.

Bubble Activities

Other great ideas for bubbles include:

- Making bubble sculptures. As a child blows into a half cup of bubble solution, a mountain of bubbles will appear.
- Using pipe cleaners to make bubble wands of different shapes.
- Having a bubble race. The first child across the finish line without popping his or her bubble wins!
- Drawing with bubbles. Adding food coloring to the bubble mixture makes a great art project. Encourage the children to blow bubbles with a straw on a tabletop. Then place a piece of white paper on the top until the bubbles pop. The bursting bubble will create interesting designs and patterns. (remember the hygiene factor: individual straws, and the safety factor: that the experience is age/stage appropriate so that the mixture is not swallowed.)
- Make a bubble tube with two feet of one-inch plastic tubing from the hardware store and two corks that fit snugly in the tubing. Fill the plastic tubing with water, leaving an inch from the end of the tube. Add a few drops of food coloring. Children love to watch the bubble travel down the tube.

Conclusion

Recently, I watched my daughters (20-months and 5-years-old) play with bubbles. They ran after each bubble trying to catch or stomp them. Sometimes they flopped on the grass and watched the bubbles float up on their journey in the sky. Other times, they squatted beside a bubble in the grass and delighted in the spray that resulted when it finally popped. What a wondrous thing, that different-aged children enjoyed, giggled, and explored!

Share this experience with the children in your care and watch what happens.

Angie Dorrell, M.A. is director of curriculum for La Petite Academy, one of the nation's largest providers of early childhood education programs. She also serves as a NAEYC accreditation validator and commissioner. She is the proud mother of two young daughters.

Stuck Inside?

.....Ideas for Wintry Days

Indoor games: Scarecrow Tiggy, Duck Duck Goose, Bean Bag toss into bucket/hoop

Movement: Fun dances eg chicken dance, Oranges and lemons, yoga

Health: staying warm, keeping fingers and toes from getting cold

Music: *adapt* Heads and Shoulders knees and toes
to... We all stay warm together

adapt If you're happy and you know it
to... If you're freezing and you know it clap your hands

Science: preparing and cooking soups, roasting potatoes, bread or damper

Dramatic Play: clothing of differing textiles eg wool, fur, winter clothing from different cultures



Are you Emergency Savvy?

How familiar are you with your centre's emergency policy? Who decides if an emergency exists? When is an evacuation required? Which emergency services do you need to stay in contact with? How do you manage this? How do you initiate and maintain contact with families. What if families are prevented from reaching you? How will you provide bedding and food for staff and children if you are forced into a lockdown?

Hopefully none of us will ever be called upon to act on such an emergency. But then again what if we are?

Emergency policies are designed not only to protect the children in our care but for the safety of all stakeholders be they staff, families, students, volunteers, even visitors. In short they protect anyone who comes through our doors.

What defines an emergency?

Generally, an emergency is any unplanned, sudden or unexpected event or situation that requires **immediate** action to prevent harm, injury or illness to persons or damage to the service's environment. It is a risk to an individual's health and safety.

Our unique environment

Every service is different. Services operating in rural bushland for instance, may develop emergency procedures relating to the threat of bushfires, which will be different to the fire evacuation procedures for an inner city service located in a high rise building. It is important that our service defines and identifies emergencies that are specific to our environment.

The emergency events or situations our service's Emergency Policy could identify and respond to are numerous and may include:

- fires and/or bushfires;
- bomb threats;
- missing children;
- intruders (animal or human);
- power failures or electrocution;
- the involvement of firearms or other weapons;
- structural damage;
- burglary; or
- natural disasters, such as a floods, cyclone, thunderstorm or earthquake.

Who needs to be informed?

The procedures relating to the Emergency Policy should be clearly labelled and displayed in the service for **all stakeholders** to access. OHS procedures and practices should be easy to read and interpret. Services may need to consider obtaining information in community languages.

Contingency Planning

- When developing emergency plans and evacuation strategies, our service needs to consider the:

- location of the service in relation to emergency services, such as fire departments, police stations and hospitals;
- external environment, such as vehicle entries and exits, surrounding vegetation, proximity of roads and volume of traffic;
- location and condition of the buildings' entries and exits;
- mobility and capability of adults in the service to assist in an emergency;
- skills and knowledge of staff/carers and their responsibilities in an emergency;
- age range of children needing to be evacuated and the complications that may arise, such as children who are unable to walk;
- documentation required by staff/carers once the service has been evacuated, such as the contact details of children's families;
- weather conditions at the time of the emergency and evacuation;
- contingency plans when regular staff/carers are on leave;
- inclusion of relief staff, students and volunteers;
- time of day that the incident may occur; and
- implications of two or more emergencies occurring at the same time, such as a fire and people requiring first aid.

What about prevention?

- As part of our ongoing risk assessment strategy we can ask ourselves some key questions. Below are questions related to building and equipment maintenance so to prevent fires.
- How does the service prevent fires?
- Who is responsible for checking the fire safety of the building?
- How often are the service's fire alarm, sprinkler system, fire extinguishers, smoke detectors, and/or fire blankets maintained and/or checked by an authority? How are these safety checks documented?
- Does the service have a circuit breaker if there is a power overload or a faulty electrical appliance?
- How does the service ensure that exits are kept clear and easily identifiable?
- Are there evacuation floor plans near every entry and exit in the building?
- How does the service ensure that power outlets and power boards are not overloaded?
- How does the service ensure that there is sufficient air circulation around electrical equipment, such as dryers, ovens, computers, photocopiers?
- How does the service remove fire hazards from the service's environment, such as dry leaf litter from gardens or gutters?
- Is there an induction program for all persons entering the service, informing of the service's evacuation procedure and practices?



Are you Emergency Savvy? (cont.)

Practice makes perfect

Preparing both children and adults for an unexpected emergency not only minimises risk of physical harm but can help to alleviate psychological and emotional distress. Hence we can consider the following questions:

- How can the service educate children about fire safety and evacuation?
- How does the service model and implement the 'stop drop roll' procedure to children?
- How can the service implement play and learning experiences that promote fire safety?
- What services eg SES can be invited to discuss with children about safety and recommended evacuation procedures.

Get out or get down?

In essence there are three broad outcomes on which risk management strategies should be built.

1. Emergencies that require first aid

Here our emergency policy should link to our policies on First Aid, Medication, and Dangerous Substances etc.

2. Emergencies that require persons to remain inside the service until further notice

For example, cyclonic conditions may dictate that services keep children and adults inside until further notice from the SES. Here we might consider the following questions:

- How does the service communicate with families during an emergency, such as a natural disaster?
- What are the planned strategies when children and staff/carers are required to stay in the service?
- How does the service maintain children's security? For example, if the emergency is a human intruder, what strategies are implemented to keep children and adults safe and calm?
- What type of authorities does the service keep in contact with during an emergency? For example, it may be the SES during a natural disaster such as, cyclones or flooding.

3. Emergencies that require immediate evacuation

In most circumstances, the emergency and evacuation procedures for an emergency such as fire can be adapted for other emergencies that require evacuations, such as flooding and bomb threats.

Beyond Physical Safety

Dealing with the emotional and psychological impact of an emergency

- Emergencies involve more than a physical response to an unexpected or sudden event or situation. They have an emotional and psychological impact on people, which can affect individuals for an extended period after the emergency.
- Services should be aware of the effect of an emergency on children's ability to feel secure and safe. Play and learning experiences should be planned which encourage children to express their thoughts, feelings and emotions regarding an emergency.
- Services can also state the support networks and counselling services available for children, families and staff/carers following an emergency.

Dealing with the media

The service may already have a procedure for dealing with the media documented in other policies but what if they do arrive. Who will speak to them? What information will they pass on? What should they withhold?

Useful websites

- Fire Protection Association Australia (FPAA) - www.fpaa.com.au
- State Emergency Services - www.australia.gov.au/320
- NCAC Emergency Policy Template www.ncac.gov.au

There is a list of all the Australian state and territory emergency services from this website.

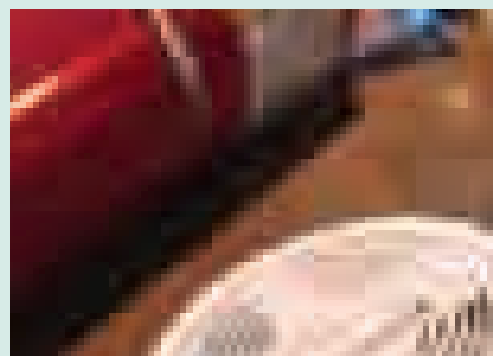
Occupational Health and Safety

Professional Development Online

Successfully managing health and safety in the workplace relies on commitment, consultation, co-operation and awareness. Everyone in the workplace needs to understand the need for health and safety, what their role is in making the workplace safer. This session will look at the health and safety issues specific to the child care industry. Training is an essential tool to establish an active, preventative approach to Occupational Health and Safety in the workplace.

Ideal for: ALL Child Care Workers

Quality Area: LDC: 5,6 FDC: 5,4 OSHC: 7



Winter Lunches – not just for children!

All these recipes can be prepared ahead, frozen and then brought to work for a healthy, hearty lunch.

Soup – Pumpkin

Egg, Nut Free

Ingredients

- 3 teaspoons canola or olive oil
- 1 onion, chopped
- 750 g chopped pumpkin
- 1 clove garlic, crushed
- 1 teaspoon curry powder (more if you like spicy)
- 1 cup vegetable stock
- 1 cup reduced fat milk
- reduced fat yoghurt, (optional)
- freshly chopped herbs, to taste

Method

1. Heat oil in saucepan over medium heat.
2. Add onion, pumpkin, garlic and curry powder and fry for 5 minutes.
3. Stir in vegetable stock, then cover and cook until pumpkin is tender, about 15 minutes.
4. Stir in milk.
5. Process in food processor until smooth.
6. Serve topped with a swirl of yoghurt or freshly chopped herbs.

Soup – Creamy Tomato

Egg, Nut Free

Ingredients

- 2 tablespoons rice
- 1 small onion, finely chopped
- 1 ½ cups water
- 1 x 440g can tomato soup (reduced or no added salt)
- ¾ cup evaporated reduced fat milk
- 1 tablespoon tomato paste (reduced or no added salt)
- 1 teaspoon fresh basil (or ½ teaspoon dried basil)
- 4 tablespoons grated reduced fat cheese

Method

1. Add rice, onion and water to a medium sized saucepan and bring to the boil over a medium heat. Cover and simmer for 10 minutes.
2. Add tomato soup, evaporated milk, tomato paste and basil. Gently heat.
3. Serve with a little grated cheese on top.

Beef and tomato patties

Egg, Nut, Dairy Free

Ingredients

- 500 g lean beef, (or lamb) finely minced
- 2 tablespoons tomato paste
- 1 teaspoon seeded mustard
- ½ teaspoon dried mixed herbs
- 1 clove garlic, finely chopped
- 2 tablespoons olive oil, for frying

Method

1. Blend all ingredients in the food processor until smooth.
2. Shape mixture into round patties, about 4-5cm in diameter.
3. Heat oil in frypan and cook patties for approximately 3-4 minutes on each side or until golden brown in colour.

Zucchini Toasties

Egg, Nut Free

Ingredients

- 2 small zucchinis
- 2 tsp. seasoned bread crumbs
- 2 tsp. grated Parmesan cheese
- Non-stick cooking spray

Method

1. Slice the zucchini into thin rounds.
2. Line your toaster oven tray with tinfoil and spray with non-stick cooking spray. Children can help arrange the zucchini in a single layer on the tray.
3. Toast on the dark setting of your toaster oven, until the zucchini is tender. Remove tray from the oven and let cool.
4. Put the bread crumbs and grated cheese in a small bowl.
5. Mix it up with a spoon!
6. Spoon the mixture onto the zucchini.
7. Toast the zucchini on the medium setting until the tops are golden brown.

Playing Meetings by the Rules

It is practically inevitable that all of us have at some time attended a meeting we believed was a waste of time - the kind of meeting that is dominated by outspoken individuals who rarely give others a chance to speak. At these types of meetings you may have found that decisions were made without the input of the whole group, in spite of the fact that some group members would have to implement those decisions irregardless of whether or not they supported them.

The work of Dr. Ichak Adizes* author of "How Organizations Grow and Die and What To Do About It".1988 has given rise to a meeting procedure that provides many organisations with a new way to communicate.

The secret is structure. Dr. Adizes found that when people have clear rules to the gamesmanship of a meeting, they are attentive and involved.

Time and Place

Start and end on time. Set odd times for meetings, eg. 10:10am.

People are more likely to be on time if the starting time is not set on the hour or half hour. Expect participants to be on time out of mutual respect for others. Let everyone see you are serious by starting on the 'real' time.

Same time, same place. It's best if all meetings are held at a regularly scheduled time and place so there is no confusion about where to be and when.

Role Responsibilities

At each meeting, individuals can assume roles to help run a smooth, productive meeting.

Facilitator. This individual creates a learning environment for the group by leading the meeting. She helps to integrate the team's ideas and keeps the group on track. No deviations from the agenda are permitted without group consensus.

Timekeeper. Time is scheduled for each agenda item. The timekeeper monitors the agenda and gives the speaker a one minute warning before time is up by softly ringing a bell.

Changes in the schedule must be agreed upon by all members of the group. The timekeeper also monitors break times and gives the one minute warning to break and to regroup.

Observer. The observer's job is to watch the dynamics of the meeting and to respond at the end of the meeting about her observations. The objective of the observer's report is to mirror how the group feels in a non-evaluative way. She relates what helped and what hindered the meeting.

Recapper. This individual's job is to recap the decisions made during the meeting and to remind participants of due dates and deadlines for items discussed. Our team members particularly like this report because it makes certain that they haven't forgotten something on their to-do list.

The Meeting Environment

Room arrangement. The room should not be too large or too small for the group. A close, circular arrangement of chairs is best so that each person can see all of the other participants. For long meetings, arrange tables in a square, again so that everyone can

see and also have a place to write.

No interruptions. While it is not easy in child care to avoid disruptions or distractions, choose a meeting place that minimizes these problems. Take messages and interrupt the meeting only for an emergency. No eating or drinking. These activities distract the speakers and other meeting participants. If you do wish to serve food do it before hand. Reward the early arrivals!

The Process

Focus. Before the meeting begins, each participant greets the group in turn and indicates how they are feeling. This makes each participant join the group and focuses complete attention on the meeting.

Goals. Participants indicate what they hope will be accomplished at the meeting. These items are written on a flip chart or board.

Discussion. As each agenda topic is introduced, participants are encouraged to talk. Usually each person may talk about the topic as long as she wishes with no interruption or the timekeeper will stipulate how long the discussion can be. When she finishes talking, she turns her head to the right which signals others who wish to talk that they may raise their hands. She calls on the next person to her right who has raised her hand. She does this by stating the person's first name only.

The process of using the person's name insures that the initial speaker has said all that she needs to say and she is ready to move on. This is a key component of the discussion rules. As the participants wait their turn, they develop patience and tolerance of others. More importantly, they learn how others are affected by situations or actions under consideration.

We encourage the participants not to repeat what someone before them has said, but to feel free to add to their comments. Often, the speaker will acknowledge a previous speaker's thoughts by saying, "I agree with..." which enables us to validate and support what others think. This means that we must listen carefully to what each speaker is saying instead of thinking about our own response. Repetitive remarks are avoided so that business can be conducted efficiently and effectively.

There are times that everyone's input is vital to the topic on the table. When these times occur, everyone in the circle is asked to speak. We've found that these required statements encourage the less vocal members of our team to speak up. This knowledge helps us make better decisions because we give equal consideration to all viewpoints. We work hard to resolve any differences that arise so that we are not asking a team member to implement something she doesn't support.

Review of goals. As the end of the meeting approaches, we review our goals for the meeting and decide whether we have achieved them.

Unmet goals are scheduled for discussion at another time or can be dropped by the persons who originated them.

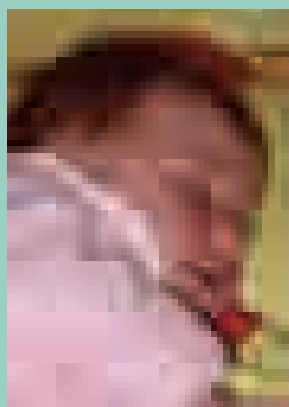
Observer's report. The observer's report is the last item on the agenda and it focuses on the meeting dynamics. This feedback enables the group to continually strive for improvement.

Further reading www.brighthorizons.com/resource/room_taking_new_direction.pdf by Lynne Meservey & Barbara Grundleger

Improve the quality of your service with **ONLINE** professional development

Our ONLINE workshops are subsidised under the Inclusion and Professional Support Program in a number of States and Territories – check with your Professional Support Co-ordinator or visit our website.

One World for Children is a Registered Training Organisation (RTO) which delivers nationally accredited qualifications from Certificate III to Advanced Diploma level in both children's services and out of school hours care. We train extensively throughout Victoria, specialising in workplace training and assessment and offer online training, nationally.



Our online "Care for Babies" workshop has proven to be very popular.

One World for Children is an industry-based Registered Training Organisation (RTO) specialising in the delivery of competency based training programs to the children's services industry since 1998.

We have developed a range of professional development training sessions for the childcare sector using a new and innovative approach, which will enable all services, regardless of geographic location, access to quality professional in-servicing that is appropriate to their needs.

Our workshops focus on assisting child care service providers to achieve and maintain quality assurance standards, and is an effective tool for fostering industry networking.

To benefit from this new and innovative approach to ongoing professional development, all you need is a computer with speakers, internet access and a microphone.

What we provide is a platform that uses the latest VoIP programming combined with electronic white board, chat areas and a number of different communication tools, making online learning visually stimulating, interactive and fun!

If you've never heard of VoIP, get ready to change the way you think about communication. VoIP, or Voice over Internet Protocol, is a method for taking analog audio signals, like the kind you hear when you talk on the phone, and turning them into digital data that can be transmitted over the internet,

turning a standard internet connection into a great learning and communication tool!

Imagine all of your staff participating in workshops without leaving the workplace. What a positive impact this could have on the quality of your service and all for the fraction of the cost!

Our virtual classroom enables 20 participants to partake in relevant, current workshop sessions whilst actively engaging and interacting with a professional qualified trainer, and networking with each other.

Features of this innovative virtual classroom include an interactive white board, powerpoint presentations, video clips, slide shows, web tours and two-way voice.

The appeal of face to face interaction is now captured in our virtual classroom, however the associated costs have been substantially lowered.

Each session is available on various days with varying times on an ongoing basis, putting you in the position to allow everyone of your staff the opportunity to participate in a session that addresses an identified need within your service. No travel time means staff replacement cost is minimised and you have the added benefit of staff being available in the workplace should the need arise.

Highlights from our calendar...

Care for Babies

Discover the importance of developing and maintaining nurturing relationships with babies/infants. Learn to listen to babies/infants cues and needs. Babies grow and learn faster than they will at any other stage of life, so what they do will be continually changing. Learn to listen and observe babies to truly give babies the opportunities to learn and do.

Join us to unravel the wonders of babies/infants, and discover how you too can provide appropriate, stimulating learning environments for babies/infants.

Ideal for: all child care workers



Exploring Outdoor Play

This online workshop aims to highlight the intrinsic value of outdoor play whilst exploring a range of stimulating discussion topics. So if you're looking for some new ideas, and/or some help with a specific problem you're experiencing relating to the great outdoors, then get ready to 'get down and get dirty'!

Come and join us explore the outdoor environment.

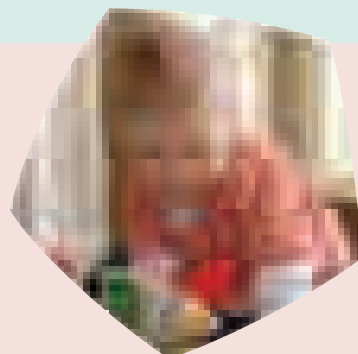
Ideal for: all child care workers

Programming for Infants Learning

The period from birth to one year is a time when infants learn a great deal. Infants develop through the exploration of their senses of touch, smell, taste, sight and hearing to make sense of the world. Re-discover the wonders of planning for infants; remembering that babies learn best by being given physical and emotional attention by carers to meet their individual needs.

Learn how to be imaginative in infant planning.

Ideal for: qualified child care workers



Essence of Leadership

Great leaders are captives. They are captivated by a clear sense of purpose and they rally others around that purpose. Great leaders also have vision. Vision involves having a clear picture of a meaningful future that you are committed to and passionate about creating. If you are looking to enhance your leadership skills, and to improve workplace effectiveness, then join us as we take you on a unique journey where you will make new discoveries about yourself and your work team, along the way.

Ideal for: qualified child care workers

"I was impressed, very impressed. Also excited. I kept thinking who I would like to tell about it and how may I use it in my own centre. This is going to be an invaluable tool. It will make training, up skilling and interaction readily accessible to all. Congratulations One World for taking this step..."

Pauline Burgwin, Director, Wattletree Early Childhood Centre

Save time and money with online workshops

Advanced Diploma of Children's Services CHC60202

We have taken online training to an excitingly new level!

Not sure if online training is for you? Well if you have access to a computer and the internet, but no time for classroom learning, then this may be the training option you have been waiting for, because online training is the ultimate in flexible delivery!

Flexible delivery has come along way over the last few years. It used to be that flexible delivery meant receiving learning packages in the mail, and working through the training materials at your own pace. Granted, this is more flexible than the traditional classroom setting, but still falls some way short of the flexibility that is offered when participating in an online training program! You can participate in our online training programs wherever and whenever you have Internet access, anytime of the day or night. And what's more, all activities, tasks and assessments are completed online, saving you even more time and effort! Online training brings busy people together; to exchange ideas and share experiences, to learn together, in a virtual classroom environment – the ultimate in flexible training options!

The Qualification

Undertaking the Advanced Diploma of Children's Services will provide you with the necessary skills and knowledge required to effectively manage or co-ordinate a service, which encompasses the responsibility of ensuring the quality of work of others. It is a nationally recognised training program and is at an Australian Qualifications Framework level five (AQF5).

It consists of 20 competencies which when packaged together provide specialised knowledge, with depth in areas, to enable you to analyse and execute judgments across technical and or management functions.

This qualification covers those workers who may operate at an advanced skills level to:

- Provide specialist services
- Act as a resource for other workers
- Provide supervision of staff including volunteers
- Work intensively with clients
- Work with clients with complex needs

The programs we have developed for the delivery of the Advanced Diploma of Children's Services, require you to critically analyse both your performance and the performance of your team. These programs aim at extending your professional skills and enhancing your leadership within your organisation.

It is possible to complete the Advanced Diploma of Children's Services in a minimum of 12 months, or you can take the maximum duration of 2 years, however, the average period of study for the online program is 18 months.

The Delivery

We have taken online training to an excitingly new level!

Using the latest VOIP (voice over) technology as our platform, we have added interactivity, engagement and the effectiveness of face-to-face teaching to our online training environment. Be a part of our innovative e-learning community and experience the difference.

Access online learning materials, participate in live training sessions, voice chats and forums and complete self-help activities and tasks at your own pace, and discover the real meaning of flexible delivery.

Using a range of training methods, and the newest technology, we will deepen your understanding, enhance your skills and help prepare you for undertaking your workplace projects and successful completion of this training program.

Programs

The following four programs incorporate the 20 units of competence within the Advanced Diploma of Children's Services.

Empowering Leaders

This program will provide you with a well rounded approach to leadership skills enabling you to identify your key areas of strength and weakness as well as others who you work with to effectively get the best from your team. You will analyse a variety of leadership skills and formulate personal and professional goals.

You will be challenged to extend your leadership skills and take on a leadership role within your organisation. The competencies in this program will assist you in undertaking a supervisory and coordinating role in your workplace. You will work towards achieving identified work outcomes through managing, leading and developing individuals and teams in the work group or organisation and looking at the knowledge and skills required to evaluate own work and self development.

Beyond Behaviour

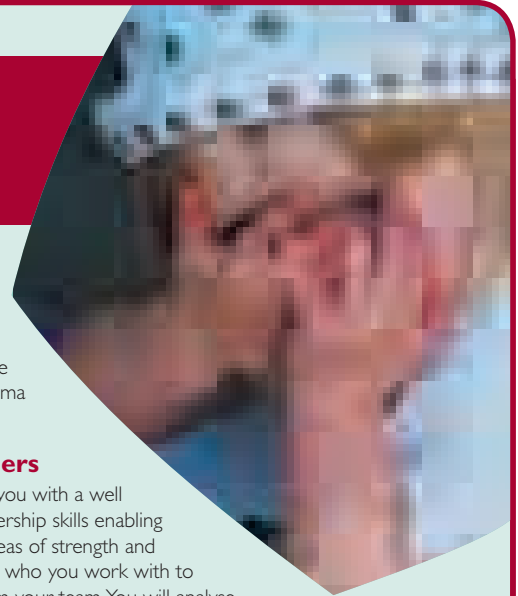
This online program has been designed to assist early childhood educators to assess, plan and manage children's behaviour in the context of the individual setting and the child care program as a whole. It will take you on a journey that explores children's behaviour and its implications; the issues around inclusive practices and strategies for the development of responsive programs for all children, particularly those with additional needs; and the support to parents that early childhood educators can provide. It will then move you into the role of advocate, and further your awareness of social justice principles and their relationship to behaviour management, quality care and education.

Community Bridges

The focus of the Community Bridges program is for you to act as a resource person to other services and develop your leadership skills and knowledge of your local community and associated community issues. It will encourage you to explore resources and services available in your community. You will develop an extensive web-based resource portfolio and establish yourself within your team as the person who has local knowledge of specialised support agencies to children's services.

Managing Quality

This online program is designed to assist you in acquiring the skills necessary to manage quality in your service. Managing quality is a vital part of children's services whether you are a manager, supervisor, team leader or a childcare worker. It involves the quality of care to children, the health and safety of all persons and representing the service within the wider community. During this program you will learn to assess, modify and implement procedures to ensure a high quality of standard across all aspects of the service. Managing quality effectively involves consulting and acquiring feedback from management, staff and parents and then transforming that information into appropriate action.



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Biting in Childcare

One of the most distressing calls that you can make to a parent is that their child has been bitten, and it can be even more distressing to tell the parent that their child has bitten another child or an adult. No family wants to be informed that their child has been hurt or has hurt someone else. Biting can also be challenging for even the most experienced of child care professionals, as biting incidents often cause strong emotional reactions in families. An ongoing biting issue can be frustrating as there is no magic solution to prevent it occurring.

If a child has bitten someone, the parent may feel guilty, or be concerned that there is something wrong with their child, and they may also be worried about the reactions of others. If the child has been bitten, the parent may feel concern about their child's safety and wellbeing, and may perhaps feel anger toward the child who bit and/or toward you the child care professional for not protecting their child.

When biting occurs in child care, particularly when the issue is ongoing, there may be concerns about the level of supervision of children. Unfortunately, however, biting can happen very quickly and quite often without warning, and is not necessarily a sign that children are not being adequately supervised.

Biting is very common in toddlers and is virtually unavoidable when they are cared for in groups. It's important to know that biting is a normal behaviour, and is not generally a sign, at this age, that something is wrong with the child, wrong at home or wrong with the child care service.

Not all toddlers go through a stage of biting, and some never bite anyone. But in any group of children aged 1½ – 3 years old there will be at least a few children who do bite. Toddlers are great at imitating other children, so if there's one child who bites, it is likely that others may start to do so as well.

Why do children bite?

There are many possible reasons for biting in the toddler age group. These include:

- Children under the age of three years generally have a limited understanding of the effects of their behaviour on others. They don't appreciate how much biting hurts, even following the usually strong reaction from the child who has been bitten as well as from adults in the environment. Children at this age are in the process of learning to read the feelings and behaviours of others. One of the big challenges of working with this age group is helping them to begin to understand which behaviours are acceptable and which are not. Learning this is a long process that goes on throughout childhood and beyond. So sometimes toddlers bite not knowing the effect it has. For example, kisses can become bites with no intention of hurting.
- Another skill that toddlers are only beginning to develop is self control, and at times they can be impulsive. Sometimes they cannot stop themselves from doing something, even though they may have an understanding that it isn't approved of. This means that they may bite another child simply because that child is close by, or just to get an interesting reaction.

- Older babies and toddlers are often quite orally oriented. Although they do so less than young babies, toddlers still frequently use their mouths to explore and investigate the world around them, and at times this can result in biting.
- Toddlers may bite to express frustration when they:
 - are tired or unwell
 - cannot do something or have something they want
 - are being required to share or take turns
 - have to wait for too long, for example during transitions or waiting for meals
 - cannot communicate what they want, need or feel
 - are in too small a space and/or with too many other children
 - are being pressured to conform
 - have to deal with interference from other children
- Feeling tired or hungry can result in toddlers biting. This means that there may be times of the day that child care professionals have to be particularly aware of the possibility of biting occurring and need to increase supervision accordingly. For example, children in a child care group may be more likely to bite others around lunchtime or toward the end of the day.
- Boredom may also result in biting as it can be a highly successful way to make an impact. Biting can be like an 'action-reaction' game in that when a child bites, the reaction from the child who has been bitten, as well as the reaction of adults, are usually quick and loud and subsequently interesting and exciting.
- Biting may also occur due to a lack of attention as biting almost always brings significant attention from adults. There are times when even very young children may figure out that the best way to get an adult's attention is to do something that isn't approved of.
- If the program is overly regimented, with too many demands and adult-directed experiences, or too few choices, toddlers will feel as though they have little control over their experiences. The resulting feelings of frustration and powerlessness may lead them to bite others.
- A toddler in a care setting alongside older children may feel insecure or overwhelmed by the size and level of activity of older children, and may bite as a result. Over-excitement or over-stimulation can also lead to toddlers biting.
- Sometimes the explanation for biting is simply that the child is teething and it feels good to bite down on something.

What do child care professionals do about biting?

Unfortunately there are no magic solutions to eliminate toddlers biting in child care. However, child care professionals use a range of effective strategies to manage biting incidents and to support children and families during this challenging phase of development.

Child care professionals know that one of their most important tasks is to help children to learn which behaviours are acceptable and which are not. One of the most valuable strategies they use to help children to learn not to bite is to acknowledge and show approval of children's behaviour when they communicate and interact with other children in desirable ways. **In other words, helping children learn appropriate ways to behave reduces the chances of inappropriate behaviour occurring.**

Biting in Childcare (cont.)

Child care professionals use the knowledge they have about how young children develop to help children to learn positive ways of interacting and communicating with others.

Typically child care professionals reserve their sternest reactions for hurtful behaviours such as biting. They want to communicate to children using their words, tone of voice and manner that biting is not acceptable. At the same time they appreciate the characteristics and skills of toddlers and realise that children who bite need help to stop, and are not 'bad' or 'naughty' children. Child care professionals also realise that when a child is going through a stage of biting others they will need to be watchful and supportive of the child and aim to prevent the biting behaviour before it occurs.

Knowing each child well helps child care professionals have an idea about what may be causing them to bite and to identify the specific triggers for biting for that child. Knowing what causes or what triggers biting in a particular child enables child care professionals to take steps to prevent the behaviour to avoid or minimise the triggers. For example, a child who is overly excited may be given some time apart from other children, not as a punishment but to give the child the opportunity to calm down and regain control. Knowing each child well also includes recognising the times of day or situations when biting is most likely to occur and increasing supervision at those times.

Another important strategy that child care professionals use to reduce the incidence of biting is to step in when a toddler is having a dispute with another child about sharing a toy or taking turns. This strategy is effective, as it not only helps the child to resolve the conflict before biting occurs, it also allows the child care professional to role model appropriate negotiation and conflict resolution.

When there is a biting incident often both of the children involved are upset and need attention. The children are separated, and the child who has been bitten is comforted by an adult, and first aid is administered if required. Depending on their level of understanding of what has happened, the child who has bitten is removed from the situation and spoken to in a clear, firm manner. For example, a child care professional may use simple phrases such as: 'Biting hurts. You must not bite.'

No one should ever bite a child back, as this hurts the child and gives a very confusing message: how can a child learn that biting is banned if adults bite? Similarly great harm is done if the child is encouraged to bite themselves 'to find out how it feels'. This does not work and, most importantly, is damaging as the child is being encouraged to self-harm. Adults should never bite a child playfully or gently. This can confuse children as they generally do not know the difference between 'playful' biting and 'hurtful' biting.

Biting behaviour almost always disappears, sometimes as mysteriously as it appeared, and there are no long-lasting effects. Child care professionals are committed to reducing and if possible eliminating biting using strategies that preserve the self-esteem of all concerned. Only as a last resort, after every effort has

been made to constructively address a biting behaviour, would a service want to discuss with a family whether the child care setting is meeting the child's needs and whether a better situation might be found.

Every effort is made to ensure that the reaction to the child who has bitten does not reinforce the biting behaviour, while also giving the message that they are still valued and that they will be supported by child care professionals not to bite.

When guiding children's behaviour, child care professionals avoid making children feel ashamed or embarrassed or damaging their self-esteem. When biting occurs child care professionals will also look at children's experiences to determine whether this is contributing to biting behaviour. Things such as crowding, waiting time, too much going on, too little going on, too few choices, too few toys, and too little attention may be factors in biting. Depending on the likely cause of the biting, a change may be made to the environment, the way the day is organised, the experiences offered, or an effort made to pay special attention to a child who bites at a particular time of the day or in certain situations.

Child care professionals also help toddlers learn positive behaviours as alternatives to biting, for example by encouraging children to spread out in the space available, to use their words to express how they feel or what they want, and to seek help or attention in positive ways. They also help children to learn to protect themselves by moving away from a child who is angry and who is known to bite when they are upset.

The partnership is critical

Child care professionals should aim to make sure that they tell parents their child has been bitten, and they should also talk with parents if their child has bitten someone else. Families should not be made to feel a sense of blame or guilt and child care professionals should take responsibility for guiding children's behaviour positively in the service. However, child care professionals should work in partnership with families to address any behaviour concerns.

It is important that parents don't punish children for a biting incident that has happened in care, as it will have been dealt with at the time. Talking naturally and informally about how biting hurts and that it isn't a good thing to do, without dwelling on it, may help.

Some parents may want to know who has bitten their child. However, confidentiality in such a situation is crucial to protect the child who has bitten and their family.

It is important that families are able to trust that the child care professionals are working conscientiously to resolve or minimise any biting issues that occur.

When there is a problem such as biting happening, the partnership between families and child care professionals is most important. Child care professionals know how powerful and sensitive issues around biting are, and make every effort to handle biting in ways that are helpful to all concerned. A situation in which a child is bitten or has bitten another child is one that requires families and child care professionals to work together with mutual trust, open communication and respect for each other.

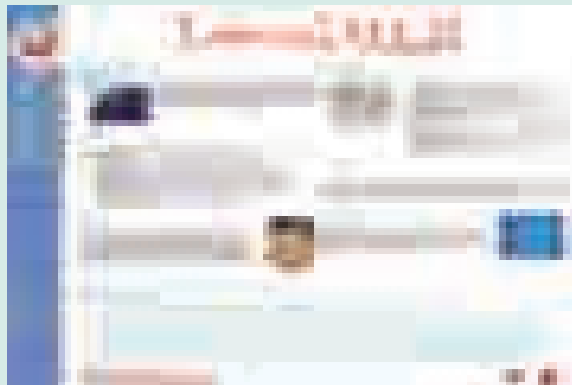
Learner's World

This exciting resource will benefit any person in the child care industry completing training or just working in the industry. There are many valuable resources for you to utilise and extend on your knowledge. In Learner's World you will also have the opportunity to network with other Learner's and chat to people in your relevant community.

Learner's world includes:

My World

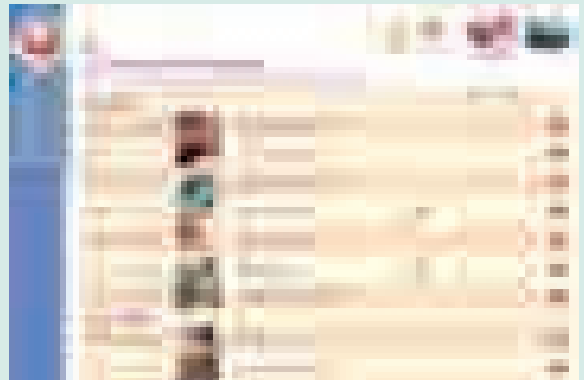
- **My eMail** allows you to check your owfc email if you have one
- **My Training Plan** gives you up to date information about the progress of your training
- **My Profile** is where you can update and make changes to your profile
- **My Programs** allows you to view and access the online programs you are enrolled in to
- **My Workshops** displays those workshops you are enrolled into, and gives you access to additional information that has been made available to you as a workshop participant
- **My Friends** check for individuals who you have added to your friends list
- **My Communities** participate in communities you have joined



Community

- **Communities** is where you'll find a number of communities, that you can join and become an active member of
- **Profiles** allows you to view the profiles of other learners
- **Instant Messaging** enables you to chat to other members who are logged in to Learner's World
- **Discussion Board** is where you can post topics for discussion with other members
- **Announcements** is the place we will post any brief messages that may be of interest to our members
- **Virtual Meeting Room** is where individuals or communities can get together to chat using our virtual room

**Learner's World
JOIN NOW
Membership is FREE**



Calendar

Keep on top of things by checking our calendars... Here you can check the schedule for your online Advanced Diploma program, see what's coming up in the way of workshops, or post a date and time on the community calendar for a community get-together in the chat room

Resources

Resources offer you a list of recipes, photos, websites and sample policies that you may find useful in your training, or your work with children. You can also submit a resource that you would like to share with others, and we will add it to our database.

Library

The library is a new feature, which has a search engine where you can search for articles that have previously appeared on our homepage, as well as other articles, books and web pages on various topics. The library is constantly being updated and expanded to include more child related topics. If there is a particular subject you wish to read about that doesn't appear in our database please contact us and we will endeavour to find it for you.

Featured over the page is one of our popular Learner's World articles.



Learner's World Library

What is so good about reading to children?

Reading to children is the single most valuable thing you can do. Why?

- it gives experience of different types of language, rhythms and sounds
- research shows that pre-school children who are exposed to plenty of language (books and conversation) tend to do better at school
- it teaches about many topics which wouldn't come up in conversation
- it is a wonderful way to bond with children
- it is very calming

If children love stories and see learning to read as an entry to a whole lot of absorbing stories and experiences, and you reinforce this everyday, then you're doing them a big favour. Part of the fun in reading to children, is rediscovering childhood favourites as well as discovering new stories together.

But Babies? Surely Not?

Yes, babies benefit hugely. The effort of focusing on pictures develops eye muscles. And each time they hear a particular word, it imprints more strongly in their brain. Think: how do our brains learn? They learn by doing. Each time a baby sees, hears, or feels anything, brain connections form. Eventually, the connections are strong enough to create a skill or a piece of knowledge.

Reading Aloud

You can start by showing a baby a book in their first few months. Reading to a baby, a toddler or an older child is a shared, interactive experience. Find a comfy spot where you can both see the words and pictures. If you point to words as you read them, talk about what's happening in the pictures and pause often for questions and chat, then the child is learning as well as having fun. Eventually they will recognise the words of stories and pull you up if you say a wrong word or miss a page, and one day they'll start recognising the sound of letters. You're teaching them to love reading, everything else will follow. Don't be afraid to do some acting when reading: an adventure can be 'acted out' with put on voices, gestures and amazed eye contact with the child. A relaxing sleep-time book can be read in a sleep encouraging way.

Carer Tips

- Reading is a great way to settle new arrivals. Snuggle up in the book corner with a child's favourite book.
- Use picture books as an inspiration for colours in your paint tray.
- Enjoy books with lots of predictable rhyme. Allow children to finish the sentence so they become accustomed to reading to you.

- Talk more about what you have read than what you saw on TV!!!

How to Read

For babies and toddlers up to 2 years

- point at pictures and say or ask names of things (depending on age)
- use a slow sing-song voice
- use different voices for different characters - be entertaining
- spend time talking about the pictures before turning the page
- say a name and ask the older baby or toddler to point to the item
- give huge praise each time the child points at and names an object

For 2-4 year-olds

- give the child time to look at the pictures before you read
- ask, 'Where's the...?' 'What's that called?' 'What's she doing?'
- always follow text with your finger as you read
- with familiar stories, see if the child can join in or finish phrases
- ask questions like: 'Why did he do that?' 'What happens next?'
- discuss things you both liked/didn't like and why

For 4 year-olds and over (and possibly some 3 year-olds)

- as for 2-4 year olds
- ask the child if he can remember the order of events in the story
- try paired reading (sometimes called shared reading)

Special activity

If you think that some children may be ready for a real reading activity, try this: choose a word which appears several times (such as a name) show it to the child and tell the child what it says: can the child find the same word again?

This is a 'Look and Say' or 'Whole word' activity.

Choosing Books - For Babies, Toddlers and Nursery Children

Good books are not necessarily the serious ones with 'important' or obvious messages: they are those that children love and request again and again, those they're enraptured by. Children love all sorts of books: ones with rhymes, ones that are familiar, ones that have repetition, ones with a surprise, ones that pop up or have flaps you lift. Sometimes the simplest of stories has that special appeal.

Beware of some of the stuff in the classics. (Often old



Learner's World Library

copies have been handed down in the family or found in op-shops.) You may have to change some sentences on the run, depending on your child's age and sensibilities. For some children Snugglepot and Cuddlespie's big bad Banksia men are frightening, especially if there's a Banksia tree outside the bedroom window. Some children will be devastated by Chapter 2 of Blinky Bill when Blinky's father is shot. The Magic Pudding has some fabulous drawing and fun expressions but requires a great deal of explaining as life and language has changed so much since it was written. Some of Beatrix Potter is now virtually incomprehensible without detailed explanation.

For babies

Very young babies cannot focus well. You need books with large, simple pictures. Bold red, green, blue and black are usually best.

When you read to a baby you might be doing one of two things. You could be pointing at the pictures and saying the names, which helps your baby focus on specific sounds. However, this can become just a little monotonous especially when your baby is more interested in eating the book.

Or you could just read, so that the baby can enjoy the sound of your voice and hear the rhythms of different types of language, even though they won't have a clue what you are talking about.

Ideally, then, you need three sorts of books for a baby:

- bright, bold picture books to help focusing and identification
- books with poems, songs, or stories of any sort which YOU like reading
- books that you can safely leave in the cot, so that your baby develops a 'taste' for books.

For toddlers and older pre-school children

For children who understand most of what they hear, you need different books. Let your child choose, though some 'guidance' is often necessary. You need these sorts of books:

- a variety of different types of language to read to children (including poetry, traditional stories and mystery as well as everyday stories)
- a range of easier books with very few words, so that children can begin to 'read' independently, by remembering a story which the child has heard often
- books which children really like for whatever reason

Don't forget: the written word is all around us. We don't only read books - we read shop names, road signs, shopping lists, advertisements, birthday cards... All are a chance to show children how reading works.

As soon as you start reading books to children start to compile a resource folder of your favourite books for different ages. Categorise them under themes, favourite authors and/or age appropriateness. We read so many every week it is easy to forget the good ones!

Membership to Learners World is free!

Join online today: http://www.owfc.com.au/members/Members_Signup.asp

Practical Carer tips

Maintain the self-esteem of the child. Reflect your respect in your manner, your voice and what you say.

Use positive verbal guidance. Say "Turn the pages carefully" rather than "Don't tear the book."

Deter the expression of it in unacceptable ways, and help the child discover acceptable ways to express it. "I know you're mad with me. I won't let you kick me but I'll listen while you growl at me. Or you might like to go and punch that old punching bag as hard as you can."

Catch children doing the right thing. "I bet you feel good about the way you handled that."

Teach conflict resolution and negotiation skills. "Punching people is not allowed here. Remember how we go about settling an argument? First, we listen while everyone has their say..."

Teach children that everyone makes mistakes; it's how we handle them that matters. "I make mistakes, too. Let's think how you could put this right. What might make him feel better?"

Use humour to smooth rough passages. Give a confident grin and a friendly hug to a negative toddler.



How brainy are you?

Basic brain connections are laid down before birth.

- During pregnancy, the basic architecture of the brain is formed. The different parts of the brain are in place (e.g., brain stem, thalamus, cerebellum). This initial development also provides basic brain functions that help the baby live.
- Although this “hardware” is laid out during pregnancy, the brain is still immature in that the “software,” or the connections between different parts of the brain, are not yet formed.
- To a certain extent, formation of the connections depend on exposure to our environment through relationships and experiences.
- Unlike the other organs of the newborn, such as the heart which is already functioning as it will throughout the child’s life, the brain is not yet ready to perform all the amazing functions it will eventually be able to do. It goes through a series of developmental stages. It is following birth that experience begins to have a greater effect on brain development than it did during pregnancy (although, certain experiences do influence the developing brain during pregnancy, such as maternal health and stress, intake of drugs and/or alcohol, and quality of maternal nutrition).

Babies are born with the ability to learn all the languages in the world.

- The infant brain is “wired” to seek out and learn language.
- Amazingly, infants are born with the capacity not just to learn language, but to learn all languages. As researcher Patricia Kuhl from the University of Washington puts it, infants are “citizens of the world.” They are able to perceive the different sounds and patterns of speech of all languages in the world. For example, at birth, Japanese babies can hear the distinction between “r” and “l”, although only the “r” sound exists in Japanese. They can still hear the distinction at 6 months of age, but cannot by 12 months of age.
- Even in the womb, the infant is turning towards the melody of its mother’s voice. The brain is setting up the circuitry needed to understand and reproduce language.
- Babies learn to talk by hearing language and having language directed at them in “conversation.”
- Between 6-12 months, babies begin to fine-tune their ability to perceive the speech sounds of their native language as opposed to non-native language.

No Flashcards Needed

Five things you can do to support children’s brain development:

1. **Talk with children.** “Baby talk” - the art of repeating sounds and words - is great for infants and toddlers. Ask and answer questions with preschoolers. Make time for conversations with school age children.
2. **Read to children every day.** No child is too young for story time! Board or cloth books with colorful pictures and simple words are perfect for a newborn or older baby. Toddlers and preschoolers love to hear simple stories such as “Goodnight Moon,” “Where’s Spot” or “The Very Hungry Caterpillar” over and over again. Read some new and many familiar stories as children move through the preschool years, and even after they learn to read.

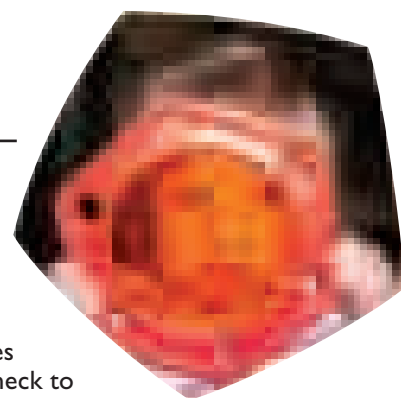
3. **Sing children’s songs or nursery rhymes.** Simple songs and finger play activities are easy and fun ways to interact with a baby or toddler. “Pat-A-Cake,” “Where is Thumbkin” and “Old MacDonald” are always favourites. The interaction you have with children when singing and playing games is an essential part of brain development. And, just as with sounds and stories, old favourites are helpful to children, no matter how tired you get of them.

4. **Feed children well.** Good nutrition is important for growing bodies and minds. Check to make sure children’s diet

includes a variety of foods, including meat or meat substitutes, green leafy vegetables, fruit and milk or soy milk. If you have a child in your care who is a fussy eater, try to think about nutrition in terms of a week at a time, rather than day by day. Think: “Over the past week, has this child eaten a variety of each type of food?” Good food every day is very important to the growth of babies brains and bodies.

5. **Provide a stable, caring environment.** Ensure that the environment that you plan for children offers consistency and stability so that children can feel comfortable and confident in a nurturing environment.

Although the first year is the most important for brain development, there is a strong message that all of the early years - from birth to age 10 - are important. Talk with children about their interests and ideas. Listen to their responses. By helping older children to pursue their interests and explore new skills such as music or reading, and by supporting their work at school, you are building on the brain development started earlier in the child’s life.



Online Professional Development

Semester 2 Calendar

Working with Natural Materials	Wednesday	2nd	July	8:00pm
OH&S	Thursday	3rd	July	8:00pm
Managing Challenging Behaviours	Tuesday	8th	July	8:00pm
War play & super heros	Monday	14th	July	8:00pm
Eliminating Workplace gossip	Wednesday	16th	July	8:00pm
School Readiness	Thursday	24th	July	8:00pm
Promote Language & Literature abilities	Thursday	31st	July	8:00pm
Supervision	Wednesday	6th	August	3:00pm
Enhancing Group Time Experiences	Monday	11th	August	8:00pm
Exploring the Outdoors	Wednesday	13th	August	8:00pm
Top 10 frustrations working in child care	Monday	18th	August	8:00pm
Understanding Infant Learning	Wednesday	20th	August	8:00pm
The Power of Guiding Chn's behaviour	Monday	25th	August	8:00pm
Building children's self esteem	Wednesday	27th	August	8:00pm
Protective Care	Monday	1st	September	8:00pm
Team building	Thursday	4th	September	8:00pm
Forming friendships - peers and play	Wednesday	10th	September	8:00pm
Document & Use each child's observations	Tuesday	16th	September	8:00pm
Music & Movement	Monday	22nd	September	8:00pm
Focusing on over 3's	Tuesday	30th	September	8:00pm
Foundation programming	Wednesday	1st	October	8:00pm
Dealing with difficult people	Thursday	2nd	October	8:00pm
OH&S	Wednesday	8th	October	8:00pm
Managing Challenging Behaviours	Thursday	16th	October	8:00pm
The value of play experiences	Wednesday	22nd	October	8:00pm
Focusing on under 3's	Monday	27th	October	8:00pm
Maths & Science	Wednesday	29th	October	8:00pm
Contemporary program planning	Wednesday	5th	November	8:00pm
Celebrations and festivities	Thursday	6th	November	8:00pm
Supervision	Monday	10th	November	8:00pm
The Power of Guiding Chn's behaviour	Thursday	13th	November	8:00pm
Motivating and retaining great staff	Wednesday	19th	November	8:00pm
Creative Experiences	Monday	24th	November	8:00pm
Keeping children challenged	Wednesday	26th	November	8:00pm

All online professional development sessions are subsidised through Professional Support Coordinator – Community Child Care*. All funded sessions will cost **\$22 per person**. All enrolments **must** be completed online at: <http://www.owfc.com.au/online/IPSP.asp>

*Vic only

Take advantage and save yourself time & money!

Why not send your assessments to us via e-mail: assessments@owfc.com.au

It will save you time, money and your assessments will get to us promptly and safely.

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