

In-service Professional Development Guide



Training delivered at your service or via webinar

Enriching futures together



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Why train with ECTARC?

Established in 1998, ECTARC is a community-owned, not-for-profit Registered Training Organisation (RTO) specialising in early childhood training and professional development. For over 20 years, we have focused on delivering engaging, up-to-date, and sector-relevant training that aligns with current trends and legislative requirements of the education and care environment.

Our Training and Development Officers (TDOs) are highly qualified, holding both early childhood and training credentials, and bring with them extensive hands-on experience. With a deep understanding of the challenges faced by educators and the requirements of the National Quality Framework, our team is dedicated to providing tailored training solutions. This expertise and commitment have made ECTARC a trusted, award-winning leader in early childhood education and care training.

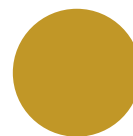
*ECTARC is registered with Australian Skills Quality Authority (ASQA). RTO code: 90331

Models of delivery

ECTARC offers a variety of in-service workshops that can be delivered at your location or through webinars at a time convenient to your team. Hosting professional development sessions at your service allows for training that is customised to your team's specific context and learning needs, fostering opportunities for comprehensive, critical reflection.

In-service workshops provide an efficient and cost-effective way to enhance your team's skills in a comfortable, familiar setting.

To make these sessions accessible, ECTARC strives to keep costs affordable. Smaller services can also collaborate with nearby services for combined training sessions, ensuring professional development remains both practical and economical.



Types of professional development

All ECTARC professional development workshops are designed through extensive research and collaboration with education and care services. We deliver practical, innovative and engaging workshops which aim to improve and extend on the knowledge and skills of all participants.

The following symbols will help you to navigate around the types of workshops that best suit your training needs.



Nationally Recognised Training (Statement of Attainment)



As a RTO, ECTARC has developed training which links to vocational units of competency and is recognised across Australia. Following attendance at the training, participants will be required to submit relevant assessments to ECTARC. TDOs will be available to support participants as needed after the workshop with assessment questions if they arise. Upon successful completion of all assessment requirements, a Statement of Attainment (SOA) will be issued. All participants are required to provide photo identification and a Unique Student Identifier (USI) to participate in Nationally Recognised Training. For more information or to obtain a USI, please visit www.usi.gov.au

Professional Development (Statement of Participation)



Professional development (Statement of Participation (SOP)) involves participating in training which does not require an assessment component. These workshop sessions are developed around current industry trends and have a strong focus on collaborative reflection, and the growth of knowledge and skills of participants across selected topics.

ECTARC is a NESAR Recognised Approved Provider

All teachers in NSW are required to be accredited to work in a NSW school or centre-based early childhood service. This includes current teacher education students, graduates and interstate or overseas teachers. ECTARC delivers professional development training sessions (via face to face and webinar) that can provide professional learning hours for NSW teachers maintaining teacher accreditation at the proficient level.

Pricing

ECTARC is committed to delivering high-quality training and recommends capping training sessions at a maximum of 20 participants to ensure optimal interaction and learning outcomes. For added flexibility, we offer training sessions on weekends; however, a 15% surcharge on the training cost will apply. Please discuss available options with our team when booking your session to find a solution that best fits your needs.

Face to face in-service

- SOP (2-3 hr - non-accredited) - \$950 + GST (for up to 10 people)

Additional \$85 per extra participant - up to 25 participants maximum

- SOP Child Protection overview (2-3 hr - non-accredited) - \$950 + GST (for up to 10 people)

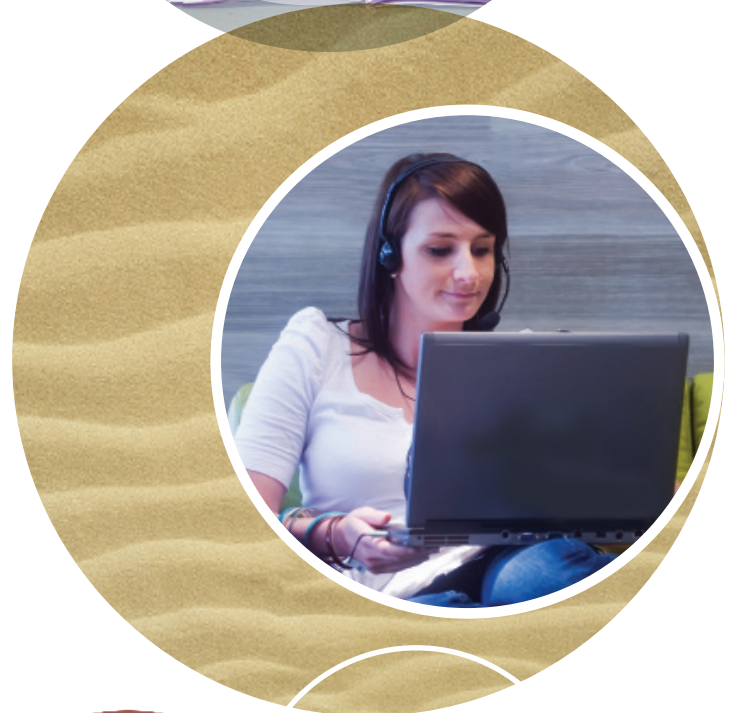
Additional \$85 per extra participant - up to 25 participants maximum

Additional \$140 per participant requiring bridging to the CHCPRT025 (SOA)

- SOA CHCPRT025 (full day - accredited) - \$2600 (for up to 10 people)

Additional \$260 per extra participant - up to 20 participants maximum

Please note: Travel costs will be determined based on location and may include accommodation and flight costs if applicable. Travel is calculated on \$0.78 + GST per km (return) from Warrawong, NSW or Springwood, QLD.



Webinar in-service

- SOP (2 hrs) - \$625 + GST (minimum of 7 participants)

Additional \$75 + GST per extra participant - up to 25 participants maximum

- SOA (6 hrs) - \$1650 (minimum of 6 participants)

Additional \$250 per extra participant - up to 20 participants maximum.



Professional development topics



ECTARC provides a comprehensive selection of workshops and webinars. If your team has specific training requirements, ECTARC can develop or customise workshops tailored to meet your unique needs.

Topics have been clustered into the following areas:

- Pedagogy and practice
- Leadership and management
- Compliance
- Inclusion and diversity
- Child and family wellbeing
- Health and safety



Pedagogy and practice

- Observing with purpose - gathering meaningful observations to inform practices
- Delving deeper - a leadership approach to planning and programming
- Programming with authentic intent - a holistic and collaborative approach to planning and assessment
- Risky and adventurous play - nurturing capable and confident children
- Let's get physical - fundamental movement skills for children in early childhood
- Let's get physical - fundamental movement skills for out of school hours care
- Thoughtful environments - creating spaces that inspire learning
- A place to be me - supporting children's agency
- Exploring the Early Years Learning Framework for babies and toddlers
- Creative aspirations - expressing imagination through the arts
- The frameworks in action - practical strategies for EYLF/MTOP
- Through the eyes of a toddler
- STEM in early childhood - why it matters!
- Oh no, it's raining! - early childhood
- Oh no, it's raining! - out of school hours care
- Creating a musically rich environment
- Language and literacy in the early years - engaging young minds
- Understanding and supporting child development
- Planning with purpose in school age education and care
- Young minds, green futures - connecting children to sustainable practices
- Unravelling early childhood theory - see it in action



Leadership and management

- The Educational Leader - unpacking the role
- Communication and team building
- Reflection - creating a lively culture of professional inquiry
- Lead to inspire
- Concerns to solutions - engaging parents in continuous improvement



Compliance

- Understanding the National Quality Framework (NQF)
- Navigating the National Quality Standard (NQS)
- Self-assessment simplified - tools for effective implementation
- Navigating responsibilities - the Approved Provider, Supervisor, Responsible Person



Inclusion and diversity

- Supporting children's behaviour - a shared approach
- Reframing challenging behaviour - individualised programming for children
- Embedding cultural responsiveness - celebrating new ways of knowing, doing and being, in early childhood



Child and family wellbeing

- CHCPRT025 Identify and report children and young people at risk
- Bridging CHCPRT025 Identify and report children and young people at risk
- Child protection overview
- Safe and strong - building protective behaviours in children
- Duty of care
- Collaborative partnerships with families and communities
- Supporting children's transition to school - a collaborative approach
- Exploring safe sleep and rest practices in early childhood settings

Health and Safety

- HLTFSE001 Follow basic food safety practices
- Safe food handling overview
- Hygiene and infection control
- Safe environments for Family Day Care
- Work, health and safety in an early childhood setting
- Collaborative supervision in early childhood - building stronger teams
- Collaborative supervision in out of school hours care - building stronger teams



Pedagogy and practice



Observing with purpose – gathering meaningful observations to inform practices

Observing children takes practice, skill development and refinement to ensure adequate information is captured and documented for valuable learning. This workshop will take educators by the hand through the journey of enriching their skills and knowledge in effective observation and documentation. There is a strong focus on the fundamental elements of observation types and components with an introduction to cycle of planning. This could be used as the starting block of a programming and planning series with the two workshops *Programming with authentic intent – a holistic and collaborative approach to planning and assessment* and *Delving deeper – a leadership approach to programming and planning*.



Delving deeper – a leadership approach to programming and planning.

Educators with a passion for high quality programs are often drawn into deep reflection as they contemplate different approaches to planning and programming. Their professionalism leads them to seek out and navigate a culture of continual questioning, analysing and re-evaluating practice.

This workshop will provide educators opportunities for guided discussions with a focus on becoming increasingly thoughtful of their own pedagogy, theoretical influences and leadership styles that compliment a whole team approach to curriculum decision making. With reference to current sector resources, this training aims to provide educators confidence in their knowledge to articulate to others the rationale behind their decisions and find motivation to explore new ideas and approaches to improve learning outcomes for children.



Programming with authentic intent – a holistic and collaborative approach to planning and assessment

This workshop moves beyond documentation and focuses on the essential elements of programming. Educators will investigate the ongoing cycle of planning and explore practical strategies to analyse and use information intentionally. They will examine how the service philosophy must inform the service programming approach, the importance of a shared vision, and reflect on ways in which all members of the team can contribute to the program.

Pedagogy and practice



Through the eyes of a toddler

Children aged 18 months to three years are inquisitive and active explorers of the world around them. This interactive workshop is aimed at educators working with young children of this age group. Participants will investigate environments and interactions that support toddlers to thrive and learn in dynamic settings. They will be presented with information and ideas to foster the emergent self-concept of toddlers and engage children as active participants in their own learning.



Creative aspirations - expressing imagination through the arts

Creativity can be seen within each and every one of us and is only as limiting as the attitude held by the individual. Being creative is the ability to think uniquely, produce unusual ideas, or combine things in different ways. These dispositions can be nurtured in children in every area of learning by passionate and knowledgeable educators. This workshop aims to inspire creativity and prompt educators to re-examine their perceptions and practices when designing experiences and environments for children in relation to creative arts.



STEM in early childhood - why it matters!

STEM refers to the collective learning of Science, Technology, Engineering and Mathematics and involves applying problem solving and critical analysis using an integrated approach. These are in-depth concepts to foster in young children, but with thoughtful, intentional teaching and purposeful environments, these can be investigated daily. This workshop will explore the creative thinking processes within STEM and look at strategies to support young children's development and learning. By examining the cross-disciplinary approach, participants will be able to reflect on current

and new practices to ensure early childhood programs foster the necessary skills and dispositions children will benefit from in the 21st century.



Oh no, it's raining! - Providing opportunities for physical activities no matter the weather

Select from Early Childhood Education and Care or Out of School Hours Care

Challenges and opportunities can often be presented with the changing weather that we regularly experience within the Australian climate. It is important our programs are flexible and meaningful to cater for all kinds of situations whilst also nurturing growth in children's learning



Thoughtful environments - creating spaces that inspire learning

Creating environments that are welcoming and support rich learning and development opportunities for children is complex. Not only do we want our environments to be inspirational and reflect the rich diverse cultures of our community, they must also be underpinned by current regulatory expectations, sector trends and research. In this workshop, participants will engage with different examples of learning environments and explore what underpins the decision-making process by which environments are designed. Reflective practice to intentionally and purposely support children's learning in relation to their own environments, will be encouraged through collaborative discussions.

Pedagogy and practice



Creating a musically rich environment

It's no secret – children love music! As early childhood educators it is our role to scaffold their experiences and develop a sense of joy in relation to music and movement. This 'hands on' workshop will reinforce music found in the environment in an early childhood setting. It explores ideas for intentional teaching opportunities, using everyday resources already available and of interest to the children, spontaneous and planned musical experiences and song development (encompassing interests of children, families and staff) to favourite tunes.



Language and literacy in the early years - engaging young minds

Language and literacy are a part of our everyday life. Our world is filled with conversation, listening, reading, seeing and creating text and processing this information in different ways. Supporting language development is crucial for fostering children's holistic learning across all areas, as children are encouraged to communicate and exchange thoughts, feelings and ideas. This workshop will encourage participants to deepen their understandings, investigate experiences which go beyond the spoken word, and reflect on their own professional practices to guide children's critical thinking and positive dispositions towards language and literacy. Practical, meaningful strategies will be explored that foster the creation of rich language and literacy environments through intentional teaching opportunities.



Understanding and supporting child development

This workshop provides an overview of child development underpinned by a theoretical framework. This involves looking at the whole child and understanding that learning and

development occurs holistically. When working with young children, there is a responsibility to recognise the interconnectedness of all aspects of a child's learning and development to ensure the child is nurtured and supported. Without a clear knowledge of child development vital information can often be missed. Unpacking the core principles and influences of development is key to fostering the child's acquisition of skills, knowledge and attitudes towards lifelong learning.



Young minds, green futures - connecting children to sustainable practices

This innovative workshop provides participants with an overview of sustainable practices and strategies to share with children. Participants will engage in reflection and investigate practical ideas to encourage behavioural changes for sustainability, the importance of 'green' education and resources to support services to explore their ecological identity.



A place to be me - supporting children's agency

This interactive workshop explores the various ways educators can advocate for the child's right to be. Participants will explore the Early Years Learning Framework's notion of being and how, through theory and pedagogy, they can foster a child's sense of self. Educators will work through strategies to empower each individual child's autonomy through choice, time, experiences and environments.

Pedagogy and practice



Exploring the Early Years Learning Framework for babies and toddlers

Research shows that the first three years of life are of critical importance for brain development in infants. It is widely recognised that an incredible amount of learning and development takes place during infancy and toddlerhood. The more educators understand the rich and complex learning that is occurring in all areas of development, the more exciting this truly remarkable period becomes. This workshop explores the use of the Early Years Learning Framework, with particular focus on understanding, engaging and promoting learning for babies and toddlers across the five learning outcomes.



The frameworks in action - practical strategies for EYLF/MTOP

These workshops explore the fundamental concepts of the nationally approved learning frameworks: Belonging, Being and Becoming - The Early Years Learning Framework for Australia or My Time Our Place - Framework for School Age Care in Australia. Participants will be supported to embrace pedagogical practices related to the big ideas of the relevant framework. Each workshop facilitates an opportunity for educators to discuss how the relevant framework can be flexibly implemented at a service level and explore practical strategies to address challenges around planning, implementing and evaluating quality experiences for children.



Risky and adventurous play – nurturing capable and confident children

Risky play looks different for all children and adults. It can be quite subjective with one person seeing an experience as risky, whilst others may see no risk at all. Developing confidence to take risks is an important life skill so this workshop concentrates on exploring

different categories of risky play to identify the benefits this has on children's agency, learning and wellbeing. Participants will reflect on how this play fits within legislative requirements and their curriculum planning so children can be supported to make decisions to challenge their own development.



Let's get physical - fundamental movement skills for children

Select from Early Childhood Education and Care or Out of School Hours Care

This interactive workshop focuses on the physical activity guidelines and how they should inform service practices. Participants will explore intentional teaching strategies to increase physical activity with children and ensure a sense of enjoyment and fun is embedded within experiences and thoughtfully planned environments. This workshop aims to encourage participants to reflect on current practices that will allow children to practice and develop physical skills and contribute to positive long term attitudes around health and wellbeing.



Unravelling early childhood theory - see it in action

Join us for an engaging workshop to uncover the perspectives and theories shaping your service, often unnoticed! Discover how your service philosophy reflects these theories and influences your daily practices. We'll unpack the elements of the Early Years Learning framework from a theoretical perspective to enhance and influence curriculum development.

This session isn't about deep philosophical analysis; it's about showing how theories can clarify your practices and enhance your effectiveness as an educator. Learn to assess, reflect, and improve your practices for the best outcomes in children's learning and development. Get ready to see your service through a new lens and elevate your approach!

Leadership and management



The Educational Leader - unpacking the role

This innovative workshop will assist participants to recognise what the role of the Educational Leader will look like in their setting. Participants will explore practical strategies that can be contextualised to meet the needs of service teams and community. There is a strong focus on mentoring colleagues, leading collaborative, reflective conversations and developing systems to track progress towards goals for teaching and learning.



Reflection - creating a lively culture of professional inquiry

This workshop encourages participants to explore critical reflection as a valuable tool to inform an ongoing journey of continuous improvement. Participants will engage in a series of reflective questions regarding current practices, and will be guided to consider opportunities to extend and enrich their practices. The big ideas of the approved learning frameworks will be investigated along with the principles, practices and learning outcomes as a foundation for critical reflection. Participants will examine strategies to construct new understandings informed by theory, research and practice and support other educators in their reflective practice.



Communication and team building

Communication skills play a central role in the development of collaborative and high functioning teams and are essential for educators in education and care settings. Throughout this workshop, participants will explore effective communication strategies which foster positive and trusting relationships within the workplace. Participants will reflect upon their current practices of communication and how they contribute to a culture of collaboration and respect within teams.



Lead to inspire

An effective leader inspires others. In an environment where all members of a team are unique and possess various skills and experiences, it is strong leadership that binds the team together to grow and prosper. Although there is no universal way to define a leader, this workshop explores different aspects of leadership and how to apply these in your everyday practices to inspire your team to greatness.



Concerns to solutions - engaging parents in continuous improvement

This workshop focuses on understanding the legislative requirements under the National Quality Framework regarding responsibilities for managing complaints in education and care settings. Participants will gain practical tools to identify different types of complaints, determine appropriate reporting processes, and develop effective management systems. By approaching complaints as opportunities for growth, this session emphasises using feedback constructively to drive continuous improvement and strengthen service quality.



Compliance



Understanding the National Quality Framework (NQF)

The journey of the National Quality Framework (NQF) is one that has evolved since a new quality standard was introduced back in 2012. With the aim of improving education and care for children and families, this workshop will assist in identifying key components of the NQF and understanding how this can look at a service level. The Guide to the National Quality Framework document will be explored to assist educators and providers to understand the objectives and guiding principles.



Navigating the National Quality Standard (NQS)

The National Quality Standard (NQS) improves educational and developmental outcomes for children and promotes continuous improvement. It also provides a guide to quality practice for services working with young children. Through this workshop, participants will gain a practical understanding of the Quality Areas, Standards and Elements, learn how to use the guide and contribute to quality improvement plans.



Self-assessment simplified - tools for effective implementation

Self assessment is a necessary aspect of every education and care service's approach to continuous improvement. Consistency, collaboration and commitment to reflection and evaluation of current practice is the starting point for discovering big ideas! This workshop aims to explore practical approaches to developing and implementing effective self-assessment processes. Participants will be guided through the context of self-assessment in relation to the National Quality Framework, discovering tools and resources from reputable sources to enhance quality outcomes in education and care settings.



Navigating responsibilities - the Approved Provider, Supervisor, Responsible person

This professional development session explores the role of the person responsible for ensuring specific service requirements are met under the National Quality Framework (NQF). Participants will be provided information and opportunities to build confidence, knowledge and resources around the legal responsibilities and operational requirements within a service, in order to effectively focus on the implementation of quality practices and objectives of the NQF.



Inclusion and diversity



Supporting children's behaviour – a shared approach

This interactive and innovative workshop explores current theories and research regarding children's social and emotional development, with an emphasis on the importance of establishing nurturing relationships. Participants will be guided in robust professional dialogue and practical activities as a foundation for developing purposeful and meaningful strategies when supporting children's behaviour.



Reframing challenging behaviour - individualised programming for children

This workshop builds on concepts and strategies introduced within the Supporting Children's Behaviour – a shared approach session. Extending on from examining the benefits of positive relationships and supportive environments, participants will now be encouraged to reflect on individual children's challenging behaviour through a different lens. They will look at ways to analyse the communicative function of behaviour and respond to individual needs to improve the child's self-regulation, social and emotional skills. The process of developing Individualised Education Plans (IEP) will be explored as a tool to support the child's long-term wellbeing and learning.



Embedding cultural responsiveness - celebrating new ways of knowing, doing and being, in early childhood

During this engaging workshop, participants will explore concepts of their own cultural identity. Reflection will be guided on the impact this has on our response to others and the environment. Professional discussions will be encouraged amongst participants around effective strategies to embed cultural responsiveness throughout our everyday curriculum, based on respect and acceptance of difference.



Child and family wellbeing



CHCPRT025 Identify and report children and young people at risk

The safety and wellbeing of children and young people is of utmost importance. Children have the right to feel safe and be protected from abuse. This training is based on the unit of competency from the current National Community Services Training Package to provide participants with information that guides practice within a legislative and policy framework. Participants will explore possible indicators of risk of harm, the documenting of concerns, the processes involved with the reporting of indicators and applying ethical practices regarding child protection in line with relevant requirements. A written and practical assessment must be successfully completed to achieve a Statement of Attainment.



Bridging CHCPRT025 Identify and report children and young people at risk

This workshop is for participants who have previously completed accredited training in the unit: CHCPRT001 Identify and respond to children and young people at risk, and wish to upgrade their qualification to the current unit from the CHC Training Package: CHCPRT025 Identify and report children and young people at risk. A written assessment must be successfully completed to achieve a Statement of Attainment.



Child protection overview

This workshop is suitable for people who require a general knowledge of child protection or for those needing to refresh and update their knowledge of current legislation. When working with children and young people, it is likely that educators will be exposed to situations of concern involving children and families. It is therefore important to ensure all educators have the training and knowledge of their professional role in keeping children safe, as well as the ability to embed a child safe culture into the service to support the prevention of child abuse and neglect. This workshop provides participants with an overview of possible indicators of risk of harm, the processes involved with the documenting and reporting of indicators and applying ethical practices regarding child protection in line with relevant requirements.



Safe and strong - building protective behaviours in children

This workshop is designed to complement child protection training and expands on how educators can support children and young people to develop strong protective behaviours. Participants will examine strategies and learning experiences to empower young children to recognise their rights. They will understand ways to further increase family and child awareness of early warning signs of concerns and when they may be at risk of harm.



Child and family wellbeing



Duty of care

Education and care services are bound by regulatory and legal requirements which underpin what occurs within a service, how it operates and the expectations of people who work within it. In addition to legal requirements, there are also ethical considerations which impact the decision-making within a service. This workshop highlights the skills and knowledge needed by educators to understand the difference between legal requirements and ethical responsibilities to best work within the frameworks that apply.



Collaborative partnerships with families and communities

Partnerships are a vital component of an education and care service. One of the most important partnerships educators will have will be the ones that are developed with families. When staff work in partnership with families, outcomes for children are more likely to be achieved. This workshop will reflect on strategies to nurture active and genuine partnerships based on respect and shared decision making. Recognition that families are part of a much wider community will form the basis for exploring how stronger links can be developed to ensure solid connections with families are established.



Supporting children's transition to school - a collaborative approach

Transitioning children from the early childhood setting to BIG school is a major milestone for everyone involved. This is why establishing a collaborative community approach from the beginning is of the utmost importance. This interactive workshop will explore what transition to school programs look like in action, with strong links to the Early Years Learning Framework and the National Quality Framework. Supporting literature and current research will be investigated in order to gain an understanding of how educators can assist children's readiness for school, and support families using a collaborative community approach.



Exploring safe sleep and rest practices in early childhood settings

Ensuring safe sleep and rest is fundamental in caring for and educating young children. Early childhood educators have a responsibility to provide optimum environments for children to ensure healthy brain development, physical growth, exploration and learning. Interactive and engaging, this workshop will provide educators with a greater understanding of their responsibilities under Regulation 81 and 168 of the Education and Care Services National Regulations and the National Quality Standard.

Participants will be guided in the implementation of quality practices and programs that are informed by the components of the National Quality Framework, where children's agency is recognised, the diversity of families is acknowledged and respected, and all educators feel confident in their understandings and responsibilities according to service policy and procedures.



Health and safety



HLTFSE001 Follow basic food safety practices

It is important to ensure that hygienic food handling practices are maintained in an education and care service. This workshop aims to develop the skills and knowledge of participants in relation to food handling in accordance with the Australia New Zealand Food Authority (FSANZ) guidelines and the Food Standards Code. Participants will have opportunity to discuss their Food Safety Program procedures, identify and control simple hazards, and take particular hygiene measures to ensure the non-contamination of food and other items that might put customers, colleagues and self at a health risk.



Hygiene and infection control

This workshop is suitable for people who are new to the education and care sector, or for those needing to refresh and update their knowledge of best hygiene practices. Many children enter education and care services at a time when their immune is still developing. This workshop provides educators with an overview of hygiene practices and relevant industry guidelines to help limit the spread of illness and infection.



Safe food handling overview

Safe food handling means handling food in a way that is hygienic and will not cause harm to people. In order to work with food it is necessary to understand the legislation and guidelines that shape the practices required for working in this space. This workshop provides an overview of the knowledge and skills that contribute to the implementation of safe work practices and preventative measures when working with food.



Health and safety



Safe environments for Family Day Care

As the only educator in a Family Day Care (FDC) environment, keeping track of all safety requirements can be challenging. This workshop aims to refresh participant's knowledge of safe care environments in a home-based setting. It explores the requirements and regulations relating to safety issues in FDC and review requirements for travelling safely with children. Participants will have the opportunity to discuss specific safety issues in their environments and reflect on their current practices to inform ongoing quality improvement.



Work, health and safety in early childhood education and care

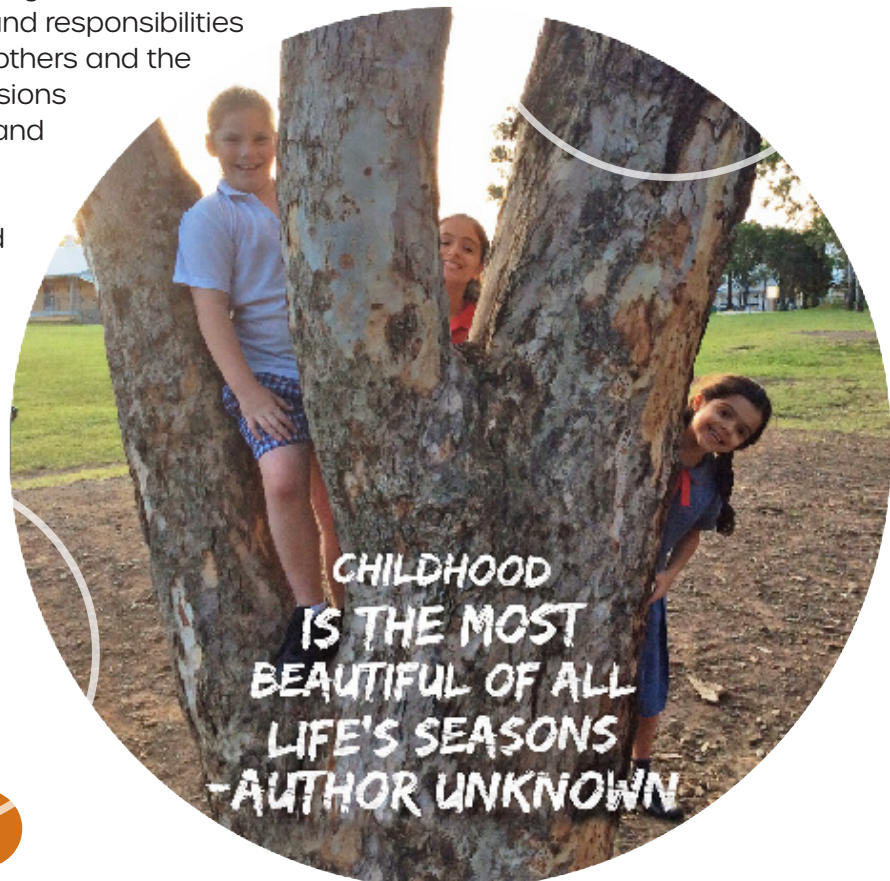
This workshop examines specific legislation and practical strategies for work, health and safety within an early childhood education and care setting. Educators will explore policies, procedures and legislation to gain a clear understanding of their role and responsibilities to ensure the safety of self, others and the service. This involves discussions around identifying hazards and controlling risks, workplace emergencies, documenting, and sharing information and safe work practices.



Collaborative supervision - building stronger teams

Select from Early Childhood Education and Care or Out of School Hours Care

Supervision is a critical part of an educator's role to ensure the safety and wellbeing of all children. This workshop explores different types of supervision in education and care settings, including the implementation of supervision plans. Discussions will centre on components that make supervision more effective, collaborative and streamlined such as effective communication strategies and team work, and the impact poor communication can have on the supervision of all children.





To find out more about ECTARC In-service workshops and how we can tailor training to meet your needs, please call ECTARC Head Office on [02 4223 1111](tel:0242231111) or email info@ectarc.com.au

We invite you to discover ECTARC's wide range of early childhood courses and professional development webinars, workshops and resources at www.ectarc.com.au

Accredited Courses

Education and Care Qualifications

- CHC30121 Certificate III in Early Childhood Education and Care
- CHC50121 Diploma of Early Childhood Education and Care
- 10983NAT Certificate III in Outside School Hours Care
- CHC50221 Diploma of School Age Education and Care



Business & Leadership Qualifications

- BSB30120 Certificate III in Business
- BSB40120 Certificate IV in Business
- BSB40520 Certificate IV in Leadership and Management

Statement of Attainment - single unit courses

- Child Protection - CHCPRT025 Identify and report children and young people at risk
- Safe Food Handling - HLTFS001 Follow basic food safety practices

Traineeship & Apprenticeship Training - NSW, QLD, ACT

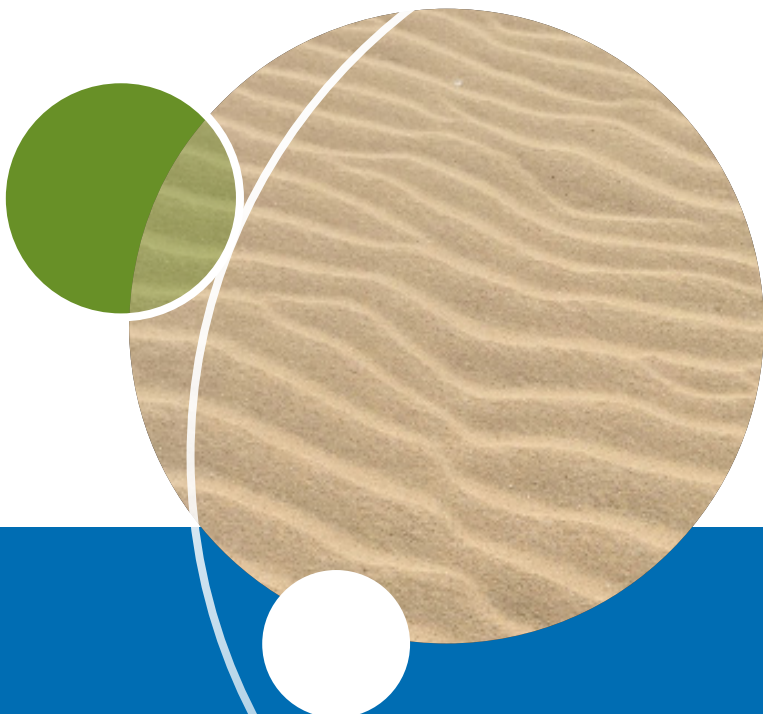
Workshops - Regional, Remote, Metropolitan

Live Webinars

Management & Educator Resources

Consultancy





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