

# In-service Professional Development Guide



Training delivered at your service or via webinar

*Enriching futures together*



## Contents

Why train with ECTARC?	3
Types of professional development	4
Pricing	5
Professional development topics	6
Pedagogy and practice	9
Leadership and management	13
Compliance	14
Inclusion and diversity	15
Child and family wellbeing	16
Health and safety	18
Contact	20



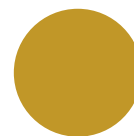
# Why train with ECTARC?

ECTARC was established in 1998 as a community owned, not for profit Registered Training Organisation (RTO) that specialises in early childhood training and professional development. For over 20 years our focus has been on providing engaging, up to date and industry-relevant training that reflects current trends and legislative requirements for the education and care sector. ECTARC Training and Development Officers (TDOs) hold early childhood and training qualifications and have extensive experience working in the education and care sector. Our team understands the demands of working within a service and the legislative and operational requirements of the National Quality Framework. Our specialist early childhood knowledge, extensive experience in the sector, and our commitment to providing customised training is why we are a leading, award winning RTO.

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

## Models of delivery

ECTARC offers a range of in-service workshops which are delivered at your service or via webinar at a time convenient to your team. Hosting professional development for your service allows training to be tailored to suit your team's context and learning needs and provides opportunity for holistic critical reflection. In-services are a time efficient and cost effective method for upskilling your team in a comfortable, familiar environment. ECTARC has endeavoured to keep costs to a minimum so workshops are affordable. If you are a small service you may like to collaborate with another service in your area to undertake combined training activities.



# 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](http://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.

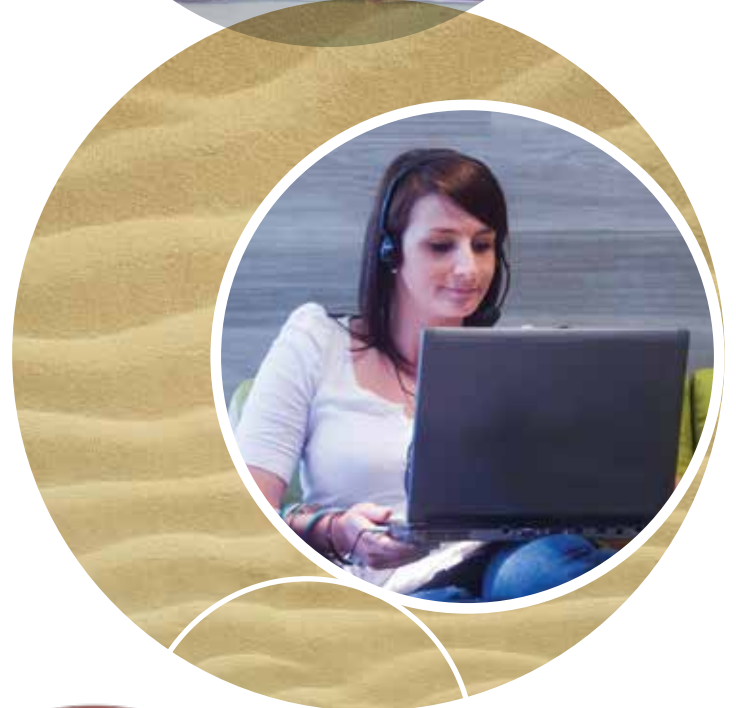
# Pricing

ECTARC is committed to providing quality training and it is our recommendation that training sessions be capped at a maximum of 20 participants to enable optimum interactions and learning to occur. ECTARC can deliver training on weekends however a surcharge of 15% of the training cost will apply. Please discuss options when making a booking.

## Face to face in-service

- SOP (2-3 hr - non-accredited) - \$950 + GST (for up to 10 people)  
  
Additional \$65 per participant - up to 20 participants maximum
- SOP Child Protection overview (2-3 hr non-accredited) - \$950 + GST (for up to 10 people)  
  
Additional \$65 per participant - up to 20 participants maximum  
  
Additional \$100 per participant requiring bridging to the CHCPRT001 (SOA)
- SOA CHCPRT001 (full day - accredited) - \$2000 (for up to 10 people)  
  
Additional \$200 per 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 \$0.74 + GST per km (return) from Warrawong, NSW or Springwood, QLD.



## Webinars

- SOP (2 hrs) - \$60 + GST per participant (minimum of 5 people)  
  
Maximum 25 people
- SOA (6 hrs) - \$200 per participant (minimum of 5 people)  
  
Maximum 20 people



# Professional development topics



ECTARC offers an extensive range of workshops and webinars. If there is something additional your team may need, ECTARC can develop or customise workshops to suit your training 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
- Programming with authentic intent - a holistic and collaborative approach to planning and assessment
- Delving deeper - a leadership approach to planning and programming
- 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
- Embracing learning frameworks: EYLF/MTOP
- Exploring the Early Years Learning Framework for babies and toddlers
- Through the eyes of a toddler
- Creative aspirations - expressing imagination through the arts
- 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
- A place to be me - supporting children's agency
- Support children to connect with their world
  - exploring sustainable practices
- Understanding and supporting child development
- Planning with purpose in school age education and care



# Leadership and management

- The Educational Leader - unpacking the role
- Communication and team building
- Reflection - creating a lively culture of professional inquiry
- Lead to inspire
- Managing parent concerns for continuous improvement



# Compliance

- Understanding the National Quality Framework (NQF)
- Navigating the National Quality Standard (NQS)
- Develop and implement effective self-assessment processes
- Who's responsible - Approved Provider, Nominated Supervisor, Responsible Person?

# Inclusion and diversity

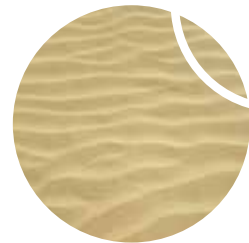
- Support children's behaviour - a shared approach
- Reframing challenging behaviour - individualised programming for children
- Developing cultural competence

# Child and family wellbeing

- CHCPRT001 Identify and respond to children and young people at risk
- Bridging CHCPRT001 Identify and respond to children and young people at risk
- Child protection overview
- Promoting protective behaviours
- Duty of care
- Collaborative partnerships with families
- Supporting children's transition to school - a collaborative approach
- Exploring safe sleep and rest practices in early childhood settings

# Health and Safety

- HLTFS001 and 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
- Supervision and collaboration in early childhood
- Supervision and collaboration in school age education and care





# 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.



## 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

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.



## 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.



## Support children to connect with their world – exploring 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.



## 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.



# 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.



## Embracing learning frameworks: 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



## 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.



# 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.



## 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.



## 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.



## 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.



# 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.



## Develop and implement effective self-assessment processes

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.



## Who's responsible - Approved provider, Nominated 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.



## Developing cultural competence

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 competency throughout our everyday curriculum, based on respect and acceptance of difference.



# Child and family wellbeing



## CHCPRT001 Identify and respond to 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 protected from abuse. This presentation 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 roles and responsibilities around identifying indicators of risk of harm, responding to and documenting concerns, supporting children and families and reflecting on ethical considerations regarding child protection. A written and practical assessment must be successfully completed to achieve a Statement of Attainment.



## Bridging CHCPRT001 Identify and respond to children and young people at risk

This workshop is for participants who have previously completed accredited training in the unit: CHCCHILD401A or CHCCHILD401B. Identify and respond to children and young people at risk of harm, and wish to upgrade their qualification to the current unit from the CHC Training Package: CHCPRT001 Identify and respond to children and young people at risk. They will investigate children's rights and identifying and responding to risk of harm circumstances. 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 the basic knowledge required to identify and respond to children and young people at risk of harm and manages their concerns in a legislative and ethical manner in accordance the Child and Young Persons (Care and Protection) Act 1998.



## Promoting protective behaviours

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

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

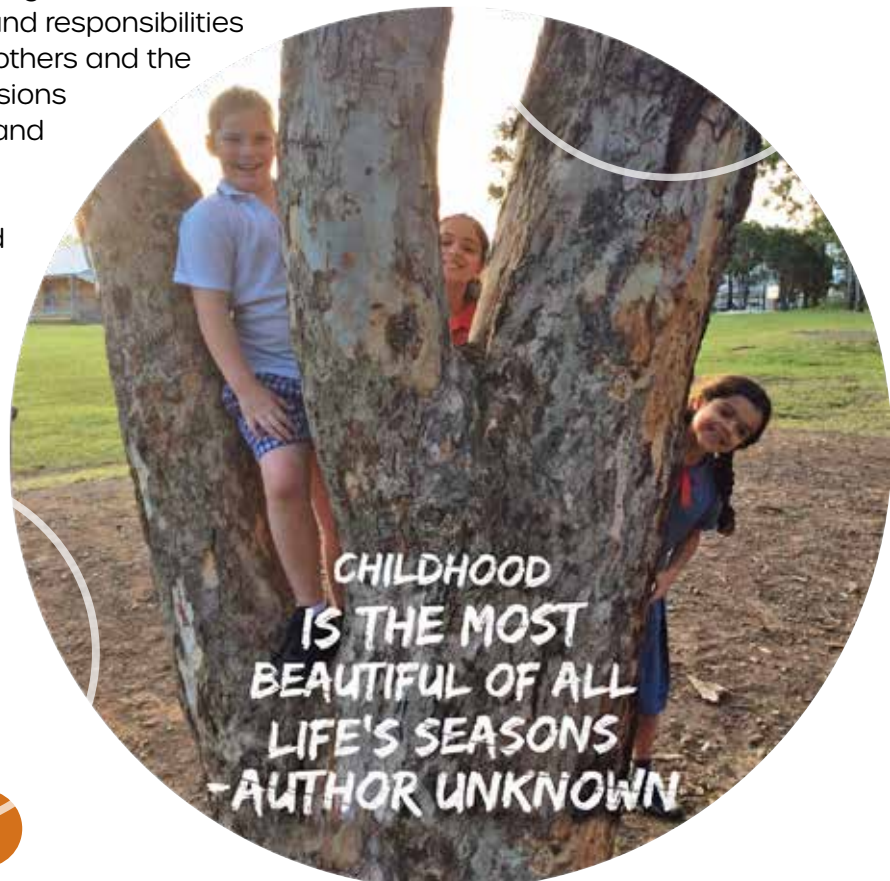
This workshop examines specific legislation and practical strategies for work, health and safety within an early childhood education and care setting. Educators will explore policies, procedures and legislation to gain a clear understanding of their role and responsibilities to ensure the safety of self,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



## Supervision and collaboration

### 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.





EARLY CHILDHOOD  
EDUCATION SERVICES & TRAINING

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](mailto: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](http://www.ectarc.com.au)

## Accredited Courses

- 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
- BSB42015 Certificate IV in Leadership and Management
- Child Protection - CHCPRT001 Identify and respond to children and young people at risk
- Safe Food Handling - HLTFS001 Follow basic food safety practices



**Traineeship & Apprenticeship Training**  
NSW, QLD, ACT

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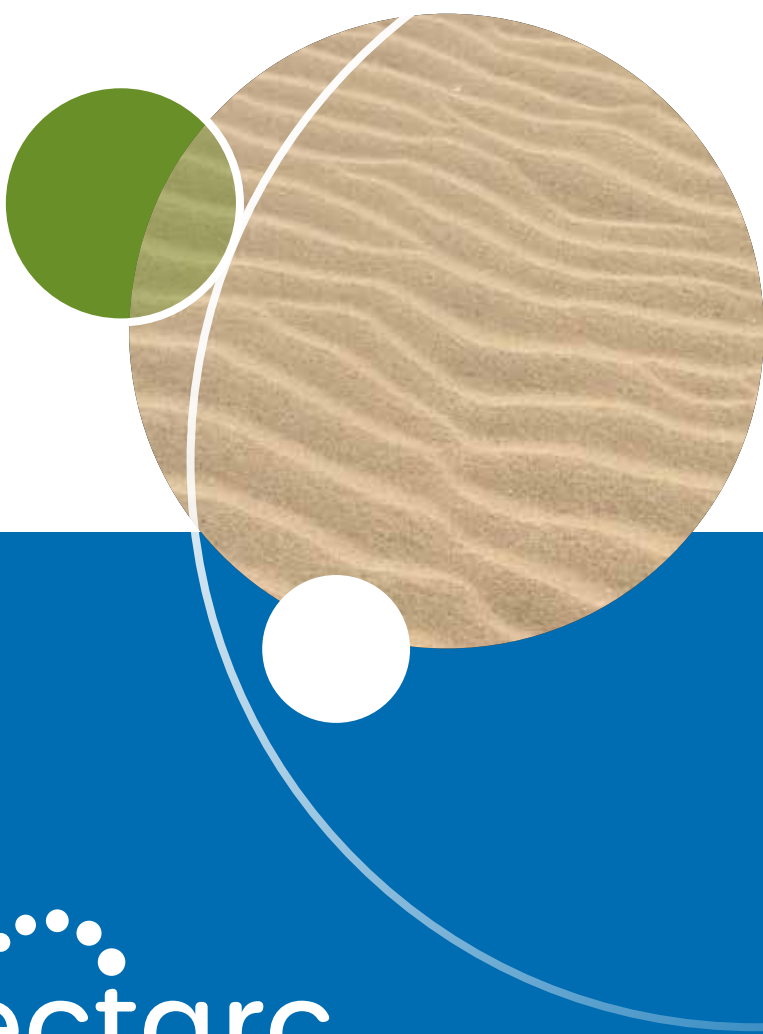
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EARLY CHILDHOOD  
EDUCATION SERVICES & TRAINING

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