



Benefits of Introducing Yoga in Early Childhood

Yoga is appreciated and enjoyed by children of all ages, however a children's Yoga session is vastly different to an adults class. The key to being successful when introducing Yoga to children is in the way it is presented to them.

Joanna Gardner, Early childhood and yoga teacher.

Child care professionals have discovered a new tool in helping calm a roomful of excited children. Introducing yoga benefits children's physical co-ordination, makes them stronger and helps concentration.

The children's yoga trend started in the US and Britain, where it is becoming big business. Yoga is an ancient practice that helps create sense of union in body, mind and spirit. The classical techniques of Yoga date back more than 5,000 years. Yoga is a system of physical and mental exercise which has since spread throughout the world. The word Yoga means "to join or yoke together." Traditionally yoga was passed down from the teacher to the student without records. That is until the great sage Patanjali wrote the first detailed expositoin of yoga called the sutras.

Yoga is a whole system and is built on three main structures: exercise, breathing and meditation. Regular daily practice of these structures of Yoga produces a clear, bright mind and a strong, capable body. Children can safely practice meditation and simple breathing exercises as long as the breath is never held. These techniques can greatly help children learn to relax, concentrate, and reduce impulsiveness. Children trained in these techniques are better able to manage emotional upsets and cope with stressful events.

Yoga helps body awareness and alignment, improves focus and builds strength.

History of Yoga

No one knows when Yoga began, but it certainly predates written history. Stone carvings depicting figures in Yoga positions have been found in archeological sites in the Indus Valley dating back 5,000 years or more.

The tradition of Yoga has always been passed on individually from teacher to student through oral teaching and practical demonstration. The formal techniques that are now known as Yoga are, therefore, based on collective experiences of many individuals over many thousands of years.

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NEWS LETTER

Benefits of Introducing Yoga in Early Childhood (cont.)

The particular manner in which the techniques are taught and practiced today depends on the approach passed down in the line of teachers supporting the individual practitioner.

As more people became known about the beneficial effects of Yoga, it gained acceptance and respect as a valuable method for helping in the management of stress and improving health and well-being. Many physicians now recommend Yoga practice to patients. Yoga is union. Union of the body and of spirit.

Children may safely practice meditation and simple breathing exercises as long as the breath is never held. These techniques can greatly help children learn to relax, concentrate and reduce impulsiveness.

Benefits include:

- Builds physical strength by encouraging children to use muscles in new ways
- Children learn how to manipulate their bodies and maximise their mobility
- Develops co-ordination
- Promotes body awareness
- Improves internal health. Each posture not only builds muscular strength but also massages internal organs
- Yoga is non-competitive. Yoga is one of the few non-competitive activities children can participate in
- Improves balance
- Familiarises younger children with concepts of right and left.
- Helps build self-esteem and confidence
- Increases concentration and focus
- Listening skills and the ability to focus the mind and improves concentration and study skills
- Is calming and reduces stress
- Leads to better health and vitality
- Encourages children's imagination and creativity
- Yoga is fun!

Ideas for implementing Yoga into your daily routine:

- The approach needs to be fun, fairly dynamic, creative and stimulating to the child's imagination
- You can do this by using songs and threading the many beautiful Yoga postures of animals and nature based objects together into different stories
- Appropriate music and a few simple props help as well. (eg. Tree branch pruning's, animal pictures or felt ears)



- Yoga games. These may include the cobra snakes slithering through a dog tunnel, statues, geometric body shapes, visiting a farm or zoo, Alphabet Yoga or partner Yoga
- Movement or dance also integrate well with Yoga
- Diaphragmatic breathing can be introduced in a fun way, such as being a balloon filling up with air then emptying, or watching the chest rise and fall like the waves of the ocean
- Asthmatic children particularly benefit from cleansing breathing which empty the lungs fully and lengthens the exhale. With older children alternate nostril breathing has a wonderful calming effect
- Premeditative techniques that help develop concentration and focus can be used with children from 4 years old. The focus may be a candle flame, an attractive picture, or beautiful objects from nature such as a shell, flower or crystal. With younger children it is best to firstly explore the object with all of the senses, and then to see it behind the closed eyes

In such a fast paced society, bombarded with television and over stimulation I see there is a growing need in our children to learn to focus their minds, gradually developing better concentration skills; to acquire the art of relaxing the body and learning how to be still and peaceful within themselves.

Joanna Gardner, Early childhood and yoga teacher.

References:

- http://www.totalbodyyoga.com/Photos_Kids.htm (other site)
- <http://www.magicmonkey.com.au/benefits.htm>
- <http://www.smh.com.au/news/national/new-twist-in-childrens-welfare-stretches-to-pirates-and-mermaids/2007/07/21/1184560101177.html>
- <http://www.earthmamasweb.com/articles/child/yoga.html>

Yoga engages the heart, mind and body through its unique blend of physical yoga, social skills games and counselling techniques. It helps children develop emotional intelligence, communication skills, trust and empathy. It nurtures teamwork and leadership. It provides for a calmer and more productive learning environment.

Asthma

Asthma is one of the most common reasons for children being admitted to hospital and it is estimated that approximately 15 per cent of Australian children have asthma. If a child's asthma is well managed, they should be able to lead a healthy, active life.

To manage children's asthma effectively, you should know:

- **The pattern of asthma** – some children have only mild, occasional episodes or only show symptoms after exercising, with no symptoms between episodes. Some experience daily symptoms, while others have symptoms continuously which limits their physical activity. Each pattern of asthma requires a different treatment approach.
- **The risk of a severe attack** – an important point to remember is that children can have a severe and even life-threatening attack, even though they have mild or occasional asthma.
- **Children's triggers** – every child's asthma is different. Child will have several asthma triggers. Triggers cause inflammation or swelling in the airways and makes asthma worse. The most common trigger is a viral infection, usually a simple cold.
- **Children's asthma symptoms** – some of the common symptoms and signs include coughing (particularly when laying down), wheeze, shortness of breath, a feeling of tightness in the chest or difficulty breathing, (a 'sore' tummy). Children may have all these symptoms or just a few.
- **Children's asthma medications** – learn what the medications do and make sure that the medication is administered correctly. Parent will need to fill out the appropriate forms and ensure that all medications is clearly labeled and stored at your centre according to your policies and procedures for medication.
- **What to do if children have an asthma attack** – know the Asthma First Aid.

Asthma Action Plan

An Asthma Action Plan is a clear, written summary of a child's asthma management. Everyone with asthma should have a personalised asthma action plan written by their doctor.

An Asthma Action Plan outlines:

- How to care for day-to-day asthma (it lists the child's regular medications and how often they should take them)
- Key things to recognise when the child's asthma is getting worse or an 'attack' is developing, and the steps you should take to manage it
- Symptoms that are serious enough to need urgent medical help (with emergency information on what to do if a child has an asthma 'attack').

An Asthma Action Plan is an important tool for anyone caring for children with Asthma. Ensure that you have obtained a copy of the child's Asthma Management Plan and is available for all carers looking after the child.



References: Better Health Channel. www.betterhealth.vic.gov.au



HOLIDAY HOURS

One World's training office will remain open over the December/January period as per usual, except the scheduled VIC public holidays.

During this time there will be no on the job visits to services, but trainers will be available to assist with all training enquiries.

If participants require more packages please ring or email our office.

We look forward to catching up with you all in the new year.

Summer is well on the way...

Some important things to remember

Summer is well on the way, some important things to remember:

In Victoria, we need to be SunSmart from the 1st of September to the end of April. During this time, ultraviolet (UV) radiation can damage the skin and lead to skin cancer, as the UV Index can reach extreme levels.

Everyone should use a combination of five sun protection measures whenever the UV Index reaches 3 and above:

1. Slip on sun-protective clothing - that covers as much skin as possible
2. Slop on SPF30+ sunscreen - make sure it is broad spectrum and water resistant. Put it on 20 minutes before you go outdoors and every two hours afterwards. Sunscreen should never be used to extend the time you spend in the sun.
3. Slap on a hat - that protects your face, head, neck and ears

4. Seek shade

5. Slide on some sunglasses - make sure they meet Australian Standards'.

Particular care should be taken between 10 am and 2 pm (11 am and 3 pm daylight saving time) when UV Index levels can be checked daily by referring to the SunSmart UV Alert. The Alert is reported in the weather section of daily newspapers, and is available on the Bureau of Meteorology website at www.bom.gov.au - do a search for 'UV Alert'. The Telstra Pocketnews weather service also reports the SunSmart UV Alert.

Recommended hats

Hats should shade the whole face, neck, ears and head. These types of hats provide excellent protection from the sun:

- broad-brimmed hats with a brim of at least 7.5 cm
- legionnaire-style hats (the side flap and front peak should meet to provide protection to the side of the face)
- bucket or surfie style hats with a brim of at least 6 cm (for primary school children and older) or 5 cm (for pre-school children).

Baseball caps do not provide enough shade to the cheeks, ears or neck.

Appropriate clothing to support your sunsmart policy.

Clothing, hats and shade are the best ways to protect skin from ultraviolet (UV) radiation. Ensure that clothing provided for children does not have shoe string straps as this is not appropriate cover for childrens skin.

When applying sunscreen in your centre

For best protection:

- Apply sunscreen 20 minutes before you go outside.
- Use a generous amount of sunscreen. The average-sized adult should apply at least a teaspoon of sunscreen to each arm, leg, front of body and back of body and at least ½ a teaspoon to the face (including the ears and neck). That is, 35 ml of sunscreen for one full body application.
- No matter what the sunscreen directions say, always reapply sunscreen every two hours when you are outdoors. Sunscreen can be easily wiped or perspired off and you need to keep putting sunscreen on to get the best protection.

For more SunSmart information, parents, carers and teachers can contact The Cancer Council Helpline on 13 1120 or visit www.sunsmart.com.au



Another one of those days?

It's that old rat race again. The pressure is mounting. You feel like you're going to explode.... STOP! Take a few seconds to ease the tension. The following relaxation techniques can be done in the car, at home, or wherever you need to take a break from tension. Each technique involves tensing muscles and then relaxing them.

FOREHEAD: Wrinkle your forehead. Try to make your eyebrows touch your hairline for five seconds. Relax.

EYES: Close your eyes as tightly as you can for five seconds. Relax.

HANDS: Extend your arms in front of you. Clench your fists tightly for five seconds. Relax. Feel the warmth and calmness in your hands.

SHOULDERS: Shrug your shoulders up to your ears for five seconds. Relax.

STOMACH: Tighten your stomach muscles for five seconds. Relax.

FEET: Bend your feet up toward your body as far as you can for five seconds. Relax.

TOES: Curl your toes under as tightly as you can for five seconds. Relax.



Welcome to Learner's World

My World has received a new makeover and a new name to match its glamorous look, designed to make navigation easier for you. We have kept your favourites and added some new and exciting features. This exciting new 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. Please read below for some more exciting additions and features of Learner's World.

Learners World's Features

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

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.

On the Job Visits

One World trainers visit all training participants every 4-6 weeks. The purpose of this visit is to assess on the job competence. Under a funded traineeship scheme we are only required to visit participants 4 times in the year. However as a training organisation we have based our assessments on ensuring that participants are being able to demonstrate skills practically.

At times, visits seem far apart and on occasion it seems that a trainer has not been to see you for a while. We diarise each centre and every individual participant to ensure that everyone is visited within this time frame. As you could well imagine in order to ensure that everyone is visited, we diarise a month in advance.

In the case of a participant being away on annual leave or where the appointment time does not suit, we attempt where possible to juggle appointments to meet these individual needs. This can only happen if we have been notified at the time of making the appointment.

Trainers have asked for participants to ring if they are ill or away on the day of their visit, as other appointments may be made or need to be changed for the remainder of the day.

If an appointment has been cancelled with no previous warning then it is difficult for us to reschedule this visit.

Transition Time Tricks



Stand up! Sit down! Clean up!
Calm down! Hurry up! WAIT! Too many transitions in the day can be frustrating for children as well as caregivers. But it doesn't have to be that way. With careful planning and a few "tricks," your day can move more smoothly and many behaviour problems can be avoided. And the good news is that transitions provide a great time to "exercise" children's brains. Children love music; they love to move and they love surprises – the very activities that stimulate children's brains according to recent brain research (Wolfe, 1996).

Group Time

By following the same schedule every day, children learn what to expect and program in certain behaviours (Jensen, 1996). 'Indicator' songs are an effective way to let children know when they are about to begin a new activity. Try these tunes to gather children for group time or to start the day:

"Hello Song"

(Tune: "Skip to My Lou")

*Hello, How are you?
Hello, How are you?
Hello, How are you?
How are you this morning?*
(Wave hand.)

*I am fine and I hope you are, too.
I am fine and I hope you are, too.
I am fine and I hope you are, too.
I hope you are too this morning.*
(Point to self, then a child)

*Turn to your neighbour and shake their hand.
Turn to your neighbour and shake their hand.
Turn to your neighbour and shake their hand.
Shake their hand this morning.*
(Shake hands with children.)

(Continue singing the song by inserting children's names. For example, "Hello Carla, how are you? Hello Peter, how are you? Hello Kia, how are you? How are you this morning?")

Review your schedule each morning and involve children in planning with a song like this one:

"I Like to Come to School"

(Tune: "The Farmer in the Dell")

*I like to come to school.
I like to come to school.
I like to learn and play each day.
I like to come to school.*
(Ask the children what they like to do, then sing it in the song.)
*I like to play with blocks.
I like to play with blocks.
I like to learn and play each day.
I like to play with blocks.*

Capture the children's attention for a book, game, or concept you want to introduce by putting a prop in a bag and singing:

"Surprise Sack"

(Tune: "I'm a Little Teapot")

*What's in the surprise sack, who can tell?
Maybe it's a book, or maybe it's a shell.
What's in the surprise sack, who can see?
It's something special for you and me!*

(Have children guess what they think is in the bag, then remove it and share it with them.)

Clean Up

Clean up is another time during the day that can be a chore for children and caregivers. Use a minute timer to help children bring closure to their activities. Set the timer for five minutes, then explain that you will have a "whisper" clean up when it goes off. Model what you want children to do, and encourage them to help you. "Let's see. Where does this car belong?" Give choices to those children who are not cooperating. For example, "Fran, do you want to put away the puzzles or the books?" A cheerful song at cleanup time will also involve children:

"Clean Up Game"

(Tune: "Shortnin' Bread")

*Let's all clean up, clean up, clean up.
Let's all play the clean up game.
Put away the blocks, blocks, blocks.
Let's all play the clean up game.*
(Insert words for other items that need to be picked up.)

Reinforce children who are being good helpers by singing their name in a tune like this:

"Jolly Good Helper"

(Tune: "For He's a Jolly Good Fellow")

*(Name) is a jolly good helper.
(Name) is a jolly good helper.
(Name) is a jolly good helper.
They're picking up the toys.*

Line Up

Little ones don't like to wait, and they don't like lines, so avoid them whenever possible. However, when you do need to line up, play pretend games. For example, "Let's be a train. Everybody put their hands on the person's shoulders in front of them. What kind of car are you on the train? Choo-choo, here we go." Challenge children to be "as quiet as snowflakes," to "tiptoe like elves," to "move in slow motion," or say this chant:

"I'm Ready"

*I'm looking straight ahead of me.
My arms are at my side.
My feet are quiet as can be.
I'm ready for outside.*
(Change the words to fit different activities.)

Transition Time Tricks (cont.)

Attention Getters

Many times during the day you will need to get children's attention and calm them down. Try blowing bubbles, whistling, playing a music box or using a magic sign to focus their attention. If the room is loud say, "If you can hear my voice clap three times and look at me." Lower your voice each time until all of the children are participating.

Maybe your class will enjoy a "quiet friend." Cut the top and bottom off a cereal box. Put a puppet on your hand and place it inside the box. Tell the children that when they're quiet, a little friend will come out of the box to see them. When they are very still, stick your hand with the puppet on it out of the box and let the puppet give them directions in a "tiny voice." You might even draw a little face on your index finger with pen and sing:

"Henry Hush"

(Tune: "London Bridge")

Henry Hush says, "Please be quiet.

Please be quiet. Please be quiet."

Henry Hush says, "Please be quiet.

Sh! Sh! Sh!"

In Between Times

Entertain children while they're waiting to begin a new activity by telling them a story, singing a song, or saying a rhyme. You'll be stimulating their brains and developing reading readiness skills!

"Nursery Rhyme Bop"

(Tune: "100 Bottles of Beer on the Wall")

Jack and Jill went up the hill

To fetch a pail of water.

Jack fell down and broke his crown,

And Jill came tumbling after.

(Every nursery rhyme can be inserted in this tune and sung. Give it a try!)

"Clap Your Hands"

(Tune: "Row Your Boat")

Clap, clap, clap your hands.

Clap your hands with me.

Clap, clap, clap your hands,

Oh, so merrily.

(Sing other variations, such as "roll your hands," "dance around," "jump up and down," or ask children to suggest different movements.)

Children will be delighted if you insert their names in traditional songs such as, "The Eensy Weensy Spider," "Five Monkeys Jumping on the Bed," and "Where is Thumbkin?" If you have trouble thinking of a tune when you need one, then make a song chart for your playroom. Write titles and draw picture clues of your children's favourite songs or finger plays on a piece of paper or poster board. Hang it in the room to refer to during transition times.

Celebrate

"Accentuate the positive" with children and encourage them frequently in the day by having them "hug themselves" or pat themselves on the back." Demonstrate how to give themselves a "silent cheer" (put your hands in the air and wiggle fingers), clap like a clam (make pincers with fingers and open and shut), applaud like seals (extend arms straight in front of you and clap), or clap like fleas (tap index fingers together). Sing this song to remind children how important they are to you:

"Special Me"

(Tune: "Twinkle Little Star")

Special, special, special me.

I'm as special as can be.

There is no one quite like me.

I'm as good as I can be.

Special, special, special me.

I'm as special as can be!

Repetition and Recall

A study of brain-based learning emphasises the importance of reviewing activities with children. After reading a story, playing a game, or working in learning centres, take a bean bag and toss it to children. As they catch it, ask them to describe what they did or learned. Before children go home, have them recall what they enjoyed most at school, then end on a positive note by singing:

"Good-Bye Friends"

(Tune: "Frerer Jacques")

Good-bye friends; good-bye friends.

Time to go; time to go.

Thank you for playing; thank you for helping.

Love you so, love you so.

Jean Feldman, Ph.D., has been a teacher in the Atlanta area for 30 years.

Nothing is so contagious as enthusiasm; it moves stones, it charms brutes. Enthusiasm is the genius of sincerity, and the truth accomplishes no victories without it.

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.



Ph 1800 006 533

Visit us online at: www.owfc.com.au
email: online@owfc.com.au

Book Review

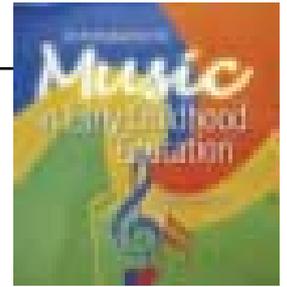
An Introduction to Music in Early Childhood Education

Joanne Greata

An Introduction to Music in Early Childhood Education takes a hands on approach to learning and teaching music. It offers an abundance of information necessary to help you acquire basic knowledge needed to enhance early childhood learning with music. You will develop skills to help you create a musically nurturing environment while providing culturally diverse, musical learning experiences for all children age's birth to nine.

Some features include:

- A music lab, including hands on learning activities
- Music from around the world incorporating a range of cultures
- Introducing instruments
- Providing cultural exploration and musical experiences
- Examples of music nurturing specific age groups



Here are 8 things that work!

Toddler Eaters

1. **Healthy snacks count.** Encouraging children to eat healthy snacks during morning tea, afternoon tea and any other snack times in your daily routine.
2. **Give children small child-size portions.** If the child is not allergic to a food you are serving, encourage them to at least have a small taste, role model from other children in the room who are enjoying their meal.
3. **Try to stay calm.** Do not get frustrated if a child in your care does not eat what you think they should. Did you know that if you make meal time a stressful event that children will associate it as a negative experience.
4. **Have fun with the food provided.** Use the shape or the colours of foods provided to spark discussions and interest about the nutritional value and taste sensations. Incorporate a small group at the table to encourage children who would not normally try new food to give them a go.
5. **Make up a story.** Incorporate stories during your meal time routine. Tell a story to all of the children at the tables while they are eating and include the food provided into the story, again extending on the children's interest in the food.
6. **Shape the food with cookie cutters.** Provide different shapes of cookie cutters to cut designs into sandwiches when provided and all the children to help you and choose the shapes that they would like.
7. **Get creative with the eating utensils.** Try using something different, e.g. measuring spoons or chopsticks. If this is age appropriate for the children in your room.
8. **Eat with the children.** Eat some of the meal provided with the children in your room. Sit down and eat with the children and include discussions about the food. Ensure that there is a caregiver at each table so that you can use meal times as a social experience as well.

How to Read a Story to a Group of Children

Here is how to captivate your audience.

Difficulty Level: easy

Time Required: 10 minutes



Here's How:

- Be sure all children can see and hear the story.
- Choose a story that will appeal to your audience and suit the children's attention span.
- Choose a book with bright and large illustrations.
- Provide an alternate activity for those who lose interest.
- Choose books that invite participation though repeated verses or rhymes.
- Start by grabbing their attention with "magic story dust" or a calming fingerplay.
- Ask questions to set the stage for listening. For example, "What do you think will happen to Miffy mouse?"
- Substitute the children's names for character names to add interest.
- Be flexible. Skip or alter parts of a book as the needs of your young listeners dictate.
- Use props to bring a story alive.

Learners Additional Support

Free Kindergarten Association (FKA)

One World for Children Learners are able to access written materials and handout copies of the newsletter "Resource" and telephone and in-house support for assignments from FKA Children's Services Consultants.

Learners that do go into the FKA library will receive a guided tour through the library. When you enter the facility ensure that you inform FKA that you are a student from One World for Children and they will look after you.

Aims of the Multicultural Resource Centre

- To encourage quality early childhood services for children and families throughout Victoria
- To foster positive attitudes amongst providers and staff in children's services towards the development of multicultural perspectives in their services and programs
- To promote the maintenance and development of languages other than English in children's services and assist children to learn English as a second language

The FKA Multicultural Resource Centre is a statewide service that provides advice, consultancy, training and resources to:

- Community based and private child care services
- Home based care and family day care
- Out of School Hours Care
- Inclusion Support Facilitators (ISFs)
- Preschools
- AMEP Child Care
- Early childhood students

About the Library

FKA Children's Services Multicultural Resource Centre Library holds an extensive collection of specialist early and middle childhood multicultural and multilingual resources and is open Monday to Friday between 9.00 am & 4.45 pm. Members are able to borrow from the collection that includes:

- reference materials
- posters
- audiovisual materials
- toys and play materials which are culturally appropriate
- games which support the development of English as a second language

The extensive collection also includes books for children in English and the following community languages:

Aboriginal & Koorie, Albanian, Arabic, Bengali, Bosnian, Chinese, Croatian, Czech, Dari, Dinka, Dutch, English, Flemish, French, Farsi, German, Greek, Gujarati, Hebrew, Hindi, Hmong, Hungarian, Indonesian, Italian, Japanese, Kurdish, Khmer (Cambodian), Korean, Lappish, Laotian, Macedonian, Maltese, Malayalam, Maori, Malaysian, Oromo, Polish, Portuguese, Punjabi, Pushtu, Romanian, Russian, Swedish, Somali, Sinhalese, Sotho, Spanish, Serbian, Swahili, Tetum, Tagalog, Thai, Turkish, Tamil, Ukrainian, Urdu and Vietnamese.

Please contact the Librarian for more information about how to access the Library on 9428 4471 or library@fka.com.au The FKA Multicultural Resource Centre Library electronic borrowing facility is an initiative of the Inclusion and Professional Support Program, funded by the Australian Government and FKA Children's Services for the following Victorian service types who are financial members of FKA Children's Services:

- Australian Government approved child care service
- Australian Government funded non mainstream child care services
- Inclusion Support Agencies
- State funded Kindergartens

Contact Details

Phone: (03) 9428 4471

Fax: (03) 9429 9252

Email: fkacs@fka.com.au

Address: 1st Floor, 9-11 Stewart Street, RICHMOND, VIC, 3121

Web: www.fka.com.au



Accreditation: Spot Checks

Unannounced Spot Checks have started in child care services. These began in October 2006. Services will be randomly selected to have a Spot Check. A policy on Spot Check is available from the NCAC website: www.ncac.gov.au.

During a Spot Check, a NCAC Validator will attend the service without notice and will observe practice. All Validators conducting Spot Checks will wear an identification (ID) badge clearly identifying them as NCAC Validators. They will also have a letter from NCAC, addressed to the service, to advise that the service is required to undertake a Spot Check.

The Importance of Outdoor Experiences

Both indoors and outdoor play experiences are important for children's development. Outdoor areas are ideal places for children to engage in messy play with water, sand, dirt and clay. The outdoor area offers a much wider variety of natural materials to stimulate the children's senses.

Water play

Water can be a valuable medium for creative experiences, and useful for soothing or as a stimulating learning tool. Water can also be used as a vital ingredient in sand pit and digging patches. When planning to use water for children's experiences please consider current drought conditions, water restrictions and general water-wise behaviours.

Safety is a major consideration when including water in any of your areas, as children can drown in as little as 5cm of water.

Extensions to water play areas e.g. troughs could include:

- Plastic pipes
- Flexible hose
- Plastic bottles
- Sieves
- Jugs
- Funnels
- Buckets
- Water wheels
- Boats
- Small buckets
- Watering cans
- Brushes for water painting
- Animals
- Floating/Sinking objects e.g. corks, rocks, leaves
- Dolls/clothes with pegs and clothes horse to dry them
- Dishes and drying rack
- Scents (ensure no children have allergies)
- Colouring (not always appropriate for experiences, e.g. ocean is not blue this colour is reflecting off the sky therefore if you offer a sea animal experience you do not have to always include blue water) (coloured water/ice is fantastic to use when looking at volume and measuring the water levels)



Natural areas

Natural play spaces can be rich opportunities for children to explore new ideas and to develop their interests and understanding.

Natural areas in the outdoor play space include:

- gardens where children can grow their own plants
- digging patches
- a range of planting to encourage play, such as play with gum nuts, branches and bark
- small pits of pebbles, gravel, coarse sand and smooth river rocks

- natural environments that encourage birds, butterflies and other insects
- worm farms and compost areas (recognising that these areas should be well maintained to ensure they do not attract flies, wasps and mice).

Gardens

Do children have the opportunity to experience these activities in their early childhood centres? Would grandparents be willing to garden with the children?

Children enjoy planting, tending, watching things grow and harvesting flowers, fruits and vegetables from garden beds set aside for seasonal gardening. A bed for active gardening can be the focus of much outdoor learning and enjoyment.

Compost bins and worm farms help children to learn about the environment.

Where gardens are used by children as part of their outdoor program, areas taken up by garden beds can be included in the calculation of outdoor space under the *Children's Services Regulations 1998*. Choosing a suitable site for the garden will depend on the types of plants to be grown. A well-drained, sunny position will offer the most choice and is preferred for most flowers, vegetables and herbs. It is recommended that plants be chosen that are easily grown, have a quick growth cycle and will grow fruit or blooms that can be shared or enjoyed by the whole group during the term.

Activities associated with gardening, such as collecting compost and studying worms, are also valuable learning experiences. Gardens of all types are also interesting places for making natural discoveries, such as seeds and insects.

Gardening

Flower pots in the sand pit!

Garden designs / Landscaping

Gardening and growing things need not be restricted to children's services with large outdoor spaces or natural surfaces. Sprouting beans and peas, growing bulbs, and other gardening experiments can be exciting for children. Pots and raised beds can be placed in hard-surfaced areas, to accommodate trees, shrubs and other plants. You can add height which allows for drainage, as well as easy access for the active involvement of children with disabilities.

Digging patches

Digging patches should be turned over regularly to prevent the soil compacting.

It is recommended that digging patches be located where they can be easily seen and supervised by staff, and out of main traffic areas to minimise accidents. The nature of the play means the area is often messy, so locating it away from entry areas or immediately outside buildings is advisable for both aesthetic reasons and to avoid mud being trampled indoors.

Digging patches work best:

- when there is a convenient water supply (always consider current water issues)

The Importance of Outdoor Experiences (cont.)

- when they are large enough for large muscle activity, because spades are often used
- so that soil that can be manipulated by small children (add old sand and dig over periodically to keep this workable).

Having a table or cable reel adjacent to the area allows the soil from digging areas to also be used for mud play. Including small adult spades, plumbing or sprinkler system pipes and joiners, wood off-cuts, posts and palings can enhance digging patches. The addition of cooking utensils and tea sets will provide for alternative play experiences in the digging patch.

Incorporating quiet play spaces in your outdoor environment:

Quiet play areas could include:

- secret areas where children can be on their own or with a small group
- quiet seating areas or semi-enclosed flat areas for small group activities
- bushy areas where children can observe nature, such as gardens or under trees
- animal enclosures, either movable or fixed
- areas where staff can sit alongside the children, such as on benches or other seating.

My secret place - small spaces and secret places

Small and secret places play an important role in play for young children. Children often enjoy the opportunity to create their own space. These small and secret places can be flat areas suitable for block constructions, tables and chairs, woodwork benches and painting easels. They are particularly important for providing:

- privacy in services where children spend long days with a large group of children, and where there are often few opportunities for solitude
- somewhere for two or three children to play quietly together
- a quiet space for a small group activity, such as reading.

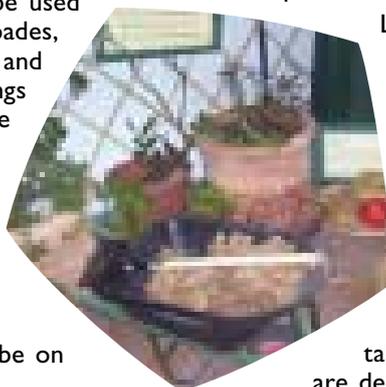
Treasures

In an after school program, a range of interesting play spaces had been created. Lucy loved to collect leaves and all sorts of seeds and gum nuts.

A small hedge cut through the outdoor play areas where Lucy found most of her treasures. She lay down on her stomach, rustling through the dirt under the hedge, looking up at times to make sure no one could see her.

Quiet play spaces provide areas for children to withdraw to. Many ideas suggested for dividing up a play area can be applied to creating such small spaces, taking the lead from garden

designers in regard to garden rooms. The spaces can be tiny, perhaps aided by a low hedge, and can give very small children a sense of being completely hidden, even though an adult can easily supervise them. It is important that children with disabilities also have access to such spaces, to activities set up in these spaces, and to privacy.



Large cardboard or wooden boxes, built cubbies, small planted areas and groupings of logs or sleepers create small spaces. Sometimes a small focal point such as a low table or seat made from a low, smooth rock placed in a small space will enhance the play possibilities.

A lot of imagination can go into designing outdoor play spaces with small private areas. Care must be taken, however, to ensuring such areas are designed in a manner to allow adequate supervision.

Incorporating active play spaces in your outdoor environment:

Opportunities to engage in active and agile gross motor activities are essential for children to develop coordination, strength, balance and confidence in their own physical abilities, and awareness of their bodies in space. Active play can take place individually, in small groups or in larger groups.

Active areas in an outdoor play space could include:

- open areas for running, jumping, chasing, ball games and sporting activities
- areas for climbing and balancing
- areas for wheeled toys.

Climbing areas

Well placed handrails assist children's balance.

A climbing area can be created by some movable equipment providing flexible options, or with the installation of permanent fixed equipment. Movable equipment provides the flexibility for equipment to be removed to allow for running and ball games that may not be possible if fixed equipment is installed.

For children to take up challenges and engage in managed risk taking experiences, the climbing area requires a soft impact-absorbing surface to minimise injury from falls from equipment.

Swings - swing into action!

Swings are a component of active play, and an enjoyable experience for children. They can create a serious hazard to children crossing their path and to swinging children, however, and can also be hazardous if the swing is located too close to hard surfaces or fences.

Swings are best positioned in a separate area of the outdoor play space, with landscaping to define traffic flows around the swing and to prevent children accidentally moving in front of, or behind, the swing. Elements such as garden beds, seats, grouped tree



The Importance of Outdoor Experiences (cont.)

trunks and tyres placed around the area discourage children from running in front of swings. Locating swings in a corner of the play space, providing adequate traffic flows can make effective use of the fence line to provide two fixed sides.

Swings must have appropriately placed impact-absorbing surfaces beneath them. It is not advisable to attach swings to climbing structures due to the danger of collisions within the path of the swing.

Bikes and wheeled toys

Hard surfaces and paths provide opportunities for the use of wheeled toys, such as bikes and tricycles. Specific bike tracks can also be incorporated if sufficient space is available. Where bikes are to be part of the play equipment, considerations include:

- direct pathway access to the storage shed
- sufficient pathway width for two bikes to pass each other

Older children can be provided with more challenges in their path designs for bike use, such as curves and inclines. Paths can also lead to destinations and play spaces with parking areas to encourage more complexity in the bike play. You could incorporate road safe signs and traffic signals. Where large play spaces are available, a looped ending to a bike path

enables a continuous one-way flow and can avoid the creation of hazard points.

To be avoided are:

- circular paths around the outdoor play space that can interfere with or disturb other activities and limit access to other activities
- bike paths that cut a play area into two smaller and less useful spaces
- bike paths that create busy junctions where accidents can be more frequent
- bike paths that are too close to fixed or movable play equipment, because this could constitute a safety hazard.

Equipment for active play

Equipment choice may include:

- wheeled toys, including tricycles, pull along and push along toys (noting that many plastic-wheeled bikes and toys can be excessively noisy on some surfaces)
- sporting equipment such as balls, hoops and bats
- gross motor equipment; for example, trampolines, a-frames, balance beams, rocker boards and ropes ladders.

www.dhs.vic.gov.au

Discussing world issues with children

Rose Colombo & Melinda Chapman

With increased media coverage of world issues such as famine, war, and terrorism children may be exposed to images and discussions which can be both confronting and confusing. It is important for staff working with children to consider what the exposure to such graphic images can mean for children and their families using their services. Careful thought should be given to how programs can be developed which support staff and parents to work together to assist children to deal with these issues. In developing such programs it is important to consider first where the responsibility lies for discussing these issues with children. Is it the role of staff, parents or both?

Gaining information from parents will ensure that staff have a clear understanding about how parents would like these situations to be dealt with, as issues arise with their children. Families may prefer to discuss these issues themselves with their children or they may have specific views on how they would like it handled. Staff should be mindful that some families may have experienced war, torture or detention first hand and that they may still have family and friends in these situations.

Not all staff will feel comfortable discussing these issues with children. Accessing professional development for staff, and staying up to date with world issues, will assist

with feeling more confident in dealing with the harder subjects. Issues may occur with children incidentally, or they may be raised during children's play.

It is essential that staff are able to respond to these situations in a manner which is supportive of the children and also respectful of the parents' views. It may be valuable for staff meetings to discuss strategies for dealing with such situations, should they arise.

Supporting the development of children's self esteem, communication skills and respect for differing beliefs and values is instrumental in developing an environment in which children feel comfortable in accessing support from staff to help them understand complex and confronting issues. This will also help children to develop a sense of empathy and social justice, and to embrace their role as global citizens.

Discussing world issues can be confronting and challenging for both children and staff. It requires careful and respectful negotiation with parents and the development of peer and professional support systems for staff. Children have a capacity to feel passionately about the world around them. This can be supported through the provision of environments where children feel that their opinions and thoughts are valued and respected.



Recipes you may implement into your program planning:

Homemade Glue

Ingredients

$\frac{3}{4}$ cup water
2 tablespoons corn syrup
1 teaspoon white vinegar
 $\frac{1}{2}$ cup cornstarch
 $\frac{3}{4}$ cup cold water

Method

Mix water, corn syrup and white vinegar in saucepan. Bring to a rolling boil. In a small bowl, mix cornstarch and cold water. Add this mixture slowly to first mixture. Stir constantly. Let it stand overnight before using.

Coloured Sand

Ingredients

Sand
Food coloring
Zip lock bags

Method

This is a simple way to make colored sand that children can do themselves. Just add sand into the bag and a couple drops of food coloring. Then close the bag and start mixing with your fingers. Shake the sand around ensure all the sand gets some color

Best Bubble Mix

Ingredients

1 cup water
2 tablespoons Glycerin
4 tablespoons Dishwashing liquid

Method

Mix together and have fun!



Evidence linking the arts & learning in early childhood

Early childhood educators have long recognised the importance of creative activities and are passionate about promoting children's creativity. Most early childhood curricula have a strong focus on creative experiences – especially in music, movement and visual arts, because of their acknowledged role in enhancing children's intellectual, social and emotional development. Recently, the longstanding focus on creative activities has received a resounding endorsement from neuroscientists working in the 'brain research' area who say that neural pathways in the brain are formed and shaped by early experiences. In the first three to four years in particular, rich experiences are necessary to build the brain's neurocircuitry.

This then influences development and general wellbeing, and later academic performance in school.

The growing knowledge of how children's brains develop has helped refocus and energise community and government interest in strengthening and expanding early childhood programs. Current initiatives, such as the Australian Government's Stronger Families, Stronger Communities program, build on compelling evidence that early developmental outcomes are linked to later wellbeing. In the light of evidence about the importance of early experience, children's active engagement in singing, music and movement, storytelling, and art and craft activities, is especially significant. All new and sustained experiences help create unique brain connections that have short and long term impacts on developmental pathways.

Importantly, as the current national enquiry into literacy draws to a close, attention is focused on the best ways to develop literacy and ensure that every child is a reader. Undoubtedly, this report will highlight the key role of rich, early language and literacy experiences for young children. In preschool and child

care, the core of these experiences is frequently arts-based with children's painting, drawing, singing, dance, and storytelling at the heart of good early literacy programs. Ensuring these traditional early childhood activities, complemented by newer digital experiences, translate into strong early literacy skills. This requires thoughtful planning and pedagogies that grow out of targeted initial training and professional development.

More than at any time in the past, the social and economic benefits of integrated, seamless programs of early childhood development, care and education are being discussed and promoted here and internationally. It is increasingly recognised that 'care' and 'education' cannot be separated if child development is to be optimised.

Many early childhood educators would argue that experiences in the arts are at the core of this integration. They underpin much of the developmental programming within services, and draw together the key components of various social and cognitive dimensions of learning. Today, investments in the early years are viewed as sound strategies to achieve social inclusion and academic success.

But, if early childhood services are to meet the needs of families, communities and children through the next decade or so, then the visions, initiatives and strategies must be carefully planned and implemented. There must also be renewed rigour in defining and monitoring outcomes for children.

The range of arts-focused early childhood initiatives in centres, schools and the wider community around Australia is impressive. But embracing arts activities and understanding their value in early childhood contexts—especially as a basis for later learning—can be the biggest challenge. Ensuring early childhood professionals are able to plan and implement appropriate visual and performing arts activities for young children requires a special focus in early childhood education training programs and in professional learning programs.

Alison Elliott Editor - http://www.earlychildhoodaustralia.org.au/early-childhood_news/early_childhood_news.html



Online training, have you given it a go?

Our training team has developed an impressive range of informative, interactive and fun online training sessions, which we have been publicly piloting since November, 2005. These sessions are trainer facilitated, and take place entirely online, in real-time, in our virtual classroom. The presentations are visually engaging and designed to capture the imagination of the participants, whilst the virtual classroom environment, importantly, provides the framework for professional dialogue and networking.

OWfC has demonstrated an ongoing commitment to flexible delivery and strives to be innovative in its application. We have consistently researched and embraced new technologies, and with vision have created a framework that will support the development of an innovative interactive professional development program for the Australian child care sector.

Providing real-time online professional development programs which are accessible to all Australian child care workers, means our online trainers work very odd hours! The various time zones across Australia are all carefully catered for in our monthly calendar of online workshops, and happily facilitated by members of our dedicated professional team. Timeslots for all sessions are at our clients' advice.

After officially offering online training for the child care sector in January of this year, we are excited to be able to offer online training again in 2008! After seeking feedback about our 2007 calendar, we have designed a 2008 calendar that has brought over the most popular sessions from 2008 and developed a new series of online professional development sessions which include:

- Foundation program planning
- Contemporary program planning
- Terrific two's – working with toddlers
- Managing challenging behaviours
- Exploring children's senses – sensory play
- Surviving routines
- Friendships in the workplace

To get the enrolments rolling for 2008, we are running a competition for all early bird enrolments!

Online professional development starts **Monday 4th February 2008**, here's a sneak preview of what is coming up in February's online calendar:

Promoting language & literature abilities

Monday 4th February 8pm

Diversity

Thursday 7th February 8pm

Creative experiences

Wednesday 13th February 8pm

Managing challenging behaviours

Thursday 14th February 3pm

Eliminating Workplace gossip

Monday 18th February 8pm

OH&S

Wednesday 20th February 8pm

Working with natural experiences

Monday 25th February 8pm

All enrolments must be completed online at:

www.owfc.com.au/online/IPSP.asp

Every online enrolment made during the month of December 2007 and January 2008, will go into a draw to win a \$250 Myer voucher. This competition will be drawn Thursday 31st January 2008. The more early bird enrolments you make, the more chance you'll have to WIN! **COST: \$22 per participant (funded by Community Child Care Victoria).**

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.

Any administration queries may be made directly to: admin@owfc.com.au

Any technical support/queries can be made directly to: tech@owfc.com.au

Visit our website for all the latest news and updates
www.owfc.com.au