YEARS 11&12

WORKING WITH CHILDREN

TEACHING AND LEARNING SUPPLEMENT

INDEPENDENT SCHOOLS TASMANIA

TASMANIAN CATHOLIC education office

Tasmanian Government

Teaching and Learning Supplement
WORKING WITH CHILDREN (BHC215116)

ADVICE FOR TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This Teaching and Learning Supplement for Working with Children level 2 must be read in conjunction with the Working with Children level 2 course document. It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to or returning to teaching this course.

Working with Children level 2 is designed to be an introduction to studies in early childhood education and general education in child care environments, as well as developing the parenting skills of learners.

The course focuses on developing skills and knowledge to understand the educational, social, and ethical framework of the child care environment as a workplace. Skills to interact with children in that environment, plan and organise age-appropriate activities, actively promote positive, stimulating, safe environments and guide behaviour are developed. Learners develop a practical understanding of duty of care and legal implications of children in their care and the legislative requirements of child care provision.

The compulsory Practical Component is designed to provide experience in a child care environment as well as provide opportunities to apply acquired knowledge and develop practical understanding of the theoretical underpinnings of child development.

This course acknowledges the values of the NQF (National Quality Framework), NQS (National Quality Standard) and the EYLF (Early Years Learning Framework).

COURSE CONTENT

Compulsory and Elective Content

Learners must complete the five Compulsory Units plus a choice of two from four Elective Units. To successfully complete this course, learners must undertake practical work that will demonstrate that they have acquired appropriate skills required for the role of carer, worker or parent when caring for children, depending on their individual focus.

	Unit Title	Indicative Times
Unit 1	Practical Component	15 – 20 hours
Unit 2	Safety and Young Children	20 hours
Unit 3	Child Growth & Development	20 hours
Unit 4	Guiding Children's Behaviour	20 hours
Unit 5	Play and Learning	30 hours
Unit 6	Careers with Children (optional)	20 hours
Unit 7	Nutrition and Health (optional)	20 hours
Unit 8	Children and Technology (optional)	
Unit 9	Sustainable Practices (optional)	

Given the educational, ethical and legal responsibilities of working with children, learners will be required to demonstrate appropriate skills for working with children, providers and others in a child care environment, before commencing the Practical Component.

Learners can commence elements of the compulsory units concurrently to acquire these required skills and understandings before commencing the Practical Component.

It is recommended that the Practical Component be undertaken on a regular basis over the duration of the course, however, this will depend on the abilities of the learners and the individual's development of skills demonstrating a readiness and capability to interact with children.

Delivery will also be dependent on provider access to children in a child care environment. Elective units may be delivered concurrently with Compulsory Units.

Unit 1
Practical
Component

To complete this Practical Component, the learner develops skills that assist them to interact effectively with those around them whilst providing a safe and stimulating environment appropriate for children.

Learners observe children in the child care environment, communicate their observations to illustrate their understanding in multimodal responses and participate in classroom discussions regarding observations.

Observations may relate to the team environment, activities, aspects of safety, recognition of developmental stages, nutrition and health etc.

Examples of learning activities
Learners:
in groups, view DVDs on one of the following topics:

- positive and appropriate interaction with children and others (including behaviour guidance)
- effective communication with children
- safe and age-appropriate activities
- the developmental stages of children and characteristics of developmental theories
- modifying environments and activities to suit developmental stages
- safe childcare environments; design
- cultural differences in childcare environments
- effective activities and resources (for developmental stage; age; cultural background)

- national frameworks of child care education and legislative requirements of child care provision.

group to take notes and create a checklist or table template for identifying elements of the above in a childcare environment. Each group to present to class and share their 'checklist' with others. Follow-up viewing of alternative DVDs to implement the checklist; learners to edit the checklist where relevant. Share again with class. Checklist or table to be used by learners in the childcare environment during practical component.

develop practical in-class workshops e.g. play dough, painting, craft, songs and singing, reading aloud; tasks designed to create resources and build confidence in learners.

plan activities for children - safety, appropriate resources, requirements for activities; work in groups to develop a template for planning

select a topic from the Unit on Safety and Young Children that relates to a physical object e.g. nursery equipment, playground equipment, play materials, toys, resources; research examples of safe and effective examples and create a poster using arrows and key words that identify the safe components of the object selected e.g. teddy bear - non-flammable materials, strong stitching, washable, non-toxic prints.

create a PowerPointp of appropriate safety and hygiene practices in a child care environment.

research on the internet for three children's books that are age-appropriate; create a template to record title, author, synopsis, subject or theme (e.g. culture, art, science, environment, communication) and review; use this template to record future books, DVDs investigated throughout the course.

create a portfolio to record all templates, researched material and handouts during the course. Consider: How will hard copy material be stored? How will practical physical examples of activities and resources be stored and identified?

Review and reflect upon practical sessions in a child care environment. May be a reflective statement/discussion/template response to experience. What works in that practical environment?

role play communication e.g. tone of voice, speaking positively, getting down to children's level, making eye contact, listening, facial expression and body language; propose scenarios and practice positive ways of communicating with children

Unit 2
Safety and
Young
Children

One of the most important responsibilities of child care providers is keeping children and employees safe in the child care environment. Whether children are in child care centres or home-based care, providers are responsible for ensuring safety both inside and outside their child care setting.

Learners investigate responsibilities in a range of contexts as well as specific legislations that provide guidelines for providers' responsibilities. They identify the safety and design needs of the workplace, activities and modes of interaction or delivery, characteristics of safe and unsafe activities, toys, resources and environments and apply their understanding in practical engagement in the child care environment.

Examples of learning activities
Learners:

research and discuss legislation (or teachers to provide a handout); role play practical examples in group sessions

identify the physical needs of a child care environment; use graph paper or a large sheet of paper to create a 'map' of a childcare environment, labelling the resources and any safety aspects of the design.

create a set of cards for learning activities. Each learner proposes an activity/resource and writes it on the back of a card. Once a 'deck' of cards has been created, students to select a card and describe the nature of a safe environment or resource according to the item written on the back. The checklist of safe characteristics to be recorded by all learners.

create examples of safe learning resources; build/create own resources for later use in the childcare environment, identifying age appropriateness and developmental stage.

identify and illustrate examples of unsafe toys/clothing/resources that have been recalled by the manufacturers; write a brief report on why the item was recalled; for each item, find examples that are safe, recording the difference to the unsafe item.

create a pre-determined pathway from one location to another e.g. from a playgroup classroom to the toilets or playground and return; take a camera and identify examples that may pose a hazard to children; take photographs of potential hazards (may be as simple as steps or a crack in the concrete, low benchtops, cords hanging down) - photographs should be taken from the perspective of a child - that is, from their viewing height); create a table of hazardous objects or conditions that is specific to a particular age group.

Unit 3
Child Growth
and
Development

As this compulsory unit is comprehensive and integral to the course, it will be delivered throughout the duration of the course and may be integrated with elective topics.

This topic is designed to complement the Practical Components of the course. It focuses on the changing abilities and needs of children, according to physical, cognitive, social and emotional development from infancy through to the pre-teen years and the factors that might impact on that development. This influences the way in which children engage in the child care environment.

Examples of learning activities
Learners:

create an illustrated timeline of developmental stages and what these stages look like. The timelines should be bold and colourful and used as visual aids in the classroom for subsequent lessons; can be put up on walls for ease of reference and to acknowledge the contributors.

research a magazine, newspaper or internet article or post relating to child growth and development; present and discuss with class providing a review of the article (key points, relevance)

consider their local community - are there examples of age-appropriate playgrounds that cater to more than one age-group? Give examples and assess the effectiveness of a playground; give the playground a rating based on pre-determined characteristics.

undertake a film review from a variety of sources including DVDs, internet, Youtube (if accessible); categorise the age-appropriateness of each, stating why. Simple checklists may be provided or groups can brainstorm to create a list of the identifying characteristics.

Unit 4
Guiding Children's Behaviour

Guiding children's behaviour can be challenging for both families and the child care provider in child care environments where there is a range of personalities, exciting opportunities and distracting elements for children, as well as a range of social and cultural backgrounds impacting on behaviour.

Learners will investigate contemporary strategies and theories on guiding children's behaviour, the elements that impact on the expression of that behaviour, as well as rights and responsibilities of the child, parent, carer and state. They will investigate contemporary issues of significance, such as bullying, and its impact on child development.

The learner will observe strategies within the child care environment and record their observations of how children are encouraged to understand and take control of their emotions and responses. Learners may also consult with parents, carers and others in the child care environment regarding effective strategies and subject specific scenarios (e.g. sibling rivalry), under the direction of child care providers or teachers, to ensure that discussions are managed with respect and sensitivity.

Examples of learning activities
Learners:

create a list of topics to investigate e.g. bullying, sibling rivalry, children with needs. Research on the internet; create an electronic file recording

the most relevant sources of information on the topics; create own bullet point list of characteristics.

visit the library and identify valuable sources of information for this area of study; create a reference list with guidance or following specific examples.

take notes of inappropriate behaviour in children; observe how the childcare staff deal with the situation; record these strategies

create a list of activities and/or environments that are most likely to create behavioural problems in children e.g. mealtimes, sharing with others, communication; discuss the broad categories of behaviour are evidenced (e.g. verbal responses; physical responses, withdrawal, destructive behaviour etc); propose strategies for avoiding scenarios that might result in inappropriate behaviours; propose strategies to manage behaviour effectively.
interview a childcare provider (or parent): prepare specific questions about behaviour guidance; record the responses of the interviewee to particular scenario.

create a table with three columns: insert descriptors (or images) of inappropriate or challenging behaviour (images easily found in printed articles and on the internet), expert advice on how to manage the behaviour and in the third column insert conflicting or alternative advice, or theoretical standpoint.

brainstorm 100 ways to say 'good'; investigate positive ways of being supportive to children and their actions as well as encouraging learners to expand their own vocabulary; describe ways to deal with behaviour in a positive way e.g. focussing on the achievement or outcome rather than a focus on the individual being 'good'.

Unit 5
Play and
Learning

Play is an integral part of learning. Play builds confidence, develops social, language and communication skills, encourages inclusiveness by promoting a sense of acceptance and well-being, develops physical skills and connects and refines pathways in the brain.

Learners will investigate types of play, the theories associated with the types of play, developmental stages of play, the structure of play and the benefit of play. They will also engage in the planning, setting up and implementing of specific play activities and observe play in the child care environment.

Examples of learning activities
Learners:
investigate the importance of learning through play and link with Early Years Learning Framework (EYLF) - 5 outcomes (identity, community, wellbeing, learning and communication); explore outcomes and the interrelationship between play and learning.

research and create a table of different types of play and a definition of each. e.g. learners create a large format illustrated mind map with a central idea e.g. cat, dog, horse; contribute ideas for activities that are related to that central idea (e.g. dancing like a cat, act like a cat - all linked to imaginative play).

observe a range of activities in the childcare environment (as directed by the teacher); write a reflection on the observation that includes the characteristics of the play; resources used; age appropriateness and whether the activity was effective; prepare a checklist for determining effectiveness prior to the observation.

create a table or template for recording theoretical information on developmental stages of play, types of play, structure of play and the benefits of play. Discuss how these can best be represented in a simple format.

in groups, create guidelines for the setting up and implementing a specific activity in the childcare environment that is both safe and age-appropriate. Discuss in class. Can the guidelines be improved or amended in some way?

collect play ideas under each heading of types of play and collate into a resource book.

Unit 6
Careers with Children

Careers with children are varied and can be rewarding, ranging from education and child care, psychology, health, the arts, sports, legal work, social care and guidance as well as the vital role of parenting. Children and young people are the future and any investment in their health, education and well-being is an investment in their ultimately becoming successful, fulfilled adults. Inspiring the next generation can be a challenging and creative career.

Learners investigate a range of careers for working with children, including education requirements and pathways. They describe the key knowledge and skills for these roles and the function of and need for these roles (e.g. After School Care programs).

Learners investigate factors that might impact on the nature of these roles. These may include economic changes (e.g. changing costs of child care provision), social and cultural factors (e.g. supporting children learning English as a second language) or political changes impacting on legislation.

Examples of learning activities
Learners:
brainstorm how to research information on careers with children; create a list of searches; divide amongst class; research and report.

create a table of careers in child care, including educational requirements, pathways and career possibilities.

compare the roles of various child care environments; create an 'Advantages/Disadvantages' table of each of the environments.

research data on enrolments of children learning English as a second language. Investigate resources aimed at this group of children? Are they relevant? Is there adequate accessibility to such resources?

research resources for children who come from different cultural backgrounds. What resources exist in the child care environment of the learner's practical component?

Unit 7 Nutrition and Health	Child nutrition and health is fundamental to the well-being of children. Child care services have a responsibility to promote health through good nutrition for children that attend their program(s) and to ensure that staff are familiar with nutrition principles as well as hygiene standards and food safety laws. All children need regular healthy meals, nutritious snacks and adequate fluid intake over the duration of their time at the child care environment. The child care environment can also ensure positive experiences around nutrition and mealtimes for the children in their care. This includes providing a culturally appropriate atmosphere at mealtimes, showing respect for all children and, where relevant, culturally appropriate meals and drinks.

This unit investigates core topics as well as those of specific interest to learners. The learner will investigate principles of good nutrition and health from prenatal health through to young children in the child care environment. The following topics form the core of the study and are compulsory, however, additional topical studies may also be introduced (e.g. current studies on child health and nutrition, additives, genetically modified foods, treatment of allergies as well as other topics of contemporary interest.)

Examples of learning activities
Learners:

invite a nutritionist to speak to the class on child nutrition

observe the childcare environment and take notes on how the guidelines of good nutrition are evident in the childcare environment

devise a healthy morning tea in a childcare environment. What food/drinks would they include? Why? How would they be presented? Does this make a difference? Illustrate selectively. Include a separate rationale statement for the selection.

visit the local supermarket (or go online) and identify items for a child's morning tea/lunches for a week. It should provide healthy and nutritious food but also be colourful and appealing to children. Record the names and manufacturer of the items (or take photographs). On returning to the classroom, research the manufacturer and item on the internet. What is the nutritional information about the product? How much sugar does it have? (Even savoury items have sugar) Does it have preservatives, colourings or have insecticides been used in growing or harvesting? What are the labelling laws in Australia? Is it 'natural'? Organic? Learners to report on weekly menu to the class.

| Unit 8 Children and Technology | This unit provides opportunities for learners to investigate contemporary use of technology in play and learning in the child care environment and in the home. |

Learners investigate current theories of the positive and negative impacts of technology as a learning tool for young children, relate this knowledge to developmental theories and observe the use of technology in the child care environment or home.

Examples of learning activities
Learners:

create a log to monitor how much time they spend on electronic media in 1 week; compare with class members; research current recommendations for
'screen time' for various age groups.

view an example of age-appropriate educational media; review and report.
research current use of computer games as educational tools. Create a table and compare three examples against some learner-developed criteria.

discuss, workshop and develop a framework for examining computer games in terms of play theories.

develop a brochure to educate parents/ carers about the problems associated with screen time; nclude recommendations, guidelines and ideas for alternative activities to avoid nurturing dependency.

| Unit 9 Sustainable Practices | This unit examines the ways in which the concept of sustainability can be integrated into child care environments, including the home. The study of sustainable practices can be inspiring and empowering for children, parents and child care workers to initiate and achieve tangible outcomes such as vegetable, flower or themed gardens. |

Topics include understanding human impact on the environment and teaching sustainable practices to children. A cross-disciplinary approach may be used, integrating elements of human geography, physical geography, environmental science, agriculture and science.

Examples of learning activities
Learners:

brainstorm: create a definition for 'the environment' and the term 'sustainability'.

go to a web page and calculate their carbon footprint; discuss how this can this be used in the child care environment.

YEARS
11&12

identify current environmental practices integrated into the child care environment of the learners' practical experience? Could these be expanded or improved? How?

research examples of good environmental architectural design; provide images and create a poster or multimedia presentation to present findings.

contact a local community garden; ask a representative to come and talk to the class

select one of the following: fairy garden, Mexican garden (using succulents), no-dig garden, sensory garden (colour, smell, texture), raised garden with Perspex viewing window to observe roots, window gardens, native plant or 'bush food' gardens; research and document the types of plants that would be grown in the garden selected; consider factors that might impact on the usefulness of certain plants e.g. water needs, thorns, poisonous attributes.

create a brochure/children's picture book of Aboriginal and Torres Strait Islander peoples' beliefs about the land; consider how to make the 'book' age-appropriate
visit a museum (or other institutions/environments) where children can learn more about sustainability; create a tour guide text for the museum, highlighting the places and exhibits of interest to particular age groups of children.

identify resources examining and providing direction for sustainable practices. What makes a good resource? Identify ideas that might be incorporated into the child care environment of the practicum

bring in recyclable objects or materials and create an interesting resource, toy or craft activity.

Supporting Student Responses and Elaborations

The course aims to develop skills and knowledge to understand the educational, social, and ethical framework of the child care environment as a workplace and the development on work skills for this environment while accommodating personal strengths and drawing on the personal experiences of learners with children.

Student research, practical experience and responses may be supported by:

creating supportive group discussion where opinions are respectfully heard; encouraging all learners to contribute to group discussions

encouraging a wide range of activities in the practical component as well as the theoretical component; visits to supermarkets (nutrition); museums (sustainability) etc. Flexibility of delivery is desirable and for each of these, the outcome can also be achieved through independent online or library research.

YEARS
11&12

compiling a list of own resources for independent research in developmental theory and other theoretical units of study. This should be an ongoing task throughout the course.

utilising a range of communicative skills: writing short response, template responses, reflective statements orally and in writing, creating flow charts, tables, posters, illustrated workbooks/diaries and multimedia presentations to increase understanding and support learning styles.

RESOURCES

Texts (General)

Brennand, H, Hall, V, Fairclough, J, Nicholson, E and Rees, E (2006), Child Development, Hodder Arnold, UK.

Biddulph, S. & Biddulph, Shaaron (2001), Love, Laughter and Parenting in the Years From Birth to Six, Dorling Kindersley, St Leonards, pp. 202-205.

Cox, Sue 2004, Breastfeeding with Confidence, Finch Publishing, Sydney.

Charlesworth, R., Understanding Child Development (4th edition), Delmar, USA.

Curtiss, Susan (1977), Genie, Academic Press, New York

Eshuys, J., Guest, V., Lennox, R. & Wilkinson, S. (1996), Getting It Together 1, Universal Publishing, Queensland.

Heath, Alan, and Bainbridge, Nicki 2004, Baby Massage: The Calming Power of Touch, Dorling Kindersley, London.

Getley, A. (1996), VCE Human Development: Year 11, Second Edition, Macmillan, Melbourne.

Hutchinson G. & Oliver, S. (1989), Child Development, Nelson, London.

Kitzinger, Sheila 2003, New Pregnancy and Childbirth, Dorling Kindersley, London.

Leach, Penelope 2003, Your Baby and Child, Dorling Kindersley, London.

McKay, Pinky 2002, 100 Ways to Calm the Crying, Lothian, Melbourne.

McKay, Pinky 2006, Sleeping Like a Baby – Simple sleep solutions for infants and toddlers, Penguin, Australia.

Minett, P. (2005), Child Care and Development (5th Edition), Hodder Arnold, London.

Oberland, Frank 2004, Health in Early Childhood Settings – From Emergencies to the Common Cold, Pademelon Press.

Pantley, Elizabeth 2002, The No Cry Sleep Solution, USA.

Pitcher, Evelyn, Goodenough, Lasher, Miriam G, Feinburg, Sylvia & Hammond, Nancy C. (1966), Helping Young Children Learn, Merrill, Ohio.

Robertson, I. (1987), **Sociology** (3rd Edition), Worth, USA.

Stoppard, Miriam 2006, Complete Baby and Child Care: Everything You Need to Know for the First Five Years, Dorling Kindersley, London.

Weihen, L. (2001), Exploring Early Childhood**,** Heinemann, Melbourne.

General Electronic sources:

Australian Government, Department of Education and Training, 2015, Belonging, Being and Becoming- The Early Years Framework for Australia, viewed 27th July 2015, http://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Early Years Learning Framework, 2015, viewed 24th July, 2015, <http://earlyyearstraining.com.au/eylf/>
Staying Healthy in Childcare

'Life At' series, 2015, viewed 27th July, 2015, http://www.abc.net.au/tv/life/about_the_series/default.htm

Raising Children Network, 2015, viewed 20th July 2015, <http://raisingchildren.net.au/articles/why_play_is_important.html>

The Child Accident Prevention Foundation of Australia, 2015, viewed 20th July 2015, <http://www.kidsafe.com.au/>

Child Development Institute: www.childdevelopmentinfo.com/development

Child and Youth Health: www.cyh.sa.gov.au

Playgroup Australia: www.playgroupaustralia.com.au/tas

Practical Parent Education: www.practicalparent.org

The Australian Parenting Website: www.raisingchildren.net.au

Tasmanian Government: Department of Health and Human Services: www.dhhs.tas.gov.au

Aussie Childcare Network: aussiechildcarenetwork.com.au/articles/childcare-articles/sustainability-practices-in-childcare

List of Unit Specific Electronic Resources (Websites were accurate as at 09/09/2015):

UNIT 2: SAFETY AND YOUNG CHILDREN

Kidsafe: http://www.kidsafensw.org/downloadable-resources/

Resources for Parents: http://safeschoolshub.edu.au/for-parents/resources-for-parents/
http://www.jumpstart.com/parents/resources/kids-resources

Toddler Safety
http://raisingchildren.net.au/prevention_first_aid/toddlers_first_aid.html

Child Safety –poisoning
https://www.betterhealth.vic.gov.au/health/healthyliving/child-safety-poisoning

First Aid Fact Sheets
http://www.stjohnsa.com.au/how-we-help/public-access-resources/first-aid-fact-sheets

Safe Baby furniture checklist.
http://raisingchildren.net.au/articles/safe_baby_furniture_checklist.html/context/578

Is your Car Seat Safe?
http://raisingchildren.net.au/articles/pip_tummy_time.html

Baby Furniture Buying Guide
https://www.choice.com.au/babies-and-kids/baby-furniture/buying-furniture/buying-guides/baby-furniture

Keeping Baby Safe- a guide to infants nursery products
http://www.productsafety.gov.au/content/index.phtml/itemId/972363

SIDS and Kids
http://www.sidsandkids.org/

Sudden Infant Death Syndrome (SIDS)
http://www.pregnancybirthbaby.org.au/sudden-infant-death-syndrome-sids#!

UNIT 3 - CHILD GROWTH AND DEVELOPMENT

Developmental Milestones:
   http://www.kidspot.com.au/discoverycentre/Joy-of-discovery-Development-Physical-development-in-babies-and-children+5367+553+article.htm
   http://www.kidspot.com.au/discoverycentre/Joy-of-discovery-Development-Speech-and-language-development-in-babies-and-children+5370+553+article.htm

Sprouts: Child Development Initiative:
http://sproutsdevelopment.com/resources/gross-motor-skills/
http://sproutsdevelopment.com/resources/problem-solving/
http://sproutsdevelopment.com/resources/communication/
http://sproutsdevelopment.com/resources/personal-social-skills/

Normal Stages of Child development
http://childdevelopmentinfo.com/child-development/normaldevelopment/

Gross Motor Skills PowerPoint
http://www.albacreess.eq.edu.au/documents/sep/GrossMotorActivities.pdf

Gross Motor Skills Development Checklist

http://childdevelopment.com.au/images/Resources/checklists/GROSS_MOTOR_SKILLS_DEVELOPM ENT_CHECKLIST.pdf

Raising Children network: Grow and Learn (for each stage of development)
http://raisingchildren.net.au/growandlearn/?page=0-6months

Developmental Milestones:
http://www.kidspot.com.au/discoverycentre/Joy-of-discovery-Development-Physical-development-in-babies-and-children+5367+553+article.htm
http://www.kidspot.com.au/discoverycentre/Joy-of-discovery-Development-Speech-and-language-development-in-babies-and-children+5370+553+article.htm

Child Development: Balance and Coordination
http://www.childdevelopment.com.au/home/90

Child development Theorists
http://raisingchildren.net.au/articles/encouraging_good_behaviour.html/context/734

UNIT 4: GUIDING CHILDREN'S BEHAVIOUR

Factors that Influence Behaviour:
http://www.inclusivechildcare.org/pdf/Factors%20that%20Influence%20Behavior%20Tip%20Sheet.pdf
http://www.sleepforkids.org/html/you.html
http://www.nurseryworld.co.uk/nursery-world/news/1081407/habits-learning-routines
http://raisingchildren.net.au/articles/family_routines_how_and_why_they_work.html/context/312

Guiding Children's' Behaviour in Positive Ways
http://www.imagineeducation.com.au/files/GapTraining/NCAC_20Guiding_20Childrens_20Behaviour.pdf

Encouraging Good Behaviour: 15 Tips:
http://raisingchildren.net.au/articles/encouraging_good_behaviour.html/context/734

Sibling Rivalry and Bullying:
   http://bullyingnoway.gov.au/
   http://kidshealth.org/parent/emotions/feelings/sibling_rivalry.html

Rights of the Child
   Right on! The UN Convention on the Rights of the Child: A peer education pack located at:
http://www.tagd.org.uk/
   www.unicef.org/

UNIT 5: PLAY AND LEARNING

Active Play Everyday - Toddlers to Kindergarten
http://health.act.gov.au/sites/default/files/KidsAtPlay/Factsheet%20-%20Active%20play%20-%20toddlers%20to%20kindergarten.pdf

5 Developmental Stages of Play:
 http://www.ehow.co.uk/list_6571381_stages-play-child-development.html#pg=2 Video –

The Importance of Play
https://www.youtube.com/watch?v=h_-1O_rBLPU

The Many Benefits of Play
http://www.fisher-price.com/en_us/parenting-articles/playtime-and-toys/the-many-benefits-of-play

Benefits of Active Play
http://health.act.gov.au/healthy-living/kids-play/active-play-everyday/benefits-active-play

Play & Learning – Benefits of Play
http://udel.edu/~roberta/play/benefits.html

Gross Motor Skills
http://sproutsdevelopment.com/resources/gross-motor-skills/

Problem Solving Skills
http://sproutsdevelopment.com/resources/problem-solving/

Communication Skills
http://sproutsdevelopment.com/resources/communication/

Personal Social Skills: http://sproutsdevelopment.com/resources/personal-social-skills/

Normal Stages of Human Development (Birth to 5 Years)
http://childdevelopmentinfo.com/child-development/normaldevelopment/

Speech and Language Development in babies and Children
http://www.kidspot.com.au/discoverycentre/Joy-of-discovery-Development-Speech-and-language-development-in-babies-and-children+5370+553+article.htm

Physical development in babies and Children
http://www.kidspot.com.au/discoverycentre/Joy-of-discovery-Development-Physical-development-in-babies-and-children+5367+553+article.htm

Encouraging Good Behaviour
http://raisingchildren.net.au/articles/encouraging_good_behaviour.html/context/734

Factors that Influence Behaviour
http://www.inclusivechildcare.org/pdf/Factors%20that%20Influence%20Behavior%20Tip%20Sheet.pdf

Good Habits – Learning Through Routines
http://www.nurseryworld.co.uk/nursery-world/news/1081407/habits-learning-routines

Family Routines
http://raisingchildren.net.au/articles/family_routines_how_and_why_they_work.html/context/312

Sleep and You! http://www.sleepforkids.org/html/you.html

Habits: http://raisingchildren.net.au/articles/habits.html

Overactive Children and ADHD http://www.healthdirect.gov.au/overactive-children-and-adhd#!

How to Shape and Manage Your Young Child's behaviour
https://www.healthychildren.org/English/family-life/family-dynamics/communication-discipline/Pages/How-to-Shape-Manage-Young-Child-Behavior.aspx

Healthy Children: Positive Parenting
https://www.healthychildren.org/English/family-life/family-dynamics/communication-discipline/Pages/How-to-Shape-Manage-Young-Child-Behavior.aspx

Homemade Toys and Free Activities for Kids
http://raisingchildren.net.au/articles/kids_homemade_toys_and_free_activities.html

UNIT 6 - CAREERS WITH CHILDREN

Early Years Learning Framework: https://www.education.gov.au/early-years-learning-framework

Home Checklist for Family Day Care
https://www.careforkids.com.au/child-care-articles/article/32/family-day-care-checklist

My Education: http://my.education.tas.gov.au/Pages/default.aspx

Nanny Pilot Programme
http://www.education.gov.au/nannypilot

Victoria State Government: Education and Training
http://www.education.vic.gov.au/Pages/default.aspx

The Commission for Children and Young People
 http://www.ccyp.vic.gov.au/

UNIT 7 - NUTRITION AND HEALTH

Nutrition and Food Choices. Dietary Guidelines for Children:
http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/n1.pdf

Australian Guide to Healthy Eating.
https://www.nhmrc.gov.au/_files_nhmrc/file/publications/N55_A4_DG_AGTHE_HiRes.pdf

How to Communicate Nutrition, Health and Hygiene to Children

Daily Personal Hygiene
http://raisingchildren.net.au/articles/pip_hygiene.html

Pre-Natal Health

Foods To Eat Or Avoid When Pregnant
http://www.foodauthority.nsw.gov.au/foodsafetyandyou/life-events-and-food/pregnancy/foods-to-eat-or-avoid-when-pregnant

http://raisingchildren.net.au/articles/becoming_parent_video.html/context/1556

http://www.babycentre.co.uk/a536361/10-steps-to-a-healthy-pregnancy

Breast Feeding and Bottle Feeding
Eat For Health: Infant Feeding Guidelines:

http://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n56b_infant_feeding_summary_130808.pdf

Infant Formula Preparation: in pictures
http://raisingchildren.net.au/articles/pip_formula_preparation.html

Weaning and First Foods

Giving Your Baby the Best Start:
www.eatforhealth.gov.au

Eat For Health: Infant Feeding Guidelines:
http://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n56b_infant_feeding_summary_130808.pdf

Weaning: Stopping Breastfeeding:
http://raisingchildren.net.au/articles/how_to_wean_a_baby.html

Food and Your Life Stages
https://www.betterhealth.vic.gov.au/health/healthyliving/food-and-your-life-stages

Feeding Toddlers and Young Children

Dietary guidelines in pictures: children 2-3 years
http://raisingchildren.net.au/articles/dietary_guidelines_children_2-3_years_pip.html/context/225

Healthy Eating for Children:
http://casas.tas.edu.au/vle/links/files.phtml/56ef59a35c6dc.1778469356$222817651$/Resources/Nutrition+and+health/n55f_children_brochure.pdf

Better Health: Food Allergy and Intolerance
http://casas.tas.edu.au/vle/links/files.phtml/56ef59a35c6dc.1778469356$222817651$/Resources/Nutrition+and+health/food-allergy-and-intolerance.pdf

School Lunches and Special Occasions

Healthy Lunch Box Ideas for Children:
http://raisingchildren.net.au/articles/healthy_lunch_box_ideas_pip.html/context/1223

Cooking with and Cooking for Children

Cooking With Kids
http://raisingchildren.net.au/articles/cooking_with_kids.html

Dental Hygiene
Dental Care for Toddlers:
http://raisingchildren.net.au/articles/dental_care_toddlers.html/context/358

Unit 8 - CHILDREN AND TECHNOLOGY

Screen Time for Children:

http://www.sahealth.sa.gov.au/wps/wcm/connect/bf5f3e0045d0b6eda24fae9f9859b7b1/OPALscreenfactsheet-sss-20110217.pdf?MOD=AJPERES

Gray Matters:
 https://www.psychologytoday.com/blog/mental-wealth/201402/gray-matters-too-much-screen-time-damages-the-brain

Key Factors Impacting the Influence of Technology:
http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=302

The Educational Value of Computer Games: http://edgaps.org/gaps/wp-content/uploads/The-Educational-Value.pdf

Benefits of Internet and Social media:
 http://au.professionals.reachout.com/benefits-of-internet-and-social-media

Benefits of Social networking Services
 http://www.youngandwellcrc.org.au/knowledge-hub/publications/benefits-social-networking-services-literature-review/#sthash.yiwX35nW.dpuf

UNIT 9 - SUSTAINABLE PRACTICES

What is the Environment?
https://www.youtube.com/watch?v=S_XhwQmpzoE

5 Human Impacts on the Environment: Crash Course Ecology #10
https://www.youtube.com/watch?v=5eTCZ9L834s

Environmental Websites for Kids
http://learn.eartheasy.com/2009/03/environmental-websites-for-kids/

National Quality Standard Professional Learning Program
http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/11/Links-EYLF-NQS-practice.pdf

What is sustainability?
https://www.youtube.com/watch?v=_5r4loXPyx8
https://www.youtube.com/watch?v=oROsbaxWH0M

Planet Ark
http://recyclingweek.planetark.org/documents/doc-704-srrc-recycled-arts-and-crafts-guide-2012.pdf
http://12dos.planetark.org/promotiontoolkit.cfm

Sustainability Learning Centre – Hobart
https://www.facebook.com/SustainabilityLearningCentreTas/?fref=ts

Sustainable Living Tasmania
www.sustainablelivingtasmania.org.au

GROW FOOD NOT LAWNS
 http://www.foodnotlawns.com/
Landmark victory for the Great Barrier Reef

http://wwf.panda.org/wwf_news/?256219

INHABITOTS – a page dedicated to educating children and action taken by children against environmental issues.
http://www.inhabitots.com/category/education/
GREEN SOLUTIONS
Go to www.mothernaturenetwork.com

What is Reggio Emilio?
http://www.aneverydaystory.com/beginners-guide-to-reggio-emilia/main-principles/

'Little Green Steps'
https://www.youtube.com/watch?v=nzE9cBsweTU

References

National Quality Framework, 2015, Educators and Providers, viewed 6th July 2015
http://acecqa.gov.au/educators-and-providers1

Tasmanian Government, TasTAFE, TAFE Courses, Tasmania, Accredited Online Courses, 2015, viewed 8th July 2015 <http://www.opencolleges.edu.au/lp/study-online-tafe?utm_source=bing&utm_medium=cpc&utm_campaign=MN%7CSN%7CGENERAL%7CTAFE%20-%20Locations&utm_term=tastafe>

Tasmanian Government, TasTAFE, Certificate II in Community Services, 2015, viewed 8th July 2015 < http://www.tastafe.tas.edu.au/courses/course/certificate-ii-community-services/>