



Student Newsletter

Issue 1 – May 2010

Special Interest Articles:

- Study Tour of Reggio Emilia

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Practical Outcomes – Training Catalogue

Don't forget our training catalogue. A copy is available on our website: www.practicaloutcomes.com.au

Practical Outcomes prides itself in providing clients with a range of speakers from within the staff team as well as from contracted speakers with speciality skills and knowledge.

If you are interested in arranging training for your team please feel free to contact us via our head office on 1300 799 610 in regard to our training catalogue or visit us on the web.

Practical Outcomes In-service Training Catalogue 2010



Study Tour of Reggio Emilia

As many of you know Bronwyn and Caren spent most of April studying the philosophy and practice of the infant and toddler centres of Reggio Emilia in Italy. The learning that we have gained as an organisation has been immense and we are looking forward to sharing this with our students and clients.

What stood out the most when visiting the centres of the municipality of Reggio Emilia was the respect for the children and their environment. The consideration and attention to the environment and learning spaces children are engaged in is second to none, every space is carefully thought through.

The following statements are taken from our notes and reflect the Reggio Emilia image of a child.....

Children:

- ...are born with a research approach to life.
- ...form hypothesis of the world.
- ...build knowledge without waiting for adults to give it to them.
- ...are able to vary the signals they use to communicate.
- ...have the right to find their own personal ways to communicate (....their feelings).
- ...have the right to time.
- ...have the right to find original ways to display, and pull their knowledge together.
- ...have the right to build theories and ideas.
- ...are the best type of evaluators.

The word 'teacher' is used as it is in Reggio Emilia not to denote a particular qualification but the role of every person connected with children's learning including parents.

In this interpretation, the child is also a teacher both of themselves and others.

*Reggio Emilia
consultant*

Practical Outcomes: Introducing our new team members

Colleen Caton

Colleen joined Practical Outcomes in 2009 after working in the Early Childhood field for 15 years. She completed her Associate Diploma in Social Science (Childcare) in 1994 and commenced work in a variety of environments undertaking numerous roles.

She has worked in Community based Long Day Care Settings as Team Leader, Second in Charge, as a Pre-school Teacher and Manager.

In 1999 Colleen ventured back to study to complete her Bachelor of Arts in Early Childhood Education. Colleen holds this qualification along with a Certificate IV in Training and Assessment.

Colleen really enjoys working with children, but also enjoys the work involved in mentoring students, working with families and staff.



Joanne McCormack

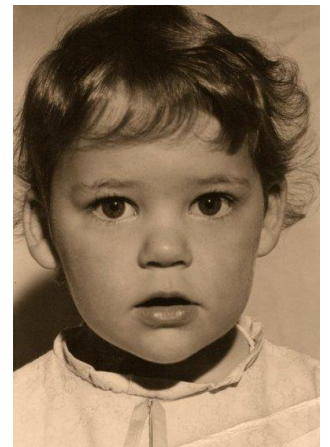
Joanne is the Work Trainer for our Shepparton/Mansfield area. Jo has been involved in the education of children for the past 19 years when she first began as an Integration/Teacher Aide, assisting children with special needs in classroom settings.

When Jo moved to the Shepparton area she introduced the After School care program to a number of schools while continuing her role as an Aide throughout the local area.

In 1999 Jo studied her Diploma of Children's Services as a Mature Aged student and once qualified became a Room Leader, working her way up to the 2IC position within the first 12 months. By the time Jo had worked for 2 years she was the Director of a centre which is a role she kept until February 2009.

During her time as a Director Jo has experienced the Accreditation process on 5 occasions working in both community and privately owned organisations. Jo is a passionate supporter of children experiencing their learning through flexible, fun, challenging activities and believes that programs should be based around the individual child and their interests and needs.

Jo also feels strongly about the bonds staff make with their families and fellow workers, she feels these are fundamental in making a warm, inviting and caring environment for the children to grow in, and that



Lachlan Hudson - Hospitality Services Consultant

Lachlan commenced hospitality at the age of 14 working as a baker before and after school. Knowing that this was a career he wanted to pursue, he found himself working in hospitality in cafe's and catering companies until he finished school and commenced his apprenticeship.

Lachlan has worked in family restaurants, fine dining restaurants and five star hotels. He earned his first head chef role whilst still a third year apprentice and in the same year took out the coveted 'Apprentice of the year' in the hospitality sector and was ranked in the top seven Apprentices of the year across all industries. Lachlan's more recent roles have included having the honour of being personal chef for celebrities such as Alice Cooper and various other music, sporting, acting and political figures, during their Melbourne stays. The most interesting being the personal chef to the Dalai Lama.

Lachlan began his training career at the end of 2008 now enjoys working for Practical Outcomes where he can pass on his wealth of skills and knowledge to others. Lachlan delivers catering operation to our early childhood centre cooks and will be writing and delivering many short cooking courses over the coming 12 months.



The Environment is the Third Teacher

If we embrace the idea of the environment as a significant educator in our early childhood programs, we must expand our thinking beyond the notion of room arrangements.

We must ask ourselves what values we want to communicate through learning environments and how we want children to experience their time in our programs.

While it is true that children need consistency and predictability, they also need program spaces designed with flexible options so that things can be moved, reorganized and rearranged for specific purposes. Children should not be discouraged from taking resources from one area to another or playing with materials in different ways. Your role as a childcare professional is to facilitate this exploration and experimentation.

We are facilitators of learning, not entertainers, lecturers or controllers.

We must learn to reflect on the learning environment and indeed, we need to be keen observers to ensure we are embracing the learning directions of children. There are a few questions that we should be asking ourselves and they are

Do you have:

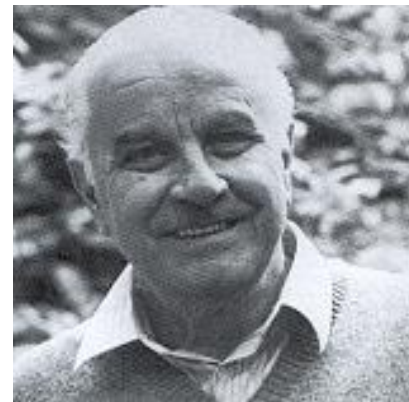
- Enough play spaces;
- Spaces at different levels, heights and angles;

- Active play indoors and outdoors as an extension to the indoor environment;
- Quiets spaces for children collaboratively together in small groups;
- Places where children can be alone and 'just be';
- Open-ended recycled and natural materials;
- Interesting dramatic and imaginative play props and resources;
- Representations of light, sound and smell;
- Opportunities for children to self-select;
- Time to allow children to engage, scaffold their learning, experiment, explore, investigate, interpret and reflect.....

Children need to be able to trust their environment and the people within it.

"It is true that we do not have planning and curricula. It is not true that we rely on improvisation, which is an enviable skill. We do not rely on chance either, because we are convinced that what we do not know yet can to some extent be anticipated. What we do know is that to be with children is to work with one third certainty and two-thirds uncertainty and the new. The one third that is certain makes us understand and try to understand.

We can be sure that the children are ready to help us. They can help by offering us ideas, suggestions,



"Loris Malaguzzi, author of "The Hundred Languages of Children" and creator of nursery schools in Reggio Emilia reflects on the role of Early Childhood Professionals in the learning environment."

problems, questions, clues, and paths to follow; and the more they trust us and see us as a resource, the more they give us help. All these offerings merged with what we ourselves bring to the situation, make a handsome capital of resources."

"The Hundred Languages of Children" Loris Malaguzzi (1997:89)

As a childcare professional, consult with children and provide them with the tools and resources they may need to build their ideas. Be there to support their journey and collaborate with them on what your role may be and the learning begins and grows.

Exchange Every Day, Viewed 25 March 2010,
<http://www.childcareexchange.com/eed/>

Student Survey

Dear student – you will find a student survey attached for your open, honest and valued feedback in regard to our accredited training offered. We would appreciate the time you have available to complete this for us. You may post it back to us or hand it to your assessor at their next visit. Thanking you in advance for your assistance.



Creativity Killers

In **The Creative Spirit** (Plume, 1993), a book based on a PBS series on creativity, authors Daniel Goleman, Paul Kaufman, and Michael Ray point out these common ways adults discourage creativity in children:

- 1 **Surveillance** — Hovering over children, making them feel that they're constantly being watched while they are working . . . under constant observation, the risk-taking, creative urge goes underground and hides.
- 2 **Evaluation** — When we constantly make kids worry about how they are doing, they ignore satisfaction with their accomplishments.
- 3 **Rewards** — The excessive use of prizes . . . deprives a child of the intrinsic pleasure of creative activity.
- 4 **Competition** — Putting children in a win-lose situation, where only one person can come out on top . . . negates the process [that] children progress at their own rates.

Book Review

Caring for Children – Food, Nutrition and Fun Activities 4th Edition approximately \$25

This book contains a Nutrition Checklist for Long Day Care Menu Planning it provides information on food safety, special diets, food intolerances and allergies, recipes, sample menus and more.

Some services only provide snacks to children. Here is some information from this book to assist such services.

For each child - you should aim to provide at least:

- 1 child size serve of fruit (= small piece of fruit or ½ cup) or vegetables (= ¼ cup) vegetables
- Milk, Lebanese bread filled with cucumber, tomato and hommus

- 1 child sized service of dairy food

- 1 child sized serve of bread / cereal based food

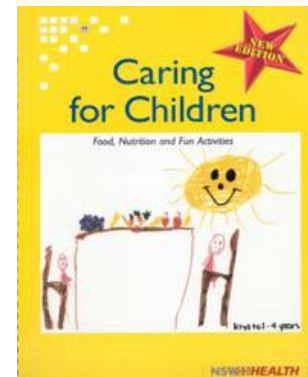
Sample snacks:

- Orange quarters, milk, raisin toast
- Sliced banana, milk, crumpet topped with honey
- Canned fruit in natural juice, milk, rye crispbread

- Milk, English muffin topped with baked beans

Other recommendations:

- Display morning and afternoon tea menus.
- Provide parents with a copy of the Lunchbox Checklist for Food Brought from Home. This checklist encourages parents to provide their child with healthy choices whilst in childcare.



- Develop a nutrition policy, which specifies type and quantity of foods the centre will provide each day. Make your nutrition policy available to parents via centre displays and orientation information.

- 5 **Over-control** — Constantly telling children how to do things . . . often leaves children feeling like their originality is a mistake and any exploration a waste of time.
- 6 **Restricting choice** — Telling children which activities they should engage in instead of letting them follow where their curiosity and passion lead . . . again restricts active exploration and experimentation that might lead to creative discovery and production.

Pressure — Establishing grandiose expectations for a child's performance . . . often ends up instilling aversion for a subject or activity. . . . Unreasonably high expectations often pressure children to perform and conform within strictly prescribed guidelines, and, again, deter experimentation, exploration, and innovation. Grandiose expectations are often beyond children's developmental capabilities.



Have you moved or changed your personal contact details????

Please let us know so that we can keep in touch with you !!!

Rules of Toddler Play

In their book, **The Baby Whisperer Solves All Your Problems**, (New York: Atria Books, 2005), Tracy Hogg and Melinda Blau present this list of "8 Rules of Toddler Play"...

1. If I like it, it's mine.
2. If it's in my hand, it's mine.
3. If I can take it from you, it's mine.
4. If I had it a little time ago, it's mine.
5. If it's mine, it must never appear to be yours in any way, shape, or form.
6. If I'm doing or building something, all the pieces are mine.
7. If it looks like mine, it's mine.
8. If I think it's mine, it's mine.



Exchange Every Day, Viewed 6 September 2009, <http://www.childcareexchange.com/eed/news_print.php?news_id=2273>

The Risk of No Risk



The *Beginnings Workshop* in the March 2010 issue of Exchange explores the challenge programs face in balancing the need for opportunities and the need for safety. One of the articles in this series is "What's the Risk of No Risk" by Deb Curtis. In her article she concludes:

"Keeping children safe is paramount to the work we do every minute when we are with children. We must always stop or prevent situations that threaten children's well-being. But when we do intervene on behalf of children's safety, we can do it with the understanding that life has many challenges and risks, and children deserve experiences and tools to learn to negotiate on their own. The saying, 'With few risks there are few rewards' is very true. Learning involves risk. Relationships involve risk. Feeling competent and confident in the world requires meeting a challenge and working to overcome it.

"When children are involved in a situation we think is too risky or dangerous, rather than just stopping them we can offer alternatives that keep them safe while preserving opportunities for them to develop to their fullest potential. This work requires that we pay attention to the children's perspectives, use our power thoughtfully, and act responsibly. We can ensure that children have a childhood where they feel exhilaration, while still being protected and supported by adults and their friends. We can support them in learning that determination pays off, and they can become competent decision makers, able to assess risks, contribute to the well-being of others, and reap the rewards of their efforts."

Exchange Every Day, Viewed 31 January 2009, <http://www.childcareexchange.com/resources/view_article.php?article_id=5019252>

Accredited Training - Student Telephone Survey

Dear student – during the year you may receive a call from one of our management team members asking you some questions about your training experience with Practical Outcomes and the qualification you are undertaking. This will take the form of an informal discussion of less than 5 minutes in total. We appreciate honest and open feedback from our students as this will help us to improve as a group of trainers and also the training materials we use.



Reflecting on the book by Margie Carter and Deb Curtis have written **Learning Together with Young Children: a curriculum framework for reflective teachers**, I have been reminded of the important role we, as early childhood professionals, play in facilitating meaningful experiences for young children in formal settings.

One of the issues that I have been most interested in, concerning current practice, is the difference between a project and a theme. I think that there is a fine line between following children's interests and creating a theme based approach. The theme based approach consists of experiences and outcomes predetermined by the early childhood professional. Also themes are generally explored across almost all components (permanent learning areas) of the program and can 'force' children to participate in an interest they do not hold as they cannot escape the theme within the program.

Carter and Curtis describe this beautifully in an example from their text book....

".....A child's play is repeatedly centred on dinosaurs, then teachers plan a series of lessons related to dinosaurs. How does jumping in with this emergent curriculum theme differ significantly from a pre-planned version of a dinosaur curriculum project? What might your teaching goals be with such a project? If the curriculum is primarily teacher driven and remains superficially focussed on names and habits of different dinosaurs, the children may acquire some more information, but deeper investigation or significance is limited. A more engaged approach to co-creating curriculum with children's emerging pursuits involves careful observation, analysis, and meaning making. Page 16"

Our role as professionals is to try to analyse the learning taking place and use our skills and experience to expand learning opportunities. To take the child's lead and see where play and learning head to.

Curtis and Carter explain....

"When young children demonstrate an excitement about the learning process, how do teachers use their skills and knowledge to support them without taking over? The challenge is to help children gain skills and resources in order to understand and take more responsibility for their own learning. Page 15"

So what can you do???

"Consider experiences that children regularly encounter as holding potential for deeper learning and empowering them to make some action based on their investigation". For instance, if the children seem fascinated by the arrival of the garbage truck each week, this could become the focus of study to undertake. The challenge with this kind of project work is to keep uncovering the children's interests and questions, rather than rushing in to teach them a bunch of information about garbage workers. "Commit yourself to developing a curriculum that uncovers more and more about the children's ideas, rather than shaping it around your knowledge and ideas. This not only demonstrates respect, but also helps children see themselves as thinkers, inventors and theory makers. Page 42"

So what do we want to see you doing?

1. Observe the children – what are they doing, what type of play are we seeing repeated, what materials are used for this play?
2. Interpret what the learning and interest is. Ask the child/ren questions about the interest. Determine what they know and what they are interested in exploring or finding out more about.
3. Look for a question the children are looking to answer and provide them with the resources required to lead them in the right direction to answering their question/s
4. Document the question and where it came from, who was involved. Document what the children know about this topic at the beginning and keep a record of where it heads.
5. Provide children with a range of mediums to explore their questions and ideas such as sensory materials (clay and wire), music and drama, drawing and writing and so on. This provides children with a deeper understanding of their topic.

Allow children the real life experiences in relation to their interest. This could mean going on an excursion, looking over the fence, bringing someone to the centre to share knowledge and information with resources to see and touch.

This is an exciting way to guide children's learning and you will find that you also learn a lot on the way. The ideas that the children come up with will not always be areas you have a lot of knowledge in. So the early childhood professional we become the learner, and the facilitator of learning at the same time.

Seeing children By Deb Curtis

Try out what you see children doing

A few years ago when I was teaching preschool I discovered that I could learn to see the children's perspectives in very powerful ways if I observed them closely and then tried out what they were doing. I had been frustrated with a group of boys who had taken to zooming the small cars off of block ramps that they built. They would fling the cars across the tilted ramps, watching them fly through the air, hitting the ceiling, the windows, and sometimes people. I spent a lot of time trying to stop their behavior, but to no avail. After the boys left one day, my co-teacher and I decided to try out the cars and ramps ourselves. Much to our surprise we had a blast! We experienced the excitement and challenge as we built the ramps and zoomed the cars. With this new perspective, we approached the children's work in a very different way. We offered the boys challenges to build their ramps more carefully and control the speed more accurately. They took up our suggestions and the activity became a focused, complex learning experience for all. Since then, trying out what they are doing has become a regular practice for me to see children more clearly.

See children's strengths

As she got absorbed in her play, Wynsome dropped her binkie and forgot about it until she saw the one that T'Kai had in his mouth. She went up to him and yanked the binkie out of his mouth and put it in her own mouth. T'Kai began to complain loudly. My first instinct was to launch into the conflict resolution techniques that I have learned over the years. Instead, I decided to practice seeing more details to help me find the deeper meaning underneath this incident for the children.

Meet up with children's minds — not their behavior

I immediately knew from my previous observations of the children that they would love the plastic, sparkly bracelets I found at the Dollar Store. As I observed them with these materials, they were absorbed in using them just as I predicted. They focused intently on putting the plastic rings back into the cups and carefully putting the lids on. I'm always so intrigued by how seriously toddlers take this kind of work.

When I saw Kiran deliberately throwing the bracelets, my initial reaction was to jump in and stop this behavior. One of my ongoing goals is to help the

children see how to care for our materials. Fortunately, before I jumped in, I stopped to look at the situation from his perspective. What I realized is that Kiran had discovered that if he threw the rings just the right way, they would spin around and around like a top and then slow down and stop. I was thrilled to learn this new way of exploring the bracelets, and called the other children's attention to Kiran's idea. I was just amazed that he figured this out; he's only 14 months old! His discovery is now a part of the learning games we play with the bracelets, and the children are getting quite good at controlling this small aspect of the science of physics.

I'm so glad I stopped to see what was on Kiran's mind rather than just stopping his behavior. Meeting up with children's minds has become a regular approach I use to see children. I've come to believe that I don't have behavior problems in my group, because I focus on what is on the children's minds rather than their behaviors.



Onions making you cry?

Anyone who's ever chopped an onion knows that once you begin slicing, the stinging starts and before you know it, tears are streaming down your face. When we chop an onion, we break apart cells that combine with enzymes to release gases which are dissolved by the water in our eyes. Oxygen in the air then converts the dissolved gas into sulphuric acid, so it's no wonder our eyes water to wash the acid away!

There are many old wives tales getting around that offer remedies for the prevention of crying whilst cutting onions.

There is no proven 100% fix. Some of the common ones that may work slightly are. Wearing swimming goggles so that your eyes will be sealed off preventing access by the gasses. Unfortunately they will fog up in the heat of the kitchen, not to mention you will look foolish.

Chewing gum is another supposed fix because it promotes breathing through the mouth which will somehow stop the gas reaching your eyes.

There are many, many more waste of time remedies out there such as. Running water next to your work station, sucking a sugar cube, chilling the onions, cutting under water and even holding the sulphur end of matches in your mouth while cutting. This is just to name a few.

Scientists say you can become immune to onion fumes if you're around them long enough.

The only guaranteed ways of reducing the impact onions have on you are... Use razor sharp knives which will prevent any crushing or bruising of the onion which releases more gasses, and cutting faster, as you practice more often your skills will enable you to cut at a higher rate reducing your exposure time and thus reducing the impact.

Hospitality Courses

We are pleased to announce we have 2 new accredited courses to offer to the early childhood sector

Certificate II in Hospitality (Kitchen Operations) Certificate III in Hospitality (Catering Operations)

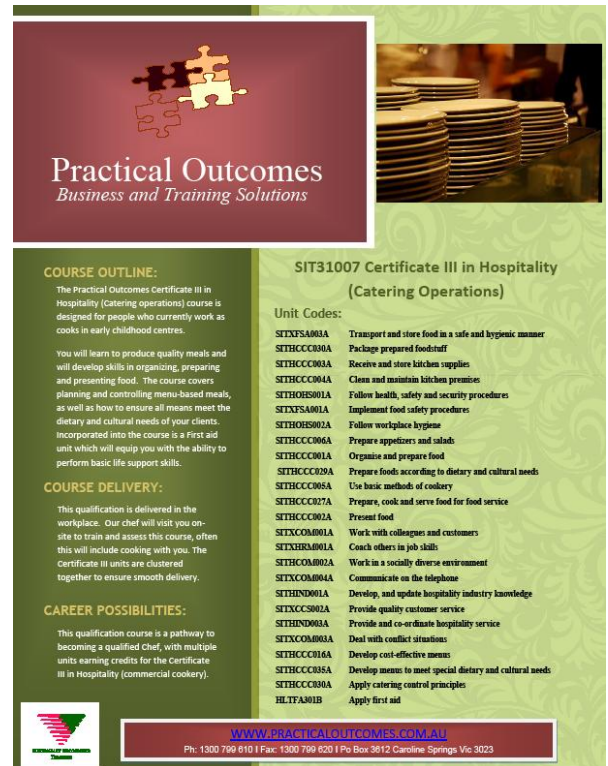
Both of these courses have been designed by our chef Lachlan Hudson specifically for child care centre cooks. Courses include:

- Food preparation
- Menu planning
- Portion control
- Budgeting for large numbers
- Lots of other interesting topics

Courses are delivered on site (like our other child care courses) and include opportunities for Lachlan to work with your cooks in demonstrating food preparation & practices.

Funding is available under the skills for growth program and incentives are available (eligibility criteria apply, as always).

Contact the office on 1300 799 610 if you would like more information or to obtain a flyer.



Practical Outcomes
Business and Training Solutions

COURSE OUTLINE:
The Practical Outcomes Certificate III in Hospitality (Catering operations) course is designed for people who currently work as cooks in early childhood centres.
You will learn to produce quality meals and will develop skills in organizing, preparing and presenting food. The course covers planning and controlling menu-based meals, as well as how to ensure all means meet the dietary and cultural needs of your clients. Incorporated into the course is a First aid unit which will equip you with the ability to perform basic life support skills.

COURSE DELIVERY:
This qualification is delivered in the workplace. Our chef will visit you on-site to train and assess this course, often this will include cooking with you. The Certificate III units are clustered together to ensure smooth delivery.

CAREER POSSIBILITIES:
This qualification course is a pathway to becoming a qualified Chef, with multiple units earning credits for the Certificate III in Hospitality (commercial cookery).

SIT31007 Certificate III in Hospitality (Catering Operations)

Unit Codes:

SITXFSAM01A	Transport and store food in a safe and hygienic manner
SITBCCCR01A	Package prepared foodstuffs
SITBCCCR02A	Receive and store kitchen supplies
SITBCCCR04A	Clean and maintain kitchen premises
SITBHCES01A	Follow health, safety and security procedures
SITXFSAM01A	Implement food safety procedures
SITBHCES02A	Follow workplace hygiene
SITBHCES06A	Prepare appetizers and salads
SITBCCCR01A	Organize and prepare food
SITBCCCR02A	Prepare foods according to dietary and cultural needs
SITBCCCR05A	Use basic methods of cookery
SITBCCCR07A	Prepare, cook and serve food for food service
SITBCCCR02A	Present food
SITXCOM01A	Work with colleagues and customers
SITXHRM01A	Coach others in job skills
SITBCCCR02A	Work in a socially diverse environment
SITXCOM04A	Communicate on the telephone
SITBNDM01A	Develop, and update hospitality industry knowledge
SITXCCS02A	Provide quality customer service
SITBNDM02A	Provide and co-ordinate hospitality service
SITXCOM03A	Deal with conflict situations
SITBCCCR06A	Develop cost-effective menus
SITBCCCR05A	Develop menus to meet special dietary and cultural needs
SITBCCCR03A	Apply catering control principles
HLTFAB01B	Apply first aid

WWW.PRACTICALOUTCOMES.COM.AU
Ph: 1300 799 610 | Fax: 1300 799 620 | Po Box 3612 Carlsruhe Springs Vic 3023

Recipe By Lachlan Hudson

Super Quick Easy Pizzas

OK now this has got to be the best value recipe out there, when you factor time, ingredients, value for money, final product quality and how unbelievably easy it is to make.

Ingredients:

- 1 part Natural yoghurt
- 2 parts Self raising flour

Start with the flour in a bowl and gradually begin adding yoghurt and kneading until smooth and not sticky.

Rest the dough for 10 minutes to allow the gluten in the flour to relax.

Roll out to desired thickness. Place favourite toppings and bake in a hot oven (220-240) until cooked.

I recommend rolling base thin to ensure nice even cooking. Also using minimal toppings will help your pizza hold its structure when cooked.

Yes, that's it..... two ingredients. You can make any amount you like using this formula. You can also add any additional ingredients you like for e.g. spices, herbs or garlic.

Practical Outcomes Accredited Training on offer.....

Apart from the children's services accredited training courses on offer Practical Outcomes is also able to provide training in the areas of;

- Anaphylaxis
- First aid
- Food handling
- Food safety supervisor
- Certificate IV in Training and Assessment (TAA)

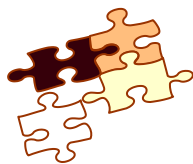
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We're on the Web!

See us at:

www.practicaloutcomes.com.au

About Practical Outcomes

Practical Outcomes was founded by Caren Watts and Kellie Normington in May 2006. The company commenced with a focus on consultancy and in-service training and has now branched out to accredited training delivery. Services are currently offered in Victoria and Queensland, Australia.



Meet the newest member of the Practical Outcomes extended family.

This is Lily she is the baby of Kellie and is now 7 months old.

Kellie who has been working from home since October 2009 will be back in the office in May 2010.