

RTO Mapping to RARE Webinars

Current as of 28/2/24.

Webinars marked with * are scheduled to come out in the 2024 training calendar and will be added to the subscription/recordings once completed.

Webinars marked with ** are only available in the subscription &/or in packs, not individual webinars.

CHC30121 – Cert III of Early Childhood Education and Care

Core Units:

CHCECE030 - Support inclusion and diversity

- Embedding culture in the curriculum
- Meaningful Celebrations
- Quality Area 3
- Supporting inclusive practices through individualised approaches
- Building Your Cultural Competence
- Accepting children for who they are
- Principle: Equity, inclusion and high expectations EYLF v2.0
- Exploring gender within the early years*

CHCECE031 - Support children's health, safety and wellbeing

- Avoiding illness in childcare
- Child focused meal times
- Child focused rest times
- Encouraging risk taking
- Quality Area 2
- Risk Assessments
- Supporting children's health and wellbeing
- Adopting a Risk/Benefit Approach
- Safe sleeping practices 2024
- Exploring the contents of your first aid kit
- Keeping children safe - Exploring supervision and learning environments*
- Creating safe boundaries for children in their play*
- Prioritising safety in the service*
- Creating a homely environment*

CHCECE032 - Nurture babies and toddlers

- Attachment
- Balancing care and education with children under three
- Child-focused nappy changes
- Interactions with infants
- Learning opportunities for infants
- Learning opportunities for toddlers
- Safe sleeping practices 2024
- Agency with infants

- Agency with toddlers
- Moving away from toys for infants
- But they don't do anything – how your image of infants impacts your program

CHCECE033 - Develop positive and respectful relationships with children

- Balancing supervision and engagement during play
- Building respect and resilience in children
- Attachment
- Engaging with children during play
- Interactions with Children
- Letting go of control: valuing all learning
- Quality Area 5
- Accepting children for who they are
- Giving children tools to self-regulate
- Respecting the rights of the child
- Routine interactions
- The benefits of open-ended play
- Flexibility within the routine*
- Rethinking the language used with children*
- Reducing behavioural issues in the service*

CHCECE034 - Use an approved learning framework to guide practice

- Communicating the learning through pedagogical documentation
- Loose Parts
- Standard 1.1
- Understanding the learning framework: Learning outcomes EYLFv2.0
- Understanding the learning framework: Practices EYLF v2.0
- Principle: Secure, respectful and reciprocal relationships EYLF v2.0
- Principle: Partnerships EYLF v2.0
- Principle: Respect for diversity EYLF v2.0
- Principle: Equity, inclusion and high expectations EYLF v2.0
- Principle: Critical reflection and ongoing professional learning EYLF v2.0
- Principle: Aboriginal and Torres Strait Islander Perspectives EYLF v2.0
- Principle: Sustainability EYLF v2.0
- Principle: Collaborative leadership and teamwork EYLF v2.0

CHCECE035 - Support the holistic learning and development of children

- Assessing children's progress
- Building children's sensory play opportunities
- Child Development
- Child-focused music opportunities
- Cooking with children
- Exploring Learning Resources
- Learning opportunities for preschoolers
- Thinking holistically about learning opportunities
- Accepting children for who they are
- Adding specific learning to your loose parts
- Routine interactions
- The benefits of open-ended play

- Child-focused calendar events*
- Doing great things with your program*
- STEM with children: More than volcanoes*

CHCECE036 - Provide experiences to support children's play and learning

- Advocating for Play
- Balancing supervision and engagement during play
- Embedding school readiness into experiences
- Creating engaging environments
- Creating multiple opportunities with one experience
- Encouraging dispositions for learning
- Exploring Learning Resources
- Making learning pre-literacy skills fun
- Valuing Play-Based Learning
- Moving away from toys for infants
- Adding specific learning to your loose parts
- Developing fine motor skills in line with the NQS
- Reading stories with children – how to build literacy skills
- The benefits of open-ended play
- Child-focused calendar events*
- Using technology to support children's ideas*
- Creating a love of learning for children*
- Aligning your curriculum with your values*
- Process vs Product experiences*
- Doing great things with your program*
- STEM with children: More than volcanoes*
- Meaningful music and movement opportunities*

CHCECE037 - Support children to connect with the natural environment

- Going bush - what to consider when setting up a bush kinder
- Natural Play Ideas

CHCECE038 - Observe children to inform practice

- Assessing children's progress
- Child-focused curriculum decisions
- Child-focused observations
- Exploring the planning cycle
- Standard 1.2
- Standard 1.3
- What next? Extending on experiences
- Looking at your curriculum from a child's perspective
- The benefits of open-ended play
- Simplifying your documentation*
- Advocating on the children's behalf*

CHCECE054 - Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures

- Embedding Indigenous Culture
- Principle: Aboriginal and Torres Strait Islander Perspectives EYLF v2.0

CHCECE055 - Meet legal and ethical obligations in children's education and care

- Appropriate supervision approaches
- Ensuring assessment of children supports their rights
- Exploring emergency plans & practices
- Knowing the Requirements
- Quality Area 7
- Understanding professional practice
- Individualising policies for your context
- Accepting children for who they are
- Making procedures that meet your needs
- Auditing your practices: ensuring compliance
- Safe sleeping practices 2024
- Keeping children safe - Exploring supervision and learning environments*

CHCECE056 - Work effectively in children's education and care

- Building a sense of belonging through inductions for staff
- How to engage educators in service decisions
- Identifying fact from fiction in early childhood requirements
- Managing your Time
- The Role of the Educator
- Useful Policies and Procedures
- But I Thought We Had To
- Making procedures that meet your needs
- Individualising policies for your context
- Auditing your practices: ensuring compliance
- Aligning your curriculum with your values*
- Being a team player*
- Avoiding conflict in the workplace*

CHCPRT001 - Identify and respond to children and young people at risk

- Child protection refresher webinar 2024

HLTWHS001 - Participate in workplace health and safety

- Ensuring a safe work environment
- Exploring emergency plans & practices
- Quality Area 2
- Risk Assessments
- WHS compliance: an intro to WHS requirements
- Exploring the contents of your first aid kit
- Safe sleeping practices 2024

Elective Units

BSBST401 - Promote innovation in team environments

- Building Trust within the team
- Collaborating with the team - creating shared voices

- Getting the most out of staff meetings
- Quality Area 4
- Using appraisals to build educator's confidence
- Principle: Collaborative leadership and teamwork EYLF v2.0
- Building a positive culture*
- Rostering in line with the NQF*
- Avoiding conflict in the workplace*

BSBSUS411 - Implement and monitor environmentally sustainable work practices

- Quality Area 3
- Sustainable Practices
- Principle: Sustainability EYLF v2.0
- Sustainability – more than just veggie gardens

CHCDIV001 - Work with diverse people

- Collaborating with the team - creating shared voices
- Different Leadership Styles
- Elevating the Team
- Knowing Your Team
- Quality Area 4
- Building your team's strengths
- Quality Area 6
- Supporting families from CALD backgrounds
- Rostering in line with the NQF*

CHCECE039 - Comply with family day care administration requirements

- Documenting in FDC
- FDC Mixed Age Programming
- Making your planning cycle clear – FDC**
- Developing a pedagogical philosophy – FDC**

CHCECE040 - Attend to daily functions in home-based child care

- Documenting in FDC
- FDC Mixed Age Programming
- Unplanned experiences in FDC
- Routine interactions

CHCPRP003 - Reflect on and improve own professional practice

- Critical Reflection
- Embracing critical reflection to challenge practices
- Reflecting on how embedded your practices really are
- Standard 1.3
- Systematic approaches to critical reflection
- Principle: Critical reflection and ongoing professional learning EYLF v2.0
- Avoiding conflict in the workplace*
- Being a team player*

CHCSAC009 - Support the holistic development of children in school age care

- Learning opportunities for school aged children
- Thinking holistically about learning opportunities
- Agency with school aged children

HLTFSE001 - Follow basic food safety practices

- Food Safety in Childcare Refresher Webinar

CHC50121 - Diploma of Early Childhood Education and Care

Core Units

BSBTWK502 - Manage team effectiveness

- Celebrating progress within the service
- Supporting the educational leader to guide practice
- Setting the Service's Direction
- Different Leadership Styles
- Elevating the Team
- Leading by Example
- Using appraisals to build educator's confidence
- Lowering staff turnover - valuing the team
- Supporting the wellbeing of educators
- How to engage educators in service decisions
- Managing Change within the Service
- Building your team's strengths
- Individualising policies for your context
- Making procedures that meet your needs
- Principle: Collaborative leadership and teamwork EYLF v2.0
- Rostering in line with the NQF*
- Avoiding overwhelming your staff - streamlining systems*
- Avoiding conflict in the workplace*

CHCECE041 - Maintain a safe and healthy environment for children

- Ensuring a safe work environment
- Exploring emergency plans & practices
- Quality Area 2
- Avoiding illness in childcare
- Child focused meal times
- Child focused rest times
- Encouraging risk taking
- Risk Assessments
- Supporting children's health and wellbeing
- Adopting a Risk/Benefit Approach
- Keeping children safe - Exploring supervision and learning environments*
- Creating safe boundaries for children in their play*
- Prioritising safety in the service*

CHCECE042 - Foster holistic early childhood learning, development and wellbeing

- Assessing children's progress

- Building children’s sensory play opportunities
- Child Development
- Child-focused music opportunities
- Cooking with children
- Exploring Learning Resources
- Learning opportunities for preschoolers
- Thinking holistically about learning opportunities
- Aligning Practice with Theory
- Early Childhood Theories Part 1
- Early Childhood Theories Part 2
- Accepting children for who they are
- Adding specific learning to your loose parts
- Collaborative learning across the service
- Routine interactions
- The benefits of open-ended play
- Flexibility within the routine*
- Child-focused calendar events*
- Using technology to support children’s ideas*
- Doing great things with your program*
- STEM with children: More than volcanoes*
- Creating a homely environment*
- Meaningful music and movement opportunities*

CHCECE043 - Nurture creativity in children

- Understanding creativity - more than just craft
- Encouraging dispositions for learning
- Documenting with the Child’s Voice
- Building respect and resilience in children
- Child-focused curriculum decisions
- Exploring agency through the curriculum
- The benefits of open-ended play
- Process vs Product experiences*

CHCECE044 - Facilitate compliance in a children’s education and care service

- Appropriate supervision approaches
- Building embedded compliance into experiences
- Embedding Compliance
- Embedding compliance in room displays
- Exploring emergency plans & practices
- Knowing the Requirements
- Maintaining compliance through the routine
- Quality Area Webinars (Standard 1.1, Standard 1.2, Standard 1.3, Quality Area 2, Quality Area 3, Quality Area 4, Quality Area 5, Quality Area 6, Quality Area 7)
- Leading by example
- Individualising policies for your context
- Making procedures that meet your needs
- Auditing your practices: ensuring compliance
- Creating a code of conduct with your team

- Getting the most out of your self assessment tool
- Critical reflection through the NQS*

CHCECE045 - Foster positive and respectful interactions and behaviour in children

- Balancing supervision and engagement during play
- Building respect and resilience in children
- Behaviour Guidance
- Attachment
- Engaging with children during play
- Interactions with Children
- Letting go of control: valuing all learning
- Positively redirecting children in the service
- Quality Area 5
- Done To vs Done With
- Agency with infants
- Agency with toddlers
- Agency with preschoolers
- Accepting children for who they are
- Collaborative learning across the service
- Giving children tools to self-regulate
- Giving children feedback to support their development
- Respecting the rights of the child
- Routine interactions
- Flexibility within the routine*
- Advocating on the children's behalf*
- Rethinking the language used with children*
- Creating safe boundaries for children in their play*
- Reducing behavioural issues in the service*
- Creating a homely environment*

CHCECE046 - Implement strategies for the inclusion of all children

- Adding structure to open-ended play
- Embedding culture in the curriculum
- Meaningful Celebrations
- Quality Area 3
- Supporting children with Autism
- Supporting inclusive practices through individualised approaches
- Using Visuals to Support All Children's Engagement
- Building Your Cultural Competence
- Trauma Informed Care
- Accepting children for who they are
- Individualised practices – an inclusive approach for all stakeholders
- Principle: Equity, inclusion and high expectations EYLF v2.0
- The benefits of open-ended play
- Flexibility within the routine*
- Advocating on the children's behalf*
- Process vs Product experiences*
- Reducing behavioural issues in the service*
- Exploring gender within the early years*

CHCECE047 - Analyse information to inform children's learning

- Assessing children's progress
- Child-focused observations
- Making the most out of children's arrivals and pick-ups
- Valuing authentic partnerships with families
- Ensuring assessment of children supports their rights
- What is so important about shapes and colours anyway?
- What next? Extending on experiences
- The benefits of open-ended play
- Creating a love of learning for children*
- Advocating on the children's behalf*

CHCECE048 - Plan and implement children's education and care curriculum

- Exploring the planning cycle
- What next? Extending on experiences
- Child-focused curriculum decisions
- Exploring intentional teaching
- Creating engaging environments
- Rethinking outdoor learning opportunities
- Balancing supervision and engagement during play
- Exploring Learning Resources
- Being an intentional teacher
- Looking at your curriculum from a child's perspective
- Adding specific learning to your loose parts
- Routine interactions
- The benefits of open-ended play
- Flexibility within the routine*
- Simplifying your documentation*
- Aligning your curriculum with your values*
- Process vs Product experiences*
- Doing great things with your program*

CHCECE049 - Embed environmental responsibility in service operations

- Quality Area 3
- Sustainable Practices
- Sustainability - more than just veggie gardens

CHCECE050 - Work in partnership with children's families

- Valuing authentic partnerships with families
- Supporting families in their role - having difficult conversations
- Supporting families from CALD backgrounds
- Partnerships with Families
- Documenting For Your Families
- Meaningful stakeholder engagement opportunities
- Letting families know your approaches*
- Negotiating outcomes with families*
- Offering support to families*

CHCPRP003 - Reflect on and improve own professional practice

- Critical Reflection
- Embracing critical reflection to challenge practices
- Reflecting on how embedded your practices really are
- Standard 1.3
- Systematic approaches to critical reflection
- Principle: Critical reflection and ongoing professional learning EYLF v2.0
- Getting the most out of your self assessment tool
- Aligning your curriculum with your values*
- Critical reflection through the NQS*
- Avoiding conflict in the workplace*
- Being a team player*

Elective Units

BSBHRM413 - Support the learning and development of teams and individuals

- How to engage educators in service decisions
- Collaborating with the team - creating shared voices
- Unpacking professional development plans
- Using appraisals to build educator's confidence
- Principle: Collaborative leadership and teamwork EYLF v2.0
- Building a positive culture*

BSBOPS502 - Manage business operational plans

- Building a sense of belonging through inductions for staff
- Creating a Shared Vision
- Handling HR Matters
- Using appraisals to build educator's confidence
- Creating evidence within your systems
- Setting expectations for your management committee
- Building holistic service goals
- Getting the most out of your self assessment tool

BSBPEF502 - Develop and use emotional intelligence

- Building Trust within the team
- Leading by example
- Lowering staff turnover - valuing the team
- The Many Hats of a Director
- Managing Change within the Service
- Building a positive culture*
- Being a team player*

BSBSTR501 - Establish innovative work environments

- Self assessment within the service
- Assessment & Rating Evidence Gathering
- How to engage educators in service decisions
- Collaborating with the team - creating shared voices

- Building your team's strengths
- Aligning your curriculum with your values*
- Building a positive culture*
- Rostering in line with the NQF*
- Avoiding overwhelming your staff – streamlining systems*

CHCDIV003 - Manage and promote diversity

- Meaningful Celebrations
- Aligning events with your pedagogical approach
- Principle: Respect for diversity EYLF v2.0
- Embedding culture in the curriculum
- Building Your Cultural Competence
- Individualised practices – an inclusive approach for all stakeholders
- Exploring gender within the early years*

CHCECE051 - Promote equity in access to the service

- Building authentic connections with the community
- Principle: Respect for diversity EYLF v2.0
- Principle: Equity, inclusion and high expectations EYLF v2.0
- Principle: Partnerships EYLF v2.0
- Individualised practices – an inclusive approach for all stakeholders

CHCECE052 - Plan service and supports for children and families

- Building authentic connections with the community
- Principle: Respect for diversity EYLF v2.0
- Supporting inclusive practices through individualised approaches
- Individualised practices – an inclusive approach for all stakeholders
- Negotiating outcomes with families*
- Offering support to families*
- Reducing behavioural issues in the service*

CHCECE053 - Respond to grievances and complaints about the service

- Managing complaints within the service**

CHCECE057 - Use collaborative practices to uphold child protection principles

- Child protection refresher 2024

CHCINM002 - Meet community information needs

- Building authentic connections with the community

CHCMGT003 - Lead the work team

- Building Trust within the team
- Leading by example
- Lowering staff turnover - valuing the team
- The Many Hats of a Director
- Balancing leadership and management as the Nominated Supervisor
- Setting expectations for your management committee

- Creating a code of conduct with your team
- Individualised practices – an inclusive approach for all stakeholders
- Building a positive culture*
- Avoiding overwhelming your staff – streamlining systems*
- Being a team player*

CHCPOL002 - Develop and implement policy

- Useful Policies and Procedures
- Individualising policies for your context
- Making procedures that meet your needs

CHCPOL003 - Research and apply evidence to practice

- Conducting Research Projects
- Identifying fact from fiction in early childhood requirements

CHCSAC010 - Foster holistic learning, development and wellbeing for school age children

- Learning opportunities for school aged children
- Thinking holistically about learning opportunities
- Agency for school aged children