



Quality Area 1 webinars	
Agency with infants	Meaningful music and movement opportunities
Agency with preschoolers	MTOpV2: Learning outcomes
Agency with school aged	Noticing the organic learning opportunities^
Agency with toddlers	Principle: Aboriginal and Torres Strait Islander Perspectives
Appropriate use of technology with children^	Principle: Collaborative leadership and teamwork
Assessing children's progress	Principle: Critical reflection and ongoing professional learning
Balancing care and education with children under 3	Principle: Equity, inclusion and high expectations
Being an intentional teacher	Principle: Partnerships
Building children's sensory play opportunities	Principle: Respect for diversity
Child-focused calendar events	Principle: Secure, respectful and reciprocal relationships
Child-focused curriculum decisions	Principle: Sustainability
Child-focused observations	Process vs product experiences
Child-focused school readiness	Programming with children under 2
Communicating the learning through pedagogical documentation	Reading stories with children – how to build their literacy skills
Creating a love of learning for children	STEM in the early years: more than volcanoes
Developing fine motor skills in line with the NQS	Strength-based documentation
Developing numeracy skills	Supporting problem solving skills
Developing science skills	The basics of writing and observation
Documenting for your families	Thinking holistically about learning opportunities
Documenting with the child's voice	Understanding creativity – more than just craft
Embedding school readiness into experiences	Understanding the learning framework Learning Outcomes
Encouraging dispositions for learning	Understanding the learning framework Practices
Exploring belonging, being and becoming	Using technology to support children's ideas
Exploring intentional teaching	What about the learning that occurs after lunch
Exploring the planning cycle	What next? Extending of experiences
Flexibility within the routine	Standard 1.1**
Getting the most out of group time	Standard 1.2**
Giving children feedback to support their development	Standard 1.3**
Language and literacy for infants	Meaningful experiences: Putting the fun into learning**
Learning opportunities for infants	
Learning opportunities for preschoolers	
Learning opportunities for school aged children	
Learning opportunities for toddlers	
Looking at your curriculum from the child's perspective	
Making learning pre-literacy skills fun	
Maximised learning opportunities	
Quality Area 2 webinars	
Adopting a risk/benefit approach	Food safety in childcare refresher
Appropriate supervision approaches	Fundamental movement skills
Avoiding illness in childcare	Keeping children safe
Avoiding injuries in outdoor environments	Menu planning
Balancing supervision and engagement during play	Photo/video model code – educator expectations



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Child-focused meal times	Prioritising safety in the service
Child-focused nappy changes	Protective measures for children
Child-focused rest times	Responding to serious incidents
Child protection refresher 2025	Risk assessments
Cooking with children	Safe sleep practices 2025
Creating safe boundaries for children in their play	Safe transportation of children
Encouraging risk taking	Supporting motor skills development
Ensuring a safe work environment	Standard 2.1**
Exploring emergency plans and practices	Standard 2.2**
Exploring pets in early childhood services	
Exploring the contents of your first aid kit	
Quality Area 3 webinars	
Adding specific learning to your loose parts	Supporting children with Autism
Adding structure to open-ended play	Supporting inclusive practices through individualised approaches
Advocating for play	Sustainability - more than just veggie gardens
Creating a homely environment	The benefits of open-ended play
Creating engaging environments	Using visuals to support children's engagement
Creating multiple opportunities with one experience	Utilising the environment
Going bush - what to consider when setting up a bush kinder	Valuing early intervention
Loose parts play	Valuing play based learning
Moving away from toys for infants	Standard 3.1**
Natural play ideas	Standard 3.2**
Rethinking outdoor learning opportunities	Different ways to connect with culture**
Quality Area 4 webinars	
Avoiding conflict in the workplace	Understanding professional practice
Being a team player	Standard 4.1**
Building a positive culture	Standard 4.2**
Building on your team's strengths	Setting boundaries for educator emotional wellbeing**
Building trust	Educator dopamine levels**
Collaborating with the team	Using positive constructive language to assist continuous improvement**
Creating a code of conduct with your team	The power in your words and your attitude in the workplace**
Creating a learning organisation	The importance of transparency in the team**
Different leadership styles	
Elevating the team	
Exploring the code of ethics through the NQF	
Getting the most out of staff meetings	
Handling HR matters	
How to engage educators in service decisions	
Knowing your team	
Leading by example	
Positive and professional behaviours within the team	
Rostering in line with the NQF	
Supporting the wellbeing of educators	
Mini induction webinars^ (Subscription only)	
Accountability	Policies
Cleaning	Professionalism
Completing forms	Supervision
Engaging environments	Teamwork
Hygiene	Working with families



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Inclusion	Understanding job roles
Maintaining ratio	
Nappy changes	
Quality Area 5 webinars	
Accepting children for who they are	Positively redirecting children in the service
Advocating on the child's behalf	Reducing behavioural issues in the service
Attachment: creating a sense of security	Respecting the rights of the child
Behaviour guidance	Rethinking the language used with children
Building respect and resilience in children	Role modelling with children
But they don't do anything – how your image of infants impacts your program	Routine interactions
Capable and competent children	Supporting behaviour for children under 3
Collaborative learning across the service	Supporting emotional skills
'Done to' vs 'done with'	The image of the child^
Engaging with children during play	Trauma informed care
Exploring gender within the early years	Standard 5.1**
Giving children the tools to self-regulate	Standard 5.2**
Interactions with children	Building regulation opportunities in your day**
Interactions with infants	Would I like that happen to me?**
Neuroscience and children's behaviours	
Quality Area 6 webinars	
Building authentic connections with the community	Standard 6.1**
Building your cultural competence	Standard 6.2**
Connecting with the community without excursions	Acting as a buffer between family expectations and children's rights**
Exploring transitions within the service	Understanding the needs of families**
Letting families know your approaches	Seeing family input as an opportunity for growth**
Making the most out of children's arrivals and pick-ups	Difficult conversations with families**
Managing complaints within the service	Valuing your families' time and energy**
Meaningful stakeholder engagement opportunities	
Negotiating outcomes with families	
Offering support to families	
Supporting families from CALD backgrounds	
Using excursions to enhance the curriculum	
Valuing authentic partnerships with families	
Quality Area 7 webinars	
Assessment & rating evidence gathering	Making procedures that meet your needs
Auditing your practices: ensuring compliance	Managing change within the service
Avoiding overwhelming your staff – streamlining systems	Managing your time
Balancing leadership and management as the Nominated Supervisor	Manual handling in early childhood
Building a sense of belonging through inductions for staff	Providing evidence of leadership
Building holistic service goals	Reflecting on how embedded your practices really are
But I thought we had to...	Reviewing your job descriptions
Conducting research projects^	Reviewing your philosophy
Contextualising your service^	Setting expectations for your management committee
Creating a shared vision	Systematic approaches to critical reflection
Creating evidence within your systems	The many hats of a director
Critical reflection^	The role of the educator
Critical reflection through the NQS	The role of the room leader



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Embedding compliance	Unpacking professional development plans
Embracing critical reflection to challenge your practices	Photo/video model code – management considerations
Exceeding themes and the self-assessment tool	Using appraisals to build educator’s confidence
Getting the most out of your self-assessment tool	WHS compliance: an intro to work health & safety
Individualised practices – an inclusive approach for all stakeholders	Working as a floater
Individualising your policies for your context	Standard 7.1**
Knowing the requirements^	Standard 7.2**
7.2.2 – Educational leader webinars	
Aligning events with your pedagogical approach	History of early childhood education^
Aligning your curriculum with your values	How to avoid feeling like documentation rules your life
Building embedded compliance into experiences	Maintaining compliance through the routine
Child development	Removing stress from documentation
Creating a cohesive pedagogical approach	Simplifying your documentation
Developing a pedagogical philosophy	Who determines your practices?
Doing great things with your program	Is your program boxing educators in? **
Early childhood theories part 1	
Early childhood theories part 2	
Educational leader	
Embedding compliance in room displays	
Embedding culture in the curriculum	
Embedding Indigenous culture	
Ensuring assessment of children supports their rights	
Family Day Care Specific Webinars	
Developing your QIP in FDC (Pack)	Making your planning cycle clear – FDC
Documenting in FDC^	Risk assessments in FDC (Pack)
Embedded compliance in FDC playgroup sessions (Pack)	Unplanned experiences in FDC^
FDC mixed age programming	Using your FDC environment as your assistant (Pack)
Invitations to play in FDC (Pack)	
Maintaining professional practices in FDC (Pack)	
	Available in QAI in the store.