RTO Mapping to RARE Webinars

Current as of 1/1/25.

Webinars marked with * are scheduled to come out in the 2025 training calendar are 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
- Accepting children for who they are
- Building regulation opportunities in your day*
- Building Your Cultural Competence
- Embedding culture in the curriculum
- Exploring gender within the early years
- Neuroscience and children's behaviours
- Principle: Equity, inclusion and high expectations EYLF v2.0
- Standard 3.2*
- Supporting inclusive practices through individualised approaches
- Utilising early intervention

CHCECE031 - Support children's health, safety and wellbeing
- Adopting a Risk/Benefit Approach
- Avoiding illness in childcare
- Child focused meal times
- Child focused rest times
- Creating a homely environment
- Creating safe boundaries for children in their play
- Encouraging risk taking
- Exploring the contents of your first aid kit
- Keeping children safe - Exploring supervision and learning environments
- Photo/video model code - educator expectations
- Prioritising safety in the service
- Risk Assessments
- Safe sleep practices 2025
- Standard 2.1*
- Standard 2.2*

CHCECE032 - Nurture babies and toddlers
- Agency with infants
- Agency with toddlers
- Attachment
- Balancing care and education with children under three
- But they don't do anything – how your image of infants impacts your program

- Child-focused nappy changes
- Interactions with infants
- Language and literacy for infants
- Learning opportunities for infants
- Learning opportunities for toddlers
- Moving away from toys for infants
- Safe sleep practices 2025

CHCECE033 - Develop positive and respectful relationships with children
- Accepting children for who they are
- Attachment
- Balancing supervision and engagement during play
- Building respect and resilience in children
- Capable and competent children
- Engaging with children during play
- Flexibility within the routine
- Giving children to tools to self-regulate
- Interactions with Children
- Reducing behavioural issues in the service
- Respecting the rights of the child
- Rethinking the language used with children
- Routine interactions
- Standard 5.1*
- Standard 5.2*
- Supporting behaviour for children under 3
- The benefits of open-ended play

CHCECE034 - Use an approved learning framework to guide practice
- Communicating the learning through pedagogical documentation
- Exploring belonging, being and becoming
- Loose Parts
- MTOPv2 – Learning outcomes
- Principle: Aboriginal and Torres Strait Islander Perspectives EYLF v2.0
- Principle: Collaborative leadership and teamwork EYLF v2.0
- Principle: Critical reflection and ongoing professional learning EYLF v2.0
- Principle: Equity, inclusion and high expectations EYLF v2.0
- Principle: Partnerships EYLF v2.0
- Principle: Respect for diversity EYLF v2.0
- Principle: Secure, respectful and reciprocal relationships EYLF v2.0
- Principle: Sustainability EYLF v2.0
- Standard 1.1*
- Understanding the learning framework: Learning outcomes EYLFv2.0
- Understanding the learning framework: Practices EYLF v2.0

CHCECE035 - Support the holistic learning and development of children
- Accepting children for who they are
- Adding specific learning to your loose parts
- Assessing children's progress

- Building children's sensory play opportunities
- Child Development
- Child-focused calendar events
- Cooking with children
- Doing great things with your program
- Learning opportunities for preschoolers
- Loose parts
- Meaningful experiences: Putting the fun into learning*
- Routine interactions
- Standard 1.3*
- STEM in the early years: More than volcanoes
- The benefits of open-ended play
- Thinking holistically about learning opportunities

CHCECE036 - Provide experiences to support children's play and learning
- Adding specific learning to your loose parts
- Advocating for Play
- Aligning your curriculum with your values
- Balancing supervision and engagement during play
- Capable and competent children
- Child-focused calendar events
- Creating a love of learning for children
- Creating engaging environments
- Creating multiple opportunities with one experience
- Developing fine motor skills in line with the NQS
- Developing numeracy skills
- Developing science skills
- Doing great things with your program
- Embedding school readiness into experiences
- Encouraging dispositions for learning
- Getting the most out of group time
- Making learning pre-literacy skills fun
- Maximised learning opportunities
- Meaningful experiences: Putting the fun into learning*
- Meaningful music and movement opportunities
- Moving away from toys for infants
- Porgamming with children under 2
- Process vs Product experiences
- Reading stories with children – how to build literacy skills
- Standard 1.1*
- Standard 1.2*
- Standard 1.3*
- STEM in the early years: More than volcanoes
- Supporting motor skills development
- Supporting problem solving skills
- The benefits of open-ended play
- Using technology to support children's ideas

- Utilising the environment
- Valuing Play-Based Learning

CHCECE037 - Support children to connect with the natural environment
- Going bush - what to consider when setting up a bush kinder
- Natural Play Ideas
- Standard 3.2*

CHCECE038 - Observe children to inform practice
- Advocating on the children's behalf
- Assessing children's progress
- Child-focused curriculum decisions
- Child-focused observations
- Exploring the planning cycle
- Looking at your curriculum from a child's perspective
- Simplifying your documentation
- Standard 1.3*
- Strength-based documentation
- The basics of writing an observation
- The benefits of open-ended play
- What next? Extending on experiences

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
- Accepting children for who they are
- Appropriate supervision approaches
- Auditing your practices: ensuring compliance
- Ensuring assessment of children supports their rights
- Exploring emergency plans & practices
- Exploring the code of ethics through the NQF
- Individualising policies for your context
- Keeping children safe - Exploring supervision and learning environments
- Knowing the Requirements
- Making procedures that meet your needs
- Photo/video model code - educator expectations
- Safe sleep practices 2025
- Standard 4.2*
- Understanding professional practice

CHCECE056 - Work effectively in children's education and care
- Aligning your curriculum with your values
- Auditing your practices: ensuring compliance
- Avoiding conflict in the workplace
- Being a team player
- Building a sense of belonging through inductions for staff

- But I Thought We Had To
- How to engage educators in service decisions
- Individualising policies for your context
- Making procedures that meet your needs
- Managing your Time
- Standard 4.2*
- Standard 7.1*
- Standard 7.2*
- The Role of the Educator
- Working as a floater

CHCPRT025 - Identify and respond to children and young people at risk
- Child protection refresher webinar 2025
- Photo/video model code - educator expectations
- Standard 2.2*

HLTWHS001 - Participate in workplace health and safety
- Ensuring a safe work environment
- Exploring emergency plans & practices
- Exploring the contents of your first aid kit
- Manual handling in early childhood
- Risk Assessments
- Safe sleep practices 2025
- Standard 2.1*
- Standard 2.2*
- WHS compliance: an intro to WHS requirements

Elective Units

BSBSTR401 - Promote innovation in team environments
- Avoiding conflict in the workplace
- Building a positive culture
- Building Trust within the team
- Collaborating with the team - creating shared voices
- Creating a learning organisation
- Getting the most out of staff meetings
- Principle: Collaborative leadership and teamwork EYLF v2.0
- Rostering in line with the NQF
- Standard 4.1*
- Standard 4.2*
- Using appraisals to build educator's confidence

BSBSUS411 - Implement and monitor environmentally sustainable work practices
- Principle: Sustainability EYLF v2.0
- Standard 3.2*
- Sustainability – more than just veggie gardens

CHCDIV001 - Work with diverse people

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

CHCECE039 - Comply with family day care administration requirements
- Developing a pedagogical philosophy – FDC**
- Documenting in FDC
- FDC Mixed Age Programming
- Making your planning cycle clear – FDC**

CHCECE040 - Attend to daily functions in home-based child care
- Documenting in FDC
- FDC Mixed Age Programming
- Routine interactions
- Unplanned experiences in FDC

CHCPRP003 - Reflect on and improve own professional practice
- Avoiding conflict in the workplace
- Being a team player
- Critical Reflection**
- Embracing critical reflection to challenge practices
- Principle: Critical reflection and ongoing professional learning EYLF v2.0
- Reflecting on how embedded your practices really are
- Role modelling with children
- Standard 7.2*
- Systematic approaches to critical reflection

CHCSAC009 - Support the holistic development of children in school age care
- Agency with school aged children
- Learning opportunities for school aged children
- MTOPv2 – Learning outcomes
- Thinking holistically about learning opportunities

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
- Avoiding conflict in the workplace
- Avoiding overwhelming your staff – streamlining systems
- Building your team's strengths

- Different Leadership Styles
- Educator dopamine levels*
- Elevating the Team
- How to engage educators in service decisions
- Individualising policies for your context
- Leading by Example
- Making procedures that meet your needs
- Managing Change within the Service
- Principle: Collaborative leadership and teamwork EYLF v2.0
- Rostering in line with the NQF
- Setting boundaries for educator emotional wellbeing*
- Standard 4.2*
- Supporting the wellbeing of educators
- The importance of transparency in the team*
- Using appraisals to build educator's confidence
- Using positive constructive language to assist continuous improvement*

CHCECE041 - Maintain a safe and healthy environment for children
- Adopting a Risk/Benefit Approach
- Avoiding illness in childcare
- Avoiding injuries in the outdoor environment
- Child focused meal times
- Child focused rest times
- Creating safe boundaries for children in their play
- Encouraging risk taking
- Ensuring a safe work environment
- Exploring emergency plans & practices
- Keeping children safe - Exploring supervision and learning environments
- Photo/video model code - educator expectations
- Photo/video model code - management expectations
- Prioritising safety in the service
- Risk Assessments
- Standard 2.1*
- Standard 2.2*

CHCECE042 - Foster holistic early childhood learning, development and wellbeing
- Accepting children for who they are
- Adding specific learning to your loose parts
- Assessing children's progress
- Building children's sensory play opportunities
- Child Development
- Child-focused calendar events
- Child-focused school readiness
- Collaborative learning across the service
- Cooking with children
- Creating a homely environment
- Developing fine motor skills in line with the NQS

- Doing great things with your program
- Early Childhood Theories Part 1
- Early Childhood Theories Part 2
- Flexibility within the routine
- Learning opportunities for preschoolers
- Maximised learning opportunities
- Meaningful experiences: Putting the fun into learning*
- Meaningful music and movement opportunities
- Routine interactions
- Standard 2.2*
- STEM in the early years: More than volcanoes
- The benefits of open-ended play
- Thinking holistically about learning opportunities
- Using technology to support children's ideas

CHCECE043 - Nurture creativity in children
- Building respect and resilience in children
- Child-focused curriculum decisions
- Documenting with the Child's Voice
- Encouraging dispositions for learning
- Process vs Product experiences
- The benefits of open-ended play
- Understanding creativity - more than just craft

CHCECE044 - Facilitate compliance in a children's education and care service
- Appropriate supervision approaches
- Auditing your practices: ensuring compliance
- Building embedded compliance into experiences
- Creating a code of conduct with your team
- Critical reflection through the NQS
- Embedding Compliance
- Embedding compliance in room displays
- Exploring emergency plans & practices
- Getting the most out of your self assessment tool
- Individualising policies for your context
- Knowing the Requirements
- Leading by example
- Maintaining compliance through the routine
- Making procedures that meet your needs
- Quality Area Webinars (Each standard has its own webinar – All released 2025 Jan to Jul)
- Responding to serious incidents
- Safe transportation of children
- Standard 7.1*

CHCECE045 - Foster positive and respectful interactions and behaviour in children
- Accepting children for who they are
- Advocating on the children's behalf

- Agency with infants
- Agency with preschoolers
- Agency with toddlers
- Attachment
- Balancing supervision and engagement during play
- Behaviour Guidance
- Building respect and resilience in children
- Collaborative learning across the service
- Creating a homely environment
- Creating safe boundaries for children in their play
- Done To vs Done With
- Engaging with children during play
- Flexibility within the routine
- Giving children feedback to support their development
- Giving children to tools to self-regulate
- Interactions with Children
- Neuroscience and children's behaviours
- Positively redirecting children in the service
- Reducing behavioural issues in the service
- Respecting the rights of the child
- Rethinking the language used with children
- Routine interactions
- Standard 5.1*
- Standard 5.2*
- Supporting behaviour for children under 3

CHCECE046 - Implement strategies for the inclusion of all children
- Accepting children for who they are
- Adding structure to open-ended play
- Advocating on the children's behalf
- Building regulation opportunities in your day*
- Building Your Cultural Competence
- Different ways to connect with culture*
- Embedding culture in the curriculum
- Exploring gender within the early years
- Flexibility within the routine
- Individualised practices – an inclusive approach for all stakeholders
- Neuroscience and children's behaviours
- Principle: Equity, inclusion and high expectations EYLF v2.0
- Process vs Product experiences
- Reducing behavioural issues in the service
- Standard 3.2*
- Standard 6.2*
- Supporting children with Autism
- Supporting inclusive practices through individualised approaches
- The benefits of open-ended play
- Trauma Informed Care
- Using Visuals to Support Children's Engagement

- Valuing early intervention

CHCECE047 - Analyse information to inform children's learning
- Advocating on the children's behalf
- Assessing children's progress
- Child-focused observations
- Creating a love of learning for children
- Ensuring assessment of children supports their rights
- Making the most out of children's arrivals and pick-ups
- Standard 1.2*
- The benefits of open-ended play
- Valuing authentic partnerships with families
- What next? Extending on experiences

CHCECE048 - Plan and implement children's education and care curriculum
- Adding specific learning to your loose parts
- Aligning your curriculum with your values
- Balancing supervision and engagement during play
- Being an intentional teacher
- Child-focused curriculum decisions
- Creating engaging environments
- Doing great things with your program
- Exploring intentional teaching
- Exploring the planning cycle
- Flexibility within the routine
- Looking at your curriculum from a child's perspective
- Maximised learning opportunities
- Process vs Product experiences
- Removing stress from documentation
- Rethinking outdoor learning opportunities
- Routine interactions
- Simplifying your documentation
- Simplifying your documentation
- Standard 1.3*
- The benefits of open-ended play
- What next? Extending on experiences

CHCECE049 - Embed environmental responsibility in service operations
- Standard 3.2*
- Sustainability – more than just veggie gardens

CHCECE050 - Work in partnership with children's families
- Acting as a buffer between family expectations and children's rights*
- Advocating for play
- Difficult conversations with families*
- Documenting For Your Families
- Exploring transitions within the service
- Letting families know your approaches

- Meaningful stakeholder engagement opportunities
- Negotiating outcomes with families
- Offering support to families
- Seeing family input as an opportunity for growth*
- Standard 6.1*
- Supporting families from CALD backgrounds
- Understanding the needs of families*
- Valuing authentic partnerships with families
- Valuing your families' time and energy*

CHCPRP003 - Reflect on and improve own professional practice
- Aligning your curriculum with your values
- Avoiding conflict in the workplace
- Being a team player
- Critical reflection through the NQS
- Critical Reflection**
- Embracing critical reflection to challenge practices
- Exceeding themes and the self-assessment tool
- Exploring the code of ethics through the NQF
- Getting the most out of your self assessment tool
- Positive and professional behaviours within the team
- Principle: Critical reflection and ongoing professional learning EYLF v2.0
- Reflecting on how embedded your practices really are
- Standard 7.2*
- Systematic approaches to critical reflection
- The image of the child**
- The importance of transparency in the team*
- The power of your words and attitude in the workplace*

Elective Units

BSBHRM413 - Support the learning and development of teams and individuals
- Building a positive culture
- Collaborating with the team - creating shared voices
- How to engage educators in service decisions
- Positive and professional behaviours within the team
- Principle: Collaborative leadership and teamwork EYLF v2.0
- Standard 7.2*
- Unpacking professional development plans
- Using appraisals to build educator's confidence
- Using positive constructive language to assist continuous improvement*

BSBOPS502 - Manage business operational plans
- Building a sense of belonging through inductions for staff
- Building holistic service goals
- Creating a Shared Vision
- Creating evidence within your systems
- Getting the most out of your self assessment tool

- Handling HR Matters
- Setting expectations for your management committee
- Using appraisals to build educator's confidence

BSBPEF502 - Develop and use emotional intelligence
- Being a team player
- Building a positive culture
- Building Trust within the team
- Educator dopamine levels*
- Leading by example
- Managing Change within the Service
- Positive and professional behaviours within the team
- Setting boundaries for educator emotional wellbeing*
- The Many Hats of a Director
- The power of your words and attitude in the workplace*

BSBSTR501 - Establish innovative work environments
- Aligning your curriculum with your values
- Assessment & Rating Evidence Gathering
- Avoiding overwhelming your staff – streamlining systems
- Building a positive culture
- Building your team's strengths
- Collaborating with the team - creating shared voices
- Contextualising your service**
- How to engage educators in service decisions
- Rostering in line with the NQF
- Using positive constructive language to assist continuous improvement*

CHCDIV003 - Manage and promote diversity
- Aligning events with your pedagogical approach
- Building Your Cultural Competence
- Embedding culture in the curriculum
- Exploring gender within the early years
- Individualised practices – an inclusive approach for all stakeholders
- Principle: Respect for diversity EYLF v2.0

CHCECE051 - Promote equity in access to the service
- Building authentic connections with the community
- Exploring the code of ethics through the NQF
- Individualised practices – an inclusive approach for all stakeholders
- Principle: Equity, inclusion and high expectations EYLF v2.0
- Principle: Partnerships EYLF v2.0
- Principle: Respect for diversity EYLF v2.0
- Standard 6.2*

CHCECE052 - Plan service and supports for children and families
- Building authentic connections with the community
- Contextualising your service**

- Individualised practices – an inclusive approach for all stakeholders
- Negotiating outcomes with families
- Offering support to families
- Principle: Respect for diversity EYLF v2.0
- Reducing behavioural issues in the service
- Standard 6.2*
- Supporting inclusive practices through individualised approaches

CHCECE053 - Respond to grievances and complaints about the service
- Managing complaints within the service**
- Seeing family input as an opportunity for growth*

CHCECE057 - Use collaborative practices to uphold child protection principles
- Child protection refresher 2025
- Photo/video model code - educator expectations
- Photo/video model code - management expectations
- Protective measures for children
- Standard 2.2*

CHCINM002 - Meet community information needs
- Building authentic connections with the community
- Connecting with the community without excursions
- Standard 6.2*

CHCMGT003 - Lead the work team
- Avoiding overwhelming your staff – streamlining systems
- Balancing leadership and management as the Nominated Supervisor
- Being a team player
- Building a positive culture
- Building Trust within the team
- Creating a code of conduct with your team
- Educational leader
- Educator dopamine levels*
- Individualised practices – an inclusive approach for all stakeholders
- Leading by example
- Positive and professional behaviours within the team
- Providing evidence of leadership
- Seeing family input as an opportunity for growth*
- Setting boundaries for educator emotional wellbeing*
- Setting expectations for your management committee
- Standard 4.2*
- Standard 7.1*
- The importance of transparency in the team*
- The Many Hats of a Director
- The power of your words and attitude in the workplace*
- The role of the room leader

- Using positive constructive language to assist continuous improvement*

CHCPOL002 - Develop and implement policy
- Individualising policies for your context
- Making procedures that meet your needs
- Standard 7.1*

CHCPOL003 - Research and apply evidence to practice
- Conducting Research Projects**

CHCSAC010 - Foster holistic learning, development and wellbeing for school age children
- Agency for school aged children
- Learning opportunities for school aged children
- Thinking holistically about learning opportunities