



Early Childhood Education Week

23 – 27 July, 2018



Presented by



Australian Childcare Alliance
New South Wales

2018 Theme:

Engage, Learn, Play...
Play is Educational

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Early Childhood Education Week 2018

The early years education and care services play a significant role in the community, educating and caring for our children. Early Childhood Education Week is a wonderful opportunity to continue raising the public profile of the quality service being delivered to children, their families and the broader community. The great news is that many centres are taking advantage of this opportunity and reaping the rewards of increased profile in local media and community.



Australian Childcare Alliance New South Wales will again take a lead role in developing and co-ordinating this program specifically for the industry. I encourage you to look at this year's themes to help inspire you, and plan how you take advantage of this great initiative.

This year's theme is: 'Engage, Learn, Play...Play is Educational'. This theme has a strong emphasis on play-based learning and recognises the importance of communication, literacy and numeracy, and the social and emotional development of our children.

Early Childhood Education Week will be from 23rd – 27th July 2018

Your service is invited to be part of this program to showcase and acknowledge the benefits that early learning centres provide to local communities, families and the children.

Following the week, services are acknowledged for their participation by submitting for an award in a wide array of categories. The winners will be announced at the Celebration Dinner on 27th October where a variety of awards will be presented at the Shangri-La Hotel Sydney. This evening has become the major event for the Australian Childcare Alliance New South Wales with over 400 people attending.

We invite you to fully embrace this important initiative. There are many great ideas for each theme throughout this Guide. I encourage you to use them to inspire your creativity and your sense of fun in making Early Childhood Education Week a special one for the children, the families and the community at large.

Lyn Connolly
President



AUSTRALIA
POST





Early Childhood Education Week is your opportunity to showcase your service to your local community in the largest celebration for the early childhood education & care industry. It is a way to promote the valuable contribution you and your team make to the development of our children.

It's easy to become involved – by reading this you've already taken the first steps!

Early Childhood Education Week is open to all NSW services and being involved is as simple as conducting even just ONE activity that relates to any of the themes.

Alternatively, you may fill your week with as many activities as your team can handle!

In the end, it's all about giving children exciting and interactive learning experiences.

Be recognised at the Early Childhood Education Week Awards

This is the opportunity to be recognised and express your appreciation to your team for a job well done during Early Childhood Education Week.

These awards acknowledge the efforts of all services, in regional and metropolitan areas, small and large alike. There is a large variety of categories in these awards to accommodate for each individual service's strengths and Early Childhood Education Week programs.



2017 Award Winners



Biggest celebration!

The objectives of the Early Childhood Education Awards is about the joys of creativity in our industry.

This is a positive and structured campaign reflecting the passions and collective participation of everyone involved in childcare; one that would impart powerful and positive messages to the community, to families within the community and to the Government.

How do you become involved?

1. Discuss your service's objectives on being involved
2. Review this year's themes
3. Brain-storm with your team the activities to conduct
4. Prepare an activity timetable and plan-of-action
5. Promote the Week to your families and community
6. Present your Early Childhood Education Week activities
7. Prepare entries for the Awards
8. Get ready to celebrate at the Awards & Celebration Dinner

Important 2018 Dates

Early Childhood Education Week	Monday 23 rd - Friday 27 th July
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Awards Entries close	Thursday 23 rd August
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Awards & Celebration Dinner	Saturday 27 th October
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2018 Themes

Engage, Learn, Play - Play is Education

This year's theme is: 'Engage, Learn, Play...Play is Educational'. This theme has a strong emphasis on play-based learning and recognises the importance of communication, literacy and numeracy, and the social and emotional development of children. It is believed that play shapes the structural design of the brain in infants. Play is an important part of healthy child development, it is important to provide children with plenty of opportunities to participate in different types of play.

Theme 1	Children have a strong sense of identity
Theme 2	Children are connected with and contribute to their world
Theme 3	Children have a strong sense of wellbeing
Theme 4	Children are confident and involved learners
Theme 5	Children are effective communicators
Theme 6	Children engage in play-based education
Theme 7	Keeping children healthy & safe
Theme 8	The physical environment where children learn & play
Theme 9	Encouraging children's learning & development
Theme 10	The power of relationships with children
Theme 11	Families & communities uniting
Theme 12	Incorporating sustainability practices
Theme 13	Play and transition to school
Theme 14	Communicating ideas through play
Theme 15	Inclusive practice - everyone is welcome



Theme 1

Children have a strong sense of identity

In early childhood settings, children develop a sense of belonging when they feel accepted, develop attachments and trust those that care for them. As children are developing their sense of identity, they explore different aspects of it (physical, social, emotional, spiritual, and cognitive), through their play and their relationships.

Children learn about themselves and construct their own identity within the context of their families and communities. This includes their relationships with people, places and things and the actions and responses of others. Identity is not fixed. It is shaped by experiences. When children have positive experiences they develop an understanding of themselves as significant and respected, and feel a sense of belonging. Relationships are the foundations for the construction of identity – ‘who am I’, how I belong, and what is my influence.

Suggestions and Ideas

- Teach children about emotions and how their actions can impact on the lives of others.
- Try and have individual conversations with each child once a week.
- Talk about families with the children and allow them to bring in photos to share with others.
- Assist children and give them tools to manage their behaviour and emotions.
- Educate children on similarities and differences in people.
- Hold a “Pets Day” where children bring in their own pets to show their friends how they look after them with care, empathy and respect.
- Establish a volunteer program for a local community group which the children and their family members can contribute to.
- Hold an outdoor clean-up day for your local area.
- Create a Family Photo Match Game. Collect photos from parents and caregivers. Mount them on a board, laminate them, and place them in a basket. Encourage the children to sort the family photos into family groups etc.

Early Years Learning Framework Outcomes

- Children have a Strong Sense of Identity
- Children are Confident & Involved Learners
- Children are Effective Communicators

Quality Standards

- Quality Area 1** - Educational Program & Practice
- Quality Area 2** - Children’s Health & Safety
- Quality Area 5** - Relationships with children



Theme 2

Children are connected with and contribute to their world

From birth children experience living and learning with others in a range of communities. These might include families, local communities or early childhood settings. Having a positive sense of identity and experiencing respectful, responsive relationships strengthens children's interest and skills in being and becoming active contributors to their world. When children participate collaboratively in everyday routines, events and experiences and have opportunities to contribute to decisions, they learn to live interdependently.

Experiences of relationships and participation in communities contribute to children's belonging, being and becoming. Having a positive sense of identity and experiencing respectful, responsive relationships strengthens children's interest and skills in being, and becoming active contributors to their world.

Suggestions and Ideas

- Celebrate different cultures within the service and community.
- Encourage language diversity by singing songs and teaching words in other languages.
- Introduce children to a range of natural materials in their play environments.
- Educate children on the impact of human activities on the environment.
- Start a veggie patch and teach the children about caring for their plants.
- Read picture books about different cultures and compare to their own cultures.
- Invite parents / extended family members / community members to show and tell about their culture and traditions.
- Explore culinary traditions from other countries and cultures.
- Have families make a recipe from another culture and bring it to the centre for a cultural morning tea / lunch or afternoon tea experience.
- Explore and decorate your centre / rooms using traditions decorations. Use recycled material, authentic or reproduced copies to decorate centre. Discuss which culture uses each tradition, for example how important origami is to people in Japan.
- Explore the holiday and traditions celebrated by different countries and cultures.
- Explore and teach children simple words in other languages.

Early Years Learning Framework Outcomes

- Children are Connected with & Contribute to their World
- Children are Confident & Involved Learners
- Children are Effective Communicators

Quality Standards

- Quality Area 1** - Educational Program & Practice
- Quality Area 3** - Physical Environment
- Quality Area 6** - Collaborative Partnerships with Families & Communities



Theme 3

Children have a strong sense of wellbeing

Wellbeing is correlated with resilience, providing children with the capacity to cope with day-to-day stress and challenges. The readiness to persevere when faced with unfamiliar and challenging learning situations creates the opportunity for success and achievement. Children's learning and physical development is evident through their movement patterns from physical dependence and reflex actions at birth, to the integration of sensory, motor and cognitive systems for organised, controlled physical activity for both purpose and enjoyment.

Wellbeing incorporates both physical and psychological aspects and is central to belonging, being and becoming. Without a strong sense of wellbeing it is difficult to have a sense of belonging, to trust others to feel confident in being, and to optimistically engage in experiences that contribute to becoming.

Suggestions and Ideas

- Show genuine affection, understanding and respect for all children.
- Verbally encourage children in their achievements and encourage them to share with their family.
- Allow families and children to share their cultures throughout the service.
- Play Circle of Friends where everyone sits in a circle and says something nice about the person next to them.
- Run a mini Olympics
- Make up a new game using the children's ideas and publish it
- Invite local sporting groups to show and tell their sport to the children
- Plan a Disco / Dance party at your centre
- Practice and co-ordinate a Drama entertainment event with the children
- Create your own posters in your centre using your own establishment and children to highlight positive skills for the children. Some examples maybe, hand washing, sun safety, personal hygiene and friendships

Early Years Learning Framework Outcomes

- Children have a Strong Sense of Identity
- Children are Confident & Involved Learners

Quality Standards

- Quality Area 1** - Educational Program & Practice
- Quality Area 2** - Children's Health & Safety
- Quality Area 5** - Relationships with children



Theme 4

Children are confident and involved learners

Children develop understandings of themselves and their world through active, hands-on investigation. A supportive active learning environment encourages children's engagement in learning which can be recognised as deep concentration and complete focus on what captures their interests. Children bring their being to their learning. They have many ways of seeing the world, different processes of learning and their own preferred learning styles.

A sense of security and sound wellbeing gives children the confidence to experiment and explore and to try out new ideas, thus developing their competence and becoming active and involved participants in learning. Children are more likely to be confident and involved learners when their family and community experiences and understandings are recognized and included in the early childhood setting. This assists them to make connections and to make sense of new experiences.

Suggestions and Ideas

- Provide opportunities for children to revisit their ideas and extend their thinking.
- Encourage children to engage in collaborative learning experiences
- Allow for revisiting of children's ideas. Extend on their knowledge and interest.
- Encourage children to participate in hands on experiences.
- Model enthusiasm for learning
- Set up a science experiment day to allow children explore, express wonder and interest.
- Provide sensory and exploring experience with natural and processed materials
- Invite family and community members to participate in a sensory play day. An example of this would be set up tables with different tactile mediums (play dough, goop, slime etc.) and allow the children to create anything they are interested in. Add shells, nuts, plastic animals or shapes to extend on the child's play and challenge them to develop new ideas.
- Investigate what other cultures use to help children learn and experiment with. For example weaving a basket using traditional methods and material.

Early Years Learning Framework Outcomes

- Children have a Strong Sense of Identity
- Children are Confident & Involved Learners
- Children are Effective Communicators

Quality Standards

- Quality Area 1** - Educational Program & Practice
- Quality Area 5** - Relationships with children



Theme 5

Children are effective communicators

Communication is crucial to belonging, being and becoming. From birth children communicate with others using gestures, sounds, language and assisted communication. They are social beings who are intrinsically motivated to exchange ideas, thoughts, questions and feelings, and to use a range of tools and media, including music, dance and drama, to express themselves, connect with others and extend their learning.

Children interact verbally and non-verbally with others for a range of purposes and engage with a range of texts gaining meanings from these texts. They also express ideas and make meaning using a range of media and begin to understand how symbols and patterns systems work. Children use information and communication technologies to access information, investigate ideas and represent their thinking.

Suggestions and Ideas

- Have visuals throughout the room such as a routine chart and toileting procedure for the children to see
- Model effective communication between educators and children and between children
- Use all forms of communication so all different types of learners are benefited
- Use different forms of media to educate such as books, music and internet.
- Allow children to explore different ways to communicate. They can use their bodies, face and voice to communicate.
- Use dance, music, words and art to express communication. Present this to family and community members in an afternoon presentation.
- Hold an art exhibition displaying children's creations.
- Explore past and present communication technologies. Resource material / instruments from families, community, library and local collectors to allow children to experience them first hand.
- Build a creation using puzzle, blocks, cans highlighting communication techniques used by the children

Early Years Learning Framework Outcomes

- Children have a Strong Sense of Identity
- Children are Confident & Involved Learners
- Children are Effective Communicators

Quality Standards

- Quality Area 1** - Educational Program & Practice
- Quality Area 2** - Children's Health & Safety
- Quality Area 5** - Relationships with children



Theme 6

Children engage in play-based education

Young children's play allows them to explore, identify, negotiate, take risks and create meaning. The intellectual and cognitive benefits of playing have been well documented. Children who engage in quality play experiences are more likely to have well-developed memory skills, language development, and are able to regulate their behaviour, leading to enhanced school adjustment and academic learning.

Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. In play, children usually have increased feelings of success and optimism as they act as their own agents and make their own choices. Playing is a known stress release; it is often linked to child wellbeing.

Suggestions and Ideas

- Consider how you will construct and present activities and materials so they are arranged in provoking and inviting ways to encourage exploration, learning and inquiry.
- Consider the set-up of the room in allowing children to socialise with others in group experiences.
- Allow for plenty of time for children to develop play themes and ideas.
- Consider the quality of the program offered to children and allowing plenty of time for children to play and interact with one another building on their resilience, interdependence, social awareness and prompt their curiosity and creativity.
- Encourage children to do mini interviews with their teachers, family or friends
- Develop small groups project that encourages the children to work with each other to achieve a common goal.
- Provide opportunities for children to express themselves through different forms of music, dance and storytelling activities.

Early Years Learning Framework Outcomes

- Children have a Strong Sense of Identity
- Children are Connected with and Contribute to their World
- Children have a strong sense of wellbeing
- Children are Confident & Involved Learners
- Children are Effective Communicators

Quality Standards

- Quality Area 1** - Educational Program & Practice
- Quality Area 6** - Collaborative Partnerships with Families & Communities



Theme 7

Keeping children healthy and safe

All children have the right to experience quality education and care in an environment that provides for their physical and psychological wellbeing and provides support for each child's growing competence, confidence and independence. Each child should be given an opportunity to explore their environment and engage in adventurous play. Planning for adventurous play is important to allow children to test their capacities, to manage risks and to become more resilient.

The activities will support children's individual requirements for health, nutrition, sleep, rest, relaxation, healthy eating and physical activities. Services must illustrate that children are adequately supervised at all times and each child is protected from hazards and harm.

Suggestions and Ideas

- Set up an obstacle course inside or outside which has challenge and highlights the strengths of the child.
- Teach and encourage the 12 Fundamental Movement Skills such as hopping, jumping and throwing.
- Discuss the health benefits of certain foods the children eat.
- Allow children to cut up their own fruit for their morning tea.
- Hold sport days at the service to encourage physical activity.
- Allow the children to go outside to have a run with no structure or agenda.
- Conduct a mock fire drill with the children and ask them to provide feedback.
- Hold an outdoor activity session exclusively highlighting games and activities which can be performed in shady areas.
- Conduct a safety audit with the children
- Promoting stranger danger, safe places and understanding appropriate and non-appropriate behaviour illustrating to children "keeping them safe"

Early Years Learning Framework Outcomes

- Children have a Strong Sense of well-being
- Children are Confident & Involved Learners

Quality Standards

- Quality Area 1 - Educational Program & Practice
- Quality Area 2 - Children's Health & Safety



Theme 8

The physical environment where children learn & play

As an educator, you play a critical role in creating a physical environment that helps to keep children safe, reduces the risk of injury and contributes to children's wellbeing, happiness, creativity and developing independence. The physical environment has a significant effect on the quality of children's learning and experience. The way in which the environment is designed, equipped and organised determines to a large extent the way that space and resources are used by children.

Adequate numbers of carefully chosen resources and materials contribute to each child's sense of belonging. They challenge children to explore new possibilities, and help foster children's knowledge of, and connections with, the natural environment.

Suggestions and Ideas

- Have a dedicated wall for displaying artworks or a selected few frames to display artworks throughout the room and change over regularly.
- Give children plenty of time to spend on their artworks making them their masterpieces and not a rushed job.
- Think about play spaces when setting up the room and designing them according to child interest.
- Put out just enough resources but not too many where the room is cluttered.
- Really think about play spaces and how you set up the room. Have defined play spaces with plenty of resource for many children to participate.
- Change the ambience of the centre with new bright curtains to make the class rooms look homely; bunches of flowers; table cloths or hangings around the walls.
- Have a "Binging the Outdoors Indoors Day"
- Set up small groups with activities that are interest based and challenging using natural resources and familiar materials that can be found around the home. Asking families to donate some of these things is a great way to get them involved.

Early Years Learning Framework Outcomes

- Children have a Strong Sense of Identity
- Children are Confident & Involved Learners

Quality Standards

- Quality Area 1** - Educational Program & Practice
- Quality Area 3** - Physical Environment



Theme 9

Encouraging children's learning & development

When children feel comfortable and safe in their environment they thrive and grow. Creating an environment where the children feel safe and that their wellbeing is considered daily, their thoughts are acknowledged, and their feelings are affirmed is crucial to learning and development. Having an environment where children are free to express themselves through different media, encouraged to be curious and provided with the skills, resources and tools needed to accomplish their tasks also assists with learning and development. Praise drives motivation. Motivation achieves goals.

The overarching goal in early childhood services is to establish a flexible, open framework, operational model that supports developmentally appropriate education in diverse settings.

Suggestions and Ideas

- Always have enthusiasm when teaching children. Be excited to teach and they will be more excited to learn.
- Understand where each child is in their development and set goals for each child individually.
- Don't place expectations on a child and set them up for failure! Focus on what they can do and encourage development.
- Praise children when they achieve a goal. This can give a child a sense of pride and motivation to work harder.
- Provide a positive safe environment where they are happy to come and get involved in learning.
- Scaffold learning opportunities for children. Use their interests to encourage their enthusiasm for learning.

Early Years Learning Framework Outcomes

- Children have a Strong Sense of Identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are Confident & Involved Learners
- Children are Effective Communicators

Quality Standards

- Quality Area 1** - Educational Program & Practice
- Quality Area 5** - Relationships with children



Theme 10

The power of relationships with children

As early childhood educators, we aim to be one of the positive relationships in young children's lives. Through understanding each child's interests, background, culture, and preferences and, in turn, sharing this information about ourselves with the children, we will build a meaningful and positive relationship. This will promote engagement in discussions and ensure they feel safe and secure in their environment.

Services must illustrate that the atmosphere at the centre is relaxed and happy for the children. The educators must also engage in meaningful, open interactions that support the acquisition of children's skills for life and learning.

Suggestions and Ideas

- Educator to sit near the child and wait for an invitation to join into play. Educator can make comments on the child playing to encourage them even if they do not join in.
- Engage in parallel play with a child such as building blocks next to them to promote confidence.
- Create a culture of positive interactions and engagement with others by positive verbal and non-verbal language.
- Following the child's lead if they invite the educator to play. Don't take over control but hear what the child is saying.
- Illustrate to children alternative methods of communication including PCS (picture communication symbols), forms of sign language such as Baby sign, ASLAN or verbal cues with hand gestures such as "STOP I don't like it".
- Encourage each child to contribute to the room guidelines and discuss the consequences.
- Develop a child & teacher relationship to develop activities for other children
- Educators and children form teams and compete in outdoor games with fellow teams.
- Teachers with similar cultural backgrounds bond together and collectively present to the rest of the children and teachers.
- Create a "thank you box" where teachers and children can express something positive which may be shared with others.

Early Years Learning Framework Outcomes

- Children have a Strong Sense of Identity
- Children are connected with and contribute to their world
- Children are Confident & Involved Learners

Quality Standards

- Quality Area 1** - Educational Program & Practice
- Quality Area 5** - Relationships with Children



Theme 11

Families and communities uniting

Families are supported from enrolment to be involved in the service and contribute to service decisions. The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing. Effective partnerships support children's access, inclusion and participation in the program.

Services work best when an active effort is made to reach out and sink roots into the rest of the community, to become part of an active network where support is both provided and received.

Suggestions and Ideas

- Engage with the families and ask them to get involved in the writing of the program
- Discuss what families do over the weekend to incorporate experiences into the educational environment
- Have parent information nights to discuss with families the importance of play in the early years
- Have a parent feedback area in the service and encourage families to participate in the feedback.
- Find ways for the families to get involved in the service throughout the year helping with events, doing group times or helping with food.
- Have a family open day that involves members of the community
- Write and submit media releases to the local media or include the week on social media
- Go on an excursion to a local nursing home and involve the residents with the children.
- Invite parents to a mini 'Jobs Expo' where they talk about their occupations to children.

Early Years Learning Framework Outcomes

- Children have a Strong Sense of Identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing

Quality Standards

- Quality Area 5** - Relationships with children
- Quality Area 6** - Collaborative partnerships with families and communities



Theme 12

Incorporating sustainability practices

Sustainability is “environment education”. Learning about the environment and how natural systems function. It’s everything that we need for our survival and wellbeing relating directly to our natural environment.

The children are not only increasing their awareness of the environment and the need to conserve our resources, they are living it daily, and taking it home to their parents, families and the wider community. How can it affect our future? What impact does it make on the community? How can the benefits be carried over to other aspects of society? The answer is: through the children.

Suggestions and Ideas

- Read stories of environmental impacts that humans have.
- Use recycled items wherever you can within the environment.
- Have a sustainability officer in each older classroom that helps with water, lights and recycling.
- Use recycled paper towels and toilet paper.
- Invest in a worm farm for the children and teach about caring for the worms and use scraps to feed them.
- Collect eggs, pick fruit, herbs, vegetables from the garden - with all learning reinforced through play, songs, games, books and computers.
- Measure rainfall with the rain gauge and watch the electricity meter turning backwards as the photovoltaic panels feed power back into the grid.
- The staff initiates environmentally focused literacy and numeracy project in partnership between the service and a local school.
- Packaging and distributing seeds for plants that will become food for butterflies, thus sustaining the butterfly population.
- Special events such as excursions, entertainers and special visitors planned around the environmental theme. For example, the children visit a recycling depot to see what happens to waste placed in the recycle bins
- Develop and paint signs near drains to raise awareness of how the community can help care for the nearby coastal and marine environment.

Early Years Learning Framework Outcomes

- Children are connected with and contribute to their world
- Children are confident and involved learners

Quality Standards

- Quality Area 1** - Educational program or practice
- Quality Area 3** - Physical environment



Theme 13

Play and transition to school

Transition to school does not consist of sitting down doing school work in the early education service. Transition to school is embedded into the daily program and available all day.

Learning should not be separated from play! This is a wonderful opportunity for the children to learn social skills, effective communication skills, emotional regulation, self-help and independence. One thing about education is that education begins at birth!

Suggestions and Ideas

- Group times discussing school related issues such as toileting, classrooms, desks, lunch boxes, uniforms is useful.
- Teach children to write and recognise their own name
- Assist in peer disputes only when necessary. Allow the children to work out the issue together.
- Read stories and sing songs about emotions. Give children the skills they need to regulate their own emotions with respect to themselves and others.
- Teach children about waiting their turn and raising hands when needing to speak.
- Practice lunch box day/week where they bring their own lunch in a box to practice before school.
- There is nothing wrong with good ol' fashioned ABC's.
- Get teachers from the local school to visit and do group time with the children.

Early Years Learning Framework Outcomes

- Children have a Strong Sense of Identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

Quality Standards

- Quality Area 1** - Educational program & practice
- Quality Area 5** - Relationships with children
- Quality Area 6** - Collaborative partnerships with families and communities



Theme 14

Communicating ideas through play

Children communicate from birth. Most children are innately social, creative and motivated to exchange ideas, thoughts, questions and feelings. They begin by using gestures, movement, visual and non-verbal cues, sounds, language and assisted communication to engage in the world and form relationships. Child communication and self-expression take many forms including sharing stories and symbols from their own culture, re-enacting well-known stories and using creative arts, such as drawing, painting and sculpture, drama, dance, movement and music to communicate with others. They create and explore imaginary worlds through dramatic play and through artworks. They build a large vocabulary and are able to express ideas verbally and use a wide range of media. Young children begin to explore written communication by scribbling, drawing and producing approximations of writing. They use digital technologies and multimedia resources to communicate, play and learn.

Suggestions and Ideas

- Provide a range of experiences for the children to communicate with you about what they are doing such as easel paintings.
- Model the language you wish the children to express. Give them correct terminology regarding their activity.
- Enjoy reading stories to children throughout the day whether 1on1 or in a small group setting.
- Discuss imagery and meaning of these images with children.
- Teach art to children as a way of expressing their feelings and emotions.
- Provide an area where children can express their creative side with dance and drama.
- Engage children in discussions about symbol systems, for example, letters, numbers, time, money and musical notation.

Early Years Learning Framework Outcomes

- Children have a Strong Sense of Identity
- Children are Connected with and Contribute to their World
- Children have a strong sense of wellbeing
- Children are Confident & Involved Learners
- Children are Effective Communicators

Quality Standards

- Quality Area 1** - Educational program or practice
- Quality Area 5** - Relationships with children



Theme 15

Inclusive practice - everyone is welcome

By facilitating participation by all children attending a service, a supportive, multi-faceted environment is created which caters to the needs of all children. Inclusive practice ensures that all children are engaged in developmental activities, maximising the potential of each child.

The inclusion of different cultures, backgrounds and abilities, offer a variety of perspectives on attitudes, education, and lifestyle. An appreciation of other ways of life is key to the development of well-rounded modern children, meaning that cultural inclusivity enhances children's understanding and interaction with those around them.

Suggestions and Ideas

- Hold a "flag day" where children create artwork of the flags representing ethnic backgrounds of their peers.
- Hold a multicultural family lunch, where families can provide foods of their native background for one another.
- Have a disabled community member visit and talk to children on their experiences.
- Promote support to the extended community to increase the children's knowledge of various needs; such as the Cancer Council, Red Nose Day, Genes for Jeans, White Ribbon Day
- Hold a concert with children and parents participating in songs from around the world.
- Invite different charity groups to talk about their organisation to the children
- Provide opportunities for children to engage with people from the community and special needs, understanding we are different but the same.
- Provide old magazines and ask the children to cut out images of people from around the world.

Early Years Learning Framework Outcomes

- Children are Connected with & Contribute to their World
- Children are confident & Involved Learners
- Children are Effective Communicators

Quality Standards

- Quality Area 1** - Educational program & practice
- Quality Area 6** - Collaborative partnerships with families and communities





Early Childhood Education Week Awards

There is no feeling more exciting and rewarding, for you and your team, than your service being announced as an award winner.

Entering is easy!

1. Complete the Official Entry Form
2. Answer the seven Criteria Questions, remembering that:
EACH CATEGORY MUST BE SUBMITTED SEPARATELY.
3. Include at least four quality photographs as part of your entry
4. Other promotional information may also be included
5. Send your entries to: ECEW Awards, PO Box H211, Hurlstone Park, NSW 2193

Awards Process

1. Entries are accepted for each category
2. Finalists in each category are selected based on the awards criteria. Entries do not automatically become finalists. (Judges reserve the right to reject entries or include them in other categories)
3. There is no set number of finalists per category
4. Successful services are notified and receive a Finalist Certificate
5. Selected panels will judge the entries and select the category winners. Judging is based on category question responses, photos and supporting documentation.
6. Winners are announced at the Awards & Celebration Dinner on 27th October, at the Shangri-La Hotel Sydney





2018 Early Childhood Education Week Official Awards Entry Form

- The Official Entry Form must be included as the front page for each category entry
- Services may enter as many categories as they wish.
- Services must provide a separate entry for each awards category being entered.
- To complete your entry, fill in the following details and the answer the Awards Criteria questions 1 - 7.

1. Category Please refer to the category list overleaf.

Category Number: _____ Category Name: _____

2. Your Details

All fields are mandatory to become eligible for the awards.

Service Name: _____

Contact Name: _____ Position: _____

Address: _____

Suburb: _____ State: _____ Postcode: _____

Email: _____

Website: _____

Service Phone: _____ Mobile: _____

Number of activities presented during Early Childhood Education Week: _____

3. Criteria Questions

The following questions must be completed on separate sheets for each category (1-33) entered.
There is no page limit per question.

1. Describe your activity or program
2. How have you involved the community?
3. How have you involved the families?
4. How have you involved the children?
5. What promotional activities and materials have been used during the program?
6. What media coverage was achieved during the week?
7. What has made your activity or program successful?

Sending your completed entry

Post to:

ECEW Awards
PO Box H211, Hurlstone Park NSW 2193

Deliver to:

Precedent Productions
Level 1, 30 Floss St, Hurlstone Park NSW 2193

Entries Close: Thursday 23rd August, 2018

For further information, call (02) 8577 5060 or email ecew@precedent.net



2018 Awards Categories

Each category entered requires a completed Official Entry Form.

Major Awards

1. Best ECEW Program – Metropolitan Small Centre (40 places or less)
2. Best ECEW Program – Regional Small Centre (40 places or less)
3. Best ECEW Program – Metropolitan Large Centre (41 places or more)
4. Best ECEW Program – Regional Large Centre (41 places or more)
5. Best ECEW Activity - Metropolitan
6. Best ECEW Activity – Regional
7. Best program highlighting the EYLF – Metropolitan
8. Best program highlighting the EYLF – Regional
9. Best Program highlighting the National Quality Standards - Metropolitan
10. Best Program highlighting the National Quality Standards - Regional
11. Best Program for Children Learning Through Play
12. Best Community Involvement Program
13. Best Program involving Families
14. Best Promotional Program
15. Best Multicultural Program
16. Best Sustainability Program
17. Best Program highlighting Inclusivity Practices
18. Outstanding Participation throughout the Year (to be judged from monthly promotions)

Theme Awards

An Award will be presented to an outstanding Program or Activity illustrating:

19. Children have a Strong Sense of Identity
20. Children are Connected and Contribute to their World
21. Children have a Strong Sense of Wellbeing
22. Children are Confident and Involved learners
23. Children are Effective Communicators
24. Children engage in Play-Based Education
25. Keeping Children Healthy & Safe
26. The Physical Environment where Children Learn & Play
27. Encouraging Children's Learning & Development
28. The power of relationships with children
29. Families & Communities Uniting
30. Incorporating Sustainability Practices
31. Play and transition to school
32. Communicating ideas through play
33. Inclusive practice - everyone is welcome

Team & Individual Awards

34. Outstanding Contribution by a Team – Metropolitan
35. Outstanding Contribution by a Team – Regional
36. Outstanding Contribution by an Individual

Visual Categories

37. Best Artwork Illustrating Theme 'Engage, Learn, Play - Playing is Education'
38. Best Photo Illustrating Theme 'Engage, Learn, Play - Playing is Education'



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Team & Individual Awards

Categories 34-36

Criteria questions (1 - 7) must be answered as well as the following:

1. **Outstanding Contribution by a Team** (categories 34-35 only - optional)
Outline how your team has contributed to the success of your overall program.
2. **Outstanding Contribution by an Individual** (category 36 only - optional)
Outline how one individual team member has contributed independently to the overall success of your program.

Visual Awards

Optional – for categories 37 - 38. Each service has the opportunity to submit **one photograph** and **one artwork** based on the theme 'Engage, Learn, Play – Playing is Education'. **Only one of each may be submitted.**

1. Best Artwork Illustrating Theme 'Engage, Learn, Play - Playing is Education' (category 37)

The artwork should represent the theme and include participation of the children, families and community members. There are no limitations as to what the artwork comprises of. It could be a framed picture, a sculpture, a poster, paper-mâché or a combination of all.

Question: Describe how your artwork illustrates the overall theme 'Engage, Learn, Play – Playing is Education'.
Original artwork must be sent as part of entry.

2. Best Photo Illustrating Theme 'Engage, Learn, Play - Playing is Education' (category 38)

The photo should include children, educators and elements relevant to the theme. It should show children engaging as they learn and play. The children and educators should show a sense of fulfilment. Your photo should include lots of colour and movement.

Question: Describe how your photo illustrates the overall theme 'Engage, Learn, Play – Playing is Education'.
Original photo must be sent as part of entry.



Photo Guidelines

Every entry must include four different photos **relevant to the category**. This could include members of your team integrating with children or community members and they must be relevant to the category.

Photos will be used for the presentation evening, on the big screen. **Every entry must have separate photos.**

Submitting photos via email

Photos may be submitted via email or included in your entry.

1. Photos must be emailed to: ecew@precedent.net
2. "ECEW Photos" must be in the subject field.
3. Name of service and category must be included in the email
4. Contact name and phone number must be included in the email.
5. Emails larger than 5MB will NOT be accepted.

Award Entry Photo Examples



Awards Entry Checklist

- Official Entry Form completed in its entirety and attached as front cover to entry
- Completed relevant category questions
- Supporting / promotional material included
- Four quality photographs illustrating the category entered attached or emailed to ecew@precedent.net
- Team photograph and/or individual photograph (for categories 33-35 only)

Submitting Your Awards Entry

Once you have completed your entries to the Awards, please package them neatly, with clearly marked service and category names.

Post to:

ECEW Awards
PO Box H211
Hurlstone Park NSW 2193

Or

Deliver to:

Precedent Productions
Level 1, 30 Floss St
Hurlstone Park NSW 2193

Entries Close: Thursday 23rd August, 2018

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