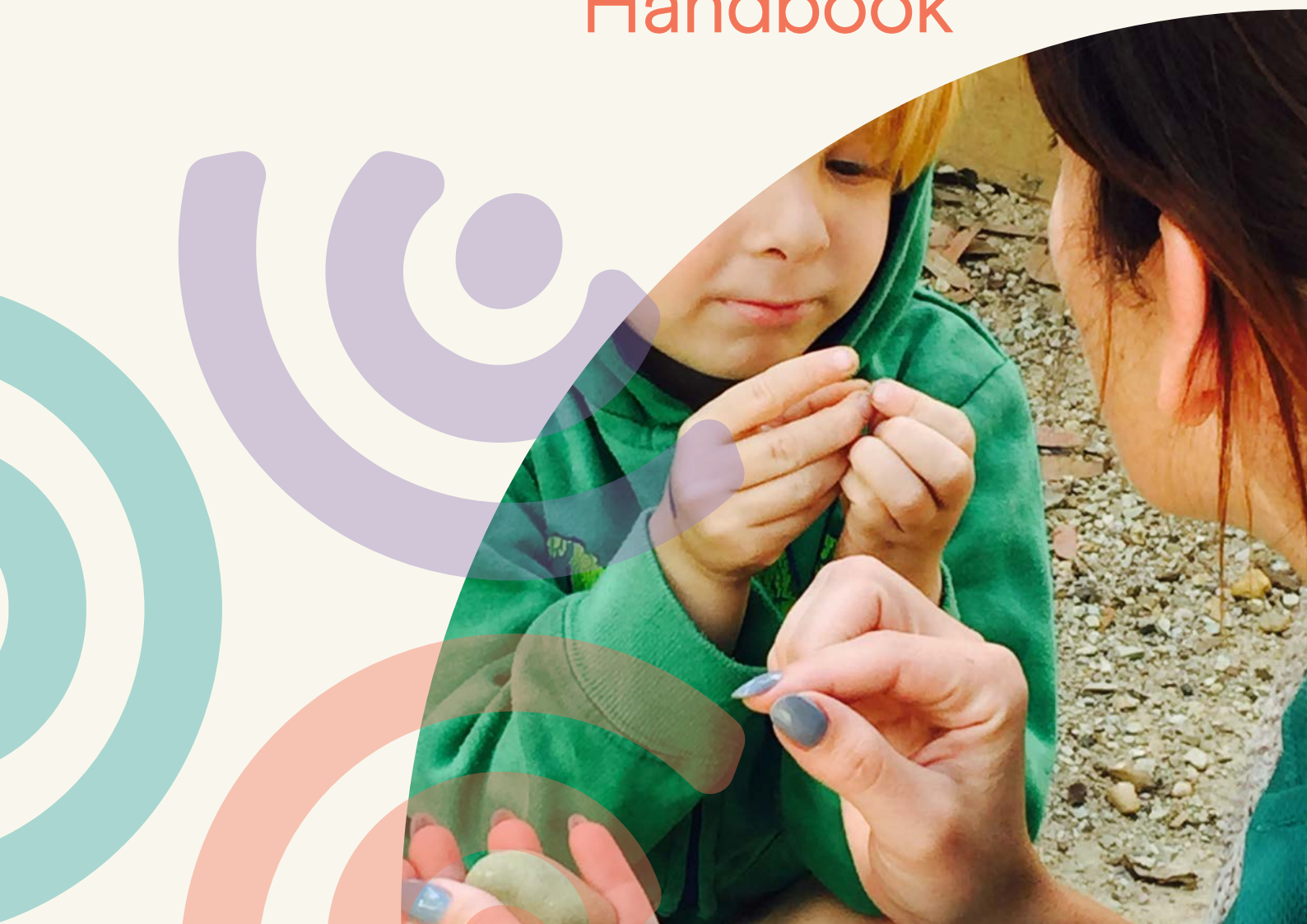




One World for Children

Training
Information
Handbook





One World for Children

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Quality Statement

OUR MISSION

“To strive passionately for excellence and quality outcomes for all.”

One World for Children Registered Training Organisation was established in 1997 and is recognised as a leader in innovative and flexible training for the Community Services Industry.

Our staff are regarded as our most precious resource because we know that the quality of our training primarily rests on the shoulders of these very special people. The breadth of their experience, the level of their training, along with the personal attributes which they each possess, places them in excellent stead for providing the standard of training that One World aspires to. We are committed to the involvement of our staff in our business management system and encourage their development.

We value innovation and work responsively within the VET Quality Framework (VQF) as we deliver our courses which are focussed on early childhood,

In order to meet our continuous improvement goals, we have implemented a business management system that is accessible to all staff. Using this system, we aim to control our service to ensure a consistent, quality response every time. In addition we participate in continual quality improvement actions that challenge ourselves and our system.

Along our eventful journey as an RTO, we have enjoyed providing for and nurturing our industry as a whole. Reflection on our experiences has helped us to realise that our greatest profits have been gained from supporting individuals along their career path; whether moving from unemployment to job ready, through recognising the skills and knowledge of those with more experience, or seeing participants achieving their dreams.

We continue to implement methods of training and assessment that are proven effective and are appreciated by our participants.

The Department of Education and Training (DET) approach of ‘Putting students first’ is also our goal. With Skills First program funding, we are in a position to not only ensure that the priorities of providing ‘suitable and appropriate’ training services is realised, but that we can offer ‘affordable and accessible’ training services as well.

Our staff are regarded as our most precious resource because we know that the quality of our training primarily rests on the shoulders of these very special people.

OUR VISION is to:

- be a nationally recognised training provider of preference
- be dynamic, innovative and successful in all our endeavours within the community services industry
- provide service excellence at all levels with high quality outcomes for all stakeholders
- be responsive, flexible and client focussed
- offer our clients professional services that reflect current thinking and are models of best practice
- contribute to current community goals in regard to high quality trained and qualified educators being employed across Australia
- found all our practices on ethically sound principles and values
- implement sustainable policies, practices and programs.
- promote and ensure a child safe culture of wellbeing and support to different cohorts or diverse groups.

Organisation Structure

One World for Children Pty Ltd is a registered training provider (RTO) of nationally recognised community services programs. One World for Children Pty Ltd also operates the One World Children's Centre long day care, kindergarten and after school care and vacation care which is located at North Geelong, Victoria.



At One World for Children, our staff are regarded as our most precious resource because we know that the quality of our training primarily rests on the shoulders of these very special people.

The breadth of their experience, the level of their training, along with the personal attributes which they each possess, places them in excellent stead for providing the standard of training that One World aspires to.

We are committed to the involvement of our staff in our business management system and to encouraging their development.

Qualifications

A training package is a set of nationally endorsed standards and qualifications that are organised in ways that allow people to gain recognition of competence in the industry of their choice, mostly in acknowledgement of regulation requirements for minimum staff qualifications.

Training packages link individual units of competency into groups and these groups relate to levels of work, or qualifications which are meaningful across each industry sector.

By packaging these units into qualifications Students, employers, trainers and assessors know they are using the best combination of competencies required for the industry workplace.

In a training package the following are incorporated:

- Core units of competency which apply across all sectors of the industry at a range of AQF (Australian Qualifications Framework) levels.
- Specialisation units of competency which apply to a specific sector within the industry at a range of AQF levels.
- Optional units of competency called electives.

The following links provide further information about training packages, qualifications and units.

- Training package:
 - » SKILLSIQ – <http://www.skillsiq.com.au/>
 - » National training register – <http://training.gov.au/>
- Qualifications and units:
 - » National training register – <http://training.gov.au/>
 - » One World for Children – <http://www.owfc.com.au/> (Select Training then Qualifications)

At One World for Children we focus on delivering national qualifications that relate to the education and care of children, including the leadership ability of people working within this area.

Each qualification has a combination of units which meet packaging rules that registered training organisations (RTO's) must follow when developing courses of study.

A qualification is gained when students can demonstrate competence in all units of that qualification.

Early Childhood qualifications Working with children 0-6 years

Certificate III in

Early Childhood Education and Care CHC30121

Diploma of

Early Childhood Education and Care CHC50125

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE CHC30121

Working with children 0-6 years

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia.

They support children's wellbeing, and development in the context of an approved learning framework.

Educators use a range of well-developed skills and knowledge using discretion and judgment when carrying out their work in the context of established policies and procedures.

They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site.

Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens..

To achieve this qualification, a total of least 160 hours of work in a regulated children's education and care service in Australia must be completed.

17 UNITS

This qualification includes:

- 15 core units
- 2 elective units

Core Units

- CHCECE030 Support inclusion and diversity
- CHCECE031 Support children's health, safety and wellbeing
- CHCECE032 Nurture babies and toddlers
- CHCECE033 Develop positive and respectful relationships with children
- CHCECE034 Use an approved learning framework to guide practice
- CHCECE035 Support the holistic learning and development of children
- CHCECE036 Provide experiences to support children's play and learning
- CHCECE037 Support children to connect with the natural environment
- CHCECE038 Observe children to inform practice
- CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
- CHCECE055 Meet legal and ethical obligations in children's education and care
- CHCECE056 Work effectively in children's education and care
- CHCPRT001 Identify and respond to children and young people at risk
- HLTAID012 Provide First Aid in an education and care setting
- HLTWHS001 Participate in workplace health and safety

Elective Units

- CHCDIV001 Work with diverse people
- BSBPEF201 Support personal wellbeing in the workplace



NATIONALLY RECOGNISED
TRAINING

DIPLOMA OF EARLY CHILDHOOD EDUCATION AND CARE CHC50125

Working with children 0-6 years

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia.

Educators at this level are responsible for designing and implementing curriculum that meets the requirements of an approved learning framework and for maintaining compliance in other areas of service operations.

They use specialised knowledge and analyse and apply theoretical concepts to diverse work situations.

They may have responsibility for supervision of volunteers or other educators.

Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens.

To achieve this qualification, a total of least 280 hours of work in a regulated children's education and care service in Australia must be completed.

Entry Requirements

Entry to this qualification is open to individuals who:

- hold a CHC30121 Certificate III in Early Childhood Education and Care or
 - CHC30113 Certificate III in Early Childhood Education and Care. Alternatively, may hold;
 - an Australian diploma in Early Childhood Education and Care, or
 - an Australian diploma or certificate III in Children's Services
- AND
- demonstrated at least 12 months of cumulative employment (full-time equivalent) within the last 5 years in a regulated education and care service in Australia, supported and verifiable evidence, or
 - Hold the CHCSS00147 - Entry into Diploma of Early Childhood Education and Care

15 UNITS

This qualification includes:

- 12 core units
- 3 elective units

Core Units

BSBTWK502	Manage team effectiveness
CHCECE041	Maintain a safe and healthy environment for children
CHCECE042	Foster holistic early childhood learning, development and wellbeing
CHCECE043	Nurture creativity in children
CHCECE044	Facilitate compliance in a children's education and care service
CHCECE045	Foster positive and respectful interactions and behaviour in children
CHCECE046	Implement strategies for the inclusion of all children
CHCECE047	Analyse information to inform children's learning
CHCECE048	Plan and implement children's education and care curriculum
CHCECE049	Embed environmental responsibility in service operations
CHCECE050	Work in partnership with children's families
CHCPRP003	Reflect on and improve own professional practice

Elective Units

CHCINM002	Meet community information needs
CHCMGT003	Lead the work team
HLTWHS003	Maintain work health and safety



NATIONALLY RECOGNISED
TRAINING

Enrolment

At One World for Children, we get to know applicants at the enrolment application stage to ensure they understand the qualification they wish to enrol into and to ensure the training and assessment is suitable and appropriate.

At the enrolment application stage, we collect information and have :

- Identify the learning, reading, writing, maths and speaking skills are at a level needed to be able to undertake training and assessment successfully.
- Provide students with information about industry expectations, career paths and the resulting roles and responsibilities at each qualification level.
- Identify if additional support or guidance is required and what that may look like.
- Identify if credit transfer or RPL is available.

The community services industry requires individuals to be able to read, write and complete some math and learning tasks in order to be safe in the workplace.

There are no educational prerequisites for our Certificate III in Early Childhood Education and Care (CHC30121). To enrol into the Diploma of Early Childhood Education and Care (CHC50125) individuals must hold either the Certificate III in Early Childhood Education and Care (CHC30121) or Certificate III in Early Childhood Education and Care (CHC30113).

If support is required with reading, writing, math or speaking skills, our Trainer Assessors will discuss options such as:

- Student skills or lack of for the industry enquiring about, for example, inability to complete a task may hinder an ability to meet industry regulations or health and safety requirements.
- If a specific reading and writing program might be appropriate prior to commencement of training. OWFC will support applicants to identify which program/s may be suitable.

The enrolment application may not be progressed further if we feel the learning strategies and materials are not suitable or appropriate.

To participate in any enrolment process students must provide a Unique Student Identifier (USI). A USI is required prior to any person studying a nationally recognised training program.

It is free to create a USI.

A USI is a record of Vocational Education and Training (VET) qualifications gained in Australia since January 2015. A USI Transcript allows students to access their training records to prove qualifications held and can be provided to employers and licensing bodies, Registered Training Organisations for possible credit transfers and RPL. Students can access their VET transcript through their secure online USI account or give permission to others to view their transcript.

Foundation Skills

The children's services industry requires educators to be able to read, write and complete some math and learning tasks in order to be safe in the workplace. Following are the foundation skills required to study in this field and work in the industry.

For Certificate level study these equal a Level 2 in the Australian Core Skills Framework.

For Diploma these equal a Level 3 in the Australian Core Skills Framework.

Certificate
LEARNING
Be able to: <ul style="list-style-type: none"> • Make a checklist of tasks to be completed? • Use a computer to search for possible jobs? • Use a work roster? • Work with others in a group? • Use a spell checker, word list or bilingual dictionary?
READING
Be able to: <ul style="list-style-type: none"> • Read a timetable written in English? • Read an application form written in English? • Read forms and notices written in English and understand these?
WRITING
Be able to: <ul style="list-style-type: none"> • Write in English in a diary? • Write a list of tasks in English? • Write a short report in English? • Provide written instructions in English? • Complete forms independently in English? • Record a simple message in English? • Complete a log book or diary in English?
ORAL COMMUNICATION
Be able to: <ul style="list-style-type: none"> • Make a telephone call and respond to questions in English? • Listen to a recorded telephone message and follow prompts? • Follow instructions given in English? • Explain a routine procedure in English? • Ask questions to clarify instructions?
NUMBER
Be able to: <ul style="list-style-type: none"> • Use a street directory to locate actual position? • Measure items for a recipe? • Use a timetable? • Read tables and charts? • Use a calculator? • Fill in a time sheet

Diploma
LEARNING
Be able to: <ul style="list-style-type: none"> • Search on the internet? • Bounce ideas off others? • Contribute to problem solving processes? • Plan and organise jobs including assessing risk? • Use subheadings to organise written information?
READING
Be able to: <ul style="list-style-type: none"> • Read and respond to postings on a chat site? • Identify key messages in an English text? • Follow instructions for setting up office equipment?
WRITING
Be able to: <ul style="list-style-type: none"> • Compose a letter in English? • Prepare an agenda for a meeting? • Create a word document on a computer? • Complete workplace records in English? • Take notes in English? • Use graphs or diagrams in English? • Use email for routine communication in English?
ORAL COMMUNICATION
Be able to: <ul style="list-style-type: none"> • Express an opinion in English? • Deliver a short talk in English? • Give clear sequenced instructions of several steps? • Give an oral presentation in English? • Listen to English instructions and choose an appropriate action?
NUMBER
Be able to: <ul style="list-style-type: none"> • Compare and contrast costs of items? • Create a personal weekly budget? • Use a calculator to work out the cost of different items? • Prepare a purchase order listing parts and costs? • Prepare a report after collecting information? • Measure a number of quantities?

Credit Transfer

A credit transfer is applied to a current unit of competency when:

- a unit of competency has previously been completed

OR

- a unit of competency has previously been completed that is equivalent.

Students who have completed an identical unit of competency in previous study with another registered training provider, will be granted a credit transfer for that unit of competency from One World for Children.

One World for Children will recognise the AQF and VET qualifications and VET statements of attainment issued by any other RTO.

To have a credit transfer granted, students will need to provide the original document to staff at One World for Children for verification.

Once students have been deemed competent in a unit of competency through One World for Children, all other RTO's must recognize the Qualification and/or statement of attainment, this applies throughout Australia.

Recognition of Prior Learning (RPL)

The main focus of RPL is the learning developed through life experiences; not how, when or where the learning occurred.

Assessment is undertaken by our qualified Assessors using the Rules of Evidence; ensuring that assessment is gathered using evidence that is valid, sufficient, current and authentic.

The evidence collected for RPL is listed within relevant units of competency and clear assessments are provided explaining what must be demonstrated.

- For RPL we use written and observation assessment methods. Your evidence is loaded into our online platform unit by unit.
- The unit by unit method allows us to clearly define the skills and knowledge shown throughout the training package while respecting that if RPL for a unit/s cannot be completed, these units may be completed through training and assessment.
- An Assessor will be the facilitator and will also be the person that assesses the practical skills.

One World for Children acknowledges skills and knowledge gained through:

- Formal training
- Life experience
- Work experience

Students might RPL a selection of relevant units as part of their training and assessment enrolment, or via a full RPL process.

If students commence a full RPL course, training is always available if during the process more knowledge or skill is required.

Support and Resources

One World Trainer Assessors pride themselves on having a mentoring approach to training as opposed to a teacher-student relationship.

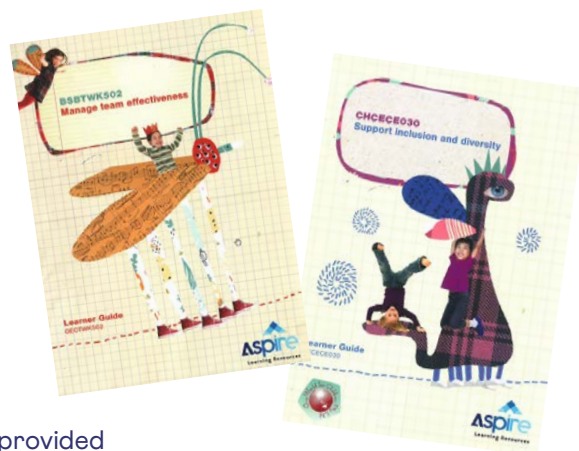
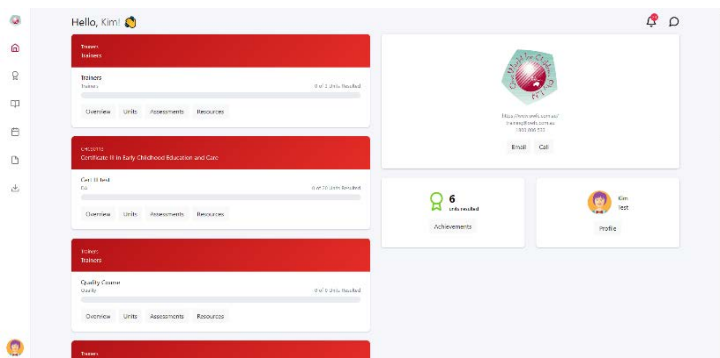
For students studying early childhood qualifications, the Trainer Assessor comes into the workplace regularly, so becoming part of the work team.

During these visits they support through role modelling, demonstrating, discussing and questioning. This allows the Trainer Assessor to understand how the workplace operates.

In addition, Students are provided a range of supports so they are able to develop their knowledge and skill.

Employers and hosts are able to access their Student records through the Cloud Assess portal. This makes keeping track of progress easy.

We use a Cloud Assess as the online Learning Management System. Students will have a unique password protected login with direct access to assessments, Trainer Assessor communication, announcements, library resources and training and assessment records



Each unit is supported by a digital Student Guide which is provided at no extra cost.

These resources complement our assessments and provide knowledge information necessary for success.

We use Zoom meetings to make one-to-one and group support possible.

From enrolment we are using this technology to develop relationships, share information and to provide training and assessment.

Fees - Funding

Training is delivered with Victorian and Commonwealth Government funding and subsidised through the Skills First Program (subject to eligibility).

Skills First is a commitment to the training system. It will ensure Victoria's training system is better managed and delivers programs that lead to jobs.

The Victorian Skills First program is making training more accessible to people who do not have a post-school qualification, or who want to gain a higher qualification than they already hold.

If eligible for Skills First funding students will only pay an administration fee.

ELIGIBILITY

- Individuals must be an Australian citizen or permanent resident of Australia or a New Zealand citizen
- physically present in Victoria while participating in training and assessment.

COURSE LIMITS

Skills First funding is limited to:

- 2 courses in a year
- 2 courses at the same time.

Further information of eligibility can be found at this website:
<https://www.skills.vic.gov.au/s/how-to-check-your-eligibility>

Our friendly staff can clarify potential student eligibility over the phone. Give us a call or complete an 'Expression of Interest' online and we will be in touch.

Go to: owfc.com.au

Fee for service

If students are not eligible for Skills First funding they may be eligible to enrol as a full fee paying student.

Go to: owfc.com.au for more details or call us on 1800 006 533.

Training and Assessment

Training with One World for Children occurs in a range of ways. We provide resources to each individual based on their needs, with training being supported by materials and assessments that we develop and update to meet practical industry expectations.

The Certificate and Diploma qualifications require students to work in a regulated education and care service to achieve the qualification.

Our predominate delivery mode is workplace-based and delivered in a regulated education and care service.

TRAINING

We provide training through a range of methods depending on enrolment and the qualification level enrolling into.

Training methods include:

- mentoring in the workplace
- face-to-face meetings
- online meetings
- ebooks
- video
- simulation and demonstration

ASSESSMENT

Assessments are completed online through Cloud Assess platform (Learning Management System).

This platform provides Students with a password protected, modern and flexible opportunity to manage and complete their assessments.

The platform allows Students to participate in a range of assessment methods and to communicate with their Trainer Assessor.

Where skills must be demonstrated in a regulated education and care service, they will be assessed in the workplace or as part of a work placement.

IN THE WORKPLACE

Trainer Assessors will visit students regularly in the workplace throughout their enrolment period to conduct training and assessment activities, support students through each unit of competency.

Trainer Assessors will have contact with the Student and Employers at least monthly to ensure progress through the course is maintained.

IN A PLACEMENT

If students not employed in the industry, they will placed with a host employer under a practical placement agreement.

Trainer Assessors will have contact with the Student and host Employers at least monthly to ensure progress through the course is maintained.

Working with Children Check

The Victorian Government insist that a mandatory Working with Children (WWC) Check is gained across Victoria for those working with children. The WWC Check helps to keep children under 18 years of age safe from physical and sexual harm by preventing those who pose a risk to the safety of children from working with them, in either paid or volunteer work.

This means students must apply for and have a valid WWC check prior to working (employees) or attending a placement (voluntary) in an education and care service.



It is an offence under section 35 of the Working with Children Act 2005 to engage a person in child related work if the person does not have a current assessment notice.

