

COURSE GUIDE AND ENROLMENT

Diploma of Children's Services CHC50908
(Early Childhood Education and Care)



*"A teacher affects eternity;
he can never tell
where his influence stops."
Henry Adams*



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Empower your career in Early Childhood

Congratulations on choosing a career that is able to enrich and touch children's lives. Your career in Early Childhood has the ability to positively influence individuals, families and our society. The Diploma of Children's Services (Early Childhood Education and Care) is the next step forward in the Early Childhood industry for educators that are qualified with a Certificate III in Children's Services.

Career Opportunities

First Door students seek to develop their workplace capability, knowledge and skills, and may also be establishing a career as a:

- Lead or Senior Educator in an Early Childhood Centre
- Educational Leader in an Early Childhood Centre or OSHC service
- Early Childhood Centre Director/Manager
- Outside School Hours Care Coordinator

What will you learn?

The Early Childhood National Quality Framework (NQF) is at the heart of our course content, and therefore student's learning encompasses the NQF.

Students studying the Diploma of Children's Services with First Door will:

- establish advanced knowledge and practical skills required for best practice in Early Childhood, using the National Quality Framework.
- learn how to foster and support children's holistic development
- be empowered to work effectively and positively with children, families and colleagues in an Early Childhood Education and Care setting.
- be equipped to follow legislation, service policies and meet the National Quality Standards.
- establish an understanding of inclusive practices including diversity and cultural competence.
- be inspired towards continuous improvement and the ability to deliver quality and professional practice.



Entry requirements

To enrol in this course with First Door, you will need to:

- be currently employed in the registered Early Childhood centre.
- have a sound understanding of the written and spoken English language.
- be qualified in Certificate III in Children's Services.

Students need to have access to:

- a computer (PC or Mac) with Internet and printer
- Adobe Flash Player 7 and Adobe Acrobat Reader
- Microsoft Word 97 or later (for PC)

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process where a student may be granted credit towards a qualification in recognition of skills and knowledge gained through formal or informal training, work and/or life experience. RPL is offered to any student who can provide the required evidence of competency for the units offered within the Diploma of Children's Services qualification.

During the enrolment process, a student may choose to complete a RPL checklist to determine if they are eligible for RPL. Following this, a RPL meeting is held between the student and First Door to discuss the prior learning evidence and the RPL process before the student commences a training plan. To receive RPL for a unit requires thorough assessment processes to ensure the student is competent in all elements of the course unit. To display RPL competency, students may need to: collect and provide evidence, complete a workbook and/or be observed in the workplace.

For additional information relating to RPL for this course, please contact:
First Door RPL Coordinator, email: admin@firstdoor.com.au



Course curriculum

The Diploma of Children's Services CHC50908 is comprised of 13 core units, and five electives. It is Australia's respected, nationally recognised and accredited Diploma qualification in Early Childhood Care and Education. First Door offers six electives relevant to the National Quality Framework of which students select five units to learn. This course of 18 units is to be completed within two years from enrolment date.

Four part course structure

At First Door the 18 units that form the Diploma of Children's Services course are grouped into four related parts.

- Part 1: Provide child focused care and education
- Part 2: Foster and support holistic development
- Part 3: Inclusion and diversity
- Part 4: Management and professional practice

Practical experience: four days in four centres

During the close of each part of the course, First Door arranges for each student to experience a day at another Early Childhood centre that is able to showcase operation relevant to the part of the course. By course completion, each student will have experienced four days in four different Early Childhood centres.



Diploma of Children's Services CHC50908

First Door course structure and units

Part 1: PROVIDE CHILD FOCUSED CARE AND EDUCATION

Diploma of Children's Services four core units of study

CHCPR502E:

Organise experiences to facilitate and enhance children's development

CHCRF511A:

Work in partnership with families to provide appropriate care for children

CHCPR509A:

Gather, interpret and use information about children

CHCPR510B:

Design, implement and evaluate programs and care routines for children

CHCFC507A:

Use music to enhance children's experience and development (elective)

Part 2: FOSTER AND SUPPORT HOLISTIC DEVELOPMENT

Diploma of Children's Services five core units of study

CHCFC502A:

Foster physical development in early childhood

CHCFC506AZ:

Foster children's language and communication development

CHCFC505A:

Foster cognitive development in early childhood

CHCFC508A:

Foster children's aesthetic and creative development (elective)

CHCFC503A:

Foster social development in early childhood

CHCFC504A:

Support emotional and psychological development in early childhood

Part 3: INCLUSION AND DIVERSITY

Diploma of Children's Services two core units of study

CHCIC510A:

Establish and implement plans for developing cooperative behaviour

CHCIC512A:

Plan and implement inclusion of children with additional needs

HLTHIR4403C

Work effectively with culturally diverse clients and co-workers (elective)

Part 4: MANAGEMENT AND PROFESSIONAL PRACTICE

Diploma of Children's Services two core units of study

CHCCN511B:

Establish and maintain a safe and healthy environment for children

CHCIC501B:

Manage children's services workplace practice to address regulations and quality assurance

BSBMGT608C

Manage innovation and continuous improvement (elective)

CHCORG428A

Reflect on and improve own professional practice (elective)

BSBR501A

Manage risk (elective)

Training Plans

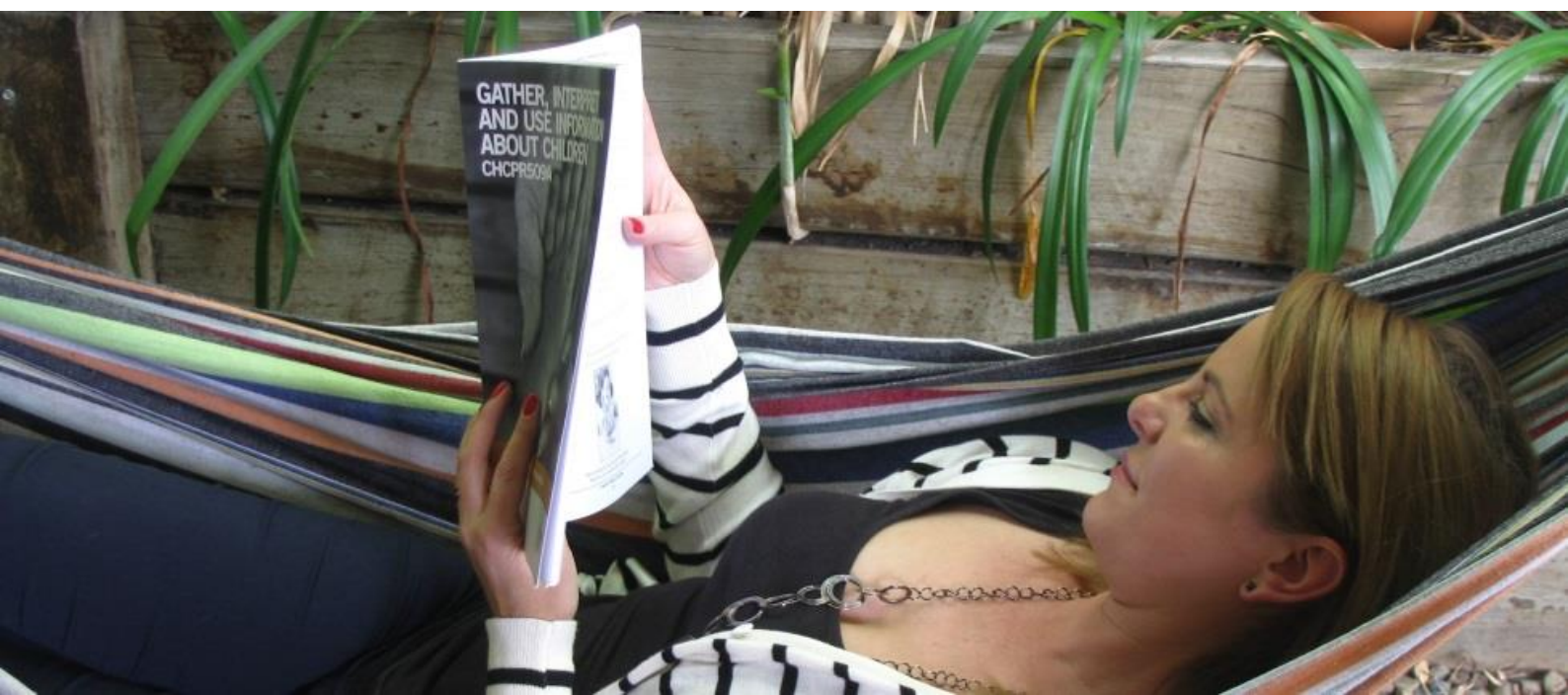
You will have 24 months to complete your Diploma in Children's Services course from your enrolment date. We have a continual intake of students on this basis throughout the year.

First Door consults with students to establish the best training plan to suit their individual needs and enable successful completion of the course. First Door offers students either a Flexi or Structured training plan. For more information on understanding the best training plan for you, please refer to pages 17, 18 and 19 for a quick self-appraisal.

Flexi training plan

The Flexi plan suits students that are eligible to RPL course unit/s, are highly self-motivated and need flexibility to set their own assessment due dates. Flexi students set their own timetable providing they are able to complete the course within two years. The Flexi plan follows the four part course structure, excluding any RPL units.

The student's monthly meeting with the student's personal mentor enables goal setting and assessment due dates to be established. Where possible, Flexi students choose units that are in sync with the structured plan so that they can attend relevant workshops. Flexi student are encouraged to attend at least twelve of the eighteen workshops provided for this course.



Structured training plan

Monthly timetable

The structured plan provides students with a monthly timetable to work through a course unit each month from February to November. Our structured plan allows for the 18 units to be completed within two years combining part time study and work experience. Studying using this plan assists students to stay focused and motivated.

One unit is completed each month, excluding the months of December and January each year. At the beginning of each month, students receive their new unit resources and attend an interactive workshop. A workplace mentoring meeting occurs mid-month and assessments and workbooks are due at the end of each month.

Rolling enrolment

Students start the relevant theory book for the unit that commences the month following their enrolment. An example being: if a student enrolls in October they commence the unit 'Gather, interpret and use information about children' and attend the workshop on 1 November.



Part 1: PROVIDE CHILD FOCUSED CARE AND EDUCATION

Start date by	Workshop date	Assessment due by	Diploma of Children's Services Unit of study
2 Sep 2013	7/9/13 Sat	30/9/13	CHCPR502E: Organise experiences to facilitate and enhance children's development
1 Oct 2013	5/10/13 Sat	31/10/13	CHCRF511A: Work in partnership with families to provide appropriate care for children
1 Nov 2013	2/11/13 Sat	30/11/13	CHCPR509A: Gather, interpret and use information about children
3 Feb 2014	3/2/14 Mon OR 8/2/14 Sat	26/2/14	CHCPR510B: Design, implement and evaluate programs and care routines for children
3 Mar 2014	3/3/14 Mon OR 8/3/14 Sat	31/3/14	CHCFC507A: Use music to enhance children's experience and development (elective)

Part 2: FOSTER AND SUPPORT HOLISTIC DEVELOPMENT

Start date by	Workshop date	Assessment due by	Diploma of Children's Services Unit of study
1 Apr 2014	5/4/14 Sat OR 7/4/14 Mon	30/4/13	CHCFC502A: Foster physical development in early childhood
1 May 2014	3/5/14 Sat OR 5/5/14 Mon	30/5/14	CHCFC506AZ: Foster children's language and communication development
2 Jun 2014	2/6/14 Mon OR 7/6/14 Sat	30/6/14	CHCFC505A: Foster cognitive development in early childhood
1 Jul 2014	5/7/14 Sat OR 7/7/14 Mon	31/7/14	CHCFC508A: Foster children's aesthetic and creative development (elective)
1 Aug 2014	2/8/14 Sat OR 4/8/14 Mon	29/8/14	CHCFC503A: Foster social development in early childhood
1 Sep 2014	1/9/14 Mon OR 6/9/14 Sat	30/9/14	CHCFC504A: Support emotional and psychological development in early childhood

Part 3: INCLUSION AND DIVERSITY

Start date by	Workshop date	Assessment due by	Diploma of Children's Services Unit of study
1 Oct 2014	4/10/14 Sat OR 6/10/14 Mon	31/10/14	CHCIC510A: Establish and implement plans for developing cooperative behaviour
1 Nov 2014	1/11/14 Sat OR 3/11/14 Mon	28/11/14	CHCIC512A: Plan and implement inclusion of children with additional needs
2 Feb 2015	2/2/15 Mon OR 7/2/15 Sat	27/2/15	HLTHIR4403C Work effectively with culturally diverse clients and co-workers (elective)

Part 4: MANAGEMENT AND PROFESSIONAL PRACTICE

Start date by	Workshop date	Assessment due by	Diploma of Children's Services Unit of study
2 Mar 2015	2/3/15 Mon OR 7/3/15 Sat	31/3/15	CHCCN511B: Establish and maintain a safe and healthy environment for children
1 Apr 2015	11/4/15 Sat OR 13/4/15 Mon	30/4/15	CHCIC501B: Manage children's services workplace practice to address regulations and quality assurance
2 May 2015	2/5/15 Sat OR 4/5/15 Mon	29/5/15	BSBMGT608C Manage innovation and continuous improvement (elective)
1 Jun 2015	1/6/14 Mon OR 6/6/15 Sat	30/6/15	CHCORG428A Reflect on and improve own professional practice (elective)
1 Jul 2015	4/7/15 OR 6/7/15	31/7/15	BSBRSK501A Manage risk (elective)

For full information on the unit of qualification see website www.training.gov.au

Type "CHC60208" in the 'Nationally recognised training' box, then click the course hyperlink and download the Qualification document (Word or PDF).



Assessment

Workplace assessment

Throughout the course units of study you will need to organise and complete various meaningful workplace activities and assessments as outlined in your unit workbook. **Workplace activities and assessments must be completed in a registered Early Childhood centre.** These experiences enable you to practice the theory learnt and to demonstrate your competency in the workplace.

Due date accountability

At First Door we encourage students to be motivated, accountable and focused by setting assessment due dates. Whether your assessment due dates are self-directed on the flexi plan or set by First Door on the structured plan, **all assessments are required to be received by First Door on or before due date. Assessment is accepted no later than 4pm on due date** unless an extension request is received and accepted.



Student assessment processes

1. A paper workbook records:

- evidence through the student's handwritten account of workplace experiences and activities that the student is demonstrating the required knowledge and ability to use the theory of the unit in the workplace.
- a workplace supervisor and/or a First Door mentor's assessment of student competency in workplace practice.
- evidence of a student's practical skills through documentation of workplace activities and in their reflective writing.

The workbook is submitted to First Door using the provided postage paid envelope.

2. Assessment tasks

Wherever possible, assessment tasks are completed by students as a computer document and submitted to First Door by email. If a student is unable to submit an assessment in this format then handwritten assessments are acceptable provided they are received by post with the student workbook at First Door by due date.

First Door attempts to make assessment questions/activities relevant to the student's workplace experiences to provide the student with authentic learning and meaningful assessment.

Timely and constructive assessment of student work

Assessment is the process of gathering evidence to determine the competency of each student based on the National accredited training requirements. First Door undertakes to return student workbooks and assessment to the student **within fourteen days of their receipt**. Constructive assessment feedback is provided to guide a student on their progress and address any areas of difficulty.

Our approach at First Door

We connect students to:

- best workplace practice and experiences to practice theory
- meaningful information to gain knowledge,, and to conversations to explore knowledge
- a personal industry experienced mentor.

The student's success and active engagement is achieved through:

- mentoring to support and inspire students
- engaging learning resources and environments
- providing options and support to suit each student's needs in flexi or structured courses
- industry relevant and interactive learning through workshops.

Engaging resources and environments

We are committed to ensuring our learning resources are relevant and meaningful, combining your learning with real work experiences. First Door prepares unique student workbooks and assessment for each unit to ensure students are undertaking practical work-based activities and assessment tasks. Our website www.firstdoor.com.au contains a link to various resources that will extend your learning and understanding of theory.

Connecting people, resources and learning

Interactive workshops with a practical and active learning focus

Our monthly scheduled workshops relate to each unit within the course and provide active learning experiences. These workshops break down the information in the theory book with interactive and practical activities. We encourage discussions with other educators and shared learning together to discover ways to improve practice.

First Door social media communities that provide resources to create inspiration and conversations

Connect with First Door's social media community on facebook, twitter and pinterest to receive inspirational updates on play ideas and all things related to being an educator.



Your personal mentor

Study Support

You have access to student study support to assist in understanding the information in the theory book, workbook or assessments. Study support is available by phoning or emailing your personal mentor. Emails will be returned within 24 hours excluding on weekends and public holidays. Phone calls can be made between 9am and 6pm on weekdays. If your personal mentor is unavailable by phone they will return your call that same day.

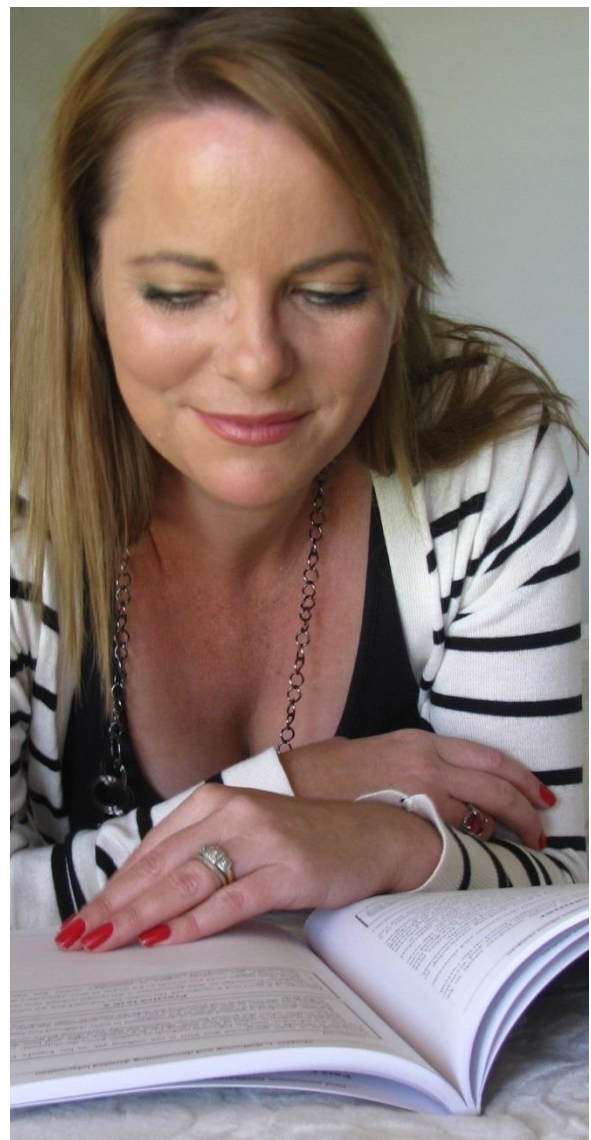
Workplace mentoring

First Door undertakes to provide an arranged monthly workplace mentoring meeting to each student within First Door's operational locations. The First Door mentor is both industry experienced and a qualified trainer.

Your monthly mentoring meeting provides:

- review of your previous assessment and feedback
- up to thirty minutes of related workplace practice observation and assessment
- fifteen minutes to provide constructive work practice feedback
- assistance with understanding of the current workbook and assessment activities
- guidance, inspiration and student support

Where workplace mentoring is not possible, due to the location of the centre, then a monthly skype or facetime meeting is arranged between student and mentor. In addition the mentor will liaise with the student's workplace supervisor/manager/director to establish workplace mentoring and assessment systems for the student.



Course investment

Fee payment

Students studying with the flexi plan are more likely to pay by nominated regular instalments and students studying with the structured plan usually pay per unit on the 28th of the month. Fee payments to First Door Training and Development Pty. Ltd. can be made in two ways.

1. Regular Instalments of a nominated amount in advance across the scheduled course time. **OR**
2. Payment per unit prior to the commencement of each unit and within the agreed course timeframe, over a maximum of two years.

Unit and course investment

The investment for each unit of the course includes the cost of: First Door resources, a workshop, personal mentoring, study support and assessment. Upon successful completion of the course students receive a certificate for their nationally accredited qualification and are invited to attend a graduation ceremony.

Course cost: \$3510 for 18 units in total

Unit cost: \$195 per unit

Enrolment Fee

\$65 non-refundable fee

First Door invests in a thorough enrolment process to understand each student's individual learning needs and to establish the appropriate training program for each student. This fee is non-refundable and includes a First Door water bottle and lanyard.

Recognition of Prior Learning (RPL)

\$145 per unit

Please be advised that a RPL unit requires thorough assessment processes, and may require a combination of: completion of a workbook, evidence collection and workplace observation.

Issuing Replacement Certificates

\$10 per certificate

First Door will issue replacement certificates subject to receipt of a Statutory Declaration, stating previous enrolled name and address and current name and address and the reason for the replacement. The replacement certificate fee covers the cost of postage and handling.

Fee Protection and Refunds

All fees paid in advance are protected. We guarantee the company's sound financial position and safeguard all payments made in advance until the student's successful conclusion of units to the value of the advanced payment. If First Door has to cancel the course a full refund will be given, including all administration fees.

If a student provides one week notice to cancel prior to the course starting date, they will receive a full refund less the non-refundable enrolment fee. Cancellations after the course has begun will be dealt with on a case by case basis to ensure that First Door has done everything within its ability to assist the student in completing the course

Graduating and future doors

Graduation

Graduating with First Door is a celebration event not to be missed. The graduation ceremony is held at the end of August each year for graduating students. Each student is able to have up to five guests attend to share this event.

University pathway options

Credit towards the following degree programs is available to graduates of the Diploma. Students must apply for University entry through QTAC.

Bachelor of Education (Early Childhood) (Queensland University of Technology)
Credit: 1 year (apply to the university)

Bachelor of Early Childhood Studies (Queensland University of Technology)
Credit: 1 year (apply to the university)

Bachelor of Education (Primary) (Queensland University of Technology)
Credit: 48 credit points (apply to the university)

Bachelor of Social Science (Southern Cross University)
Credit: 8 units (apply to the university)

How to enrol

We are here to help you throughout the enrolment and study process.

Electronic enrolment form

Please download and complete an enrolment form using MS word and email the saved document to admin@firstdoor.com.au

Paper enrolment form

Alternatively, please complete the printed enrolment form by handwriting and post to: First Door enrolments, 14 Page Street, North Lakes Q 4509.

Please note: All enrolments are subject to a non-refundable \$65 enrolment fee, plus payment of \$195 for the first course unit. The total of \$260 is payable on enrolment.

Please contact us for additional information.



Section 1: Personal Details			
Title: Mr/Mrs/Miss/Ms		Last Name:	
Given Names:		Preferred name:	
Date of birth: (Day/Month/Year)		Indigenous status: Aboriginal /Torres Strait Islander	
Are you an Australian Citizen? (yes or no)		If NO, are you a permanent resident?	
Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Is English your first language? (yes or no)		What is your nationality?	
Yes <input type="checkbox"/> No <input type="checkbox"/>			
Please state any medical conditions that First Door should be aware of, such as diabetes, epilepsy			

Section 2: Communication contacts			
Street address:			
Suburb:	State:	Postcode:	
Postal Address (if different)			
Suburb:	State:	Postcode:	
Home Phone:	Mobile:		
Email:			
Skype name:			
My best time of day for First Door contact is:			
Emergency contact Name of relative or friend			
Their address:			
Suburb:	State:	Postcode	
Their home phone:	Mobile:		

Section 3: Employment information			
Current employer:			
Street address:			
Suburb:	State:	Postcode:	
Work Phone:	Work email:		
Name of workplace supervisor/mentor:			
Name of Early Childhood Centre Director:			
Position held:	Year commenced:		
Employment: Contract or casual?	Full time or part time?		

SECTION 4: Education and Training

Details of current relevant study:			
Highest level of education:		Year completed:	
Do you hold Certificate III in Children's Services:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Please attach a certified copy of this qualification <input type="checkbox"/>
Other relevant training: e.g. First Aid training			

SECTION 5: Recognised Prior Learning (RPL) application

I would like more information on what is required to RPL one or more Diploma units	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Note: Please complete this RPL section only if you consider that you would qualify to apply for RPL for one or more Diploma of Children's Services course units		
Relevant experience:		
Relevant skills:		
Relevant training/courses:		
Please attach a copy of your current resume outlining your related work and life experience <input type="checkbox"/>		

SECTION 6: About my learning

I have completed the preferred learning style quiz and I believe my preferred learning style is: Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinaesthetic <input type="checkbox"/>	
My particular learning needs are: (please state any area of difficulty in learning or learning disability)	
My best time of day for study is usually	
How did I learn about First Door? e.g.: workplace/website/advertising/recommended by	
What made studying with First Door appealing to me?	
I believe I am best suited to success using the flexi or structured training plan	Flexi plan <input type="checkbox"/> Structured plan <input type="checkbox"/>
<p>Please share your personal viewpoint on these two questions:</p> <ol style="list-style-type: none"> What motivates me to study and complete a Diploma of Children's Services? How will completing this course improve my practice/career in Early Childhood? 	

SECTION 7: Student fees

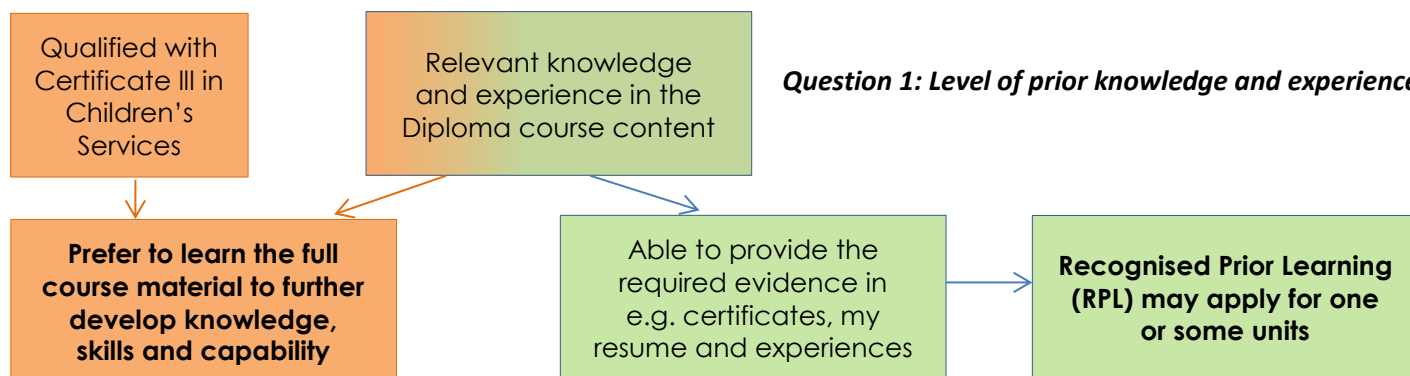
I would like to apply for a First Door Scholarship Scholarship student fees are subsidised for eligible and successful applicants by 50% by First Door	Yes <input type="checkbox"/> No <input type="checkbox"/>
I would like more information on an apprenticeship/traineeship scheme	Yes <input type="checkbox"/> No <input type="checkbox"/>
I would like to pay by direct debit from my bank account a regular nominated amount on a weekly/fortnightly/monthly basis (as agreed with First Door based on individual training plans) , OR	Direct debit \$_____ per _____
I would like to pay by internet banking prior to commencing each unit (Flexi plan), OR	Internet Flexi before new unit <input type="checkbox"/>
I would like to pay by direct debit from my bank account for each new unit on the 28 th of the month (Structured plan)	Direct debit Structured: 28 th month <input type="checkbox"/>

SECTION 9: Declaration and checklist

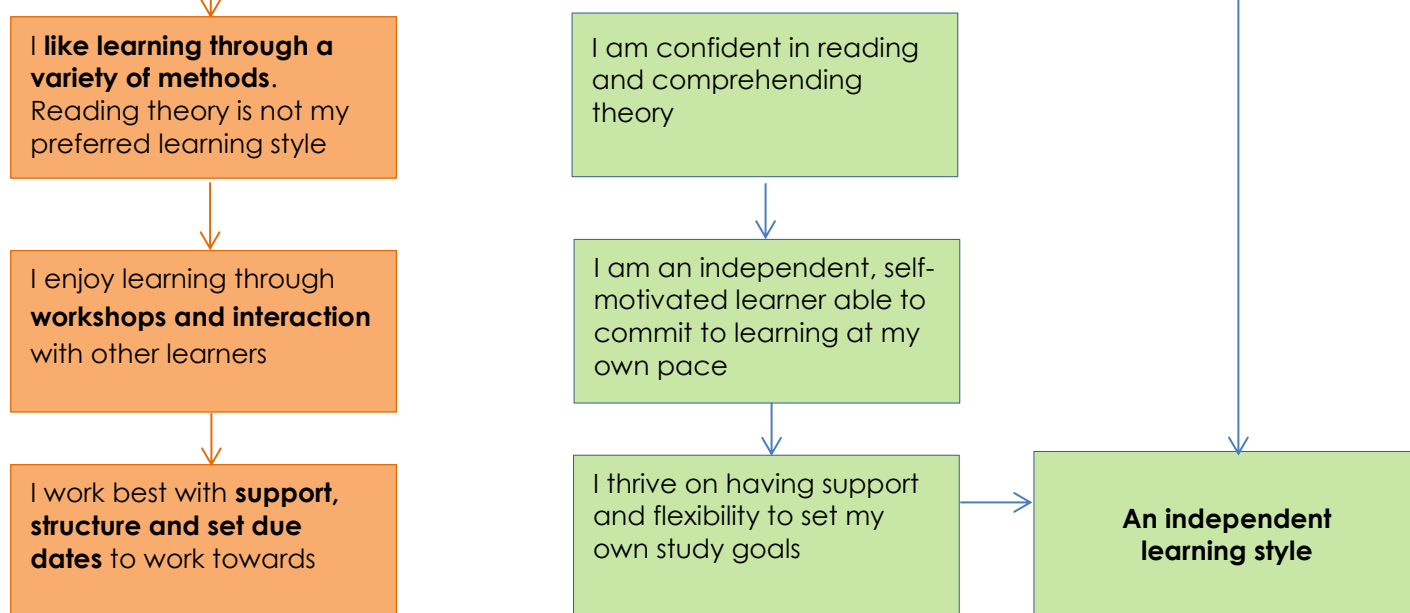
I have received a copy of and accept all the policies, procedures and guidelines contained within the First Door Student Handbook and Course Guide. In particular, I understand the student standards and fees policy. I shall abide by these for the duration of my training with First Door Training and Development.	Initial as read and understood X _____
I understand the course timeline and assessment requirements, I am required to complete a training plan with agreed assessment due dates. My assignments are to be received by First Door by 4pm on due date unless an extension has been requested and granted. I understand that a new unit of study is not able to be commenced until the previous unit is submitted. To complete the Diploma of Children's Services I also understand that I am required to achieve the necessary Early Childhood workplace experience, activities and assessment. I give First Door staff permission to discuss my progress with my workplace supervisor and/or Centre Director.	Initial as read and understood X _____
I give First Door Training and Development Pty Ltd permission to indefinitely use my image and quotes in a respectful and positive manner for use in First Door training resources and in other media (e.g. First Door website).	Initial as read and understood X _____
Please note that the information you provide on this form is private and confidential. All student records are kept for thirty years by First Door Training and Development, as required by law. You are entitled to view your records upon written request to First Door Training and Development.	Initial as read and understood X _____
Checklist: Please ensure that you have: <input type="checkbox"/> completed all sections of this application form <input type="checkbox"/> attached all relevant supporting documentation <input type="checkbox"/> paid the \$65 non-refundable enrolment fee and \$195 first course unit fee Should you be required for an interview or for more information, you will be contacted by telephone or email.	Initial as read and actioned X _____
I declare that the information contained in this application is true and correct to the best of my knowledge. Signed by enrolling student (over 18 years of age): X	Enrolling student's full name: Dated:
I declare that the information contained in this application is true and correct to the best of my knowledge. Signed by parent/guardian (if the student is under 18 years of age) X	Parent/guardian's full name Dated:

Structured or Flexi learning program appraisal

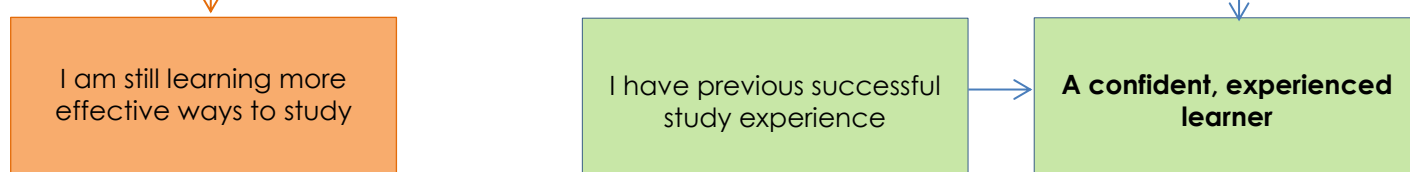
Question 1: Level of prior knowledge and experience?



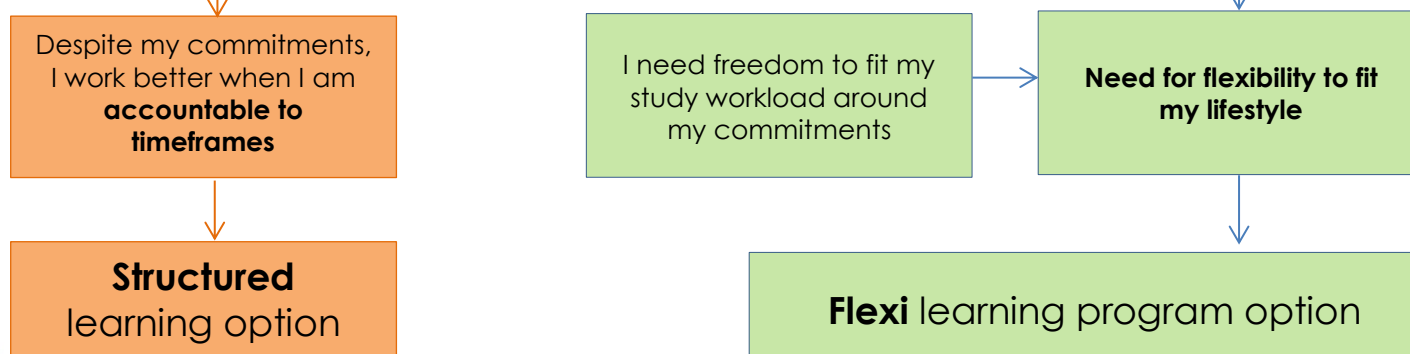
Question 2: How do I prefer to learn?



Question 3: How do I rate my experience as a learner?



Question 4: How do I best fit in study time?



Discover your preferred learning style

Read each question and circle the one which is most like you.

Question 1: I prefer lessons where we:

- a) can discuss things
- b) there is something to look at e.g. pictures, charts, videos
- c) we can do something practical or move around

Question 2:

- a) I like music on or singing to myself while working
- b) I often doodle while listening
- c) I often fiddle with things like a pen, or fidget while I am sitting listening

Question 3: When learning a new skill, I prefer:

- a) to listen to someone explain to me how to do it
- b) to watch someone demonstrate how to do it
- c) to just get on and do it

Question 4: The type of puzzle/game I like is:

- a) "Name That Tune"
- b) "Spot the Difference"
- c) "Rubik's Cube"

Question 5: I would prefer to:

- a) listen to a story
- b) read a story
- c) be active or be outdoors

Question 6:

- a) I have a good memory for people's names
- b) I have a good memory for people's faces
- c) I am good at learning physical skills

Question 7: I prefer teachers who:

- a) explain things to me
- b) use diagrams to show me things
- c) who demonstrate and get me to do perform the task

Question 8: On a long journey I like to

- a) listen to music or chat to fellow travellers
- b) read a book or look at the scenery
- c) take regular breaks so that we can stop and I can move about

Question 9: When I am discussing something:

- a) I sometimes use words my friends don't know
- b) I visualise the topic of discussion
- c) I use my hands a lot when I talk

Question 10

- a) I am a good listener
- b) I am good at visualising
- c) I am good at making things

Quiz Results: Your preferred learning style

Use these quiz results as a guide only - not as a fixed label. They can help you to discover ways that you learn best; they can also help you to experiment with new and different strategies and skills to use.

If you scored mostly:

A = Auditory learner

B = Visual learner

C = Kinaesthetic learner

A = AUDITORY learners: Auditory learners tend to benefit most from traditional lecture style teaching technique. Many auditory learners tend to learn best when the trainer presents information by talking to their students. Regulating voice tone, inflection, and body language will help all students maintain interest and attention. Auditory learners succeed when directions are read aloud, speeches are required, or information is presented and requested verbally.

Learning Suggestions for Auditory Learners:

- Using word association to remember facts and lines
- Recording lectures
- Watching videos
- Repeating facts with eyes closed
- Participating in group discussions
- Using audiotapes for language practice
- Taping notes after writing them

B = VISUAL learners: Some students rely upon a visual learning style: "Show me and I'll understand." Visual learners benefit from diagrams, charts, pictures, films, and written directions. These students will value to-do lists, assignment logs, and written notes. Many of these techniques, however, also benefit kinaesthetic learners.

Learning Suggestions for Visual Learners:

- Draw a map of events in history or draw scientific process
- Make outlines of everything
- Copy what's on the board
- Ask the teacher to diagram
- Diagram sentences and mind maps
- Take notes, make lists, use post-it notes and place these in prominent places
- Watch relevant videos
- Colour code words and outline reading
- Use flashcards
- Use highlighters, circle words, underline

C = KINAESTHETIC learners: Kinaesthetic learners are most successful when totally engaged with the learning activity. They acquire information fastest when participating in activity based learning, tactile learning or with hands-on teaching techniques.

Learning Suggestions for Kinaesthetic Learners:

- Studying in short blocks
- Role playing
- Taking field trips, visiting museums
- Studying with others
- Using memory games
- Using flash cards to memorize
- Using motion in study, for example: walk and talk/read your notes, pass a small ball from one hand to the other or use a yo-yo while studying
- Chew gum while studying, if appropriate