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## ROBERT SMITH

Training and Development Specialist/Representative

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Highly effective Learning and Development Specialist with extensive experience and knowledge about theories and methods used in designing, developing and delivering successful training programs.

### EXPERIENCE

#### Training and Development Specialist/Representative

ABC Corporation - 2008 - 2015

- Developed an initial training program as part of a virtual team across three sites. The program increased consistency in performance outcomes across sites.
- Created a training manual of more than online documents. Facilitated training via webinars, classrooms, and workshops.
- Led the training team to coordinate the creation and delivery of quarterly updates.
- Created course objectives, curriculum, facilitator guides, and job aides.
- Trained new employees for customer service and claims processing in an award-winning call center.
- Coordinated training schedules across sites with supervisors and managers to optimize training initiatives and work-flow management.
- Communicated project status to management and stakeholders.

#### Training And Development Specialist

ABC Corporation - 2004 - 2008

- A crucial function of this position was to educate, instruct, and guide managers throughout the training and development process while simultaneously providing updates and feedback to the Area Coach.
- Supporting the 6 Area Coaches that I was assigned to was one of the fundamental aspects of this position.
- Another fundamental responsibility of this position was to conduct job fairs where I evaluated and assessed the candidates knowledge and abilities and afterward provided my recommendation to the Area Coach.
- Classroom instruction and training was an imperative function that I provided for managers at all levels.
- This classroom setting allowed me to provide instruction that included Team Leader simulations, Assistant Manager simulations, VOC presentations, and Serve Safe training, among others.
- A valuable asset that I employed was to perform individual store VOC coaching upon an Area Coach's request.
- Presented valuable information to individual restaurants which greatly

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## LEARNING OUTCOMES: 8888

### 8. Study units

#### STUDY UNIT 1: BIOCATALYSIS (Dr P. Marshamere)

##### Revision on enzyme kinetics (Chapter 8.1)

###### Summary

The kinetics of an enzyme is to measure the rate of a reaction with respect to a few things, all enzymes are proteins which produce it under perfectness. They are enzymes the most effective catalysts. They are capable of increasing the rate of chemical reactions that follow the law of conservation. The difference being usually, through the concentration of the reactants with respect to the reaction which they catalyse. The most used word people use when it comes to the kinetics of an enzyme is regulated by factors like temperature, pH, and substrate concentration. The kinetics of an enzyme is the study of the rate of a reaction with respect to a few things, all enzymes are proteins which produce it under perfectness. They are enzymes the most effective catalysts. They are capable of increasing the rate of chemical reactions that follow the law of conservation. The difference being usually, through the concentration of the reactants with respect to the reaction which they catalyse. The most used word people use when it comes to the kinetics of an enzyme is regulated by factors like temperature, pH, and substrate concentration.

###### LEARNING OUTCOMES:

1. Learn about the kinetics of an enzyme.
2. Learn about the kinetics of an enzyme.
3. Learn about the kinetics of an enzyme.
4. Learn about the kinetics of an enzyme.
5. Learn about the kinetics of an enzyme.
6. Learn about the kinetics of an enzyme.
7. Learn about the kinetics of an enzyme.
8. Learn about the kinetics of an enzyme.
9. Learn about the kinetics of an enzyme.
10. Learn about the kinetics of an enzyme.

##### Revision on enzyme kinetics (Chapter 8.2)

###### Summary

The study of catalysis, enzymes, living and dead things that are used to speed up chemical reactions is to study the rate of a reaction with respect to a few things, all enzymes are proteins which produce it under perfectness. They are enzymes the most effective catalysts. They are capable of increasing the rate of chemical reactions that follow the law of conservation. The difference being usually, through the concentration of the reactants with respect to the reaction which they catalyse. The most used word people use when it comes to the kinetics of an enzyme is regulated by factors like temperature, pH, and substrate concentration.

###### LEARNING OUTCOMES:

1. Learn about the kinetics of an enzyme.
2. Learn about the kinetics of an enzyme.
3. Learn about the kinetics of an enzyme.
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9. Learn about the kinetics of an enzyme.
10. Learn about the kinetics of an enzyme.

##### Revision on enzyme kinetics (Chapter 8.3)

###### Summary

The kinetics of an enzyme is to measure the rate of a reaction with respect to a few things, all enzymes are proteins which produce it under perfectness. They are enzymes the most effective catalysts. They are capable of increasing the rate of chemical reactions that follow the law of conservation. The difference being usually, through the concentration of the reactants with respect to the reaction which they catalyse. The most used word people use when it comes to the kinetics of an enzyme is regulated by factors like temperature, pH, and substrate concentration.





Name: Belinder Summers

Date: April 9, 2018

During the Commonwealth Games - the preschool children were invited by our local gymnastics club to take part in gymnastics. All the preschoolers were so excited to get started. When we arrived - the coach showed us all the different types of apparatuses used such as the vaults, balance beams and uneven bars. A few of the gymnasts that were there that day showed us how each piece of equipment is used. The preschoolers were so excited that they wanted a turn as well!! We were lucky enough that a fellow gymnast prepared a simple floor exercise routine that the preschools could follow. After all our stretching and warming up we learn a floor routine with ribbon sticks! We all had such a fantastic time!



Analysis Of Learning

Through this experience it is evident that the children take increasing responsibility for their own health and physical wellbeing. They engage in increasingly complex sensory motor skills and movement patterns and combine gross and fine motor movement and balance.

Linking To The Framework

EYLF Learning Outcome:  
3.2  
3.2.3  
3.2.4  
Practice - Holistic Approaches



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Eylf learning outcomes and sub elements. Eylf learning outcomes for sensory play. Eylf learning outcomes for dress ups. Eylf learning outcomes for puzzles. Eylf learning outcomes examples. Eylf learning outcomes cheat sheet. Eylf 5 learning outcomes. Eylf learning outcomes 4.

4.3 Niños transfer and adapt what they have learned from one context to another. Keep the talks with small children about their online experiences, both positive and negative, to be supported by adults in their online commitments. It would be incorrect to assume that this process requires high budgets. As a teacher of early childhood, he must encourage children to observe and talk about the use of ICT in the environment on local walks. Research states (Siraj-Blatchford, 2006) that it is likely that this greater awareness will influence greater progress as ICT continues. Be a presence in their lives. Let the little girls play a favorite part of a spectacle who observed during a technological presentation. However, he does not have to leave and buy the next great technological development for children. Use of technology in the results of EYLF: ICT can play a great role by allowing small children to reach learning outcomes here by promoting confidence, knowledge and autonomy in the use of TIC. This process does not need a high budget. Therefore, there must be a negotiation process to balance the amount of time employed with ICT. Practical advice: Participate in professional learning opportunities to build the understanding of educators about the digital rights of small children and how they relate to socioeconomic, geographical, gallo and culturally experienced experiences of The little girls in digital contexts. Use of technology in the results of EYLF: It is quite obvious how ICT is integrated into the EYLF curriculum here. Peer-to-peer's playful learning can be improved through the collaboration with more knowledgeable companions, as well as adults. 1.4 Niños learn to interact in relation to others with care, empathy and However, the intentional teaching game by nature is directed by the child, however, can support and facilitate learning when it is related to intentional teaching. A notion that is the same Adults and teachers of early childhood equally. Use of technology in EYLF results: as indicated in the ECE 4.4 learning result, the use of technologies occurs when children investigate their own learning. For children, as technology dominates its lifestyles, it fears that they were being felt. Learning result 2: Children are connected and contribute to their world 2.1 Children develop a sense of belonging to groups and communities and an understanding of reciprocal rights and responsibilities necessary for the active participation of the community. This is supported by other researchers, such as Kennewell et al. Take toys and objects so that little girls can play and the real objects related to the things they observed on the screen. 2.3 Niños realize impartiality. The use of self-regulated children's ICT is an important issue with many parents and it is imperative that they need to learn to deal with it sensibly. Use poems and stories to play a variety of events after technological activities. Ensure the proactive supervision of adults from small children's activities, including the use of filters and restrictions on devices and networks in the educational and early childcare environment. 2.4 Niños become socially responsible and show respect for the environment. 5.5 Niños use information and communication technologies to access information, investigate ideas and represent their thinking. These relationships facilitate and influence the children's commitment to digital technologies. Promote sleeping areas without screen and the use of non-screen painting activities with children before siesta time and overnight. Digital Rights, Digital Privacy, Online Security and Education Provide a basis for the first citizenship in digital contexts. Learning result 1: children have a strong sense of identity 1.1 children feel safe, safe and supported. Looking for agreement. Learning Result 5: 5: They are effective communicators 5.1 Children interact verbal and not verbally with others for a variety of purposes. 2.2 Niños respond to diversity with respect. However, ICTs have many applications throughout IT, such as the improvement of literacy and language development in early childhood, arithmetic, creativity and collaboration, all which can be effectively integrated into the plan of studies. Learning result 3: Niños have a strong sense of well-being 3.1 Children are strengthened in their social and emotional well-being. The integration of technology in the EYLF will allow children to learn both about and through technology. These people need to have a clear understanding of the role and potential of ICT / technology in early childhood education. 5.2 Children get involved with a variety of texts and get meaning of these texts. Develop policies and guidelines on the compilation, use, retention and elimination of digital data that are maintained on small children and families. Health and well-being: The way in which small children interact, get involved and experience digital technologies can have implications for health and well-being. It is COAG belief that a quality written program will allow children to show improved results, regardless of the type of childhood environment attended. Throughout learning environments of support and programs, the influence of its orientation will be felt. More well requires a strong will and a critical approach for the pedagogic experience of teachers, the perception of modern knowledge about the role of ECE, courage and the need to innovate, the reverence of children and their parents and ultimo, ultimate, but not least "" curiosity and picazon to explore the potential of ICT to support this type of transition. Internet use model with children for Provides and provide opportunities to evaluate the quality and relevance of information. It is necessary to have a range of tools and resources available that include: articles of technology that work. Articles of technology that no longer work. Toy technology that simulate the functioning of real technology: Toy technology as wooden washing machines. In summary, he highlighted the following (Edwards, Straker and Oakley, 2020): Relationships: The small children in digital contexts interact, involve, involve, access and learn to use digital technologies in relationships with other people, including adults ( For example, family members, parents, kinship members, educators) and compaA ± eros (for example, friends, brothers, extended family members) in their lives. In spite of this, the most important reason why children must experience an integrated ICT curric be necessary. Make the small children imitate the sounds of the vehicles that they heard in a technological activity. In this way, the autonomy and the joy of the child are maintained while they are relevant to their learning and knowledge experiences of the world. The integration of technology in early childhood education can be achieved by anyone who wants to initiate this process and follow these steps. Give the little children the opportunity to tell stories of what they examined in software programs. Let the little children intend to be an animal that they observed on the computer screen. Negotiating and coordinating perspectives. Value the competencies that children develop at home and appreciate the links they have with ICT skills. Use of technology in EYLF results: emotional well -being In ECE when collaborating with families. Look for small children's perspectives regarding the role and use of digital technologies in their own lives, playing and learning. 104). Choosing shifts. Supporting the ICT of the children. Niños. It is essential in a world where information technology and communication is increasingly becoming "embedded and ubiquitous in the environment" (Ministry of Education of the NZ, 2004. Declaration on NIA ± OS small and digital technologies published in 2018 this highlighted declaration A ¶ 4. - "paper and optimal use of digital technologies with, by and for small children in childhood education and care environments of the Early childhood (Edwards, Straker and Oakley, 2020). It will allow you to take advantage of the technology in childhood education to early childhood Australia as I focused on ICT learning outcomes in EYAF. Give the children Small the opportunity to dramatize a story that previously saw from a media presentation. The following will allow you to develop an integrated curriculum in ICT in early childhood today. Considers factors such as: the experiences. IAS and knowledge of life; How children will participate in the creation of the role play area in the environment; The attitudes of adults and the participation of EIR in the game; The available space; The time available in the daily routine of the configuration; If there is the opportunity for the role play to develop over time; The quality and adaptation of resources. They can work together with companions or adults in an intellectual way of solving a problem, clarifying concepts, evaluating activities or extending a narrative. When used effectively, ICT can support the emotional social development of children and promote cooperation, collaboration and contest among children. There are several types of collaboration between peer through ICT that include: joint planning. Add, review, formulate and elaborate information in discussion. Educators participate in active decision-making about Use and the non-use of digital technologies for learning. (Ager, 2009 at Price, 2009) Here are some teaching strategies in early childhood to encourage the game of roles with Tecnología (Peterson, (Peterson, Pp. Asking and providing opinions. Exchange. Niños should also teach how to handle the tools and resources of ICT responsibly. Doing this will ensure that the little girls comply with the results of ICT, not only in the learning framework of the first years (EYLF), but also later in the curriculum Australian primary, since there are integrated opportunities to integrate technology into the classroom. The early learning results framework allows the provision for the use of ICT along the EYLF curriculum, but in particular in the results of the 4 and 5 results of ECE learning. The game and the pedagogy involve children using a range of digital devices for exploration, the creation of meaning, collaboration and the resolution of problems. Help girls develop self-regulation for the use of digital technologies and support them to the transition of digital activities to non-digital. Chain and integration of ideas. Playing outdoors can take many opportunities for intentional teaching. Children benefit from observing their educators and families that respectfully share information about their ICT learning and their use of homework. By Michael Hilkemeijer the learning framework of the first years was developed by the Australian Government Council (COAG) for the Australian Government in 2010. Describes the principles, practices and results that support and improve the learning of children You smaller from birth to five years of age. , as well as your transition to school. It aims to maximize the potential of children to develop a basis for future progress in learning. You must involve the identification of uses of technology in your daily life and using scheduled toys and computers to support your Direct families towards government and / or non -profit organizations to obtain advice on the selection of digital media, content, applications and games that are appropriate for the use of small children. Despite this, learning the result 5.5. It can be present with other learning results. learning. Early childhood learning activities, since children access Internet information to resources of their own learning, develop provisions to build ICT solutions to problems and improve literacy and development of language in education of early childhood. Use technological activity so that small children can express their feelings and ideas. Create shared understandings between families, educators and services on the use of digital technology, adults, in front of children. 1.2 Children develop their emerging autonomy, interdependence, resilience and sense of the agency. Applications should not contain violence and stereotypes of conscience on health and safety issues. place. He presented a two-pointed approach that would ensure what the investigation said would lead to a technological literacy. Each one, where he understands the meaning and importance of the ECE and where he is concerned about the best compliance with the objectives of quality education, on the integral development of his children. He affirmed that, unless teachers do not support it with effective strategies that ICT will soon be able to follow their example. Promote postural consciousness and change by providing a variety of spaces and heights so that children use digital technologies. You need to communicate the rules at the beginning of any language activity. >>>> Click here >>>> Free online development for early childhood educators Practice advice: Provide digital technology experiences for small children who promote opportunities for movement. Practices EYLF: Autonomy is best achieved when children use technology in the role play and can help facilitate this asking them to help configure the game area and include digital ICT tools in the first Children's technology, toy toy and missing technology. Promote the game that involves children in digital technology use with digital and non -digital tools and materials to create knowledge about the use of technology for communication, collaboration and information exchange. Minimize the glow and the reflexion of the screen and promote regular breaks with a variety of visual distances when using screen -based technologies. Promote integration and the game of collaboration through ICT, the child must be in control applications must be transparent and intuitive. Self -regulated digital technology use with children and families that recognize the importance of social interactions between children and adults. This includes its physical activity, posture, vision, dream and emotions. Prismaic Council: Use digital technologies in education and early childhood care to promote social interactions between children, compaA ± eros and adults. 5.4 Children begin to understand how the symbols and pattern systems work. To learn more practical from EYLF, go to colleagues in this workshop in the media for preschool teachers, kindergarten of infants and first primary school teachers today. 4.2 children develop a variety of skills and processes, such as problems resolution, research, experimentation, hypothesis, research and research. What he needs is "willingness to rumble and a critical approach to the pedagogical experience of teachers, the perception of modern knowledge about the role of ECE, courage and the need to innovate, the reverence of children and their parents And not last, but no, but no. At least: curiosity and spicy to explor and disturbing or exciting screens at the time prior to time decreases the duration and quality of children sleeping. Look for the children's permission and families to use digital documentation, including photographs of children through social social and / or other digital documentation platforms. Get more information about the intentional teaching here, it is present appropriate development practices with technology throughout the practice of EYLF development with technology. ICT will give you access to groups and communities external to those who can belong and, as teachers, can help them understand what the active participation means in their communities. Throughout him, I have added ways in which technology can be integrated into early childhood education in Australia, since I am Australian and this is for early childhood teachers who use the curriculum of the first years There are there there Support children in making changes and learn to share when they use digital technologies in collaboration with others. ICT in the EYLF are recognized in two results: Result 4: Children have confidence and involved students and; Result 5: Niños are effective communicators. 3.2 Children assume greater responsibility for their own health and physical well-being. This would ensure that they become capable participants in their environments. In addition to this, there is the fact that ICT will continue to be used in the children's learning environment. 27-28): Provide small girls with clothing to dress and characters to follow computer programs. Make sure children participate in digital and non-digital activities to generate strength and a €



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