Focus on Children

LEVEL 1	**15** **TCE CREDIT POINTS**
COURSE CODE	BHC115116
COURSE SPAN	2016 — 2021
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2020. Use A-Z Courses to find the current version (if available).

Focus on Children Level 1 is a practical course that develops basic knowledge and skills required to interact appropriately with children and others in a range of child care environments, including the home

Some issues and challenges encountered by parents, child care providers and others caring for children are explored and learners develop awareness of the theoretical underpinnings of child development. Through observation and experiential learning, learners will develop understanding that every individual is unique, and appreciate that the care of children is valuable and rewarding.

Course Description

This course focuses on learners' practical observation of and interaction with children in everyday situations in the wider community, including child care environments, in their family or with their own children.

Learners explore children's growth through developmental and maturation stages providing the underpinning knowledge required to understand children's development. They also learn the importance of safe, appropriate environments and challenging activities that are age and developmentally appropriate, providing a range of experiential learning for children.

Rationale

Focus on Children Level 1 is a practical course that develops basic knowledge and skills required to interact appropriately with children and others in a range of child care environments, including the home.

Some issues and challenges encountered by parents, child care providers and others caring for children are explored and learners develop awareness of the theoretical underpinnings of child development.

Through observation and experiential learning, learners will develop understanding that every individual is unique, and appreciate that the care of children is valuable and rewarding.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. interact appropriately with children and others
2. communicate using age-appropriate language in child care environments
3. communicate information about children in prescribed formats
4. use basic skills to collect information from practical and other sources
5. collate and record information and data in prescribed formats
6. observe and respond to the basic needs of children in child care environments
7. apply simple health and hygiene factors related to the care of children
8. identify characteristics of developmental needs of children in practical environments
9. identify different forms of child behaviour
10. follow prescribed safety guidelines in child care environments
11. work cooperatively in child care environments
12. assist in creating safe learning environments and age-appropriate resources for children.

Access

Learners MUST NOT undertake any of the practical components of this course involving interactions with children until they have obtained a Working with Children Registration from the Tasmanian Department of Justice. A copy (scanned or photocopied) of each learner's Registration Card will be retained on file by the provider for a period corresponding to the provider's records and archive schedule/procedure.

Pathways

Focus on Children provides a pathway to other Level 2 courses such as Working with Children and Introduction to Sociology and Psychology. It may also provide a pathway to an AQF vocational education and training (VET) qualification in childcare, such as Certificate II in Community Services/Children's Services.

Course Size And Complexity

This course has a complexity level of 1.

At Level 1, the learner is expected to carry out tasks and activities that draw on a limited range of knowledge and skills. The tasks and activities generally have a substantial repetitive aspect to them. Minimum judgement is needed as there are usually very clear rules, guidelines or procedures to be followed. VET competencies at this level are often those characteristic of an AQF Certificate I.

This course has a size value of 15.

Course Delivery

The units listed are not necessarily of equal length. The length of units is indicated by allocated hours for delivery (Table 1). Thematic approaches to course delivery may be employed.

Given the educational, ethical and legal responsibilities of working with children, learners are required to have obtained a Working with Children Registration from the Tasmanian Department of Justice and to demonstrate appropriate skills for working with children, providers and others in a child care environment, before undertaking the practical component of this course.

It is recommended that learners will also develop basic knowledge about childcare environments (e.g. safe and age-appropriate environments) prior to undertaking the Practical Component.

The Practical Component (Unit 1) may be undertaken on a regular basis over the entirety of the course, following an introduction to expectations and guidelines for working with children.

Course Requirements

To successfully complete this course learners must be exposed to, and engage in, practical work with children.

Course Content

Learners must complete **four** Compulsory Units and select **one from three** elective units.

Table 1: Compulsory and Elective Units

COMPULSORY UNITS		ELECTIVE UNITS (Choose one)
UNIT 1: Practical Component (15 – 20 Hours)	UNIT 2: Safe Environments for Children (35 Hours)	
	UNIT 3: Benefits of Play (35 Hours)	
	UNIT 4: Child Development and Behaviour (40 Hours)	
		UNIT 5: Nutrition and Health (15 – 20 Hours)
		UNIT 6: Communicating with Children (20 Hours)
		UNIT 7: Families and Role Models for Children (20 Hours)

COURSE DETAILS

COMPULSORY UNITS

UNIT 1 – PRACTICAL COMPONENT

Learners will observe children in the child care environment, communicate their observations in prescribed formats and participate in discussions regarding their observations. Observations may relate to the team environment and how carers work together with a group of children, effective activities for fun and learning, planning activities, aspects of safety, and basic characteristics of developmental stages, nutrition, health and hygiene.

The practical component will include experience in a child care environment, preferably through involvement in the community but may be delivered through family and other child related contexts.

Examples of a practical learning environments include, but are not limited to:

- school/college based play group
- community based groups
- neighbourhood house and community centre
- child care centres
- children's service providers
- Young Mothers programs
- working with Early Learning Programs
- working in Kindergartens
- mentoring programs
- Playgroup Association and community based children's activities
- family and child related situations.

Learners will develop skills over the duration of the course and will assist in creating and implementing activities in a child care environment under supervision.

Learners will:

- interact positively with children, care providers, parents (in some contexts), and other stakeholders
- make observations relating to safe and appropriate activities and environments
- observe ethical issues (e.g. confidentiality, taking photos of children, behaviour guidance) in planning activities for children
- work cooperatively with others
- assist in the development of, and participate in, prescribed activities that are safe and age-appropriate for children.

UNIT 2 – SAFE AND AGE-APPROPRIATE ENVIRONMENTS AND RESOURCES

Learners will explore the characteristics of safe environments and resources with a focus on the practical implementation of ideas, identifying safe activities, environments and resources and modifying existing environments and resources to improve safety.

Learners will explore the following questions:

- What designates a safe environment?
- What are age-appropriate activities and resources?
- What is 'off limits' for children? Why?
- What is safe and appropriate play?
- What are safe furnishings and materials, both in the home and outside?
- How can environments be adjusted, including to suit older children's requirements according to age and development?
- How are routines and transition times effective?
- What are features of a child-safe home environment?
- What are some items of child-safe nursery equipment?
- How can unsafe features be addressed?
- What is SIDS?
- What is Duty of Care to self, children and others?
- Is immunisation important?
- Why is hygiene important? What are basic personal hygiene practices in the home and in child care environments?
- What are basic First Aid procedures, for example, for:
  - cuts, abrasions, stings, falls, poisoning?
  - the sick child?

UNIT 3 – BENEFITS OF PLAY

Learners explore the benefits of play by exploring types of play, developmental play and the structure of play. They will also assist in the planning, setting up and implementing of specific play-based activities and observe play in the child care environment.

Learners will explore the following:

- the benefits and value of play – how does play contribute to children's development?
- types of play (Creative, Imaginative, Manipulative, Experimental, Social, Discovery, Physical)
- play and activities appropriate to developmental stage
- structured and free play
- play in other environments: external locations; children's parties; public places. How do children benefit from other play contexts?

Suitable play-based activities include:

- dramatic play: costumes; jewellery; doll play; box props for activities (e.g. fire engine, post office, hairdresser)
- blocks and building: using containers to make blocks (milk cartons, cardboard boxes, foam rubber, match boxes); using blocks to teach maths, problem solving, etc...
- toys: demonstrate how toys develop fine/gross motor skills; using household objects such as pots, pans, wooden spoons, pegs; making games; buying second hand toys
- art using creative materials: felt, glitter, feathers, shells, clay, play dough, finger paint, soap, crayons
- books: reading, sharing, pictures, words, questions; recommended reading; libraries; making books; baby handling books; poetry and rhymes; feelings; different races and lands
- sand and water: outside play; toys; making sand pits; art projects
- cooking: cooking with children; making picture recipe cards; sharing recipes; making recipe books; sharing nutrition information
- play: organising environments; making equipment; changing equipment; walks; field trips; creating a garden (focus on sustainability)
- music: sharing music times with children, listening together; exercise to music; music for dramatic play; musical instruments and making instruments; making songbooks;recording music; library or music store sessions
- dance: exercise to music; listening to music/sound and expressing movement that reflects sound; dance to develop fine/gross motor skills; simple sequenced steps and actions to music; creating dance; dancing together as a cooperative activity
- home-made resources – play dough, bubble mixture, etc...

UNIT 4 – CHILD DEVELOPMENT AND BEHAVIOUR

Concepts and theories of child development form the basis of learners' interactions with children.

The learner is introduced to the developmental and maturation stages of children's growth. This knowledge underpins how children grow and learn.

These concepts also form the foundation for practical observations in a child care environment. Personal experiences, discussion and observation of children at home or in a child care environment, and understanding of these observations, contribute to the practical method of delivery.

Key areas of child development include:

- ages and stages of development
- an overview of factors influencing physical growth and motor development
- cognitive development
- the development of sensory capabilities
- social development: the importance of attachment, socialisation and communication
- language development
- development of autonomy and independence
- the impact of family and environment as well cultural, social and economic factors on child development.

Children's behaviour is a form of purposeful communication influenced by a range of factors such as life experiences, developmental stage and social, cultural and religious contexts of the home background. Behaviour may also be influenced by temperament and environmental factors.

In the child care environment there are significant factors that influence behaviour guidance. Children are encouraged to express their needs positively, respect the rights and safety of others, develop problem solving skills, learn to interact positively with individuals and groups and recognise the consequences of their choices. In this unit the learner observes behaviours (positive and negative) and management strategies of these in the child care environment.

Learners will:

- observe children at play and interacting with others, including carers, parents, children and others in that environment
- explore early childhood theories in relation to behaviour guidance – why do children behave the way they do?
- identify and respond to types of positive and negative behaviour in children in the child care environment and other environments such as the home or playground
- identify and record behaviour guidance strategies. Are they all appropriate and relevant?
- record observations – this may be a diary, written or oral reflection
- follow directions to apply sensitive and appropriate engagement strategies with children including an awareness of legal implications (e.g. taking photographs of children).

ELECTIVE UNITS

Learners must complete one of the following electives Units 5–7.

Learners will be required to demonstrate the relevant knowledge and skills they have developed in the compulsory units. They will be required to record their research and observations in a practical environment which may be in the form of templates, diary or reflection documents collated into a workbook.

Learners will be observed in the child care environment holding conversation with stakeholders, working cooperatively, and in the practical preparation of children's environments.

Elective units require learners to document observations and investigations. Responses may be multi-modal.

UNIT 5 – COMMUNICATING WITH CHILDREN

Learners explore the communication with and between children supported by practical observations in the child care environment, home or other environments. The learner may create or compile appropriate resources about communicating with children.

Key areas of study will include:

- identifying ways of communicating: language, body language, voice, facial expression, action, interaction with others; identifying examples of each; observations may be supported by researched information
- art, music, dance and movement as forms of communication
- the developmental stages of social and language skills
- how babies communicate
- how destructive or negative behaviour is expressed or communicated by the child
- types of activities/games that improve children's communication skills
- identifying and listing types of activities used in the child care environment– how do these engage children and improve communication skills?

UNIT 6 – NUTRITION AND HEALTH

This unit explores child health, nutrition and hygiene that is fundamental to the well-being of children.

Learners will develop an understanding of how to promote good nutrition, health and hygiene in young children in a range of environments including child care environments and the home. Learners will apply this knowledge in the child care environment during their practical experience, following principles and guidelines set by the provider/supervisor.

The learner may create or compile appropriate resources that communicate good nutrition, health and hygiene.

Learners will explore the following:

- nutrition and food choices for children. What features make food nutritious for children? What foods are healthy/unhealthy choices for children? Why are they considered healthy/unhealthy?
- how nutrition, health and hygiene is best communicated to children
- prenatal health
- breast and bottle feeding
- weaning and first foods
- feeding toddlers and young children
- school lunches
- cooking with children / cooking for children;
- dental hygiene.

UNIT 7 – FAMILIES AND ROLE MODELS FOR CHILDREN

Learners will explore the influence of family and the value of role models in children's development. Social, cultural, religious and economic factors will also be investigated as key influences on the identification of role models. This unit may be related to specific examples from the child care environment in which the learner undertakes the Practical Component.

The learner may create or compile appropriate resources that communicate positive role models.

Learners will explore the following:

- define a role model. What is the importance of role models in a child's development? Are there both positive and negative role models?
- influence of family background: social, cultural, religious, economic. How do these factors influence the choice of role models?
- How do children engage in role play – what is the influence of the role model?
- How are role models identified? Are the media, film, television and music a positive or negative influence?
- relationships to social/emotional/cognitive/language development. Discuss examples. (e.g. sports: social skills with team members; sense of achievement and belonging; communication skills; problem solving skills; domain specific language)
- Are there any topical and contemporary examples of positive and negative role models?

Work Requirements

Learners must submit a folio of work including:

- compiled worksheets, including reflections on practical observations in a child care environment (templates may be used)
- a report on the child care facility or community group in which learners have completed the Practical Component (Unit 1). (Provider developed templates may be used in documenting this section.) The report may include but is not limited to:
    - a sketch of the basic plan of the child care environment, labelling key areas
    - aspect of buildings
    - layout of key areas in the building
    - timetabling of activities
    - location of the facility or community group
    - gender and age balance
    - equipment and safety provisions
- a set of practical resources compiled and/or created by the learner for use when working with children. These resources will include:
    - documented reflections of relevant activities that have been undertaken during the practical experience
    - age-appropriate resources and activities acquired from both practical and theoretical sources.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications that TASC issues. This will involve checking:

- file copies of learner's Working with Children Registration card
- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
    - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
    - class records of assessment
    - examples of learner work that demonstrate the use of the marking guide
    - samples of current learner's work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Focus on Children Level 1 will be based on the degree to which the learner can:

1. use appropriate communication with children and others
2. interact with children and others
3. identify stages of child development and relationships to behaviour
4. locate and record information about children and the child care environment
5. identify the nature of safe and age-appropriate resources and environments
6. interact cooperatively in the child care environment
7. assist and engage in the design and implementation of activities and resources for children

Criterion 1: use appropriate communication with children and others

The learner:

Rating A	Rating B	Rating C
uses appropriate and effective language skills in supervised contexts	uses appropriate language skills in supervised contexts	uses language skills in supervised contexts
uses a range of communication skills to engage responsively with children and others	uses communication skills to engage responsively with children and others, as directed	uses communication skills to engage positively with children and others, as directed
uses age-appropriate body language, dress and interactions when provided with a range of options	uses age-appropriate body language, dress and interaction, with guidance	uses age-appropriate body language and dress, as directed
uses a range of age-appropriate communications to initiate activities with children.	uses a range of given age-appropriate communications to participate in activities with children.	identifies age-appropriate communications to support activities with children.

Criterion 2: interact with children and others

The learner:

Rating A	Rating B	Rating C
interacts effectively and engages with children and others in a range of activities, observing ethical issues*	interacts with children and others and participates in prescribed activities, observing ethical issues* as directed	follows instructions to interact and participate with children and others in activities, observing ethical issues* as directed
uses practical skills appropriate to a child's development, to engage children in activities	uses practical skills appropriate to a child's development, to engage children in activities when provided with a range of options	uses practical skills to engage children in activities, as directed
interacts appropriately with children according to guidelines relating to child care provision in a range of contexts.	interacts with children in prescribed contexts according to given guidelines relating to child care provision.	follows instructions related to guidelines for child care provision.

* Ethical issues include, but are not limited to, confidentiality, taking photographs of children and behaviour guidance.

Criterion 3: identify stages of child development and relationships to behaviour

The learner:

Rating A	Rating B	Rating C
identifies and describes main stages of development of children	identifies and outlines main stages of development of children	identifies main stages of development of children, with guidance
outlines how stages of development influence particular aspects of children's behaviour	connects stages of development of children and some related behaviours	identifies main stages of development and some related behaviours when given descriptors

| collects a range of relevant information about child development and behaviour guidance strategies and outlines main messages it contains. | collects relevant information about child development and behaviour guidance strategies and identifies main messages it contains. | collects relevant information about child development and behaviour guidance strategies. |

Criterion 4: locate and record information about children and the child care environment

The learner:

Rating A	Rating B	Rating C
observes, sorts and records information from practical sessions	observes, and makes notes from practical sessions	identifies information from practical sessions when provided with clear descriptors
uses a range of sources to access relevant information	uses a limited range of sources to access required information, as directed	uses given sources to access information
records information from research on a range of topics	records information from research, as directed	gathers information, using strategies, as directed
compiles information and makes, constructs or designs a collection of resources using a range of given design criteria for stages of child development.	compiles information and makes or constructs a collection of resources using given design criteria for stages of child development.	compiles information and makes or constructs a collection of resources using given design criteria and instructions.

Criterion 5: identify the nature of safe and age-appropriate resources and environments

The learner:

Rating A	Rating B	Rating C
outlines how main stages of child development influence the nature of practical environments	identifies how main stages of child development influence the nature of practical environments	lists how main stages of child development influence the nature of practical environments when provided with clear descriptors
identifies and outlines characteristics of age- appropriate resources and activities in practical environments	identifies characteristics of age-appropriate resources and activities in practical environments	lists characteristics of age-appropriate resources and activities in practical environments when provided with clear descriptors
outlines safe environments and resources for children in a range of contexts	identifies safe environments and resources for children in prescribed contexts	identifies safe environments and resources when provided with clear descriptors
applies principles of safety and hygiene in the child care environment.	applies principles of safety and hygiene in the child care environment, when provided with guidance.	applies principles of safety and hygiene in the child care environment, as directed.

Criterion 6: interact cooperatively in the child care environment

The learner:

Rating A	Rating B	Rating C
interacts with others in planning and implementing a range of activities	interacts with others in planning and implementing activities	interacts as directed in planning and implementing activities

engages cooperatively with others in a range of planned activities	engages cooperatively with others in planned activities	engages cooperatively with others, as directed
identifies and responds to needs of others and works cooperatively in a range of contexts	identifies and responds to needs of others in prescribed contexts and works cooperatively	identifies needs of others in supported contexts and works cooperatively, with guidance
uses strategies and guidelines to work effectively in a range of contexts	uses prescribed strategies and guidelines to act in a supportive role	uses strategies to act in a supportive role when provided with guidelines
uses effective practical skills and work habits in a range of environments and tasks.	uses practical skills and work habits in prescribed environments and tasks.	uses practical skills and work habits in prescribed environments and tasks, as directed.

Criterion 7: assist and engage in the design and implementation of activities and resources for children

The learner:

Rating A	Rating B	Rating C
engages in the design of a range of age-appropriate and safe activities, resources and spaces	assists in the design of age-appropriate and safe activities for children for a prescribed range of contexts	assists in the design of age-appropriate and safe activities for children
identifies resources and spaces for prescribed age-appropriate children's activities	identifies resources needed, including people and space, for a given outlined activity	with guidance, identifies resources needed for a given outlined activity
reflects on the effectiveness of a range of activities for children's different ages, abilities and developmental stages, orally and in writing, on given templates	implements prescribed activities for different needs of children, following guidelines	reflects, on observations in child care environments, orally and in writing, on given templates
effectiveness of a range of activities for children's different ages, abilities and developmental stages, orally and in writing, on given templates.	reflects, on observations of activities for different ages, abilities and developmental stages, orally and in writing, on given templates.	reflects, on observations in child care environments, orally and in writing, on given templates.

Qualifications Available

Focus on Children Level 1 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 7 ratings.

The minimum requirements for an award in Focus on Children Level 1 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
6 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 3 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
4 'B' ratings, 2 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
3 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education.

Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

Accreditation

The accreditation period for this course is from 1 January 2016 to 31 December 2020.

Version History

Version 1 – Accredited on 10 June 2015 for use from 1 January 2016 to 31 December 2020. This course replaces Focus on Children (BHC110111) that expired on 31 December 2015.

Version 1.a - Accreditation renewed on 18 August 2020 for the period 1 January 2021 to 31 December 2021, with the following amendments:

Appendix 1

GLOSSARY

Word/Term	Definition
Apply	Use, utilise, employ in a particular situation
Appropriate	Suitable or proper in the circumstances; suitable for a particular person, condition, occasion, or place; fitting
Basic	Essential or elementary
Construct	Make; build; put together items, resources or collections
Cooperatively	Involving two or more people or groups acting together to achieve a goal
Define	State meaning and identify essential qualities
Developmental	Designed to bring about growth or improvement
Discuss	Identify issues and provide points for and/or against
Effective	Successful in producing a desired or intended result
Engage	To draw into, involve or attract attention
Environment	Combination of external physical conditions that affect and influence the growth, development and behaviour of children; context in which a scenario or condition exists (e.g. the child care environment)
Evidence	Information or resources helpful in forming a conclusion or judgement
Experiential	A process of learning through experience; reflecting on how to do something
Identify	Recognise and name
Implement	To put into practical effect; carry out
Interact	To act upon each other or together; to talk or act with others
Limited	Restricted in amount, extent or number: only a few or a small number
Observe	To become aware of, through careful and directed attention; to watch attentively
Outline	Use general terms to indicate the main features of an idea or concept
Pertinent	Relevant; relating to the subject or topic
Prescribed	A stated rule or authority that a particular action or procedure should be carried out
Principles	A basic truth or theory; an idea that forms the basis of something
Range	A number of different things of the same general type; breadth
Reflection	To write a statement detailing ideas, impressions and character of events
Relevant	Applicable and pertinent
Select	Choose in preference to another or others
Thematic	A range of ideas or principles having common themes, relating to a particular subject or topic

Tasmanian Government