

## PROGRAMME & CURRICULUM CALENDAR 2012

### ACTION PLANS

Action Plans are provided to each participant at the end of each session. The Action Plans are an integral part of the professional development activity and provide an opportunity for participants to develop strategies to take back and implement in their services.

### FEBRUARY

Thursday 23 & Friday 24  
9.00 am – 4.00 pm

#### Inspired, Informed and Inducted

Presented by Community Child Care Co-operative

This is a two part induction series for new recruits to the children's services workforce in the ACT. This session aims to increase the skill level and knowledge of people just entering the children's services workforce. Participants will gain a deeper understanding of their roles and responsibilities as children's services employees.

#### Content of the induction program will include:

- Structure and overview of the ACT children's services sector
- Duty of Care
- Mandatory Reporting
- Ethical frameworks and professionalism
- An overview of The Learning Frameworks and the National Quality Framework
- Health, safety, hygiene and infection control
- Respectful communication with children and families
- Experiences that support children's learning and play

### MARCH

Monday 19 (Part 1) & Monday 26 (Part 2)  
9.00 am – 4.00 pm

#### Assessment in the Early Years

Presented by Gowrie South Australia

##### Part 1: Assessment in the Early Years

This full day session examines the theory, dilemmas, issues and ethical considerations in assessment. It utilizes the principles and practices outlined in EYLF as a framework for developing an understanding of the types of assessment and assessment processes that are most useful and meaningful in early childhood education and care.

This session will examine the link between assessment and curriculum development through the concepts of noticing, recognising and responding and will consider the practical considerations and processes/systems that support this approach to assessment and curriculum development.

### Part 2: Exploring Noticing, Recognising and Responding

The 'Noticing' component of this session focuses on the skills and understandings educators bring as people who are listening to and seeking for the meaning of what children are doing.

The 'Recognising' section considers the different lenses through which we can interpret and understand the things we notice, including the outcomes in EYLF.

The 'Responding' component of this session focuses on responsive intentional teaching which is aimed at provoking deeper explorations and learning in the years we have noticed that seem particularly engaging for children. It will include working in partnerships with families, documenting and planning with children, creating and sustaining rich play spaces and environments. Whilst recognizing that building secure relationships is foundational in educators work, we will explore the ways that being a partner in a child's learning in other areas creates a context for deepening the connection.

This session has a practice focus with participants writing documentation using video footage as the basis for writing, drawing on EYLF as a reference and guide. Participants will view footage and share their ideas about the meaning of what they are seeing from the perspectives of the child and the adult and discuss new insights and perspectives.

### APRIL

Thursday 12  
10.30 am – 2.30 pm

#### Exploring Cultural Competence

Facilitated by ACT Inclusion Support Agency

This forum will provide participants with an opportunity to engage in robust conversation and discussions surrounding Cultural Competence and Cultural Identities. The session will unpack the underlying principles of trust, respect for diversity, equity, fairness and social justice.

#### The forum will explore the following ideas:

- How do I understand culture?
- What does cultural competence mean for children, family, colleagues and community?
- How might my culture, or my way of seeing and understanding the world:
  - Affect the relationships with children and families
  - Advantage some children, while disadvantaging others
- What opportunities do I provide families to engage with me on ways that are genuine, respectful and value their culture?
- How do I support children to explore different cultures without stereotyping?
- How do I assist children to gather information, ask questions, seek clarification and consider possibilities about their own lives?

### MAY

Tuesday 22  
9.00 am – 4.00 pm

#### The Power of Words: An Introduction to Writing in Educational Settings

Presented by Anthony Semann and Cristyn Davies

Do you struggle with writing? Do you fear making your writing available to the public to read? Writing can be a daunting task, and writing in an educational setting can be even more daunting when time is limited and open to the public for immediate reading with little opportunity for editing. Documentation lives in early years programs in many forms including observations, daily diaries and developmental summaries. This full day writing program will bring out the writer in you by providing participants with the necessary skills and opportunities to learn the skills of bringing words to life.

### JUNE

Wednesday 6  
9.30 am – 3.30 pm

#### Everyday Science

Presented by Irresistible Ideas for Play Based Learning

Sometimes we feel a little overwhelmed with the thought of teaching science to young children – we are teachers, not scientists! But you should still go for it – it is a breeze! We will share with you our practical, tried and true ideas, using everyday materials we all have at hand to enhance the children's learning opportunities and encourage them to explore their world.

This irresistible science workshop will give you the go-ahead to do science on a regular basis with your children, whatever their ages, and they will be totally engaged.

### JULY

Friday 6  
11.30 am – 2.30 pm

#### The Great Outdoors: Learning from Nature

Presented by Doug Fargher

Today's children are spending an increasing amount of time indoors, often in front of screens. They need more time outdoors in touch with the natural environment.

Outdoor learning spaces offer a vast array of possibilities not available indoors. These spaces invite open-ended interactions, spontaneity, risk taking, exploration, discovery and connection with nature (NQS 3.1). Come and hear about the Bush Kinder pilot program in Victoria. You may not be able to provide a bush kinder but you will be inspired to create outdoor environments that include plants, trees, edible gardens, sand, rocks, mud, water and other elements from nature.

#### This workshop will offer the opportunities to:

- Hear about Bush Kinder
- Create inspiring outdoor spaces that include the use of natural materials
- Involve children in decision making and planning to set up outdoor spaces
- Create an outdoor program to support children's learning and cooperative play
- Enable children to care for and learn from the land

### AUGUST

Tuesday 21  
10.00 am – 2.00 pm

#### Supporting Children's Learning in School Age Care

Presented by Heather Barnes

'Leisure time experiences constructed by children and supported by informed educators promote children's dynamic, complex and holistic learning.'

(My Time, Our Place, Framework for School Age Care in Australia, page 7)

The Framework includes a focus on educators providing environments that support children's learning through play and acting with intentionality by being deliberate, purposeful and thoughtful in their practice.

This workshop will provide opportunities to explore the ways that you support children to be 'confident and involved learners'. (Outcome 4)

- Gain further understanding of the elements of My Time, Our Place, Framework for School Age Care.
- Explore Outcome 4 in detail
- Gain further ideas for supporting children's learning in a play environment

### SEPTEMBER

Friday 21  
10.00 am – 1.00 pm

#### Aboriginal Worldviews and the Early Years Learning Framework

Presented by Miriam Giugni and Tracey Freeburn

As educators we have been asked to "unpack" the Early Years Learning Framework and view it through multiple lenses. When we consider the worldviews that early childhood educators traditionally draw upon – Piaget, Vygotsky, Ericson (European-centric) for example, it is timely and appropriate to also consider Australian worldviews, which should always stem from and be connected with Aboriginal Worldviews.

- What can we learn from Aboriginal Worldviews to shape our engagements with the EYLF?
- What is different and/or the same when we engage in the Early Years Learning Framework from an Aboriginal Worldview?
- What do the terms "Belonging, Becoming and Being" mean from Aboriginal ways of knowing, being and doing?
- How might we begin to work with ideas about connectedness, relationships and the sharing of knowledge with children and families drawing from principles of Aboriginal Worldviews?

### OCTOBER

Thursday 25  
6.30 pm – 9.00 pm

#### Family Day Care Environments for Play Based Learning and Intentional Teaching

Presented by Louise Dorrat

How can intentionality and following children's interests work together? As a FDC educator, being intentional may focus on carefully selecting equipment to put out for the day and creating an environment that provokes thinking, inquiry and learning.

- Review the way your verandah, cubby and back yard is set up to foster children's learning
- Create a learning environment that is rich in materials and interactions
- Apply intentional teaching methods in your every day program
- Provide an environment that encourages children to become confident and involved learners.

### NOVEMBER

Thursday 8  
11.30 am – 2.30 pm

#### Teaching Children Social Skills – Strategies for Educators

Presented by Learning Links

This workshop focuses on the specifics needed to teach social skills to children within an early childhood setting. During these years the foundation of social development is established and includes:

- Turn taking and sharing
- Recognition and expression of emotions
- Negotiation and compromise
- Dealing with competition
- Establishing and maintain friendships
- Conversation skills and interacting within a group

Educators will be given strategies for facilitating social skills within their program.

## NQF READY: PROFESSIONAL DEVELOPMENT AND SUPPORT SERIES 2012

### COSTS AND VENUE

Eligible services \$33.00  
Non-eligible services \$55.00

**The Rheinberger Function Centre**  
Corner Weston and Loch Streets  
Yarralumla

To register for a NQF Ready workshop please contact ACT PSC on **1800 228 772** or **(02) 6287 3330** via email [actpsc@commstatwork.org](mailto:actpsc@commstatwork.org)

### MARCH

Tuesday 13  
6:00 pm - 9:00 pm

Wednesday 14  
8:00 am - 11:00 am

#### Quality: evaluation and assessing practice for NQF

Research shows us that ongoing learning and reflection influences our practice and the outcomes for children and families. This National PSC Alliance\* workshop will consider assessment, evaluation and reflection strategies to support the requirements of the National Quality Framework.

You will discuss self assessment including why it is important and a requirement of the National Quality Framework and strategies to undertake effective self assessments at your service. Reflective practice will be explored as a critical element of providing quality services for children and families. This session will include strategies that will support you to develop action plans linked with continuous improvement and your Quality Improvement Plan.

### APRIL

Tuesday 3  
6:00 pm - 9:00 pm

Wednesday 4  
8:00 am - 11:00 am

#### Leadership for Implementing Learning Frameworks

Leading the implementation of the National Quality Framework will require effective service leaders and management who can create a positive team culture where educators are motivated and understand how the National Quality Framework and the Learning Frameworks complement one another.

A cohesive and united team will make the implementation of the National Quality Framework a smoother process and ensure that there is a shared understanding of roles and responsibilities.

This session will consider strategies for building leadership within your team and supporting educators through the changes.

### MAY

Monday 7  
6:00 pm - 9:00 pm

Tuesday 8  
8:00 am - 11:00 am

#### Financial Viability and Budgeting for the NQF

This National PSC Alliance\* session will cover the critical aspect of preparing your budget for transition to the National Quality Framework.

Long term planning will be necessary not only to manage the immediate requirements but to consider long term planning for your service.

This practical session will give you opportunities to discuss the impacts of the National Quality Framework on your programs and provide tools to prepare for changes.

Come along to get some budgeting tips and network with other services to share information and ideas.

### JUNE

Monday 25  
6:00 pm - 9:00 pm

Tuesday 26  
8:00 am - 11:00 am

#### Policies for the NQF

The National Quality Framework tells us about some of the policies that services require. What about the other policies that you already have or are in the process of creating/reviewing?

This workshop will take you through the National Quality Framework policy requirements. It will also help you work out which other policies would be useful for your service. You will learn the necessities for creating, sourcing and referencing policies and where to go for further information.

### JULY

Wednesday 25  
6:00 pm - 9:00 pm

Thursday 26  
8:00 am - 11:00 am

#### Change Management: Working with families and educators to implement NQF changes

This National PSC Alliance\* session will provide strategies to support the transition to the National Quality Framework.

You will have an opportunity to explore the reasons for change and ponder the difference between a compliance system and a system that is about outcomes for children.

With others, you will develop strategies for engaging your whole community in the process of change and learn ways to avoid doing it all yourself.

You will also begin to plan for change and deliberately and carefully map out consultation possibilities with families, children and your whole staff team.

### AUGUST

Tuesday 7  
6:00 pm - 9:00 pm

Wednesday 8  
8:00 am - 11:00 am

#### Articulation of Current Curriculum

When an Assessor (Authorised Officer) visits your service, it will be important that educators are able to talk about the - what, how and why of the program and their practices.

This session will provide opportunities for you to explore and understand pedagogy and curriculum and support staff to talk about it.

We will discuss a variety of ways to document what you do (your practices), in line with the requirements of the National Quality Standards.

### SEPTEMBER

Monday 24  
6:00 pm - 9:00 pm

Tuesday 25  
8:00 am - 11:00 am

#### Communicating with families and communities: Engaging with the NQF

"Children thrive when families, educators and the wider community work together in partnership to support children's wellbeing and learning." (Early Years Learning Framework, p. 9, My Time Our Place, p. 7)

In this session participants will begin to explore the following questions:

- Who are our families?
- What is our community?
- What are "links with communities" (Guide to the National Quality Standard, p. 161)?
- How can we access our community to provide support to our families?
- Why (and what) do families need to know about the NQF?