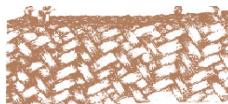
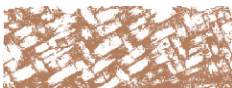


# EDUCATIONAL LEADERSHIP PROJECT (Ltd)



Weaving Professional Education into our Practice

## **An invitation to participate in the Educational Leadership Project**

An independent, centre-based Early Childhood  
Professional Development Project



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## **Intensive in-centre workshop cluster programme**

## What ELP offers in 2010

ELP's cluster programme is an exciting opportunity for ECE staff and management to participate in an innovative professional development programme. Our intensive, in-centre workshop model will be delivered through a cluster of 4-6 centres that all have similar requirements. Each cluster will have four 3hr workshops and two 6hr in-centre visits. You can choose from these programmes:

- Learning Stories and Planning Stories
- Challenging our Views around 'Wise Practice' in Infant and Toddler Settings
- Bi-cultural Practice - Keep Practicing
- Literacy
- Art - "Move over Michelangelo"
- Growing Great Teams

In addition, where the cluster model is impractical due to centre numbers, to unique circumstances or to difficulty in moving ICTs to a central location, we offer all our clusters as non-cluster models, as well as these two non-cluster options.

- ICT (PC)
- ICT (Mac)

The non-cluster model will have two 6hr in-centre visits and four 3hr workshops. These workshops will be held in your centre offering maximum flexibility.

### Cluster: Learning Stories and Planning Stories

#### **Workshop 1: Notice the Learning and Find the Magic - Diving Head First into Kei Tua o te Pae**

Take a closer look at Kei Tua o te Pae and the thinking and ideas about socio-cultural assessment which underpin this resource. Participate in an interactive look at narrative assessment and how it describes and fosters learning - and find the magic within assessment. Each teacher will need to bring a photo or series of photos of a child or group of children at work. Be prepared to tell the story about these photos to another person.

#### **Workshop 2: Understanding the Magic - Recognising Learning**

Move from narrative to assessment and recognise learning through the process of analysis. Make the learning and teaching visible through robust Learning Stories. This workshop offers a fun and interactive look at moving beyond generic comments to celebrating individuality. Each teacher will need to bring their own recent narrative that celebrates the magic of learning to share with a small group.

#### **Workshop 3: Open the Cage Door and Let the Children Fly - Responding to Learning**

Move from the 'What Next' to 'Opportunities and Possibilities'. We will discuss ways in which assessment information can be used to add complexity to children's thinking and their learning environment.

#### **Workshop 4: Looking Beyond the Horizon, at the Competent Child**

This workshop offers an interactive look at present day images and messages about children's competency. We will look at children's contributions to their assessment, discuss ideas for strengthening children's involvement in self-assessment (child's voice) and talk about seeing children/babies as planners.

## **Cluster: Challenging our Views around 'Wise Practice' in Infant and Toddler Settings**

Imagine an infant and toddler setting that is all it can possibly be. Start here and vision will drive your practice. Begin with the roster, the programme schedule, the needs to be met and your practice will narrow to meet these outcomes. Leave room for imagination...for possibility...for creative energy to thrive...and your teaching will be different from before. This cluster will challenge teachers' ideas around what builds 'meaningful' settings to live and learn for infants and toddlers.

### **Workshop 1: Slowing Down to Catch Up with Infants and Toddlers - A Pedagogy of Listening**

So what supports wise practice...what enables teachers to respond to infants and toddlers in ways that support these curious explorers to make sense of their world? This workshop considers alternatives to rosters and routines and generates conversations around responsive relationships inside a collaborative community of learners.

### **Workshop 2: Unpacking Dispositions - Learning Stories Written with a Dispositional Lense are Powerful Tools for Building Infant and Toddlers' Identities as Life Long Learners**

What happens to our practice and our settings when we truly consider what it means to be a robust and resilient learner – a learner who is a curious explorer of their world? The possibilities are full of surprise as passionate learners take risks, puzzle over, investigate and build working theories. This workshop considers ways in which teachers can unpack a dispositional framework for teaching and learning in infant and toddler settings as we stretch our imaginations to build collaborative learning communities where children have the support, inspiration and passion to 'fly'.

### **Workshop 3: Breaking through the 'Glass Ceiling' Created by Infant and Toddler Needs into the Realm of High Expectation, Deep Involvement and Social Collaboration**

Consider an image of infants and toddlers as researchers...as curious investigators who puzzle over the people, places and things in their world, ask questions and develop strategies for answering them. This workshop builds discussion around how teachers might better recognise these questions and respond to infants and toddlers in their research endeavours.

### **Workshop 4: Planning Stories in Infant and Toddler Settings**

The space between children's intentions and teachers intentions is a collaborative one that thrives on shaping and re-shaping knowledge for a purpose, testing ideas and throwing these into surprising combinations. How can we recognise and plan for this? The workshop looks at relational planning so that teachers and our very youngest children work together on meaningful investigations.



## **Cluster: Bi-cultural Practice - Keep Practicing**

We are challenged to transform, "from a mono-cultural programme where some things are added on, to an authentic engagement in real experience" (Ritchie & Rau, 2008). We will look at how, by strengthening our bicultural understanding and practice, we can make a shift from "add-on" bi-cultural incidents and episodes in our curriculum to engagement in authentic and real bicultural experiences for children and their families.

This cluster will include bi-cultural assessment, Te Reo Māori, whakapapa, waiata, kapa haka, pakiwaitara, looking over our fences to places of local significance and building relationships with our local communities.

### **Workshop 1: Part 1: Setting our own learning and teaching goals**

Self-review - What is our vision for wise bicultural practice in our setting? How will we get there? What are the possible pathways to traverse the cultural distance?

### **Part 2: Whakapapa - Do you know me?**

What are our stories? None of us arrive at the centre door each morning by ourselves. Who are the children who come to us everyday? We will also look over the fence to places of local significance and our local communities.

### **Workshop 2: Te Ao Māori and Tikanga Māori**

How can our knowledge of te Ao Māori and Ngā Tikanga Māori support teachers and children to participate actively, competently and confidently in both the Māori world and the Pākehā world and move confidently between the two?

### **Workshop 3: Te Reo Māori**

Dr Rangimarie Pere (1991, Te Wheke) reminds us that, "language is the life-line and sustenance of a culture...it is one of the most important forms of empowerment that a child can have." How can keeping on practicing a disposition we aspire to for our children support our use of te Reo Māori? There will be opportunities to practice and develop: Pepeha, Mihi - Introductions- making connections - building relationships; Song and Dance - Waiata; Storytelling - Pakiwaitara.

### **Workshop 4: Strengthening Bi-cultural Assessment**

How can assessment protect and develop children's identities as competent and confident citizens of a bi-cultural society? The learning that is valued in your setting is what you document, and therefore, make visible. What you make visible is what you get more of. What you focus on is what you "grow". We look at ways of growing and strengthening bi-cultural assessment.

## **Cluster: Literacy**

In this cluster, we will take a closer look at the Kei Tua o te Pae literacy books 16 & 17. We will discuss how teachers grow an environment in which literacy practices are nurtured and documented. At the foundation of this cluster will be the introduction of a deeper understanding of the repertoire of literacy practices that children engage in and that support and strengthen their literacy.

### **Workshop 1: Beyond the Pencil Grip and ABC**

In this workshop we will look closely at the paths children travel towards developing a repertoire of literacy practices. We will discuss ways to shift the focus of teachers from a traditional view of literacy to one that recognises and values the literacy practices that babies and young children engage in everyday in every aspect of living.

### **Workshop 2: The Joy of Being Literate**

We will share specific examples and explore more deeply how our practices are supporting children's personal literacy skills. We will discuss the impact of this literacy lens on teaching and documentation with a focus on Kei Tua o te Pae book 17.

### **Workshop 3: Read Me a Story**

Let's explore more deeply the joy of reading and how to increase the engagement between children and teachers. We will investigate multi-modal literacy and will consider how portfolios move from being a monthly record to a living narrative.

### **Workshop 4: Getting on the Same Page**

In this workshop, we will discuss ways in which teachers become aware of and value the developing funds of knowledge and literacy practices that children acquire, enjoy and engage in within their families and the culture of their communities. In addition, we will develop common understandings about literacy that will enable children to move along familiar literacy pathways of shared experiences between home, the centre and eventually school.

## **Cluster: Art - "Move Over Michelangelo!"**

This programme is designed to give you a fresh and innovative encounter with art. It will be a blend of theory and practical art experiences to boost your skills and confidence as an artist. Yes, being an artist is a possibility for everyone, including you!

### **Workshop 1: Cornerstones of Creativity**

In this workshop, we will look at how we can best set up teaching and learning environments that will enhance children's expression through the arts. We will visit stories from a variety of settings where exciting art has grown, and explore the learning stories that detail the journey.

### **Workshop 2: It's All in the Way You Look**

This is an exploration of the wonderful world of drawing using a variety of mediums. This workshop is about liberation, fun and frivolity - discover the Michelangelo within!

### **Workshop 3: Cavorting with Clay**

This is a practical hands on workshop that will effectively introduce you to children working with clay. We will learn the basics of how to work with clay, create sculptures and tiles, and build a rākau kiln.

### **Workshop 4: The Magic of Storytelling**

In this workshop, we will develop our spontaneity and improvisation skills and unleash our playful selves! We will also tell and re-enact our stories and discover how very easy it is to facilitate children to do the same.

## **Cluster: Growing Great Teams**

The most important and valuable resource in any early childhood centre is the teachers. How the teachers work together has a major part to play in the success of the centre and the learning outcomes that can be achieved for the children. These workshops are designed to transform good teams into great teams and give teachers the tools to resolve conflicts so that everyone can maximise their fun, job satisfaction and build a powerful team that is responsive to children.

### **Workshop 1**

In this workshop, we will look at the principles that help create a positive organisational culture and hear about how other teaching teams have transformed their settings into being dynamic places to live and work. How can this apply to you and what you do at your place?

### **Workshop 2: Playfulness**

What has being playful got to do with being a great teacher? In this workshop, we will look at the serious business of play - including our own playfulness. Wouldn't you like to have more fun in your life and become more full of play? It sounds frivolous, but being playful has positive spin-offs for children's learning as well as organisational cultures - especially teaching.

### **Workshop 3: Creative Conflict**

Teaching teams can fail to reach their full potential when they are burdened by unresolved conflict and fractured staff relationships. Being a human being isn't always easy and teaching in teams can have its challenging moments. Conflict needs to be resolved, but this can be creative, allowing exciting new possibilities to develop. The key is how we navigate our way through our differences. In this workshop, we will learn how to steer the boat more effectively when the storms hit.

### **Workshop 4: Cultivating Powerful Teacher Presence**

Being present is not as easy as you might think! How often have you arrived somewhere and suddenly realised that you have very little recollection of the journey? Or maybe you reach for that cup of tea only to discover you have already drunk it? Where were you? In this workshop, we will explore being right here, right now! This workshop will have a huge impact on your teaching, your relationships with your colleagues, and your life.

Collectively, the ELP project facilitators have a very broad range of expertise allowing ELP to also look at building other cluster workshops that are responsive to the requirements of different settings.

Some other possibilities might include:

- Building Children's Social Competence (another pathway for behaviour management)
- Establishing Sustainable Practices
- The Magic of Mathematics
- Fostering the Inquiring Mind through Science Discovery
- Creative and Challenging Environments
- Supporting Children in Transition

### **Non-Cluster model**

Apart from also offering all cluster programmes as non-cluster models, we are offering the following professional development exclusively under this model:

#### **Information Communication Technology (PC pathway)**

#### **Information Communication Technology (Mac pathway)**

Each centre will receive two 6hr in-centre visits and four 3hr workshops, enabling in-depth development of the issues that the centre has chosen to focus on.

#### **ICT (PC) - Auckland**

This professional development will encompass a combination of any or all of the following packages:

- Moviemaker
- I can animate
- Kid Pix
- Comic Life
- PowerPoint
- Word
- Other programmes on request

#### **ICT (Mac) - Auckland**

This professional development will encompass a combination of any or all of the following packages:

- iMovie
- Garageband
- iPhoto
- Coming to grips with your Mac
- Comic Life
- I can animate
- Kid Pix
- iWork – Keynote and Pages.
- Other programmes on request

## Who we are:

The Educational Leadership Project is an independent professional development provider based in New Zealand's North Island and has been active in the early childhood sector for over 10 years.

Our aim is to provide professional development that will support a wide range of early childhood educators and managers to increase their capabilities and to enhance the quality of practice, thereby improving learning outcomes for children. Our goal is to support centres to become 'lead centres': that is centres that become known for their excellence in particular aspects of learning.

Apart from the workshop clusters in this brochure we offer:

- Exclusive in-centre programmes designed with and for your centre
- One-off workshop programmes
- Centre management solutions
- Support with teacher registration
- CyberSafety training
- Big Day Outs, Inspiration Days and Lecture Series

For more information visit our website: [www.elp.co.nz](http://www.elp.co.nz)

## Cluster costs:

\$3200 (incl. GST) per centre/licence + cost for facilitator transport and accommodation if needed.

## Non-Cluster costs:

\$3800 (incl. GST) per centre/licence + cost for facilitator transport and accommodation if needed.

## How to contact us:

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Following the passions  
of children

With Educational Leadership Project  
Aotearoa New Zealand



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