

## “Remember You Have to Share” - How Do Teachers Grow Children’s Social Competence

**Date: September 20th**

**Lecturer: Alison Brierley**

Do we create environments where children’s rights to practice, make mistakes and express their points of view are upheld? Is making children ‘share’ helpful, ethical or useful for enabling children to succeed socially? And what do we mean by social competence?

An opportunity to put the lens on teaching practice and teaching strategies and to think more deeply about the impact of what we say and what we do.

## Planning - Diary of a Crazy Woman

**Date: October 18th**

**Lecturer: Julie Killick (Stanmore Bay Kindergarten)**

Does planning your programme sometimes drive you crazy? If so, then read on. I have recently returned to teaching in kindergarten after spending six years working as a Project Facilitator for ELP. This is a diary of some of my experiences in relation to Planning Stories since returning!! I thought you might be interested in seeing some examples of ‘Stories of Interest’ (Planning Stories) we have developed in my new setting as this was an area of work I was often asked about in my role as a Project Facilitator.

## Culturally Responsive Pedagogy - What Might It Look Like?

**Date: November 15th**

**Lecturers: Part 1: Robyn Gerrity (Carol White Family Centre); Part 2: Linda Mitchell and Amondi Ouko (University of Waikato)**

**Part 1:** The Carol White Centre programme was created to recognise and respond to displacement and resettlement issues for refugee families. The families arrived in waves, from far away places of war, but especially the women and small children had no support. No English classes were accessible. Carol White set about finding a way through these stormy

waters. At present up to 60 refugee children are enrolled and are connected to the REAF (Refugee English and Resettlement for Families) programme and to secondary education for adolescents within Selwyn College.

**Part 2:** The basis of this presentation is a community action research project that found out about the experiences of living in NZ for refugee families, their aspirations for their children, and how ECE might strengthen families and support cultural values. The main themes are told through the drawings and stories of members of refugee communities. The research was not an end in itself. It was a starting point for community action. We are now working together to create a new form of EC provision that creates possibilities for cultural and social connection, social justice, and contribution.

**Venues:** Rooms ELT G.01 or PWC (MSB1.04), Management School, University of Waikato

**Time:** 7.00pm to 9.00pm

**Costs Individual Lecture:** \$40 members of ELP; \$30 full-time students; \$45 non-members (see website for information on joining as members)

**Costs Season Pass:** \$200 members of ELP (37.5% savings); \$200 full-time students (16.5% savings); \$300 non-members (16.5 % savings)

**Bookings:** please email [annika.philipp@elp.co.nz](mailto:annika.philipp@elp.co.nz)

**Payments: Internet:** *Educational Leadership Project*, Westpac, 03 1556 0141532 00

**Cheque:** please make cheque out to: *Educational Leadership Project* and send to *Educational Leadership Project*, PO Box 24100, Hamilton 3253

For further information on our lecture series, updates on the lecture topics and venues and information on joining as members of ELP, please check the details on our website [www.elp.co.nz](http://www.elp.co.nz). If you would like to be on our emailing list or need to make contact for any reason please email Annika at [annika.philipp@elp.co.nz](mailto:annika.philipp@elp.co.nz).

## EDUCATIONAL LEADERSHIP PROJECT (Ltd)



Weaving Professional Education into our Practice

# LECTURE SERIES 2011

**Early Childhood  
Professional Learning  
Lecture Series,  
Hamilton**

## Nothing Stands Alone: The Role of the Key Teacher

**Date: February 15th**

**Lecturers: Lorraine Sands, Melissa Osmorn, Rachel Pennell (Greerton ECC)**

Nothing stands alone: How do we balance the role of the key teacher alongside infants, toddlers and young children's place in a community of learners? A metaphor we are exploring is the notion of the keystone in a bridge. The Greerton teachers research explores the ways a key teacher strategy supports strong relationships to flourish throughout the setting as children's dispositions to learn thrive inside a vibrant community of learners and teachers.

## In the Spirit of Adventure: Pursuing Your Passions

**Date: March 15th**

**Lecturer: Wendy Lee**

Wendy's lecture will explore the power of strong pedagogical leadership in an ECE setting. Transformation of the identity of the learner and the community can be built compellingly by following the passions of everyone involved, children, teachers and families. Wendy will talk about the sorts of elements that build communities where people are encouraged to be the very best they can be and to realize possibilities they have never imagined.

## Bush Kindergarten in Urban Auckland

**Date: April 19th**

**Lecturer: Karen Ramsey (Roskill South Kindergarten)**

This lecture provides much needed pedagogical leadership in the areas of risk and challenge. It is about both deepening and extending the curriculum opportunities for New Zealand children. It is about challenging the risk adverse culture that is becoming all too familiar in early childhood settings in this country.

We will explore how children, families and teachers co-construct curriculum together in a different learning environment. Closely linked to all the principles of Te Whāriki, this lecture challenges narrow notions of curriculum and strengthens connections around Te Whāriki's "the sum total of the experiences, activities and events whether direct or indirect which occur within an environment designed to foster children's learning and development."

## The Why's and How's of Waking Up the Third Teacher

**Date: May 17th**

**Lecturer: Kathryn Delany**

*"One can understand why the educators in Reggio Emilia have termed the environment the third teacher because of the power environments such as these have to inform and shape the kind of learning that will happen in the room" (Fraser, S. 2000, p.53)*

Sometimes this 'third teacher' is a sleeping giant. It no longer has a positive role or influence in shaping and informing the kind of learning we value for our young children in the 21st Century. In this lecture I will explore the 'why's and how's' of waking up the third teacher. Maybe, your third teacher has just dozed off and is taking a little nap. Maybe, it is hibernating. Maybe, it is awake and exciting. Either way, come along and be inspired by examples of powerful and expansive early learning environments.

## Take Two: A Second Look at Building Learning Power

**Date: June 14th**

**Lecturers: Jo Colbert and Marianne McPherson (Pigeon Mountain Kindergarten)**

Jo's lecture in 2010 focussed on how ICT can build children's learning power; in this updated lecture we will be focussing on how we as teachers can support children's learning power or the disposition to learn throughout the curriculum. Guy Claxton refers to Building Learning Power, where children (and adults) feel a growing sense of achievement, and become

steadily more resilient, resourceful and reflective...The conversations and language we use when we identify learning can be the vehicle for children and adults to build learning power. We will be drawing on the work of Guy Claxton and Margaret Carr for this lecture to deepen understandings around dispositional learning.

## Discussing the Notion of Literacy Progress in the Early Years

**Date: July 19th**

**Lecturer: Robyn Lawrence**

This lecture will embrace the challenges of understanding literacy as a continuing journey, one that brings meaning to the idea of being literate at every stage of life. Through the use of rich case studies that identify and make visible literacy progress through the early years (0 - 5 years), we will discuss the notion of literacy that is both socially embedded and strong in developing skills. Freebody and Luke (KTotP, book 19, 2009) provide a framework of a repertoire of literacy practices that guides teachers as they seek to support children in their developing apprenticeship towards competency in oral, written and visual literacy.

## Judicious Teachers: What Do They Do and How Do They Do It?

**Date: August 16th**

**Lecturer: Prof Margaret Carr (University of Waikato)**

In this lecture, Margaret will argue that the right to a quality education might be translated as the right to an educational environment that invites and provokes justice, uncertainty, dialogue, inclusion, and continuity. It requires judicious teachers (teachers who make good judgements) who can apply assessment-for-learning practices to expand social and cultural capital and children's repertoires of learner identity. This argument will be accompanied by the findings from research with early childhood teachers over a number of years, and informed by scholarly literature that has been enlightening and useful to teachers of young children in Aotearoa New Zealand and elsewhere.