



Inspire | Inquire | Imagine

Celebrating Learning Stories Conference

2017

Date: Saturday 14 October 2017
Venue: Kings College, Golf Avenue, Otahuhu, Auckland
Time: 9:00am - 5:00pm
Cost: \$150.00

Workshops: attendees to choose one workshop per session

Session One, 10:15-11:45am:

Presenter: Kim Hope, ELP

Workshop 1: Key Elements of a Learning Story

This workshop will support teachers to reflect on and to strengthen the key elements of a Learning Story, including:

- socio-cultural links to Te Whāriki;
- how to find the “story” using narrative;
- ways to support the continuity of learning;
- and, to include child and whānau voice.

Personal bio

Kim Hope has over 25 years experience facilitating professional learning workshops and programmes within a variety of educational and community sectors. She is passionate about supporting ECE teachers to provide a quality-learning environment for tamariki through enhancing their skills as reflective practitioners and using distributed leadership as a way to enrich team dynamics.

Presenter: Teachers from Greerton ECC

Workshop 2: Connection: the beating heart that drives learning

This workshop is framed by the way children seek connection and how, when they continually find it, they thrive as learners. Connections lead to relationships that generate a feeling of belonging and wellbeing. It is always from this sense of safety that learners choose to explore further and stretch themselves beyond what they know. Their curiosity to explore the world is strengthened in this kind of relational partnership.

So, how do teachers ensure that children's experiences in early learning settings enable connection to thrive and most importantly how do they make these visible? This workshop will explore the critical role of Learning Stories in bringing valued learning to life, as teachers track children's growing identities as social learners.

Personal bio

Greerton Early Childhood Centre (Infants & Toddlers) was a Centre of Innovation 2006-2008 and inquiry research has been very familiar to us ever since. After 22 years as a centre focussed on our very youngest children, we have recently combined with our older children to form a whānau centre. We now have a setting where children learn with and alongside children older and younger than themselves. The transition into a whānau setting has been one filled with thoughtful research, as we figure out how to nurture learning inside this new space. As with all research we have been surprised, excited, puzzled and full of wonder. Our whānau setting forms the backdrop for exploring relationships with children, teachers and families that make a difference to each and every child.

Presenter: Sue Fahey, Nelson Tasman Kindergartens

Workshop 3: Connecting the extraordinary and the ordinary

Naku te rourou nau te rourou ka ora ai te iwi

With your basket and my basket the people will live

Every day in many different ways we are all making connections – with people, with places and places and with things. Teachers ensure children connect their own special strengths and ways of knowing, being and doing with learning that is valued. They recognise that children learn best when the people in their lives help them make connections across different settings. A hospital stay, even if very brief, has the potential to disrupt children's connections and blur the lines between the ordinary and the extraordinary.

In this workshop Sue explores the use of learning stories to nurture connections between children and their learning, and across settings. Stories of courage, resilience and collaboration connect the ordinary and the extraordinary for children, families and teachers. Come and discover what this means for you and the children in your setting.

Personal bio

"Tēnā koutou katoa. My name is Sue Fahey and I work for Nelson Tasman Kindergartens as the Play Specialist/Head Teacher at Te Whare Manaaki, a kindergarten with a difference, situated within the Paediatric Unit of Nelson Hospital. In collaboration with Nelson Marlborough Health, we opened in late November 2016. I am passionate about the rights of infants, toddlers and children to play and experience the 'ordinary' within the hospital environment.

Presenter: Kelly Abraham & Rebecca Thompson, Barnardos

Workshop 4: Partnerships in Action

We invite you to come and learn about our centre's journey. We will share our philosophy which is based on peaceful and respectful partnerships; within our rich nature-based setting. We will share our thoughtful documentation, which captures authentic experiences, partnerships, holistic learning and development from multiple perspectives; all within a meaningful context. Our learning stories are written from the heart and reflect shared knowledge and understanding of the uniqueness of the child. Whakawhanaungatanga, aroha and tikanga Māori inform our practice and this is reflected in our learning stories.

Personal bio

Kelly Abraham is the Centre Manager at Hastings Barnardos Early Learning Centre and has been in this role for the past 11 years. Rebecca (Bex) Thompson has been based at Hastings Barnardos Early Learning Centre for the past 8 years and currently leads the Infant & Toddler room.

Kelly and Bex have both completed a Diploma of Teaching (ECE), Bachelor of Education, Postgraduate studies in ECE, as well as Te Reo & Tikanga Māori qualifications. Kelly has also completed a Diploma in Applied Business.

Barnardos Hastings is on the highest possible ERO review cycle, and was awarded the Prime Minister's Education Excellence Award in 2015 for Engagement (Atahapāra).

Presenter: Wendy Lee, ELP

Workshop 5: Using Learning Stories to Capture the Spirit of the Outdoors

Many ECE environments currently lack connection with nature and we know that children who do not experience nature and the outdoors are very unlikely to develop an affinity for and protect the environment in the future. We therefore have a responsibility to be powerful advocates for reconnecting children the outdoors, both within the setting and beyond the walls of the setting. One of the most effective ways of doing this is the day-to-day documentation of the learning in your setting. I believe that Learning Story philosophy provides a powerful vehicle to not only build the learner identity of the child, but also to create opportunities for you to be a powerful advocate for the outdoors. Bring two or three 'outdoor' Learning Stories to share, there will also be opportunities for you to consider how you might develop your advocacy role within these Learning Stories.

Personal bio

Wendy is the director of Educational Leadership Project Ltd. and was previously co-director of the Early Childhood Learning and Assessment National Exemplar Project 'Kei Tua o te Pae'. Wendy has over 45 years of experience in early childhood education. In recent years, Wendy has worked as a researcher with Professor Margaret Carr on a number of projects including: the Assessment in Early Childhood Settings Research Project; the Marsden Project Dispositions in a Social Context; and the Centre of Innovation Projects with Roskill South Kindergarten and

Greerton ECC. She is also a co-director on the Teaching and Learning Research Initiative Project - "Learning Wisdom". Wendy has authored several papers and books.

Presenter: Central Kids Putauaki

Workshop 6: How do we understand children through Maori literacy?

Many cultures use western theories as a method of transmitting knowledge and an understanding of the world. There have been many Western models developed and implemented in indigenous early childhood learning settings. However, the key aspect for us, is for Māori children to be taught in a way that responds to them as Māori. Research has shown Māori children learnt better when their education was put in a cultural context.

We have created an early childhood education setting where the children's mauri and their connection to the whenua has a deep understanding within indigenous pedagogies. This approach encourages indigenous knowledge and information to be brought into the curriculum and woven throughout the programme. Our Kaupapa is transmitted through Whakawhanaungatanga, Kapa Haka, Tūrangawaewae and Whakapapa which are all forms of Māori literacy.

Personal bio:

Terri Maloney has been involved in early childhood sector for over 17 years and has worked in several roles from teacher to Head Teacher.

Reweti Elliot has been involved in early childhood for 17 years who has worked in various roles from teacher to tutoring adults to a Kaitiaki role.

Presenter: Kathryn Delany, ELP

Workshop 7: Continuity of Learning: Past, Present and Future

In this workshop we will look at ways in which we can document the continuity of learning in our Learning Stories. Teachers grow complexity of learning through strengthening and documenting the continuity of learning for children.

Some of the ideas that will be discussed include;

- making connections between learning stories or learning episodes
- honoring the whanau voice
- documenting "work in progress"
- revisiting portfolios, folders, and files
- telling stories about the past
- sharing knowledge with others
- commenting on connections across time and place
- looking back in order to look forward

Personal bio

Kathryn is an ELP project Facilitator who is passionate about Learning Stories and Assessment that impacts on learning in positive and meaningful ways. She still gets to 'practice' on her 7 small mokopuna.

Presenter: Tara O'Neill, Haeata Community Campus

Workshop 8: Capturing the Learning: A Primary School Perspective

Play in the Primary Classroom is a relatively new movement in New Zealand, at least within recent years. Learning stories have been central in Tara's journey of changing practice and her view of learning. They allow her to capture learning in a very unique way. They have impacted the way she views learning and while she is focused on writing them, direct her attention to children in a way summative assessment can not. They allow her to see a wide range of learning dispositions which are critical to the Haeata curriculum.

Personal bio

Tara is one of two Kaiarahi (team leaders) at Haeata Community Campus, which opened this year in Christchurch. She co-leads the Year 1 to 3 Hapari of 8 teachers, 160 students and 7 Kaiawhina (teacher aides). Tara is in her third year of developing learning through play and is relishing the opportunity of co-creating learning with a team.

Session Two, 12:30-2:00pm:

Presenter: Brenda Soutar and Leanne Clayton, Mana Tamariki

Workshop 9: Whānau co-authoring a Learning Story

This is the story of our encounter with Okatia. The story of the creation of the Manawatū Gorge was the inspiration for our journey. Our inquiry led us to the Manawatū Gorge and our local museum where our tamariki began to imagine the possibility of something amazing. And then it happened ... with the support of whānau they turned that possibility into reality!

Personal bio

Leanne is Te Āti Awa and Ngāti Rārua. She is a leader at Mana Tamariki and works in kohanga and school. Leanne has three children who all attend school at Mana Tamariki. Leanne and her children speak Māori only to each other and are committed to language and cultural maintenance within their wider whānau. Leanne is the lead kaiako for the Mana Tamariki Marsden Research Project 2014 – 2017.

Brenda is Ngāti Porou and Ngāti Awa. She is former Kaitiaki (Tumuaki/Senior Teacher) at Te Kōhanga Reo o Mana Tamariki and current Tumuaki Rīwhi (Acting Principal) at Te Kura Kaupapa Māori o Mana Tamariki Y1 – Y13. Brenda lives with her partner in Foxton. Together they have three adult children and six grandchildren. They are most proud of the fact that all of their grandchildren are being raised by their parents with te reo Māori as their first language.

Presenter: Anita Homewood, ELP

Workshop 10: Infants & Toddlers: Capturing the Scientist within

Infants and toddlers are born scientists - they are led by a drive and curiosity to make sense of their world, testing and retesting ideas and theories. Much rich learning that takes place in this time, much stemming from the most ordinary of moments. So how do we make this learning visible? And how do we advocate for this valuable learning? Learning Stories are a great way of sharing the journey of these intrepid investigators. We will look at some examples of infants and toddlers in action, and how to make this learning visible through Learning Stories.

Personal bio

I have always been curious about making sense of my world and am constantly in awe of the way infants and toddlers are driven to do the same. I have been writing Learning Stories to capture this valuable learning for infants and toddlers for a number of years now. I have been working with ELP for three years, and continue to practice as a teacher of infants and toddlers.

Presenter: Lynn Rupe, ELP

Workshop 11: Using traditional wisdom in a modern world

Learning stories are a moment in time when past, present and future come together in a way that will support the child to know who they are as a learner. Traditional wisdom, "clothed within a whakatauki" can be used in a modern world to add another lens to the learning that is taking place for tamariki.

This workshop will look at the weaving of traditional knowledge inside Learning Stories. The new Te Whāriki uses whakatauki as a way to highlight and acknowledge the bicultural aspect of our curriculum. The writers have drawn on traditional wisdom for a modern world. Teachers writing learning stories can do the same. Let's discuss how!

Tū mai e moko. Te Whakatauki o ō mātua. Te moko o ō tīpuna. Stand strong, O moko. The reflection of your parents. The blueprint of your ancestors.

Personal bio

Lynn is particularly passionate about community and relationships with the view that assessment, especially Learning Stories, can bring about a deeper connectedness between those within the early childhood community. Lynn knows that research shows that collaboration between the parent, the child and the teacher creates a multiple perspective of the early childhood setting - which allows for deeper, more meaningful learning for all involved, and endeavors to instill this notion of multiple perspectives into her own practice and the practice of others.

Presenter: Waiau Pa team & Tania Bullick, ELP

Workshop 12: A bicultural journey

One year ago at the ELP Learning Stories conference, Kim Callis of Waiau Pa Kindergarten shared the story of a student teacher's success when using the framework of Te Whatu Pōkeka during the Te Whatu Pōkeka workshop. Inspired by the student teacher, and supported by Tania Bullick, an ELP facilitator,, Kim, Keely and Liz, the Waiau Pa team, embarked on a journey of bicultural development through an inquiry into Te Whatu Pōkeka and the 'big ideas' Tania Bullick talked about in that workshop. This presentation outlines that journey, the learning and shifts the team made during that journey, to date, and the meaningful Learning Stories they have written as a result. This has truly been a journey of Inspire, Inquire and Imagine.

Personal bios

Waiau Pa team

We teach in a small kindergarten in rural south Auckland. We are a diverse team made up of Kim (Head teacher), Keely (Full time teacher and recently certificated) and Liz (A primary trained teacher completing her post grad in ECE). We have close relationships with all of our families and we draw on their special strengths and talents. .

Our strong belief in heart based teaching, the power of play, a yearning to continually grow and develop to be the best possible version of ourselves and a culture embedded in Te Ao māori principles unites us in our journey. We pride ourselves on being a true reflection of everything that is embedded in our philosophy.

Tania Bullick

I find that teaming up with whānau and listening carefully to children's preferences grows a programme that reflects the community of learners. This is particularly true of and important in the areas of social competence and bi-cultural development. I have found narrative assessment has the power to happily impact family's perceptions of their tamariki and of themselves to participate, express their aspirations and be agentic in their children's education. In this way families and early childhood education becomes mutually constitutive.

Presenter: Marianne MacPherson, ELP

Workshop 13: Teachers Registration and Learning Stories: A partnership made in heaven

The new Standards for Teaching Profession have recently been introduced by the Education Council. The vision from the council is that ... "These standards endorse a holistic view of practice so that each standard is less fragmented than each of the PTC" (Education Council 2017)

Learning stories endorse a holistic practice of assessment providing "naturally occurring evidence" (Education Council 2017) in support of teacher registration. These stories share meaningful assessment of learning in the context of the child's interests, strengths, dispositions and skills. Heartfelt stories that draw threads of learning together sharing and making visible the way children's complexity and deepening of learning is enhanced by thoughtful and reflective teaching practice supported through teachers inquiry research.

Let's work wisely and keep our evidence of practice for our registration connected to learning for children that sits at the heart of our teaching practice.

Personal bio

Marianne taught in kindergartens in Auckland for 20 years before joining the ELP team as a professional learning facilitator in 2013 "Building respectful relationships with teachers and children responsive to their cultural settings the concept of ako is important to me, acknowledging that learning happens most powerfully when we are responsive to and respectful of each others strengths, passions and cultural knowledge"

Presenter: Lorraine Sands, ELP

Workshop 14: Do your Learning Stories make a difference to children's identities?

Teachers who write about the edgy, open ended learning that happens as children are irresistibly drawn into learning powerfully contribute to children's views of themselves as confident, capable learners. This is what makes the difference as children re-visit their learning and reconnect with the times when they 'were being brave, being determined, being imaginative, being social'. These stories must be full of the characteristics that help shape children's identities of themselves as learners. "I am brave..." "I don't give up..." I practice... This is how I learn..."

In this workshop we explore what these Learning Stories might look like for children as teachers think deeply about children's learning lives and then work to stretch this learning through planning a vibrant environment where children thrive as learners-in-action.

Personal bio

I have worked for ELP with teachers across all diverse settings in Aotearoa New Zealand since 2001. During this time I have drawn on my work at Greerton Early Childhood to support teachers to build learning cultures that enable each and every child to thrive as they begin to develop their learning identities. I have thought deeply about how current theory and research might be integrated into children's, families' and teachers' learning lives in natural ways, that enable children's learning identities to flourish. Whenever I work with teaching teams we have conversations about the value of Play in children's lives. We start with understanding that 'play', uninterrupted, complex opportunities for children to be in charge of their learning, is the key. It is in play that children are able to experience every aspect of social competency, of resilience, of social justice and resourcefulness. These are the building blocks of a strong identity as a learner who will be successful long term. When children see teachers being kind, helping each other, prepared to have fun, take risks and challenge themselves, then they in turn do the same. Our job is to set up opportunities for long periods of play and add value through meaningful, interesting conversation and provocations that stretch children's learning without hi-jacking it. Not in a way that we 'teach' but in an enthusiastic, puzzling, creative approach to learning. First we must understand what play looks like and see the learning inside this. Hence the reason why Learning Stories are so important, for these are 'windows', insights into the kind of growing learner teachers, families and children themselves, are growing.

Presenter: Bridget Chapman, Educare Kensington

Workshop 15: Acquiring Whānau Voice the Enjoyable and Authentic way!

Struggling to fill in those boxes with the "Parent voice"? I welcome you to come along and share in our journey. We have unpacked a simple formula to ensure our learning stories include authentic whānau voice. We're at the beginning of incorporating this new approach and welcome you to come along and be inspired! Nau mai haere mai!

Personal bio

I have been working as the manager of a small centre (Kensington Educare) in Whangarei for the past 6 years. We are a small and non-purpose built centre with no immediate community available to support us. We cater to a wide ethnic/socio group of diversity and have to work creatively to create our own strong centre culture. I am passionate about working with whānau and ensuring they feel in partnership with their child's learning journey.

Presenter: Central Kids Laughton Kindergarten Team

Workshop 16: Intergenerational Learning: Our journey of discovery

The Laughton Kindergarten team invite you to share our ongoing journey; to strengthen and build authentic relationships with our local retirement village - St Johns Wood. We will celebrate the benefits of an Intergenerational programme for our children, 'grandfriends' and whanau. Our workshop will be interactive, with opportunities to hear how we foster ongoing

partnerships, and what we have learnt from the perspectives of the Teachers, Children, St Johns Wood staff, Whanau helpers and our Grandfriends. We will share our learning story documentation and provide plenty of opportunities to ask questions. This workshop will suit those Early Learning Centres who are considering providing a similar Intergenerational programme.

Personal bio

At Central Kids Laughton Kindergarten we provide a child initiated, play based programme where tamariki are encouraged and supported to be the drivers of their own learning. A strong sense of whanaungatanga/whanau-community underpins our environment and supports the development of authentic relationships amongst ākonga/all learners at Laughton Kindergarten. Our teaching team consists of 4 experienced Teachers and 1 Teacher aide. We are a full day centre, located in central Taupo, currently with 40 children (over 3 years old) attending.

Session Three, 2:15-3:45pm:

Presenter: Jo Colbert, Chelsea Kindergarten

Workshop 17: Hitting the ground running

I have written learning stories for 17 years now, as a teacher at Westmere Kindergarten, as a Project Facilitator with Educational Leadership Project, as a Grandmother and most recently as a teacher at Chelsea Kindergarten. As I write this blurb I have not started in my new role and I am eager to explore what I know about learning stories and the values I hold for children and for their learning. I am curious to find out what the reality looks like for me as head back into working daily with children. This workshop will share some of my highs and no doubt lows of teaching and learning story writing.

Personal bio

I have worked in the early childhood sector for many years and have had a long relationships with learning stories, writing them first in 2000, supporting teachers for many years while I worked with Educational Leadership Project and more recently as a teacher at Chelsea Kindergarten in Birkenhead.

I am passionately interested in the documentation of children's learning and over the last 12 years have facilitated many sessions with teachers on strengthening their learning story writing. I am always excited to hear the stories that teachers share and to be a part of their learning story journey, it is through this sharing that I learn and my learning story writing is strengthened too.

Presenter: Marianne MacPherson, ELP

Workshop 18: Children Assessing their Learning

Te Whāriki recognises 'Children have increasing capacity to assess their own progress, dictate their own learning stories, and set goals for themselves ... As they learn to assess their own achievements they also become increasingly able to plan new challenges' p.64

In this workshop we share examples of what this looks like, ways to cultivate this, how to capture this through our learning story documentation and the way this impacts on building children's positive learner identity.

Personal bio

Marianne taught in kindergartens in Auckland for 20 years before joining the ELP team as a professional learning facilitator in 2013 "Building respectful relationships with teachers and children responsive to their cultural settings the concept of ako is important to me, acknowledging that learning happens most powerfully when we are responsive to and respectful of each others strengths, passions and cultural knowledge"

SOLD OUT

Presenter: Julie Killick, Chelsea Kindergarten

Workshop 19: A Stitch in Time

There still seems to be a little confusion and uncertainty about how individual learning stories and “planning” fit together. In this workshop I will share some stories that show individual children’s progress over time, how they inspired other children, and how this all built together to make our planning story “A stitch in time”.

We will also look at an inquiry we did into the subject of gratitude, and how these learning stories impacted on our community and deepened our relationships in unexpected ways.

Personal bio

Julie has been involved with early childhood education for over thirty years. She has been a Head teacher in several Kindergartens and has also worked in adult education, for Auckland Kindergarten Association and ELP. Currently she is Head teacher at Chelsea Kindergarten. Julie is passionate about teaching and learning and documenting this journey through Learning stories. She loves working with children in the great outdoors, and drama and music are particular strengths.

Presenter: Anita Homewood, ELP

Workshop 20: Infants and Toddlers: Natural Born Leaders

Infants and Toddlers are born with a motivation to make sense of their world. Through taking time to sit back and observe, we learn so much about what captures each infant or toddler’s curiosity, and the ways in which they explore and learn. This workshop will look at how to set the scene to support infants and toddlers to take the lead in their learning. We will look at examples of Learning Stories, which are a wonderful way to show how capable infants and toddlers can be in taking the lead.

Personal bio

I have always been curious about making sense of my world and am constantly in awe of the way infants and toddlers are driven to do the same. I have been writing Learning Stories to capture this valuable learning for infants and toddlers for a number of years now. I have been working with ELP for three years, and continue to practice as a teacher of infants and toddlers.

Presenter: Roskill South teaching team

Workshop 21: Documenting Shared Experiences - Collaborative Community Stories

Trips, visits and celebrations are a valued part of our kindergarten curriculum and we document such occasions using a Collaborative Community Story approach (also known as Group Learning Stories). This is an adaptation on the learning stories framework and provides an effective tool for children, families/whānau and the wider community to re-visit, re-tell and re-connect with a prior learning experience. This workshop will explore what a Collaborative Community Story looks like in practice, the what, the why, and the how.

Personal bio

For many years now the team at Roskill South Kindergarten have developed a culture of research and enquiry. Over time successful changes to their practice has seen many innovations emerge and this has improved learning outcomes for all ākonga. The teaching team has been involved in research both internally and in projects that are funded externally, inspiring many teachers nationally and internationally. Karen, Kim, Nadine and Verity share many years of early childhood experience between them and are passionate about documenting children's learning in a meaningful way that shows complex learning and progress.

Presenter: Tania Bullick, ELP

Workshop 22: A bicultural journey

One year ago at the ELP Learning Stories conference, during ELP facilitator, Tania Bullick's Te Whatu Pōkeka, workshop, Kim Callis of Waiau Pa Kindergarten shared the story of a student teacher's success when using the framework of Te Whatu Pōkeka. Inspired by the student teacher, and supported by Tania Bullick, Kim, Keely and Liz, the Waiau Pa team, embarked on a journey of bicultural development through an inquiry into Te Whatu Pōkeka and the 'big ideas' Tania had talked about in that workshop. This presentation outlines that journey, the learning and shifts the team made during that journey, to date, and the meaningful Learning Stories they have written as a result. This has truly been a journey of Inspire, Inquire and Imagine. Tania Bullick is pleased to be able to present the Waiau Pa Kindergarten team's journey.

Personal bio

I find that teaming up with whānau and listening carefully to children's preferences grows a programme that reflects the community of learners. This is particularly true of and important in the areas of social competence and bi-cultural development. I have found narrative assessment has the power to happily impact family's perceptions of their tamariki and of themselves to participate, express their aspirations and be agentic in their children's education. In this way families and early childhood education becomes mutually constitutive.

Presenter: Carol Marks, ELP

Workshop 23: Keeping a view of learning as complex

This workshop explores this complexity of learning and what contributes to children developing 'knowledge, skills and attitudes', contributing to working theories about themselves as learners. Do we have trustful environments where teachers learn alongside children, show uncertainty, make mistakes and strengthen learning in an environment where working theories are formed through relationships and play, with the principles of Te Whāriki underpinning practice? Learning occurs in the context of interaction with people, places and things, through participation and relationships, often with complex outcomes. Children will be forming working theories that they can use for different occasions. Noticing, recognising and responding can lead teachers to acknowledge the complexity of learning and the role that uncertainty plays in assessment, Carlina Rinaldi (2003) reminds us that "children can give us the strength of doubt and the courage of error, of the unknown".

When teachers wrap their growing knowledge and understanding into the context of their child's learning, families are drawn into conversations about learning in deep and meaningful ways. Learning stories that convey complexity will be shared at this workshop.

Personal bio

In her role as professional learning facilitator for ELP Carol has worked alongside teachers to strengthen learning environments and practice through deepening understanding of self review and assessment and planning. This assessment, using Learning Stories helps build relationships and connectedness within learning communities and recognises the important role that all people within learning communities play, to build meaningful learning for children, parents and teachers.

Presenter: Carol, Pat and Sarah, Mangere Bridge Kindergarten

Workshop 24: From grit to goals: Risk and challenge is a mindset

In a contemporary world the changing nature of access to the outdoor environment provokes challenges for early childhood educators. However we believe that risk and challenge for children (and teachers) is not just about the outdoors but is a mindset. Risk and challenge happens across the curriculum in all areas of the kindergarten. This workshop, divided into 3 sections, uses Learning stories to investigate teacher practice in supporting and developing a growth mindset. Carol Dweck's work around Growth mindset explains that success is not based on ability and talent but rather on effort and "grit". Children are supported over time and in a variety of contexts to put in the effort and "grit" to achieve their goals.

Personal bio

Carol Hartley, has been Head Teacher at Mangere Bridge Kindergarten since 1993. She was Lead researcher for the COI contract 2006-2008. Carol completed study for Master of Education in 2010. She is a recipient of a 2012 NZ National NEiTA Leadership award. She is a Co-author of "Crossing the Border," published by NZCER Press in 2012 and a chapter in Teachers voyaging in plurilingual seas published in NZCER Press 2016. The team at Mangere Bridge Kindergarten won the Prime Minister's Education Excellence award in 2015 for their work on transition to school.

Pat Rogers, Teacher joined the team at Mangere Bridge Kindergarten in 2007 was a teacher researcher for the COI contract 2006 – 2008. Pat is currently completing study for her Masters in Education. She is a Co-author of "Crossing the Border," published by NZCER Press in 2012 and a chapter in "Teachers voyaging in plurilingual seas" published in NZCER Press 2016.. The team at Mangere Bridge Kindergarten won the Prime Minister's Education Excellence award in 2015.

Sara Stones joined the team in 2016. She has taught in both early childhood and primary in London and Dubai.