



HE PUNA WHAKAATAATA MOKOPUNA

ECE KAIKO AS 'PUNA' REFLECTING CHILDREN'S BEHAVIOURS

FOR WAIKATO ECE TEACHERS

Saturday 14 March 2020, Southwell School, Hamilton

A day of workshops, keynote speakers, information and networking!

This FREE event, sponsored by the Ministry of Education, will include morning tea and lunch. We are so excited to be joined by keynote speakers Katarina Mataira and Brenda Soutar, as well as a line-up of inspiring workshop presenters.



Katarina Mataira
Ngāti Kahungunu/Ngāti
Porou
**Co-founder Te Mauri Tau
Inc. | Director of Poutiria te
Aroha**

Katarina leads the development of Poutiria te Aroha, a parenting programme anchored in the deep knowledge and tikanga of Te Ao Māori, and drawing on the philosophies and practices of nonviolence. Her reo-Māori delivery to whānau and community continues the work of her mother, Te Heikōkō Mataira, who played a key role in the revival of Māori language from the 1980s. Her approach to parenting education owes much to the guidance of early childhood educator and activist Ruth Beaglehole. “Kia poupoua, kia tiritiria te aroha ki roto ki the whānau.”



Brenda Soutar
Ngāti Porou/Ngāti Awa
**Tumuaki Rīwhi at Te Kura
Kaupapa Māori o Mana
Tamariki**

For the past 25 years, Brenda has been Kaitiaki Tumuaki (Senior Teacher) and current Tumuaki Rīwhi (Principal) at Te Kura Kaupapa Māori o Mana Tamariki, an education setting that nurtures and teaches children from 0–17 years through total immersion in the Māori language and learning environments. Brenda was one of the Te Whāriki 2017 writing team and also a researcher/adviser to Te Whatu Pōkeka (Kaupapa Māori Assessment for Learning). Brenda is most proud of the fact that her six grandchildren are being raised by their parents with te reo Māori as their first language.

WORKSHOP OPTIONS OVERLEAF



Educational
Leadership Project

For more information visit our website www.elp.co.nz or contact Claire admin@elp.co.nz



**ECE KAIAKO AS 'PUNA' REFLECTING CHILDREN'S BEHAVIOURS
EARLY CHILDHOOD SYMPOSIUM 2020, SOUTHWELL SCHOOL, HAMILTON
SATURDAY 14 MARCH 2020, 9:00am – 4:00pm**

PROGRAMME

8:15–9:00	Registration
9.00–9.15	Welcome by Ministry of Education
9.15–10:15	Welcome and Keynote Presentation from Katarina Mataira
10:15–10:45	Morning tea
10:45–12:10	Workshop Session 1 (choose from options below 1–7)
12:10–1:10	Lunch
1:10–2:35	Workshop Session 2 (choose from options below 8–14)
2.35–2.45	Short break
2.45–3.45	Keynote from Brenda Soutar
3.45–4.00	Poroporoaki

WHAT TO EXPECT

This symposium has a very important focus. Traditionally western educational theories around children's behaviour have very much focussed on 'deficit theorising', we want to strongly present a strengths based approach to this very challenging area. To this end we have invited Katarina Mataira to be our leading keynote speaker from Te Mauri Tau. The work this group is doing in our region is very powerful. Their work is focussed on kaiako and whānau gaining learning and strategies drawing from the philosophy and practice of childrearing with nonviolence, anchored in kaupapa Māori. This ropu draws from te ao Māori and incorporates te reo Māori throughout their work to hold tikanga and share cultural wisdom.

Some of the ideas raised at a recent Te Mauri Tau programme of Kei tua i te kiri stated the following:

- How do we contribute to making Aotearoa NZ the best place in the world for children?
- How can we activate healing engagement with whānau and children from a base of our culturally sustaining stories and strengths?
- How do we move beyond a focus on behaviour change towards an empathy-based approach, connecting with feelings and needs?
- What is the practice change we need to see and be?

These are all important questions for kaiako working with mokopuna and whānau across our region.

Our other keynote speaker is Brenda Soutar, currently Principal of Mana Tamariki and also a writer of the recent revision of Te Whāriki (2017) our early childhood curriculum. We are very keen to keep all our programme focussed on and in sync with the principles of our curriculum.

Our organisation has the contract to organise this conference and we are very delighted to be working alongside Te Mauri Tau to deliver both a challenging and exciting programme for the kaiako of the Waikato region!

See overleaf for workshop options

WORKSHOP OPTIONS – to book your workshop options please complete the online form on our website: https://www.elp.co.nz/ece_symposium_hamilton.cfm

SESSION ONE: Attendees to pick ONE workshop

Workshop 1: Kia tau te rangimārie. Fostering dispositions of empathy and compassion

Dr Jenny Ritchie, Associate Professor, Te Herenga Waka Victoria University of Wellington

In this workshop we will collaborate to explore ways in which we can deliver on the Te Whāriki 2017 Mana Tangata | Contribution strand expectation that children will acquire: “Strategies for resolving conflicts in peaceful ways and an awareness of cultural values and expectations” (p. 37). We will explore dispositions from different cultural contexts that we can foster in collaboration with parents/whānau, which will enable young children to empathise and demonstrate care and concern for themselves, one another, and for our planet and the biodiversity that depends upon its wellbeing.

Jenny has been involved in early childhood care and education since the 1970s, as a childcare worker, kindergarten teacher, parent, kōhanga reo whānau member, teacher educator, researcher, and grandparent. Her research and teaching have focussed on: understanding how to apply a commitment to Te Tiriti o Waitangi within early childhood and teacher education; pedagogies that affirm and support children’s cultural and emotional wellbeing; and exploring how applying Māori conceptualisations can enhance teaching approaches that support and care for our planet.

Workshop 2: He Māpuna te Tamaiti: Supporting Social and Emotional Competence in Early Learning

Dr Tracy Rohan, Principal Adviser, Ministry of Education

This workshop will provide an interactive overview of the main features and content of a new resource for kaiako in early learning settings. It will provide opportunities for participants to engage with key concepts in relation to their own context and experiences.

Dr Tracy Rohan is currently a Principal Adviser at the Ministry of Education in Christchurch. She has worked in education for many years, as teacher, teacher educator, researcher, writer, consultant and adviser. She has a background in music education and research, as well as positive behaviour support. She is the author of many resources to support educators, including Into Music 1, 2 and 3, and most recently “Teaching for Positive Behaviour” a resource for educators in primary and secondary settings, and He Māpuna te Tamaiti; Supporting the Development of Social and Emotional Competence in Early Learning.

Please bring along a copy of He Māpuna te Tamaiti with you to this workshop.

Workshop 3: Immersed in Nature: How this changes the ways children see themselves and the way they respond to others

Lorraine Sands and Catalina Thompson, Greerton Early Learning Centre

We have been part of the learning and teaching community at Greerton Early Learning Centre for many years now. In this time, we have experienced incredible leaning journeys seasoned with inquisitiveness, grit, imagination, perseverance and bravery. Forest farm adventures are no exception. In a place where time stands still, and the hustle and bustle of life only exists as a distant traffic noise, tinkering with ideas seems to be the right thing to do. Innovation and creativity flourish here, flexibility of thinking and growth mindset push beyond any conceivable boundary. This is a place where children can be their best possible selves and find resilience, resourcefulness and camaraderie that they might not know they have when confined in smaller places, inside fences and walls. This identity, as someone who is brave, kind and empathetic, has a chance to be nurtured in nature. Isn’t this the most amazing dream we could possibly have for our children? We believe so....

Lorraine Sands is a Professional Learning Facilitator at Educational Leadership Project. In this role she works alongside teachers in a wide range of early childhood settings, particularly to

strengthen teaching teams' pedagogical engagement with the principles, strands and goals of Te Whāriki, and to be able to measure their effectiveness through Internal Evaluation, embedded in inquiry research. She has written many journal articles focused on strategies to nurture children's identities as capable, confident learners in action, fully immersed in play.

Catalina Thompson has been a teacher at Greerton Early Learning Centre for the last 7 years. In this community, the vision for learning underpinning teachers' practice is one that enables children's abilities to grow, as they imagine, collaborate, persevere with tricky, edgy goals and grow their skills and knowledge as a result. Catalina says that the concept of relationships is deeply embedded in our practice as a team of teachers working closely together. This vision is cemented in the way she listens and responds to children's experiences in Greerton's weekly journeys into nature. Here time is put on hold and the group are able to experience all that nature offers. There are myriad opportunities for awe and wonder, and for resilience and resourcefulness to grow as children encounter interesting, real problems to solve and in unhurried, meaningful ways collaborate with their friends and teachers. In this workshop Catalina will share from her perspective as a teacher: How social competency grows in complexity when children regularly explore our natural world.

Workshop 4: Resilience and Regulation

Isabel Crawforth and Jackie Gillett, Te Mauri Tau – Parenting with nonviolence

Explore these two important concepts with two facilitators of the Parenting with Nonviolence curriculum. We will take you on a journey of self-reflection and share exciting ideas for you to try in your workplace and beyond.

Jackie and Isabel are both passionate early childhood Kaiako who live and work in Whaingaroa. Jackie is tangata whenua ki. Whaingaroa and surrounding areas and Isabel is from England, living in NZ for over 30 years. They have been working with Ruth Beaglehole and the team at Te Mauri Tau, delivering the Parenting with Nonviolence curriculum in Whaingaroa since 2012. They are inspired by the philosophy of nonviolence and enjoy the messages of social justice, the struggles and the celebrations of trying to make a difference in the lives of our tamariki.

Workshop 5: The power of Learning Stories to transform children's behaviour

Wendy Lee, Educational Leadership Project

This workshop will look closely at a key strategy for supporting change in children's behaviour. This strategy is mana-enhancing and will reinforce the deeply caring relationships that are so critical for the growing mokopuna. Relationships are at the heart of learning and this workshop will be an opportunity to revisit the work of Learning Stories to see how others are using this practice and developing it to transform children's behaviour.

The beautiful whakatauki 'Ka whāngaia, ka tupu, ka puāwai' translated as 'that which is nurtured blossoms and grows' is from the new MoE resource 'He Māpuna te Tamaiti'. In this resource, the authors discuss the importance of establishing a positive climate through the application of whanaungatanga, manaakitanga, and ngākau nui (big-heartedness). These are the values we want to encompass in our Learning Stories. If we are to keep relationships in the front frame of our work, we must ensure that we think carefully about the values that are important. I believe whanaungatanga, manaakitanga, and ngākau nui have the power to transform our relationships with children, families and teachers', while deepening our reflections to demonstrate authentic teaching that makes a real difference. Learning Stories provides the vehicle by which we can achieve this transformation. In this workshop, we will focus on how we, as kaiako, can not only support children to develop views of themselves as confident and capable learners but also to use Learning Stories documentation to transform their relationships, their behaviour and hence their lives.

Workshop 6: Towards building a collaborative community: Keeping Te Whāriki in the front frame

Lynn Rupe, Educational Leadership Project

This workshop will discuss how to grow a commitment to building a collaborative community, where the Principles of Te Whāriki are evident for all to see. Teachers can intentionally nurture the kind of learning and teaching engagements, moment by moment, that are characterised by responsiveness, reciprocity, and respectfulness. In doing so teachers are proactively supporting children's social and emotional competence. "If you want to change the world, start with yourself." Mahatma Gandhi.

Lynn is particularly passionate about community and relationships, with the view that assessment 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 endeavours to instill this notion of multiple perspectives into her own practice and the practice of others.

Workshop 7: Are challenging behaviours disrupting your centre?

Sanam Bagherian, Autism Specialist Facilitator, Altogether Autism

Come to our workshop for strength and evidence based practical strategies for managing challenging behaviours and supporting early learner outcomes for children at your centre. Our work around behaviours stems from the Collaborative Proactive Solutions model from Ross Greene which looks at moving the view of the adult from a child who "won't" to a child who "can't". This model focuses on finding and addressing unmet needs, stressors and lack of skills so a child can behave well. We look at what we as the adult/parent/caregiver/teacher/Kaiako can change to support the child. It works on changing the view of the adult to be strengths focused and positive even when the behaviours are challenging.

Sanam joined the Altogether Autism team as an autism specialist facilitator in early 2019. She is a registered clinical psychologist in her home country of Iran and is working towards registration here in New Zealand. Sanam has experience working with families, professionals and autistic people of all ages. Sanam has an in-depth understanding of behaviour and has spent many years increasing understanding of challenging behaviours while teaching practical, hands on strategies that can work across home and education. Sanam is passionate about assisting parents and professionals to reframe how they look at challenging behaviours and developing positive strategies to decrease difficult behaviours.

SESSION TWO: Attendees to pick ONE workshop

Workshop 8: A Panel Discussion – moving from behaviour to relationships – the nonviolent paradigm shift in practice

Facilitated by Helen Ritchie with Jenny Ritchie, Jackie Gillett, Isabel Crawforth and Wendy Lee

This panel will be for attendees who have been inspired by any of the workshops facilitated by Jenny Ritchie, Jackie Gillett and Isabel Crawforth and Wendy Lee in the morning, so they can ask questions and find a deeper understanding of the nonviolent paradigm.

Workshop 9: He Māpuna te Tamaiti: Supporting Social and Emotional Competence in Early Learning

Dr Tracy Rohan, Principal Adviser, Ministry of Education

This workshop will provide an interactive overview of the main features and content of a new resource for kaiako in early learning settings. It will provide opportunities for participants to engage with key concepts in relation to their own context and experiences.

Dr Tracy Rohan is currently a Principal Adviser at the Ministry of Education in Christchurch. She has worked in education for many years, as teacher, teacher educator, researcher, writer, consultant and adviser. She has a background in music education and research, as well as positive behaviour support. She is the author of many resources to support educators, including "Into Music 1, 2 and 3", and most recently "Teaching for Positive Behaviour", a resource for educators in

primary and secondary settings, and He “Māpuna te Tamaiti; Supporting the Development of Social and Emotional Competence in Early Learning”.

Please bring along a copy of He Māpuna te Tamaiti with you to this workshop.

Workshop 10: Putting Kei tua i te kiri kaupapa into practice in our early learning centre Melissa Osmond, Greerton Early Learning Centre

Last year I had the opportunity to attend a course called Kei tua i te kiri with our key note speaker, Katarina Mataira. Over the three days we learnt to draw from the philosophy and practice of childrearing with non-violence, anchored in kaupapa Māori. I left with a fresh perspective and practical strategies to apply in my daily work. These were all centred on nurturing whānau well-being. Since then, many of my team have attended an evening course, focussed this time on whānau perspective, and we have shared together many practical aspects for working with our families and children, implementing these into our learning and teaching culture.

This workshop will share those strategies and offer a kaiako perspective on their effectiveness as we engage whānau with these ideas and build a very strong identity of children as competent and capable. We will share some real examples. One of our parents will share the ways these strategies have impacted on her relationship with her own children. This kaupapa has fundamentally both changed her view of her children and the way she sees herself as a parent.

Workshop 11: Takiwātanga: Learning in my own time and space Amanda Phillips, Autism Specialist Facilitator, Altogether Autism

This workshop will cover practical strategies to support communication, sensory and learning needs for autistic learners and neurodiverse children.

Amanda is one of the founding facilitators for our professional development workshops. Amanda has worked with autistic people for more than 15 years in England, New York and New Zealand. Through working in schools and the community, Amanda has experience in many settings and across all ages. Amanda is passionate about building knowledge and awareness about autism in the community along with supporting those with autism and their families to navigate support services.

Workshop 12: The Weaving: Making Connections Kathryn Delany, Educational Leadership Project

Whāia te kotahitanga o te wairua.

Mā te rangimarie me te aroha e paihere.

Pursue unity of spirit. Be bound together by peace and love.

Shared, positive values and expectations are the foundation for a strong, unified community.

Parents and whānau trust that their ECE service will provide an environment where respectful relationships, encouragement, warmth and acceptance are the norm.

He Māpuna te Tamaiti p.23

The Principles and Strands of Te Whāriki (2017), in particular the Mana Whenua/Belonging strand, emphasises the importance of connection “Children know(ing) they belong and have a sense of connection to others and the environment”. Parker J. Palmer (1997) reminds us if we want our children to be able to weave their own web of connections between the world, the people around them and themselves then we need to spend time modelling this with them. Using Te Whāriki and weaving as a metaphor for connection we will be exploring ways in which we can build and strengthen connection.

Workshop 13: Are challenging behaviours disrupting your centre? Sanam Bagherian, Autism Specialist Facilitator, Altogether Autism

Come to our workshop for strength and evidence based practical strategies for managing challenging behaviours and supporting early learner outcomes for children at your centre.

Our work around behaviours stems from the Collaborative Proactive Solutions model from Ross Greene which looks at moving the view of the adult from a child who “won’t” to a child who “can’t”. This model focuses on finding and addressing unmet needs, stressors and lack of skills so a child can behave well. We look at what we as the adult/parent/caregiver/teacher/Kaiako can change to support the child. It works on changing the view of the adult to be strengths focused and positive even when the behaviours are challenging.

Sanam joined the Altogether Autism team as an autism specialist facilitator in early 2019. She is a registered clinical psychologist in her home country of Iran and is working towards registration here in New Zealand. Sanam has experience working with families, professionals and autistic people of all ages. Sanam has an in-depth understanding of behaviour and has spent many years increasing understanding of challenging behaviours while teaching practical, hands on strategies that can work across home and education. Sanam is passionate about assisting parents and professionals to reframe how they look at challenging behaviours and developing positive strategies to decrease difficult behaviours.

Workshop 14: He Māpuna te Tamaiti in Action

Mā te ngākau aroha e ārahi. – Let a loving heart guide your decisions

Tania Bullick, Educational Leadership Project Associate & Pedagogical Advocate at Old MacDonald’s Rural Education and Care Centre.

Lia Hockly, Kaiako at Old MacDonald’s Rural Education and Care Centre.

The recently released resource “He Māpuna te Tamaiti – Supporting Social and Emotional Competence in Early Learning’ speaks to the work that Tania and Lia are aspiring to at their home centre ‘Old MacDonald’s Rural Education and Care Centre’.

As an ELP Associate and Pedagogical Advocate for the teachers at Old Mac’s Tania will speak to the strong philosophical ideas from the resource that are reflected in the teaching and learning practices while Kaiako respond to Te Tiriti o Waitangi and embody Te Whāriki. Lia will speak to the practices that she and her team have developed over time and through collaboration and deeply thoughtful conversations and how her own teaching and learning has grown and developed through experiences such as partnering whānau and reflective narrative assessment.

This workshop will include ideas around bicultural practice in a mainstream setting, culturally responsive practice, partnering with whānau, the reflective practitioner and intentional teaching.