

Stories have provided a meaningful tool for revisiting, informing learning, and increasing children's oral competency. This sparked our curiosity and we have been exploring how we can foster and strengthen children's oral literacy experiences through the realm of storytelling. Recently we have been involved in a TRLI project, working alongside Margaret Carr and Amanda Bateman, exploring what a patchwork of storytelling looks like in our kindergarten. This lecture will share how a richly resourced environment, along with responsive pedagogical practices strengthens children's storytelling expertise.

Tuesday 13 August - Hamilton

Wednesday 14 August - Auckland

The Power of embodiment

Presented by Julie Killick, Clare Etherton, and Jo Behse from Chelsea Kindergarten

The concept of mindfulness has become more generally recognised and increasingly valued within many sectors including education. We are interested in mindfulness, but also what it means to be bodyful! What does it mean to be an embodied teacher and learner? In this presentation we will share our own stories of becoming more embodied through dance, yoga and movement practices. We will explore the benefits that mind and body integration bring when nurturing relationship, creativity, communication, and expression are privileged.

Tuesday 10 September - Hamilton

Wednesday 11 September - Auckland

Tracking 21st century learners over time

Presented by Carol Marks and Michelle Flower

Do you aspire to nurture independent lifelong learners, prepared for the challenges of 21st Century? How often do you stop to envision the world you would like to see when the children you are currently working with are your age? What opportunities will there be? What threats will we face?

In this workshop we will track learners from early childhood through their education journey and beyond. What are the knowledge, skills and dispositions that make them the learners that they are today? We will revisit these learners portfolios and reflect on the pedagogy that nurtured these attributes.

"The most important attitude that can be formed is that of desire to go on learning." (John Dewey)

Tuesday 8 October - Hamilton

Wednesday 9 October - Auckland



Slowing down and (re) connecting

Presented by Kathryn Delany and Marianne MacPherson

Waiho i te toipoto, kaua i te toiroa.

Let us keep close together, not far apart. (Te Whāriki p. 59)

In this era of 'connectivity' we have been reflecting on the importance of connection. The Te Whāriki (2017) Mana Whenua/Belonging strand clearly emphasises the importance of connection "Children know(ing) they belong and have a sense of connection to others and the environment". Māori view the "child's connection through time to whenua, atua, Māori and tipuna". 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 modeling this with them. Using the Whāriki and weaving as a metaphor for connection we will be exploring ways in which we can re-connect.

Tuesday 12 November - Hamilton

Wednesday 13 November - Auckland

Book your place today!

HAMILTON

Venue:

University of Waikato, Hillcrest Road, Hamilton

Time: 7.00 pm - 9.00 pm

AUCKLAND

Venue: Duncan McGhie Lecture Theatre, University of Auckland, Epsom Campus, Auckland

Time: 7.00 pm - 9.00 pm

COST: Individual Lecture:

\$40 per teacher; \$30 per full-time student

Season Pass (all 10 lectures):

\$275 per teacher (\$27.50 per lecture)

\$200 per full-time student (\$20 per lecture)

GST included.

The first 50 Season Passes booked will go in the draw to attend all lectures for free!

ENROLMENT: Book your place today through our website store: www.elp.co.nz

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EDUCATIONAL
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Early Childhood
Professional
Learning
LECTURE
SERIES
2019

HAMILTON
AUCKLAND

Not your standard flower... Let's be extraordinary!

Presented by Lorraine Sands

We know that when children build their ideas about risk and challenge, they start from where they feel comfortable, then stretch the edges of their competence. They practice. It is when they are crew members rather than passengers that children ramp up their capacity for learning; adventurous learning that relies on a growing sense of fair mindedness and on curiosity and determination to stretch learning to the edge and beyond with and alongside their friends. And this is true for teachers too! When teachers feel empowered to contribute their own passions, energies and spirits to their learning and teaching community and truly feel listened to, they ramp up their contributions. It is when we feel judged that we shrink away from contributing with whole hearted energy!

This was behind our focus and determination to make the professional work we do exciting, meaningful, and practical. Possible, in ways that would see us stretching our learning and teaching, with contextual evidence that acted as the trace of our professional lives. So, what about empowerment for teachers? What about strength based learning for teachers? And what might this look like inside internal evaluation, teacher appraisal and teacher certification?

Tuesday 12 February - Hamilton

Wednesday 13 February - Auckland

The thriving and self-driven learner and teacher

Presented by Tania Bullick

Last year, at Tania's lecture, we took a look at the theorists and theories that inform our practices today from Montessori, Froebel and Piaget to theories of behaviourism, attachment and development. This year Tania's lecture will be looking at contemporary theories that inform our thinking and practices for the 21st century learner. Drawing on the writings of William Stixrud and Ned Johnson in their books 'The Thriving Child' and 'The Self-driven Child', this lecture will explore not only the child as learner but also the teacher as learner and how the well-being, belonging, competence and empowerment of each of us is key to quality early childhood education.

Tuesday 12 March - Hamilton

Wednesday 13 March - Auckland



I'm ok, you're ok / Kei te pai ahau, kei te pai koe

Presented by Lynn Rupe

Te Whāriki (2017, p.20) reminds us that, "the wellbeing of each child is interdependent with the wellbeing of their kaiako, parents and whānau." Bronfenbrenner believed that the quality of the interactions with children is very much reliant on the caregiver receiving support and recognition.

I'm ok, you're ok is an opportunity to think about teachers' wellbeing! How do we ensure that the teacher (caregiver) receives support and recognition in order for wonderful teaching practice to flourish? What does teacher wellbeing have to do with children's wellbeing? And how can we ensure teachers are OK! Aroha mai, aroha atu.

Tuesday 9 April - Hamilton

Wednesday 10 April - Auckland

Reading in the 21st century: Being bi-literate - what does this mean for children and kaiako?

Presented by Wendy Lee

The digital age has brought many interesting challenges into education for both children and adults. Researchers are now saying that the differences between text and screen reading should be studied more carefully and that the differences should be dealt with in education, particularly with younger children. There are advantages to both ways of reading and there is potential for a bi-literate brain to develop. This also has huge implications for adults and how they take on new information.

Neuroscientist Dr Maryanne Wolf is director of the center for dyslexia, diverse learners and social justice, at UCLA. Her research looks at how the brain takes on knowledge has this to say; "We can't turn back, we should be simultaneously reading to children from books, giving them print, helping them learn this slower mode, and at the same time steadily increasing their immersion into the technological, digital age. It's both. We have to ask the question: What do we want to preserve?" We also need to ask the question at what age is it an advantage to the child to begin engagement in digital media? Dr Wolf says reading too much on screens may threaten the young brain's ability to build its own foundation of knowledge and the desire to think and imagine for themselves. But what is too much? Come to this lecture and explore these ideas and what they might mean for the children you teach and also for you as a professional engaging in professional learning

Tuesday 14 May - Hamilton

Wednesday 15 May - Auckland



Learning Stories in practice

Presented by Professor Margaret Carr & Wendy Lee

Margaret and Wendy will share some of the work behind their new book on Learning Stories that will be published by Sage in 2019 entitled "Learning Stories in Practice".

This book continues and extends the discussion about Learning Stories as assessment practice. Margaret and Wendy will share some of the ideas that are explored in this new book, including such ideas as being fair; recognising powerful narratives; sharing responsibility with learners and developing partnerships with family and community. Margaret and Wendy will be responding to teachers' questions about narrative assessments, and will continue the conversation and dialogue about learning dispositions. The new book is written for teachers and includes examples of Learning Stories from both Aotearoa New Zealand and around the world.

Tuesday 11 June - Hamilton

Wednesday 12 June - Auckland

Changing the lens: Culturally responsive contextually located theory and practice in ECE

Presented by Dr Lesley Rameka

Key to educational success for Māori children is the acknowledgement that Māori and children are culturally located and the recognition that effective education must embrace culture. Te Whāriki (2017, p. 45) states that "Kaiako enhance the sense of identity, belonging and wellbeing of mokopuna by actively promoting te reo and tikanga Māori" (p.45). This presentation asks kaiako to review our assumptions and values, to better reflect our aspirations in practice. I will utilize findings from Te Whatu Pōreka (2009) and Te Whatu Kete Mātauranga (2017) to explore how traditional Māori cultural knowledges, theories and values can be reclaimed to support the development of culturally responsive, contextually located, theory and practice in contemporary early childhood settings.

Tuesday 9 July - Hamilton

Wednesday 10 July - Auckland

Literacy and narrative in the early years: Zooming in and zooming out

Presented by Karen Ramsey, Kim Parkinson and Nadine Preibs from Roskill South Kindergarten

For many years we have valued children's portfolios as a powerful literacy artefact, and have noticed how Learning

