



Even the smallest of birds the 'rearea' can make it to the highest branch of the kahikatea

EARLY CHILDHOOD SYMPOSIUM

Free for early childhood teachers in the Waikato region

Saturday 23 June 2018, 9:00am – 4:30pm

Southwell School, Hamilton

8:15am-9:00am	Registration
9:00-9:15	Welcome by the Ministry of Education
9:15-10:00	Waikato Tainui Education Strategy Raewyn Mahara, General Manager / Pou Matua Te Maatauranga
10:00-10:25	Morning tea
10:25-12:10pm	Workshop Session One (attendees to pick one workshop)
12:10-1:10	Lunch
1:10-2:55	Workshop Session Two (attendees to pick one workshop)
2:55-3:10	Afternoon break
3:10-4:10	Colouring in the White Spaces: Cultural Identity Matters Dr Ann Milne PhD
4:10-4:25pm	Poroporoaki

Workshop options are on page two of this flyer

Spaces will fill up first. To book your spot visit our website www.elp.co.nz

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Workshop Options: Attendees to pick one from each session

Session One: 10:25am-12:10pm

1	<p>Problem solving and conflict resolution (repeated in Session Two), David Spraggs, Gisborne NZ</p> <p>This workshop is for those who want to ponder differing ways of thinking about conflict and problem solving. These strategies work whether you are a manager, a teacher or an owner. Most people that work in early childhood identify that conflict resolution and problem solving are their worst set of skills and, in some cases, actively avoid conflict by pretending it's not happening. They have not as yet seen the possibilities within the solution-focused end of this mahi. David uses humour but also direct language to explore this kaupapa, come along, have a laugh and reflect away.</p>
2	<p>Learning through nature in the early years, Tim Bennett, Campus Creche, University of Waikato</p> <p>This workshop will look at how children can learn through nature, develop a love for the environment and take responsibility for caring for our future. We will look at a variety of age groups and working both in and outside the centre gates. This workshop will cater to a variety of knowledge levels and facilitate discussion between colleagues on ideas.</p>
3	<p>Using the code of professional responsibility and standards for the teaching profession in your setting (repeated in Session Two), Chris Thornley, Education Council and Bridgit Williams, InspirED ECE</p> <p>In this interactive session, you will work with Our Code, Our Standards and explore how you can use them with your colleagues. Ways to centre your appraisal around your goals or inquiry using Our Standards will also be explained. If you have not attended an Education Council workshop on the Code and Standards, this is an ideal opportunity for you to catch up with that learning.</p>
4	<p>Learning Stories: An opportunity to work smarter, not harder!, Wendy Lee, ELP</p> <p>Wendy's session will explore the power of learning stories as a tool for documenting children's learning in a way that is meaningful, do-able, fun, inclusive and that makes a difference. Wendy believes assessment practice has the capability to not only improve learning opportunities for children but to potentially change the culture of early childhood centres and communities. Assessment can contribute powerfully to the reciprocal relationships that make up a community in an early childhood setting, enticing children, families and teachers into collaborative relationships that enrich teaching as learning journeys.</p>
5	<p>Power and potential of children's questions and wonderings, Linda Baxendine, Ministry of Education</p> <p>This workshop will draw on findings from a Masters thesis research project, to highlight the power and potential of children's questions and wonderings, to foster a participatory teaching and learning environment. Utilising the local community, democratic/shared leadership and child agency will be some of the topics explored during this workshop.</p>
6	<p>How well do you know me? An introduction to Te Whatu Pōkeka, Lucy Southon and Te Mania Gabel, Te Puna Reo o Te Kōhao</p> <p>This introductory workshop will enlighten participants on Whatu Pōkeka, the Kaupapa Māori Assessment framework. It will empower those working with Māori to look deeper into their learning and assessment.</p>
7	<p>Improving quality through effective internal evaluation, Patricia Davey, Education Review Office (repeated in Session Two)</p> <p>This workshop will draw on the recent ERO publication <i>Effective Internal Evaluation for Improvement</i>. It will provide an overview of the resource and give participants the opportunity to explore implications for evaluating their local curriculum in the context of <i>Te Whāriki (2017)</i>.</p>
8	<p>What does identity mean to you? Nat Keogh and Nickie Mackwood, Rainbow Cottage</p> <p>To what extent can we create an environment that values identity and is meaningfully woven throughout our centres? We will share our Identity inquiry with you and hope you take away valuable knowledge, resources and practices to help you on your centres Identity journey.</p>

Session Two: 1:10pm-2:55pm

9	<p>Problem solving and conflict resolution, David Spraggs, Gisborne NZ (repeated from Session One) This workshop is for those who want to ponder differing ways of thinking about conflict and problem solving. These strategies work whether you are a manager, a teacher or an owner. Most people that work in early childhood identify that conflict resolution and problem solving are their worst set of skills and, in some cases, actively avoid conflict by pretending it's not happening. They have not as yet seen the possibilities within the solution-focused end of this mahi. David uses humour but also direct language to explore this kaupapa, come along, have a laugh and reflect away.</p>
10	<p>Using the code of professional responsibility and standards for the teaching profession in your setting, Chris Thornley, Education Council and Bridgit Williams, InspirED ECE (repeated from Session One) In this interactive session, you will work with Our Code, Our Standards and explore how you can use them with your colleagues. Ways to centre your appraisal around your goals or inquiry using Our Standards will also be explained. If you have not attended an Education Council workshop on the Code and Standards, this is an ideal opportunity for you to catch up with that learning.</p>
11	<p>Planning: Why is it important to engage children in authentic learning? Michelle Flower, ELP The story of how this workshop came about... in conversations with teaching teams, some are finding the process of planning for children's learning a real minefield. So, reflecting on the learning possibilities of this workshop... let's explore how through the narratives of children's play, learning stories, how teachers can collaborate and plan to strengthen children's learning pathways. When the interests of children are incorporated into the curriculum children are more likely to engage in a wide range of experiences. Kolbe (2005) highlights the extent to which investigations 'nurture children's imagination and spirit and their potential as morally aware, critically thinking citizens'. What do we know now that we didn't know before about... making children's learning visible and accessible in a community of learners, provides opportunities for children and teachers to revisit and reflect on their experiences and learning. To add another layer to this, what could be the possibilities and directions our planning could take if we were to value the contributions of family/whanau and the wider community.</p>
12	<p>The importance of the relationships with parents, and all key stakeholders of our learning environment, Melanie McFarlane, Campus Creche @ Fraser This workshop will focus on the importance of relationships with all key stakeholders of our learning environment, and how positive relationships can lead to improved learning outcomes for children. I will discuss practical ways in which we have developed our relationships and ways in which we are helping both of our learners (Mother and Child), capturing the special moments, and strengthening the identity of the mother and child. These relationships are especially important for our infants and toddlers and, if established well, will carry on throughout their time with us.</p>
13	<p>Te wairua o te tamaiti: Using a Maturanga Māori perspective on assessments, Taskeen Thebus and Casey Rudkin, Raroera Te Puāwai In this workshop, participants will get an insight into using a Maturanga Māori perspective when assessing tamariki learning and development. Using Māori values and principles to guide the way you teach and assess a tamaiti during their interactions with peers and kaiako. Go beyond what your eyes witness to strengthen and deepen your korero when analyzing tamaiti learning experiences. Allow yourself to be vulnerable, to feel the wairua of the tamaiti during assessment writing.</p>
14	<p>Growing social competence, Tania Bullick, ELP Te Whāriki's aspiration for children in Aotearoa New Zealand is to grow up as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society. This workshop will unpack this statement, look at both ancient indigenous wisdom alongside contemporary evidenced-based science and offer practical examples and solutions to see this statement come to fruition for each and every child.</p>
15	<p>Improving quality through effective internal evaluation, Patricia Davey, Education Review Office This workshop will draw on the recent ERO publication <i>Effective Internal Evaluation for Improvement</i>. It will provide an overview of the resource and give participants the opportunity to explore implications for evaluating their local curriculum in the context of <i>Te Whāriki (2017)</i>.</p>
16	<p>Culture and identity, Jackie Tamaki and Hera Pouaka, Te Puna Reo o Te Kōhao (repeated from Session One) More information to follow....</p>