

# PROFESSIONAL DEVELOPMENT FOR ACA WA MEMBERS



ACA WA



Sista Studio



Growing Together



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Jan Spence [jcspence@amnet.net.au](mailto:jcspence@amnet.net.au)

0429 116 821

### **Play environments with the WOW factor**

Children engage proactively in their play environment when it excites them and encourages choice. Educators facilitate deep thinking and exploration by designing interesting and thought-provoking challenges that are fun. This workshop will demonstrate how each educator can fully communicate with children of all ages, to inspire thoughtful, prolonged and socially appropriate play.

### **Being sustainable in a cost-effective way**

Today's buzz word is 'Sustainability', but what does that exactly mean? To embed sustainability into our everyday work environment, requires educators to believe it is an important issue. Then we must role model the practice in everything we do. This workshop looks at adopting a 'whole service' approach and explores our conversations with children to find creative ways to address sustainability.

### **Wondering—not wandering!**

The learning environment is the first impression made when entering a service. It shows and tells others what we are doing, thinking and learning.

Educators should allow children to control their own space, to independently assert their sense of wonder and to test their ability to generate and investigate their personal ideas in the indoor and outdoor environment.

This workshop looks at implementing and sustaining choice in experiences and the theory behind why this approach is appropriate. Planning and establishing educator strategies helps to create play-based learning environments that are developmentally appropriate. This develops rich learning opportunities in accordance with the Early Years Learning Framework and National Quality Standards.



## **Look what I did!**

A fun, interactive hands on workshop where educators are able to explore the depths of their own creativity, in order to resource children's original thinking.

As a guide and mentor to children you need to think outside the box and react to their enthusiasm in equal or greater amounts. This session will show you strategies to work with children's ideas, and to complement their inspired approach, with practical tips which will refresh your program and inspire you to nurture children's creativity.

## **Coping with challenging behaviour**

Behaviour can be described as challenging when it interferes with the rights of others, causes harm or risk to the child, other children, adults or living things. Challenging behaviours could cause damage to the physical environment, equipment or materials and interfere with the child's learning and relationships with others. The child could present either as a whirlwind of destruction or as shy, withdrawn or excessively passive. The behaviour could be inappropriate to the child's age or developmental stage or background.

This workshop will explore how educators cope with children's behaviour, and will discuss strategies both for the child with challenges and their peers. Could the behaviour be an attempt to satisfy a valid need or express a want? The workshop will be an opportunity to discuss this critical aspect of our work.

## **Documenting and communicating children's learning.**

The Early Years Learning Framework is designed to 'inspire conversations', improve communication and provide a common language about young children's learning among children themselves, their families, the broader community, early childhood educators and other professionals" (Belonging, Being, Becoming p.6)

Explore different ways of achieving this within the time constraints of a vibrant children's service, whilst maintaining children's learning at the core of all program elements.

## **Embedding cultural awareness and diversity in everyday practice**

We have known for a long time now that as educators we need to be culturally aware and respect diversity. This workshop looks at the ways we should be embedding cultural awareness and diversity into our everyday practice so that it is not tokenistic, but a core element of our program and practice



## Notes for workshop.

Issues of respecting and valuing diversity and culture are embedded in the *Being, Belonging, Becoming* themes of the Early Years Learning Framework. This framework acknowledges there are many ways of living, *being* and of knowing. Children are born *belonging* to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities. This workshop looks at how we embed cultural competence and diversity in our everyday practice .

Cultural competence is about our will and actions to build understanding between people, to be respectful and open to different cultural perspectives, strengthen cultural security and work towards equality in opportunity. Relationship building is fundamental to cultural competence and is based on the foundations of understanding each other's expectations and attitudes, and subsequently building on the strength of each other's knowledge, using a wide range of community members and resources to build on their understandings

Over the past two or three decades we have endeavoured to challenge and address injustice, racism, exclusion and inequity through legislation, awareness raising, rights education and an anti-bias curriculum. Cultural competence reinforces and builds on this work.

What does cultural competence mean and why is it so important for children to have their culture and cultural backgrounds acknowledged, respected and valued?

Underlying cultural competence are the principles of trust, respect for diversity, equity, fairness, and social justice... Culture is the fundamental building block of identity and the development of a strong cultural identity is essential to children's healthy sense of who they are and where they belong. It is more than being respectful of the cultures represented in the service or even the community. It is much more than awareness of cultural differences, more than knowledge of the customs and values of those different to our own.

Cultural competence is the ability to understand, communicate with and effectively interact with people across cultures. Cultural competence encompasses:

- being aware of one's own world view
- developing positive attitudes towards cultural differences
- gaining knowledge of different cultural practices and world views

developing skills for communication and interaction across cultures.

## Food handling, storage and healthy meal times

(suitable for all levels)

How do you promote healthy eating and ensure that food and drinks provided are nutritious, appropriate for each child and prepared in a safe and hygienic manner? This workshop looks at safe food storage and handling, food preparation and the importance of developing healthy



eating habits in children, while having a clear understanding of individual needs and how to implement them in an inclusive manner.

### **WHS, Health and Hygiene of a children's services environment**

Work place health and safety is everybody's responsibility! This workshop looks at what is required to implement and monitor work health and safety (WHS) policies, procedures and work practices as part of a team. Children's health and safety is also of paramount importance. Explore practice: Are we being effective in our housekeeping? How does this impact on children and families using the service.

### **Back to basics – developing the tools of the trade.**

Working with Children and the expertise this requires has advanced greatly in recent years, yet many necessary skills stay the same.

This workshop will explore the tricks of the trade- communication with children and families, crowd control, developmentally appropriate expectations, re-setting the play environment, constant positives, balancing house-keeping and interaction with children and using routines and transitions as a learning opportunity –to mention a few.

Come and re-ignite your passion for your chosen career, by discussing strategies, exploring theories and sharing ideas with your peers.

### **Linking the Reggio Emilia approach, EYLF and NQS in Early childhood settings.**

This workshop will explore aspects of a Reggio Emilia approach to Early Learning, and how it links to EYLF and NQS. Understanding the link will develop educator skills to ensure that children are seen to have some control over the direction of their learning, have ample opportunity to learn through experiences involving their senses, and have endless ways and opportunities of expressing themselves. Underpinning these concepts are the close relationships shared between a child and their environment and a child and their peers.

### **Provocation and what it means to curriculum design.**

Intentional teaching and support of a child's spontaneous learning and exploration demands that educator's provoke a child's capacity to problem-solve, think creatively, formulate theories and test out their wondering. This workshop will examine how to design your curriculum to capture intense moments of discovery, to incite children to take their thinking to a higher level



### **Provocation and projects for babies.**

Play facilitates learning from the onset of life. This workshop will explore ways for educators to enhance curiosity and creativity in babies. It will show how provocation can help babies make connections between what they know and what is new. Thoughtful projects assist babies to develop relationships with educators and their peers, which stimulates a sense of wellbeing. Participants will discover simple ways to design and implement a meaningful curriculum and promote a sense of wonder for each unique baby.

### **Provocation and projects for toddlers.**

Play facilitates learning particularly in the toddler exploratory stage.

This workshop will explore ways for educators to enhance curiosity and creativity in toddlers, at a time of intense exploration and discovery, tempered with mood swings and "I can do it myself." It will show how provocation can help toddlers make connections between what they know and what is new.

Thoughtful projects assist toddlers to develop relationships with educators and their peers, which will stimulate a sense of wellbeing.

Participants will discover simple ways to design and implement a meaningful curriculum and promote a sense of wonder in this period of rapid development and emotional uncertainty.

### **Provocation and projects for Kindy Kids.**

Kindy children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence and imagination when educators provoke curiosity, problem-solving, enquiry, experimentation, research and investigation.

Meaningful projects are one of the ways that this high-level thinking can be achieved. This workshop will explore how to recognise and value the involvement of children in their own unique learning, and how to share the journey with their peers

### **Supporting child-initiated projects.**

As a guide and mentor to children you need to climb outside the box of routine planning and react to their enthusiasm, in equal or greater amounts. This session will show you strategies to work with children to support their inspired ideas with practical tips. Ensure your curriculum sustains their project ideas while you maintain the capacity to control the start, middle and end.

Explore ways of documenting this journey.





## Fabulous felt...and stuff!

A practical, creative workshop to make transition, story and song resources in simple but effective ways. These are the 'tools of the trade' and promote communication, and the development of relationships with children.

Lots of examples to old favourites and perhaps some new songs, with a workbook of words included. **Anything you make – you take! \$40 Cost includes all materials.**

## Making the most of Reflective Practice.

Reflective practice is a form of ongoing learning that involves engaging with questions of philosophy, ethics and practice. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” (Belonging Being Becoming p.13)  
Explore how to be a critical thinker and challenge yourself in professional and personal goals.

## Enriching learning through music

This workshop will explore the endless opportunities to use music to help children learn, develop and express their emotions. Discover strategies to improve and change the group dynamic, to enhance body movement and dance, with the emphasis on enjoyment and pleasure. Gain experience in selecting music to fit the purpose, and develop confidence in holding the attention of children in a musical activity.

## Duty of care to Educators –how to look after yourself.

The most important element that ensures job satisfaction and positive outcomes in the work place, is the wellbeing of each educator. In this session we will explore ways of looking after ourselves and each other physically, intellectually and emotionally in order to gain optimum satisfaction from our careers. The session will also explore the benefits to children of happy, confident and passionate educators.

## Child Protection

It is the responsibility of every educator to understand their duty of care and how to keep children safe. This workshop will define the why and how of recognising when a child is at risk and the expectation and process of mandatory reporting.

## Tell me a story

Storytelling is a very personal art form. It requires you to listen to your audience as much as you talk, in order to be responsive to the cues you are given. It is a social interaction and fundamental to a child's wellbeing. This workshop shows you how to listen to the feedback



that children give you. Observe and reflect on their response you will know what worked well. Did you keep their attention? Did they interact when appropriate, show excitement, suggest what would or could happen next? Children are your most valued critics, but you must stay positive as any skill takes time to achieve. Your self-reflection is important – did you build relationships with the children; did you deliver the story with enthusiasm; was your point clear; did you and the children enjoy themselves?

The old phrase “If at first you don’t succeed, try, try, try again” is never more appropriate than in storytelling, so come and develop some tricks to engage your children and have fun.

### **Supervision – Be Aware.**

An essential reminder of the importance of being vigilant at all times when you supervise children. We will examine duty of care and risk assessment and what it means in practical terms. Techniques to support the safety of each child will be looked at in context of the individual and groups of children. Educator strategies for managing the supervision of personalities and the overall group dynamics will be discussed, with real scenarios to be unpacked.

### **Leadership Series**

#### **Leadership for non-leaders**

Have you worked for teams where everyone pitches in, and you all work together in perfect harmony? Do you always play to your strengths in a team, or are there times when the group you're in just doesn't gel?

Either way, team working is such a vital way of completing projects that it's worth developing and refining the skills that will help you make a valuable contribution to whichever type of team you are in.

Leading to inspire - getting the best out of your team. (Level 1 for newly qualified team leaders)

Now you are qualified, you begin a whole new journey.

Discover what leading a team is all about and strategies to help you motivate, enthuse and get the best out of people - without doing everything yourself.

Discover how to delegate fairly and effectively, begin to use psychology within the team and problem-solve and explore conflict resolution. How we are with each other impacts the children’s experience and the ability to create a sense of community and wellbeing.





## **Leading to provoke – challenging your team to greater things.**

### **(Level 2 for experienced qualified educators)**

An experienced leader can get emotionally weary and tired of always needing the answers. Explore ways to provoke others in the team to step up and be accountable. In work ethic and in best practice for children, we all need to trigger excellence in the people we work with, and expect them to surpass already attained levels. Discuss ways of progressing this from a wish into a series of actions.

## **Managing your leaders – creating a solution focused culture**

### **Level 3 for Directors, Area Managers**

What type of leader are you and what individual types do you manage? This workshop looks at how to blend different leadership styles to make a complimentary team. We will investigate team strengths and how to create a team culture that ensures your services will be effective and efficient in the short and long term.

A manager plans, motivates, leads organises and decides - so you need to coach others so that they can work with you and each other.

Discover how to make the best use of performance reviews and continuous improvement opportunities in a self-reflective way. Improve your solution-focussed culture by understanding the power of appropriate communication between you and your team.

Don't miss this opportunity to discuss these issues with other managers in a supportive and pro-active environment.