

PROGRAMME & CURRICULUM CALENDAR 2011

FEBRUARY

Thursday 17
9.30 am – 12.30 pm

EYLF, NQF and NQS - What does this all mean for services?

Presented by Lady Gowrie - Sydney

This workshop is designed to provide participants with current and relevant information, an explanation of the expectations and a plan of action to use in the transition towards a National Quality Framework.

This workshop is based on the premise that many services have felt concerned they may not be 'doing enough' or 'doing it right' or they may have staff who are feeling unsure of change. Participants will be given the opportunity to ask questions, complete Quality Improvement Plans and work towards developing strategies that will enable them to progress confidently towards the NQF. This workshop will give ideas on what services can do to prepare themselves, their staff and their families to meet the impending changes with confidence, understanding and a plan!

MARCH

Saturday 12 & 19
9.00 am – 4.00 pm

Inspired, Informed and Inducted

Presented by Community Child Care Co-operative

This is a two part induction series for new recruits to the children's services workforce in the ACT. This session aims to increase the skill level and knowledge of people just entering the children's services workforce. Participants will gain a deeper understanding of their roles and responsibilities as children's services employees.

Content of the induction program will include:

- Structure and overview of the ACT children's services sector
- Duty of Care
- Mandatory Reporting
- Ethical frameworks and professionalism
- An overview of The Early Years Learning Framework and the National Quality Framework
- Health, safety, hygiene and infection control
- Respectful communication with children and families
- Experiences that support children's learning and play

The two Saturday sessions will be held at:

Forrest Hotel and Apartments
30 National Circuit
Forrest ACT

APRIL

Friday 8
9.00 am – 3.00 pm

Sensory Processing

Presented by Learning Links

Do you know a child who never sits still; loses control easily; plays roughly with friends and equipment; appears fussy; is hard to get going; appears to be inattentive; and/or at times is difficult to motivate? These behaviours may result from how a child perceives and responds to sensory information. This workshop provides information about how children learn through their senses. Strategies to support individual learning styles in the home and early childhood settings are discussed through case studies.

MAY

Friday 27
9.00 am – 12.00 pm

Aboriginal Worldviews and the Early Years Learning Framework

Presented by Miriam Giugni and Tracey Freeburn

As educators we have been asked to unpack the Early Years Learning Framework and view it through multiple lenses. When we consider the worldviews that early childhood educators traditionally draw upon – Piaget, Vygotsky, Ericson (European-centric) for example, it is timely and appropriate to also consider Australian worldviews, which should always stem from and be connected with Aboriginal Worldviews.

- What can we learn from Aboriginal Worldviews to shape our engagements with the EYLF?
- What is different and/or the same when we engage in the Early Years Learning Framework from an Aboriginal Worldview?
- What do the terms "Belonging, Being and Becoming" mean from Aboriginal ways of knowing, being and doing?
- How might we begin to work with ideas about connectedness, relationships and the sharing of knowledge with children and families drawing from principles of Aboriginal Worldviews?

JUNE

Wednesday 22
9.30 am – 3.30 pm

Behaviour Guidance – Linking with the Early Years Learning Framework

Presented by Gowrie SA

Belonging acknowledges the basis of relationships, Being is about engaging with life's joys and complexities, and meeting challenges in everyday life. Becoming reflects the process of change that occurs in the early years where children are shaped by many different events and circumstances (EYLF p7). What does this mean with children's behaviour in mind?

Drawing on reflective practice principles this session will explore current research, theoretical perspectives and information that provide insights to enrich decision making about children's behaviour and learning.

The session will provide an opportunity for educators to examine what happens in their settings and reflect on what they might change.

JULY

Thursday 7
10.00 am – 3.30 pm

Writing Skills and Using Technology to Plan and Document Learning

Presented by Lady Gowrie - Melbourne

Technology provides some wonderful tools for us to enrich and enliven our program planning and documentation. However these become far more meaningful when enriched by insights from our observation. This session investigates the use of technology as well as written interpretive reflections and offers practical suggestions to enhance your documentation techniques and respectfully record a child's learning journey.

- Explore meaningful and creative ways technology can enhance written documentation
- Develop a reflective and objective approach to incorporating the child's voice, the learning story and the teacher's insights
- Use computers to streamline the planning process and store files electronically
- Review ethics and privacy standards
- Explore strategies to encourage families to participate in the documentation

This session will be held at:

Nuskills Training Room
Tuggeranong Community Centre
245 Cowlishaw Street
GREENWAY ACT

AUGUST

Thursday 11
9.00 am – 3.00 pm

Supporting Children with Autism Spectrum Disorder

Presented by Sue Larkey

This session identifies the challenges that may be faced by children with ASD who attend children's services. Participants will explore effective strategies that respond to individual children's priorities and learning styles.

The content of this session includes:

Teaching Strategies:

- What is ASD?
- Autism learning style
- Visual strategies
- Social skills teaching play
- Transitions
- How to motivate.

Behaviour Support:

- What are ASD behaviours?
- What to do with special interests?
- Strategies for home
- Strategies for childcare
- Sensory issues in relation to toileting, sleeping, clothing, eating, etc
- Repetitive and obsessive behaviours
- Dealing with anxiety.

SEPTEMBER

Thursday 8
1.00 pm – 4.00 pm

Routines and Transitions

Presented by Lady Gowrie - Sydney

How can routines and transitions be valuable times for children? Many moments throughout the day can become lost, but with a little thought and ingenuity we can transform these moments into worthwhile experiences. Routines and transitions play an important role and putting purpose into these times can not only enrich a child's day but our own as well.

This workshop will provide participants with an understanding of why these moments are important and also strategies to support children in positive ways.

OCTOBER

Wednesday 26
10.00 am – 2.00 pm

Building Positive Relationships

Presented by Network of Community Activities

This session has been designed for OOSH educators and those working with children aged 5 – 12 years. Participants will look at the importance of establishing partnerships with families, children, school community and the community in general. The session will look at how to consult with all stakeholders and setting up effective communication systems.

NOVEMBER

Wednesday 2
10.00 am – 12.00 pm

Look Make Look

Presented by National Gallery of Australia

What is the link between art appreciation and art making? Spend time in the Gallery with Gallery educators looking at and talking about art and make a creative response to what you see. Discover ways to effectively investigate works of art with children. Explore how learning to look can build an understanding of the creative process and empower children to be art makers and appreciators.

This session will be held at:

National Gallery of Australia
Parkes Place
Canberra ACT
Meet: National Gallery of Australia front entrance foyer

ACTION PLANS

Action Plans are provided to each participant at the end of each session. The Action Plans are an integral part of the professional development activity and provide an opportunity for participants to develop strategies to take back and implement in their services.