Professional Learning Hui

Hosted by Kidsfirst Kindergartens

Wednesday 15th April and Thursday 16th April 2015

VENUE:
University of Canterbury,
College of Education.
CHRISTCHURCH
Keynote Speakers and Presenters

**Dr Richard Manning**—Co-ordinator of Treaty Education Programme and Senior Lecturer, School of Teacher Education, University of Canterbury

A strong advocate of Place Based Education, Richard sees this approach as a way that early childhood kaiako can gain greater understanding of Māori history and culture relevant to their area, and become more competent in meeting the tangata whenuatanga indicators. Richard is particularly interested in researching how critical pedagogies of place can be applied to address Treaty of Waitangi and indigenous education issues locally and internationally.

**Diti Hill**—Senior Lecturer Learning, Development and Professional Practice, The University of Auckland

Diti is passionate about inspiring teachers to explore and debate the cultural-historical nature of the teaching-learning process and to reflect on the effect that personal pedagogical practice has on their own lives and the lives of the children they teach. She continually and open-endedly challenges those working with young children to consider the political and ethical parameters of their practice.

**Lisa Terrini**—Senior Lecturer School of Policy and Implementation, Victoria University of Wellington

Lisa teaches in the areas of visual art, diversity issues and learning environments in early childhood. Her recent focus has been the development of an e magazine of professional practice in the visual arts (ecARTnz) for early childhood teachers and the publication of the book ‘Arts in early childhood education. Kia Tipu te Wairua Toi—Fostering the Creative Spirit.’ Prior to teaching at Victoria University Lisa worked as a kindergarten teacher and a professional development provider. She is also an artist.

**Lesley Pohio**—Lecturer Faculty of Education, The University of Auckland

Lesley has extensive experience in the early childhood field both as a teacher in the kindergarten and care and education context and in the tertiary sector. Her areas of teaching are centred mainly on the visual arts particularly from the perspective that children are able to research and make visible their understandings of their experiences through this medium.

**Ross Notman**—Director for the Centre for Educational Leadership and Administration, University of Otago.

Ross is Associate Professor in Education at the University of Otago and director of the Centre for Educational Leadership and Administration. Since 2008, he has been the New Zealand project director of an international research study, across 20 countries, into the leadership practices of successful school principals; and the ISLDN eight-country study of leadership in high-needs schools. Ross’s major research interests focus on teacher and school leader development, particularly the personal dimensions of educational leadership. Ross is a keynote speaker at New Zealand leadership conferences and has presented internationally at conferences in the USA, South Africa, Germany, Canada, Australia and the UK. He has also written and edited significant publications about successful educational leadership in New Zealand.
Pennie Brownlee—
Is the mother of one, grandmother of two, and began her primary school teaching career way back in 1967.

Her early childhood experience began with motherhood, and it grew when she and her daughter Clare attended Thames-Parawai Playcentre in 1975. They both loved it so much they stayed there an extra year instead of going to school. It was there Pennie had the time and space to observe what happens when children play and learn. After five years of observing many children’s creativity unfolding, she wrote "Magic Places: An Adults’ Guide to Young Children's Creativity", published by New Zealand Playcentre Publications in 1983 and revised in 2007.

Since 1990 she has been facilitating residential retreats for parents and teachers throughout New Zealand, exploring creativity and learning, for both children and adults.

In 2004 and 2006 Pennie attended Summer Schools at the Emmi Pikler Institute in Budapest, Hungary. There her eyes were opened to what respect really looks like with infants, toddlers and young children. Wanting to share the information that so inspired her, she designed an intensive course in 2005 - "Dance with me in the Heart • Level One". In 2008 I wrote "Dance With Me in the Heart: An Adults’ Guide to Great Infant-Parent Partnerships". In 2011 Pennie launched a 'portable course' for people who had done the "Dance with me in the Heart" training so they could go back to their own communities and seed the skills for "The Culture of Respect" there.

Pennie will be presenting two workshops on both days. Participants will attend BOTH workshops on the day they have chosen as the sessions build on each other and deepen your understanding of toddlers and ways to work positively with them.

**Toddlers Don’t Deserve Their Bad Press**
(Two sessions, each one and a half hours long.)
Toddlers have not yet left infancy (which ends at 3 years) and the 3-to-5 curriculum doesn't suit them any more than the primary school curriculum suits children from 3 to 6 years old.

**Session one: Anyway! You’re Not the Boss of Me**
In this session we will look at issues that arise around the toddler’s unfolding autonomy, and learn skills for creating cooperation and partnership.

**Session two: The Sacred Urge to Play**
We will explore the patterns of play in order to understand the biological continuum of play as it unfolds in toddlers. Then we can support the toddler in their play, and in their integration into the existing play-learning environment.

Bernadette Macartney is an early childhood teacher, teacher educator and researcher. She has two children Sally and Maggie. Maggie was labelled (‘diagnosed’) as ‘globally developmentally delayed’ 18 yrs ago when she was an 8 month old baby. Needless to say, mum and dad didn’t like that label and the deficit attitudes, practices and barriers that have come with it. Bernadette completed her Disability Studies in Education doctoral research in 2010. She is involved with inclusive education, teacher education, local and national disability rights advocacy and parenting as her main activities. She is national Co-convenor of the Inclusive Education Action Group (IEAG).
Huhana Carter—
Huhana-Suzanne Carter has slightly more than 35 years early childhood experience. Her passion and interests are in Te Ao Māori (te reo me ngā tikanga) and Te Taiao (natural environment, all living creatures and resources). She taught from 1980 - 1982 at Hillmorton kindergarten as a teacher, then at Parklands kindergarten as the head teacher from 1983-1999. She worked for Early Childhood Development Unit then the Ministry of Education implementing He Taonga te mokopuna with whānau who were exposed to domestic violence. She has been involved in initial teacher training for the previous 10 years at Christchurch Teachers College and University of Canterbury. Now returning to Kidsfirst Kindergartens as a Māori Education Advisor working with Cath Milio in the equity funded kindergartens in the Ōtautahi. Huhana continues to work in many other Early childhood centres and organisations delivering professional development.

Julie Wylie -
For over thirty years, Julie Wylie has been working with children and families, students, teachers and therapists, developing her philosophy of Musical Play. She has learned much from her musical play experiences with her own children and grandchildren.

Celia Stewart -
Celia Stewart has been involved in music education for many years as a primary and early childhood teacher, lecturer in Early Childhood at the Christchurch College of Education, primary music adviser in Canterbury with UC EdPlus at the University of Canterbury and National Facilitator in Primary Music for the Ministry of Education. As well as her role with CSM she runs a music education consultancy through her business, Tune Into Music, working in schools and EC centres, running professional development workshops for teachers, organising music events and writing resources for teachers.

Robyn Young—
Robyn Young - Service & Support Co-ordinator, Autism NZ. Robyn has a valuable role in the Canterbury & West Coast community by supporting families, schools, community organisations and professionals with information and education on autism and accessing appropriate services. To contact Robyn please call (03) 343 2225 ext 702 or 022 020 4088 or email robyn.young@autismnz.org.nz

Rachael Corcoran -
Rachael is an experienced speech language therapist and registered Hanen Speech Language Therapist. The Hanen organisation is committed to supporting parents, early childhood educators and speech-language pathologists in their efforts to promote the best possible language, social and literacy skills in young children.

Pauline Luafutu-Simpson -
Pauline has had many various roles and positions from ECE teacher, PAFT Educator, Family worker, Community Development Worker, Pacific Young Parents Coordinator, Lecturer, Academic Leader, MOE Senior Advisor and currently works part time at the University of Canterbury with the Pacific Development Team. When she is not at UC, her other work includes professional development workshops to a range of agencies and services including early childhood services as a lead facilitator/researcher of her company Grace Unlimited Limited. She has a particular interest in Pacific community development and how good education experiences can contribute to good outcomes for vulnerable children and their families. Pauline is married to a Tongan/Fijian, has eight adult children and is a proud ‘Nanny Paul’ to her five grandchildren. Pauline has a degree in ECE Teaching and Learning, a BA Hons degree in Sociology/Education and a Masters in Pacific Studies from UC.

Miriam McCaleb -
A member of the Christchurch Brainwave team Miriam is the at-home mother of two daughters – one born in 2012. She has done intensive brain development study in the USA, and is a certified trainer for PITC – the Program for Infant/Toddler Caregivers. She is a mother, teacher and former university lecturer. If she’s not presenting or writing she’s probably in the garden.
Nicola Surtees—
Nicola Surtees lectures in early childhood education at the University of Canterbury, teaching in the Bachelor of Teaching and Learning degree. Formerly an early childhood teacher, Nicola researches and writes in the areas of social justice, inclusion and heteronormativity in early childhood education and, more recently, in the area of family studies.
Email: nicola.surtees@canterbury.ac.nz

Tim Betts -
Tim Betts has been a teacher in Christchurch for over ten years and has always used ICT as a tool to advance learning. He has used a variety of technologies over the years. He set up a company three years ago Apply IT LTD which is a one on one mentoring group that works in the centre or classroom with the teachers modelling the use of ICT in a real context so teachers and students get the best learning they can. He also has the role of a specialist and ESOL teacher again making use of IPads and other technologies on a one to one basis with students.

Derek Wenmoth—CORE Education Ltd.
Derek has been involved with CORE since its inception in 2003. Derek, Nick Billowes, and Vince Ham set up Ultralab South (now CORE), which was to embody their vision of an e-learning research and development centre.

With a background as a teacher, principal, teacher educator, and education policy advisor, Derek’s role at CORE, as Director of e-Learning, perfectly combines his passion for teaching and learning together with his long-held fascination with the use of technologies in education.

Derek is regarded as one of New Zealand education’s foremost future-focused thinkers, and is regularly asked to consult with policy makers and government agencies regarding the future directions of New Zealand educational policy and practice. He coordinates the development of CORE’s annual Ten Trends that are widely referenced by educators and educational leaders.

Viv Shearsby - CORE Education Ltd.
Viv has been involved in early childhood education for the past 25 years. While Viv has significant experience as a teacher and leader in early childhood settings the majority of her work in the last 15 years has been either facilitating teacher professional development or lecturing in early childhood teacher education. Viv’s professional practice has been focussed around management and governance, leadership and mentoring. During the last five years Viv has engaged increasingly in investigating teaching/learning environments, advocating the role of the environment in learning and challenging institutionalism. You can contact Viv by email viv.shearsby@core-ed.org

Justine Mason—CORE Education Ltd.
Justine has been involved in early childhood professional development for ten years. During that time she has had the privilege of working with teachers and parents in a variety of early childhood settings including kindergartens, homebased care services, playcentres and education and care settings. She has been involved in early childhood for 28 years; 18 years teaching in early childhood settings.
Interest areas:
• Infant and toddler pedagogy
• Assessment
• Bicultural practice
• Supporting Pasifika children and fanau
• Integrating digital technologies to support teaching and learning.
# PROGRAMME

**DAY ONE – Wednesday 15\(^{th}\) April**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
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<tbody>
<tr>
<td>8.15am</td>
<td>Registration opens</td>
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<tr>
<td>8.50am</td>
<td><strong>Mihi Whakatau</strong></td>
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<td>Opening and Welcome by Chief Executive, Maori Advisor and Manager Education Delivery</td>
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<td>9.10am</td>
<td><strong>Keynote Address</strong></td>
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<td>Dr Richard Manning, Lecturer, School of Teacher Education, University of Canterbury</td>
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<td>Tangata whenuatanga: A Pākeha father’s reflections on ‘why’ ECE teachers need to know about local Māori communities and histories of place</td>
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<td>In relation to the Tangata Whenuatanga competency of Tātaiako, this presentation draws upon the experiences of a father and academic to critique the incorporation of Māori content into curriculum activities. This discussion will draw upon the haka ‘Ka Mate Ka Ora’ to describe why it is important for ECE teachers to know the whānau/families of tamariki they teach. It will also address why they need to engage with manawhenua to understand the tribal histories of the places encompassing their centres.</td>
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<tr>
<td>10am</td>
<td>Morning tea (provided)</td>
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<tr>
<td>10.55am</td>
<td><strong>Workshop sessions A</strong> – choose 1 of 10 (1 ½ hours long)</td>
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<tr>
<td>A1</td>
<td>Dr Richard Manning, Lecturer, School of Teacher Education, University of Canterbury</td>
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<td>Tangata Whenuatanga: Pathways to partnership?</td>
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<td>This session will involve a panel and workshop approach to answer questions that have arisen in response to the first presentation (above) and to invite participants to brainstorm pathways to partnership so that ECE centres fully embrace the potential of the Tangata Whenuatanga of Tātaiako and the Treaty provisions of Te Whāriki.</td>
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<td>A2</td>
<td>Tracey Nelson and Ashleigh McPherson, Head teacher and teacher, Geraldine Kindergarten</td>
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<td>Habits of mind in our bicultural ECE context</td>
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<td>This workshop will cover;</td>
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<td>What the habits of mind are, the Geraldine Kindergarten story—exploring the habits of mind in a bicultural context, ideas for implementing and sustaining the Habits of Mind in Aotearoa, and exploring the Habits of Mind that are in legends about Maui.</td>
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<td>A4</td>
<td>Susan Dodd, Librarian, Christchurch City Council Libraries</td>
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<td>Thinking 3D: How can we begin to introduce this to young children?</td>
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<td>3D and AR (augmented reality) apps and books to start children playing with and experiencing objects in three dimensions.</td>
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### Karanga Mai

**Tataiako unpacked**

Tēnā koutou Katoa, Nga mihi nui ki a koutou  
Ko Jacinta McInerney toku ingoa  
Ko Karanga mai whare tamariki toku mahi  
It is a privilege to teach at Karanga Mai Early Learning Centre and work in authentic partnership with the Young Parents College to educate, empower, and engage two generations of learners in life long capabilities.  
In this workshop I’d like to share our community’s journey to date, involving partnership, protection and participation.  
We began by taking a closer look at our bicultural practice and asking the question

**In what ways are we stepping up as a learning community to meet the challenges of Ka Hikitia, Tātaiako, our commitment to Te Tiriti o Waitangi and positive outcomes for our learning community?**

I will discuss the practical experiences that have deepened our understandings of the cultural competencies in Tātaiako and ideas for engaging whanau and community with this kaupapa.  
E hara toa i te toa takitahi engari, he toa takitini

### Dr Derek Roger, The Workskills Centre, Adjunct Associate Professor, Psychology, University of Canterbury.

**Challenge of Change Resilience Programme**

This presentation by Dr Derek Roger will be based on the 4 steps of this innovative programme of research on resilience, stress and health. The focus is on resilience rather than stress, and has provided significant benefits for participants, both professionally and personally. Participants will fill in an extensively validated personal Profile prior to the session. Thanks to the Kidsfirst OSH committee for funding this session.  
http://www.challengeofchange.co.nz/home

### Julie Wylie, Musical Play.

**Learning Each Day Through Musical Play**

This workshop will demonstrate the holistic way in which children learn about the elements of music and how and why music works in relation to their brains and bodies. There will be practical opportunities to learn ways of incorporating music strategies to support children’s regulation, enhance literacy and numeracy and aid smooth transitions within your programme.  
http://juliewyliemusic.com

### Huhana Carter, Kidsfirst Kindergartens Education Advisor Māori

**Aroha atu, aroha mai**

Discussions on whānau choice of contribution to the kindergarten programme and the community.  
For the benefit of their tamaiti, for all tamariki, for our community.

### Cath Milio, Kidsfirst Kindergartens Education Advisor Māori

**Tipuna Ngāi Tahu as Role Models for our Tamariki**

This workshop will examine two well-known local pakiwaitara, the positive messages within for our tamariki, and possible curriculum links.
A10 Pennie Brownlee, Author, Professional Learning Facilitator.  
**Toddlers Don't Deserve Their Bad Press**  
(Part one of a two session workshop. Please register for both this session and the afternoon session) Toddlers have not yet left infancy (which ends at 3 years) and the 3-to-5 curriculum doesn’t suit them any more than the primary school curriculum suits children from 3 to 6 years old.  
**Session one: Anyway! You’re Not the Boss of Me**  
In this session we will look at issues that arise around the toddler's unfolding autonomy, and learn skills for creating cooperation and partnership.  
http://penniebrownlee.weebly.com/

12.25 LUNCH (bring your own)

1.10pm KEYNOTE Diti Hill, Senior Lecturer, Learning, Development & Professional Practice, Faculty of Education, The University of Auckland.  
**Teaching for deep-seated and value-based pedagogical change: Resisting the dominance of technical practice**  
Intellectual and pedagogical teacher engagement during professional development and mentoring moments is usually personal, emotional and committed. Teachers tend to be enthusiastic about their new learning. However, it seems that the spectre of technical practice continues to dominate pedagogical thinking when early childhood teachers begin to translate their learning into their everyday practice. This keynote will address the question: why is it so difficult to match a Utopian vision for children with the reality of everyday interactions in an early childhood setting?

2.10pm Workshop sessions B – choose 1 from 10 (1 ¼ hours long)

B1 Diti Hill, Senior Lecturer, Learning, Development & Professional Practice, Faculty of Education, The University of Auckland.  
**Teaching for deep-seated and value-based pedagogical change: unpacking the dilemmas of practice**  
This workshop will explore the continued prevalence of ‘teacher struggle’ with the interface between technical practice and philosophical and pedagogical intent. Professional development and mentoring opportunities that promote values-based practice and a recognition of “multiple perspectives, ambivalence, provisionality and contestation” (Dahlberg and Moss 2005, p. 63) will be examined and discussed. Participants will be encouraged to share their thoughts about their pedagogical practice and deconstruct these as part of the workshop.

B2 Miriam McCaleb (Teacher/Writer)  
**Toddlers in Kindergarten**  
Toddlerhood is a time of rapid growth – physically, neurologically, and in the formation of identity. For teachers, working with toddlers represents both joys and challenges. This presentation will explain some of the developmental norms expressed by those under three and offer strategies for a mutually wonderful and reciprocally edifying time together. A case will be presented for a radical contemplation of a Primary Care style of system for Kidsfirst Kindergartens.

B3 Nicola Surtees, Senior Lecturer, School of Educational Studies and Leadership, University of Canterbury.  
**Including diverse families: Reframing relatedness, intimacy and care in early childhood education**  
Within a context of changing possibilities for same-sex and heterosexual relationships, lesbians and gay men are creating novel family forms; their non-traditional conception and parenthood pathways provide opportunities to reconceptualise and expand options...
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<th>Session</th>
<th>Title</th>
<th>Description</th>
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<td><strong>B3 cont.</strong></td>
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<td>for family and parenting of relevance to everyone. Using data from a study focused on lesbian and gay parented families to generate debate and discussion, this session will explore ways of thinking and talking about family diversity in early childhood education that open up, rather than shut down, possibilities for all families. Implications and strategies for inclusion will also be explored.</td>
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| **B4** | **Robyn Young** – Autism NZ Outreach Coordinator and Educator | **Autism – What? How? Understanding and Responding to Autism**  
This workshop will unpack just what autism is and the way it manifests itself in young children.  
Basic management strategies for working with autistic children will be discussed. |
| **B5** | **Tim Betts**, Apply IT Ltd. | **Making Effective use of iPads in Early Childhood, the basics.**  
This is a beginners guide to making the best use of the apps and systems that come default with your iPad. There are no new apps required but there are still good tools that teachers and students can be using to scaffold and enhance their learning. |
| **B6** | **Cath Milio**, Kidsfirst Kindergartens Education Advisor Māori | **Pukapuka Reo Māori**  
Getting the most out of basic print-based reo resources with our tamariki, using the readily available First Readers in Māori series. Basic reo structures that can be easily used, and curriculum links will be explored.  
Participants will have the opportunity examine these resources in small groups and share collaborative plans and ideas for using these within the programme. |
| **B7** | **Huhana Carter**, Kidsfirst Kindergartens Education Advisor Māori | **Ngā whakawhanaunga whānui.**  
Building relationships / connections with whānau / hapū/ iwi. Where do we start? |
| **B8** | **Kim Belliss & Stephanie Oliver** (Head Teachers Kidsfirst Kindergartens Riccarton & Lady May) | **Reflecting on Being/Becoming a Head Teacher—Feeling the Fear and Doing it Anyway**  
This collaborative session will include a chance to ask questions, be inspired and learn about what the exciting, professional role entails. We will share our ideas, inspire teachers with realistic examples and discuss the fun realities of the job! |
| **B9** | **Pennie Brownlee** | **Toddlers Don’t Deserve Their Bad Press**  
(Part two of a two session workshop. Please register for both this session and the morning session)  
**Session two: The Sacred Urge to Play**  
We will explore the patterns of play in order to understand the *biological continuum of play* as it unfolds in toddlers. Then we can support the toddler in their play, and in their integration into the existing play-learning environment. |
| **B10** | **Arnika Brown**, Cyclone Computers Microsoft Education Specialist with support from **Mike Hilliard**, Codeblue | **Introduction to Microsoft Office 365**  
Office 365 for education offering, gives teachers free, cloud-based access to e-mail, calendars and contacts (Exchange Online); -document storage and sharing and website management (SharePoint Online); instant messaging, presence, and audio and video conferencing (Lync Online); and the Microsoft Office productivity suite, including Word, Excel, PowerPoint and OneNote (Office Web Apps). |

4.10pm | End of Day |
DAY TWO – Thursday 16th April

Session Description

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<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>8.30am</td>
<td>Registration opens</td>
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<tr>
<td>8.50am</td>
<td>Opening and House keeping</td>
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<tr>
<td>9.00am</td>
<td><strong>KEYNOTES</strong></td>
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<td><strong>Lisa Terrini</strong>, Senior Lecturer, School of Education, Victoria University of Wellington. <strong>Teachers actively engaging in visual arts education for young children</strong> Te Whāriki has prompted greater awareness by early childhood teachers that children’s learning is socially and culturally mediated (by their teachers, families, peers and communities), and that learning involves reciprocal and responsive relationships with people, places and things. Consequently, there has been a shift away from developmental theory as the basis for pedagogical practices in early childhood settings. Nonetheless, many early childhood teachers in New Zealand still believe that a developmentalist, hands-off approach in art education is appropriate and that merely providing a range of art equipment is enough. However, international art educators and researchers have noted that just providing art materials does not constitute a quality art education programme, and that active teacher involvement in visual arts education is important to facilitate quality learning experiences in this domain. This keynote highlights many of the conflicts and tensions teachers can face in relation to visual arts education in early childhood settings, and discusses some appropriate teaching behaviours and strategies that can assist the implementation of sound visual art education in the 21st century. <strong>Lesley Pohio</strong>, Senior Tutor, Curriculum &amp; Pedagogy, Faculty of Education, The University of Auckland. <strong>Relationships with People, Places, Things: An exploration through the Visual Arts</strong> A key focus in the early childhood curriculum is an engagement with people, places and things, which invites an examination of the ways in which experiences such as the visual arts become embedded in our lives and are influenced by the things that surround us, including our environment. Drawing on particular pedagogical events my presentation will capture how young children’s ecological identities are cultivated by building relationships with people, places and things, through the visual arts.</td>
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<tr>
<td>10.30am</td>
<td>Morning tea (provided)</td>
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<td>11.10am</td>
<td>Workshop sessions C – choose 1 from 10 (1 ½ hours long)</td>
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<td><strong>C1</strong> <strong>Associate Professor Ross Notman</strong>, Director, Centre for Educational Leadership and Administration, College of Education, University of Otago. <strong>The impact of personal leadership in your workplace</strong> This hands-on workshop will be based on the topic of values-based leadership. Participants will undertake a set of reflective exercises to identify their own set of personal and professional values, and how such values might impact on their leadership behaviours at work.</td>
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<td><strong>C2</strong> <strong>Pauline Luafutu-Simpson</strong>, Pacific Advisor, University of Canterbury. <strong>Cultural Responsiveness to Pasifika learners and their families</strong> Following on from her workshop last year on Engaging Pasifika Families, this workshop will specifically unpack the Fausiga o le Faatele model – a Samoan cultural frame which can be used to increase understanding of a Samoan world view. This reflective tool can be used in your practice as a professional and as a guide to help identify and document values and dispositions that many Samoan parents would want encouraged and valued in their children’s overall development.</td>
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Rachael Corcoran, Hanen Speech Language Therapist.

**Case Study: Special Language Therapy within Kidsfirst services**

In this workshop Rachael will be talking about working with 2 Kidsfirst services in Christchurch over Term 1 2015. The goal was to consult with teachers who have identified a small group of children with Speech Language concerns who did not meet Ministry of Education criteria. The discussion will cover the process, strategies, feedback and potential to develop further.

http://www.hanen.org/

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Robyn Young, Autism NZ Outreach Coordinator and Educator.


This workshop will unpack just what autism is and the way it manifests itself in young children.

Basic management strategies for working with autistic children will be discussed.

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Bernadette Macartney

‘Inclusive Early Childhood Education: What do families with disabled children want and need?’

At the beginning of the workshop you’ll be invited to identify issues, questions and information you are particularly keen to discuss in relation to disabled-labelled children and their families’ learning and participation in ECE. We will respond to your issues within the context of the workshop as much as we can. As well as the issues and questions you raise, the workshop will engage with ‘inclusive early childhood education’ from the perspectives of disabled people and their families. We will listen to families and learn about their experiences, and what is important to them through viewing and discussing film excerpts of New Zealand families with young disabled children at home and in early childhood settings. The idea and processes of ‘transition’ from home to ECE, with-in ECE to school will be the key focus of the workshop.

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Julie Wylie, Musical Play.

**Learning each day through musical play.**

This workshop will demonstrate the holistic way in which children learn about the elements of music and how and why music works in relation to their brains and bodies. There will be practical opportunities to learn ways of incorporating music strategies to support children’s regulation, enhance literacy and numeracy and aid smooth transitions within your programme.

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Cath Milio, Kidsfirst Kindergartens Education Advisor Māori

**Tipuna Ngāi Tahu as Role Models for our Tamariki**

This workshop will examine two well-known local pakiwaitara, the positive messages within for our tamariki, and possible curriculum links.

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Huhana Carter, Kidsfirst Kindergartens Education Advisor Māori

**I te Timatanga / In the beginning where to now?**

Ngā Atua Māori recognised, respected, recited, reaffirmed and referred to in a repetitive way.

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Derek Wenmoth, Director of e-Learning, CORE Education.

**Trends in eLearning**

The children entering our educational programmes today are most certainly be immersed in a more digitally-endabled world than previously known. While we cannot predict what that world may look like, we can be aware of the trends that provide insights into what sorts of skills and dispositions these young people will need to participate and thrive in their future. This workshop will explore what some of the key trends are, the sorts of futures they may lead to, and the implications for learners’ learning, and teachers’ teaching.
C10

Pennie Brownlee

Toddlers Don't Deserve Their Bad Press

Part one of a two session workshop. Please register for both this session and the afternoon session.

Toddlers have not yet left infancy (which ends at 3 years) and the 3-to-5 curriculum doesn’t suit them any more than the primary school curriculum suits children from 3 to 6 years old.

Session one: Anyway! You're Not the Boss of Me

In this session we will look at issues that arise around the toddler's unfolding autonomy, and learn skills for creating cooperation and partnership.

12.40pm  LUNCH (bring your own)

1.25pm – 2.25pm  Workshop sessions D – choose 1 from 10 (1 hour long)

D1

Lisa Terrini, Senior Lecturer, School of Education, Victoria University of Wellington.

Visual art, visual culture: Learning in the (art) museum

Tradition visual art education programmes have often focussed on children’s art making. However, quality art education involves making art but also: looking at art (children’s art and the art of others), talking about art, and critiquing art. We live in a world that is steeped in visual imagery, and tapping into ideas about 21st century visual culture can broaden and enrich art programmes in early childhood settings. Current research literature demonstrates clearly that art museums, often the repositories of the nation’s finest collections of traditional art works as well the best examples of contemporary visual culture, can provide rich opportunities for young children’s learning. This workshop will discuss how teachers can best use these institutions, and create an opportunity for teachers to discuss and plan for an art museum visiting experience.

D2

Lesley Pohio, Senior Tutor, Curriculum & Pedagogy, Faculty of Education, The University of Auckland.

The Atelier: A place for re-listening, re-seeing and re-visiting visual art practices

The atelier (studio) was conceived by Loris Malaguzzi in the early childhood centres of Reggio Emilia, as a way to make visible the place of the expressive languages and the competent image of the child. Visual art is one of the ‘hundred languages’ – a way of making thinking visible as children engage in their art making. The projects drawn upon in this workshop illustrate how teachers have been provoked to critically examine their pedagogy by re-listening, re-seeing and re-visiting visual art practices; creating dynamic learning and teaching environments for children (and teachers) to “dig[ging] with one’s own hands and one’s own mind, and for refining one’s own eyes, through the practice of the visual arts” (Gandini, 2005, p. 7).

D3

Louise Hoggart, Sue Coleman, Katie McIntosh & Vanessa Cavanagh, Kidsfirst Kindergarten

Developing a nature kindergarten

In this workshop the teaching team will introduce the research behind nature education and the benefits for children. They will then share with you the changes they have made to their programme and teaching practices and how these have impacted on outcomes for children.

D4

Celia Stewart, Music Education Consultant

Beat, Buckets and Buzzy Bees

Music has the power to delight, to intrigue and to educate and every child has the right to a music programme that is playful, engaging and culturally relevant. This workshop will explore simple ways to introduce children to the joys of music using chants, simple props and movement activities.
<table>
<thead>
<tr>
<th>Day</th>
<th>Presenter(s)</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>D5</td>
<td>Jane Hynes, Marilyn Gray, Myuki Sakai &amp; Ting Hsiao, Kidsfirst Kindergarten McKenzie</td>
<td>“Our Perspective on Working in a Multi-Cultural Community”</td>
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<td>A discussion on what we do and what works for us. Our successes and challenges.</td>
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<td>D6</td>
<td>Bernadette Macartney</td>
<td>'Inclusive Early Childhood Education: What do families with disabled children want and need?’</td>
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<td></td>
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<td>At the beginning of the workshop you’ll be invited to identify issues, questions and information you are particularly keen to discuss in relation to disabled-labelled children and their families’ learning and participation in ECE. We will respond to your issues with -in the context of the workshop as much as we can. As well as the issues and questions you raise, the workshop will engage with ‘inclusive early childhood education’ from the perspectives of disabled people and their families. We will listen to families and learn about their experiences, and what is important to them through viewing and discussing film excerpts of New Zealand families with young disabled children at home and in early childhood settings. The idea and processes of “transition” from home to ECE, with-in ECE to school will be the key focus of the workshop.</td>
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<tr>
<td>D7</td>
<td>Cath Milio, Kidsfirst Kindergartens Education Advisor Māori</td>
<td>Mihimihi for Kaiako</td>
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<td></td>
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<td>This workshop will explore the concepts of whakapapa and whanaungatanga in relation to mihimihi. Participants will extend and refresh their own basic mihī, and have an opportunity to practise this with each other in a safe and supportive environment. Tikanga relating to our own and children’s mihī will be examined.</td>
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<td>D8</td>
<td>Huhana Carter, Kidsfirst Kindergartens Education Advisor Māori</td>
<td>He aha te tikanga?</td>
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<td>Discussion on whānau arrivals, farewells, koha gifted to the centre, and other significant occasions.</td>
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<td>D9</td>
<td>Viv Shearsby, Early Years Team Leader, CORE Education.</td>
<td>Environment as the Third Teacher</td>
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<td>This session will begin by positioning the environment within theory and acknowledging the environment as the one constant partner in learning. It is with this in mind the challenge is set. Philosophically many teachers aspire to provide a welcoming, engaging and educational environment but physically we may struggle to present this. The purpose of this workshop is to encourage and demonstrate the ways in which teachers may consider and resource the environment adding richness, depth, character and culture. Foundational values included in this will be adding nature, encouraging creativity and supporting social competence. This is a creative and inspiring session, which has to date led teachers to undertake environmental review and development.</td>
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<tr>
<td>D10 &amp; E10</td>
<td>Pennie Brownlee</td>
<td>Toddlers Don’t Deserve Their Bad Press</td>
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<td>(Part two of a two session workshop. Please register for both this session and the morning session)</td>
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<td><strong>Session two: The Sacred Urge to Play</strong></td>
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<td>We will explore the patterns of play in order to understand the <em>biological continuum of play</em> as it unfolds in toddlers. Then we can support the toddler in their play, and in their integration into the existing play-learning environment.</td>
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<tr>
<td>Time</td>
<td>Session</td>
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<tr>
<td>2.40 – 3.40pm</td>
<td>Workshop sessions E – choose 1 from 9 (1 hour long)</td>
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<tr>
<td>E1</td>
<td><strong>Planning for Retirement</strong></td>
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<td>This is a session for those planning for the future to get some ideas of the options available from teachers who have moved in to retirement or semi-retirement. The session will be informal and include afternoon tea.</td>
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<td>E2</td>
<td><strong>Working Theories Conversations</strong></td>
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<td>A teacher facilitated round table discussion focussed on their thoughts, experiences and ponderings of what working theories are? How to spot them, make sense of them and growing a working theory culture in your setting.</td>
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<tr>
<td>E3</td>
<td><strong>Louise Hoggart, Sue Coleman, Katie McIntosh &amp; Vanessa Cavanagh</strong>, Kidsfirst Kindergarten Hornby <strong>Developing a nature kindergarten</strong></td>
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<td>E4</td>
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<td>E5</td>
<td><strong>Jo Lynch, Chris Gibbens &amp; Amelia Solofuti</strong>, Kidsfirst Kindergarten Hoon Hay <strong>“Working alongside our Pasifika Community”</strong></td>
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<td>The teaching team will share their learning journey on how we engage with our Pasifika community in respectful and reciprocal ways.</td>
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<td>E6</td>
<td><strong>Tim Betts</strong>, Apply IT Ltd. <strong>Making the best use of an iPad with three Apps. Book Creator, Puppet Pals and Comic Life.</strong></td>
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<td>This workshop will look at three great apps that can be used from preschool through tertiary education as a tool for a million things.</td>
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<td>Discussion on whānau arrivals, farewells, koha gifted to the centre, and other significant occasions.</td>
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<td>E9</td>
<td><strong>Justine Mason</strong>, Early Childhood Facilitator, CORE Education. <strong>A pedagogy of care for two year olds</strong></td>
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<td>Te Whariki suggests that the care of infants and toddlers is specialized and not a watered down version of a three to four year old programme. This interactive workshop will provide an opportunity for teachers to explore respectful, responsive, relationships and ways of involving two year olds as partners in caregiving routines.</td>
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<tr>
<td>3.55pm</td>
<td><strong>Poroporoaki</strong></td>
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<td>4.15pm</td>
<td><strong>End of hui</strong></td>
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</table>
Online Registration

Please read ALL the instructions—Workshops have a size limit that must be followed.

This year you will be registering for the hui online. To do this please follow these steps;

**STEP 1**
Open your internet browser and type in this address
https://kidsfirst.linc-ed.com
You will see a screen that looks like this..

**STEP 2**
Place your pointer over the word registered and click.
This will take you to the following page..

Complete the registration form and click on the register button.

You will now be able to log in to the Professional Hui website and begin to choose your workshops.
Ignore the message that says a username and password will be sent to you and follow step 3.

**STEP 3**
Click on the ‘Log In’ button on this page using your full email address that you used on the registration form as your user name and the password you used on the registration form.

Further instructions over the page.
STEP 4
You will now be on a screen with your name and the name of the kindergarten or centre you teach at. The second tab across the top of the page is ‘Your Programme’. Click on this tab and the following screen will appear.

You will now be able to select your workshops by clicking on the ‘select a session’ buttons. There are a couple of buttons that aren’t workshops—The first one is registration on day one. Clicking on this button takes you to some information about the venue for this and by clicking on the ‘find out more’ button you will be able to access a link to a map of the campus. Return to ‘Your Programme’

STEP 5
The workshop sessions you will need to make choices in are;
In these time slots click on the ‘select a session’ button and a list of the workshops available at this time will come up. On the top left hand corner of each workshop box is a tally of the number of participants currently registered in this workshop. This is important as workshops have limited space and you will need to make sure that you do not register in a workshop that is full. The limit is included in the workshop details that are found by clicking the ‘find out more’ button.
Each time you have selected a workshop you will need to click on the ‘Your Programme’ tab and scroll down to find the next workshop selection. At the end of each list of workshops is a “Make your own” option. Please DON’T choose this.

STEP 6
Register in the workshop of your choice, checking it has not met the limit number, by clicking on the ‘I’d like to attend this session’ button. The workshop box will now turn to blue and this workshop will be listed in your programme. As long as workshops are not full you can change your selection. Remember to always check the size limit and the number of participants already registered.

STEP 7
If you click on the ‘Connections’ button, if you scroll down, you will see a list of people who are attending the same sessions as you.
If you click on the ‘Your Details’ button you can enter your kindergarten or centre, an icebreaker question that will go on your name tag and you can upload your photo on to the site so others will recognise you.

IF YOU HAVE ANY PROBLEMS PLEASE RING JANINE AT HEAD OFFICE 03 3381303