Professional Learning in 2016-2017
with links to Australian Professional Teaching Standards

Professional learning and development offered through Gowrie SA is relevant to teachers and educators working in preschool, early years of school or early childhood education and care settings.
Gowrie SA is on Kaurna land and we acknowledge and recognise Aboriginal and Torres Strait Islanders as the first Nations people of Australia and that they are the traditional owners and custodians of the land and waterways throughout our country.

Artwork by:
Karen Briggs,
Yorta Yorta Nation
Gowrie SA Professional Learning Programs Centre

Most sessions will be held at:
Gowrie SA Professional Learning Programs Centre
43 Dew Street, Thebarton SA 5031

We also have other training locations. This information will be emailed to you along with an invoice following receipt of your registration.

Public transport

Tram: Thebarton stop is on Port Road with a 5 minute walk down Light Terrace to the centre on Dew Street.

Buses: Port Road (stop 2: 150, 115, 117, 118, 286, 287, 288), and George Street (stop 3, B10)

Parking

There is no available parking onsite; however there are a number of free parking options along Dew Street and surrounding streets. If you are driving in we recommend that you arrive slightly early to sessions to ensure you leave enough time to find a park. Alternatively you can park at the tram stop at Hindmarsh (outside the Entertainment Centre) and take the free tram one stop down Port Road to the Thebarton stop.
Meet our facilitators

Mary Scales, Professional Learning Program leader
B ECE, Dip of Teaching, Adv Dip of Community Sector Management

I have worked with Gowrie SA for over 20 years in a variety of roles and currently I am facilitating professional learning and program leading the online library and Universal Access project. I am passionate about professional learning, leadership and advocacy, Reconciliation and working within attachment theory to support children, families and educators.

Eleanor Forndran, Children’s Program leader
B ECE (Hons), GradCertEd (ECLead)

As Children’s Program leader at Gowrie SA Child Centre Underdale, I am passionate about fostering educators’ professional growth and reflective capacity. My areas of interest are early childhood leadership, curriculum planning for kindergarten children, Reggio Emilia practices and attachment theory.

Gloria Lalor-Mundine, facilitator
Cert IV T & A, Cert ATSI Cultural Competence, Dip Business Administration

In 2011, I commenced in the communities program and have worked in the Professional Learning Programs since April 2015. I am an Aboriginal woman from the Bundjalung and Kamilaroi Woman Nations in NSW and have a strong passion for working with Aboriginal and Torres Strait Islander families, training educators in cultural competence and mentoring and supporting Aboriginal and Torres Strait Islander educators.

Rose Tramontin, Facilitator

I have been a facilitator/assessor for Gowrie SA since April 2013 and I enjoy supporting, mentoring and empowering educators to become reflective practitioners. My passion and most of my 28 years’ experience has been working directly with children and families and building strong connections with them. My previous roles in Education and Care services include; acting director, assistant director, educational leader and team leader.

Cecilia Ebert, Facilitator
Dip Counselling, Master Infant Mental Health, Master Social Work

I started to work at Gowrie SA as an educator twenty years ago. During the years I have been involved in different roles. As a social worker and Infant Mental Health Professional my passion is about working with children their parents and educators supporting connections, environments, promoting mental health and relationships.

Ailsa Zadow, Facilitator
BCEC, GradCertEd

I enjoy supporting educators in sites through a mentoring and facilitating role, with a particular focus on educator-based inquiry. I am an advocate for continuous learning, accessing further post-grad study and professional learning throughout my 16 year career as a teacher within kindergartens and primary schools, directing and now as a consultant in my current role.

Rachel Lovell, RTO team leader and facilitator
Final year B ECE, Dip CS, Cert IV TAE

I have been a facilitator/consultant with Gowrie SA since June 2011 facilitating professional learning for the Education and Care sector. I am currently team leader and Facilitator in the qualifications team, and a facilitator for Circle of Security Parenting. My previous experience includes work as an educator and director in Long Day Care, Outside School Hours Care and Family Day Care.

Gloria Lalor-Mundine, facilitator
Cert IV T & A, Cert ATSI Cultural Competence, Dip Business Administration

In 2011, I commenced in the communities program and have worked in the Professional Learning Programs since April 2015. I am an Aboriginal woman from the Bundjalung and Kamilaroi Woman Nations in NSW and have a strong passion for working with Aboriginal and Torres Strait Islander families, training educators in cultural competence and mentoring and supporting Aboriginal and Torres Strait Islander educators.

Jess Shaw, Facilitator
BA Arts , Adv Dip Community Sector Management, Dip Children’s Services, Cert IV Training & Assessment, Cert III Infant Mental Health

I have been working at Gowrie SA for almost 10 years in various roles including team leader in the Children’s Programs and facilitator/consultant here in the Learning Program. I have recently completed Cert IV in Training and Assessment and also the Advanced Diploma in Community Sector Management. I am a passionate advocate for early childhood educators, children and families.

Cathy Cameron, Facilitator
MEd ECELeadership, B Ed ECE, Dip T JP, Cert IV TAE

I have been a Professional Learning facilitator at Gowrie SA since mid-2014. Previously I have worked for DECD in country areas including a children’s centre, preschools, rural care and schools. I enjoy supporting practitioner enquiry and reflective conversations. I am always amazed at the competent, capable educators we work with who are able to support great outcomes for children and families.

Rachel Lovell, RTO team leader and facilitator
Final year B ECE, Dip CS, Cert IV TAE

I have been a facilitator/consultant with Gowrie SA since June 2011 facilitating professional learning for the Education and Care sector. I am currently team leader and Facilitator in the qualifications team, and a facilitator for Circle of Security Parenting. My previous experience includes work as an educator and director in Long Day Care, Outside School Hours Care and Family Day Care.

Cecilia Ebert, Facilitator
Dip Counselling, Master Infant Mental Health, Master Social Work

I started to work at Gowrie SA as an educator twenty years ago. During the years I have been involved in different roles. As a social worker and Infant Mental Health Professional my passion is about working with children their parents and educators supporting connections, environments, promoting mental health and relationships.
Introduction to Cultural Competence (all cultures)

Facilitated by: Gloria Lalor-Mundine

Learn how to explore opportunities to authentically engage with different cultural groups and communities within your teaching environment, while exploring the cultural heritage of families and the wider community.

Consider how to create welcoming environments that are authentic rather than tokenistic for families and community members.

Australian Professional Standards:

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

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Register at: gowriesa.org.au/register-training
Details of location and an invoice will be emailed to you upon receipt of your registration.

Leading with a distributed leadership approach

Facilitated by: Mary Scales

This University of South Australia lecture will begin to unpack the concept of distributed leadership in the context of early childhood. Come and hear how using this model can enable teachers to initiate and lead in areas they have expertise and knowledge and how this differs to delegating.

There will be opportunities to reflect on the role of the leader in developing site culture, enacting a distributed model and how this would assist your team in establishing a professional learning community.

Australian Professional Standards:

6.3 Engage with colleagues and improve professional practice
7.0 Engage professionally with colleagues, parents/carers and the community

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Details of location and an invoice will be emailed to you upon receipt of your registration.

Engaging with children’s minds

Facilitated by: Mary Scales

This session is designed to promote thinking about how we are engaging young children in learning opportunities and the relevance of the push for academic skills and knowledge. Participants will have opportunities to reflect on the role of academic learning and intellectual skills and how to best promote children’s thinking.

This is a Theory into Practice session created by Gowrie Australia.

Australian Professional Standards:

1.2 Understand how students learn
3.1 Establish challenging learning goals

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Register at: gowriesa.org.au/register-training
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Delving Deeper into Reggio Emilia Inspired Practice Series

Facilitated by: Mary Scales/Cathy Cameron

These professional learning sessions may be attended as a collective series or individually, and provide teachers and educators with the opportunity to delve deeper into Reggio Emilia. It takes time to understand philosophy and principles deeply, to apply learning from Reggio Emilia for a South Australian context. This series is structured to give time and space for dialogue where teachers and educators learn, share and reflect on their practices and future directions.

Session 1: Unpacking Carla Rinaldi’s Re-imagining Childhood report (3 hours)

What does the Re-imagining Childhood report mean for teachers and educators? Delve deeper into Carla Rinaldi’s Thinker in Residence report, to understand how her recommendations and Reggio Emilia principles can contribute to quality practices. This is an opportunity to hear from guest speakers about how local early childhood centres have acted upon Reggio Emilia-inspired principles.

Session 2: Beyond inspiring environments: Inspiring models of practice (3 hours)

Inspiring learning opportunities for children occur in environments which are rich and thoughtful and where teachers and educators have embedded child-centred practices. Teachers and educators will be looking at inspiring environments that support learning for children through multimedia tours of national and international early childhood settings. What lies behind these spaces? How can teachers and educators connect philosophy and practices to create a holistic learning environment?

Session 3: ‘Provocations’ from Reggio Emilia: Tools for reflecting on our practice (3 hours)

The South Australian child is an active citizen. How do teachers and educators hear their voices and create spaces for children to lead their own learning? Unpack key principles of Reggio Emilia-inspired practice, and hear how South Australian teachers and educators have embedded concepts such as the competent child, connecting to community and the environment as the third teacher.

Australian Professional Standards:

6.2 Engage in professional learning and improve practice
7.4 Engage professionally with professional teaching networks and broader communities

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*$70.00 per individual session or $180.00 for the series of 3 as a package.

Register at: gowriesa.org.au/register-training

Details of location and an invoice will be emailed to you upon receipt of your registration.
Introduction to cultural competence (Aboriginal & Torres Strait Islander focus)

Facilitated by: Gloria Lalor-Mundine
Explore opportunities to authentically engage with Aboriginal and Torres Strait Islander families and communities within your service and broader community. Learn how to embed Aboriginal and Torres Strait Islander perspectives into your daily practice.

Australian Professional Standards:
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

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Meaningful Relationships: Valuing our Families

Facilitated by: Rose Tramontin
This professional learning will examine practical ways teachers and educators can support and facilitate collaborative partnerships. Mechanisms to develop partnerships based on active communication and consultation between families and teachers will also be explored with an education and care focus. This professional learning will identify the key components of an effective partnership and enable opportunities to discuss and share successful strategies for involving families within the education and care setting.

This is a Theory into Practice session created by Gowrie Australia.

Australian Professional Standards:
3.7 Engage parents/carers in the educative process
7.3 Engage with the parents/carers

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Linking with Literacy and Numeracy for 5-6 Year olds

Facilitated by: Eleanor Forndran
This professional learning session will explore literacy and numeracy rich programs for five to six year olds. It will explore communication and its importance in literacy and numeracy development and will support teachers/educators to discover ways of encouraging literacy development.

Key concepts explored include:
- pedagogy for engaging literacy environments;
- play and symbolic thinking;
- using mathematics in daily life;
- pedagogy for engaging numeracy environments; and
- numeracy dispositions.

Australian Professional Standard:
2.5 Literacy and numeracy strategies

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Details of location and an invoice will be emailed to you upon receipt of your registration.
Cultural competence: Professional relationships and cultural safety

Facilitated by: Gloria Lalor-Mundine

Learn how to create culturally safe environments and encounters for children, families, communities and staff. Discuss and explore what a culturally safe environment looks like, feels like and sounds like for everyone to feel safe and secure in their identity and culture in their service.

Australian Professional Standard:
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

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The human factor: How to communicate with your team

Facilitated by: Eleanor Forndran

We communicate everyday but do we communicate effectively? This session will look at using key skills and strategies to effectively communicate.

"The single biggest problem in communication is the illusion that it has taken place." (George Bernard Shaw)

This session will explore strategies that support successful communication, barriers to effective communication, different communication styles and tools to help us reflect on our communication within our team.

This is a Theory into Practice session created by Gowrie Australia.

Australian Professional Standards:
6.3 Engage with colleagues and improve professional practice

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Emergent curriculum

Facilitated by: Mary Scales

What is emergent curriculum? How do we articulate its worth to our families? Does my team all have the same understanding?

Come and hear the Uni SA lecture where we will explore the foundations of emergent curriculum and what it looks like in practice in comparison with other curriculum models. We will look more closely at the underlying beliefs and the role of the educator in creating a successful emergent curriculum model.

Australian Professional Standard:
3.2 Plan, structure and sequence learning programs

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I'm a Principal - What is my role in the NQF?

Facilitated by: Cathy Cameron

The introduction of the National Quality Framework has implications for Principals. This session is developed specifically for school Principals (where an OSHC or preschool is operating on-site), to understand their collaborative role and responsibilities under the National Quality Framework. Discussions will include the National Quality Standards (NQS), national law and national regulations which impact upon the responsibilities relevant to your site.

Australian Professional Standards:

6.3 Engage with colleagues and improve practice
7.2 Comply with legislative, administrative and organisational requirements

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Register at: gowriesa.org.au/register-training
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Cultural competence: Exploring values and biases

Facilitated by: Gloria Lalor-Mundine

Learn how to reflect on your own cultural identity and biases and how to support children in developing confidence and strength in their own personal and cultural identity.

Explore what culture is and what it means to be culturally competent in our daily practices with families and the broader community.

Australian Professional Standards:

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

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Physical Environments: Planning environments that support relationships with children

Facilitated by: Jess Shaw

This session will explore the powerful connection between the physical environment and children's sense of belonging, being and becoming. Teachers/educators will gain a greater understanding of their role in influencing children's social learning and how it contributes, alongside the environment, to the development of children's self-reliance and self-esteem. This professional learning will support understandings of how the environment influences children’s learning and relationships and the influence of adults in children’s social and emotional development.

This is a Theory into Practice session created by Gowrie Australia.

Australian Professional Standards:

3.3 Use teaching strategies
3.4 Select and use resources

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Play based learning and intentional teaching

Facilitated by: Cathy Cameron

Play based learning is a context for engagement that allows us to nurture children’s creativity and promote their sense of agency.

- We will acknowledge the stages of play and the role of the educator in play
- Explore the opportunities for play based learning within your context
- Identify strategies for intentional teaching or intentionality within your own pedagogy
- Consider ways to nurture children’s creativity and learning dispositions.

Australian Professional Standards:
3.1 Establish challenging learning goals
4.1 Support student participation

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Transition to School: More than just A to B

Facilitated by: Mary Scales

This professional learning will help teachers/educators develop transition to school programs responsive to individual children and that create a ‘team’ comprising of the child, teachers/educators, family and the school. Teachers/educators will walk away with an understanding about best practice for delivering a successful roadmap for children entering the school environment.

This is a Theory into Practice professional learning session created by Gowrie Australia.

Australian Professional Standards:
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
4.1 Support student participation
5.5 Report on student achievement
7.3 Engage with the parents/carers
7.4 Engage with professional teaching networks and broader communities

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Respect, Reflect, Relate

Facilitated by: Cecilia Ebert

Respect, Reflect, Relate is a resource to support quality teaching in early childhood. The resource offers practical guidance to support the principles that underpin the EYLF and the NQS which can offer enriched pedagogy and relationships with children. Learn more about how to use the resource to assist your critical reflection, your evaluation of the learning environment and your working relationships with families to improve children's wellbeing and involvement.

Note the resource builds understanding of the relationship between what educators do and outcomes for children.

2 x 3 hour sessions.

Australian Professional Standards:
1.1 Physical, social and intellectual development and characteristics of students
1.2 Understand how students learn

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Responsive Relationships: Supporting children and adults to build and maintain trusting relationships

Facilitated by: Rose Tramontin

This professional learning will explore the many strategies teachers/educators can use to enhance children's social and emotional development and guide their interactions. Environments that provide opportunities for rich collaborative learning assist children to develop skills for self-regulation, positive communication and problem solving. Teachers/educators will be supported to understand their role in developing responsive and respectful relationships with children and gain insights into supporting children to develop self-regulation skills.

This is a Theory into Practice professional learning session created by Gowrie Australia.

Australian Professional Standard:
3.5 Use effective classroom communication

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Inclusive Environments: Promoting children’s learning through play

Facilitated by: Rose Tramontin

This professional learning will provide insights into establishing thoughtfully prepared indoor and outdoor learning spaces which invite children to explore, discover and imagine through play. It will support participants to recognise the benefits of inclusive environments in supporting children's learning and understand the importance of flexible learning environments and open ended resources.

This is a Theory into Practice session created by Gowrie Australia.

Australian Professional Standards:
3.4 Select and use resources
4.1 Support student participation

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Emergent curriculum in practice: Bringing it all together

Facilitated by: Mary Scales

This session builds on the Emergent curriculum (Uni SA Lecture series) session and provides participants with the opportunity to further explore emergent curriculum approaches in practice. Key components in planning for emergent based curriculum and pedagogy will be discussed and examples of this will be shared to deepen understandings and inform best practice in your setting.

Australian Professional Standard:
3.2 Plan, structure and sequence learning programs

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<tr>
<td>Monday, 19 September 2016</td>
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<td>Tuesday, 4 April 2017</td>
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Details of location and an invoice will be emailed to you upon receipt of your registration.
Reflective practice: The foundation of quality

Facilitated by: Eleanor Forndran

These sessions will support participants to consider the place of reflection within their professional practice. Carla Rinaldi (2013) challenges us to establish the use of reflective practice as a collective and collaborative process within daily practice in our services. This series will assist participants to consider the depth of existing practices in their service and ways to further enhance reflective practices.

Session 1: What is reflective practice?
This session will explore underpinning theories which lead to deeper level reflection which enhances higher level thinking and outcomes. Participants will understand the rationale for the use of reflective practice and links to EYLF and NQS, including practical considerations of the barriers and complexities relevant to your setting.

Session 2: Tools for reflection
This session will build on session one by providing opportunities to analyse how reflective practice currently occurs in your service and the opportunities for further development. We will introduce practical tools you can use with your team and explore how to create the necessary conditions for those tools to be effective.

Session 3: Taking your team with you
This session builds on the previous sessions where we explore the leader’s role in embedding reflective practice within your service. Participants will develop plans to support their team to engage in higher level reflection. We will explore formal and informal structures to support a culture of reflection.

Australian Professional Standards:
3.6 Evaluate and improve teaching programs
5.3 Make consistent and comparable judgements
6.3 Engage with colleagues and improve practice

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Register at: gowriesa.org.au/register-training

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Circle of Security Parenting for educators

Facilitated by: Rachel Lovell

The Circle of Security Parenting program is useful for educators, early childhood staff, school teachers, crèche providers, community development staff, family support coordinators, counsellors, or anyone engaging with children and families.

This course will assist professionals to analyse existing provisions for children to shape emotionally supportive environments, practice improvements, and physical and social environment improvements.

(8 x 1.5 hour sessions)

Australian Professional Standards:
4.1 Support student participation
4.3 Manage challenging behaviour

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Learning in the local community

Facilitated by: Eleanor Forndran

This professional learning will expose teachers/educators to structures and processes that can be set up to support exploration within your local community. It will explore how risk benefit assessments can be used, identify your community, ways to engage with your local community, and reimagine the boundaries and the potential for children to contribute to the world around them.

Australian Professional Standard:
7.4 Engage with professional teaching networks and broader communities

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Children's Agency: Enabling and empowering the child's voice

Facilitated by: Rose Tramontin

This professional learning will examine what children's agency is and the importance of allowing children to have a voice. The way teachers/educators view children will have an enormous impact on the experiences and opportunities that are provided as well as influencing children's sense of self. It will support teachers/educators to build an understanding of agency and why it is important for children and how teachers/educators can foster and enhance children's sense of agency. This professional learning will also explore the myths and realities of children's agency.

This is a Theory into Practice professional learning session created by Gowrie Australia.

Australian Professional Standard:
1.2 Understand how students learn

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Unpacking the numeracy and literacy strategy

Facilitated by: Mary Scales

This session will provide an overview of the Numeracy and Literacy Strategy introduced by the Department of Education and Child Development in 2015. From the beginning of 2016 DECD preschool teachers are required to use indicators to inform their planning and teaching. All educators across education and care settings working with children in their year prior to school would benefit from this session. There will be an opportunity to explore and engage with the indicators in a practical way to deepen participants knowledge and understanding to enrich their practice.

Australian Professional Standard:
2.5 Literacy and numeracy strategies

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Behaviour guidance using Marte Meo

Facilitated by: Cecilia Ebert

This professional learning will assist teachers/educators to understand the meaning of children’s behaviour using the Marte Meo method. Marte Meo uses plain language to help teachers/educators develop skills to support children’s learning and development. It uses an approach where teachers/educators are using observation techniques in order to understand what is happening in their interactions and then provides a way of relating this information in accessible steps. Using the Marte Meo approach will deepen reflection on interactions during these moments with children and provide strategies to support children.

Australian Professional Standard:
4.3 Manage challenging behaviour

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Aboriginal and Torres Strait Islander history and engaging with culture

Facilitated by: Gloria Lalor-Mundine

Learn about Aboriginal and Torres Strait Islander history and explore opportunities to authentically engage with Aboriginal culture and communities within your service. Consider how to create learning environments that reflect an understanding of this rich culture and history.

Australian Professional Standards:
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

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Bringing Kaurna language into your curriculum
Facilitated by: Gloria Lalor-Mundine
This professional learning will provide examples of how you can respectfully weave Aboriginal perspectives into your curriculum. Gowrie SA is on Kaurna land, and teachers/educators embed Kaurna words and songs in their daily work with children. See some examples of this work and consider the application for your service and the respectful approaches needed to do this authentically.

**Australian Professional Standards:**
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

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Documenting Learning: Making learning visible
Facilitated by: Mary Scales
This Uni SA lecture will explore pedagogical documentation and its purpose, elements, characteristics and how it links to an ongoing cycle of planning. We will look at a variety of ways to document and make learning visible. We will also discuss the role of the educator in documentation, intentional listening, and reflection on our image of children and how we can ensure we are including their voices.

**Australian Professional Standards:**
2.3 Curriculum, assessment and reporting
5.0 Assess, provide feedback and report on student learning

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