Gowrie SA

Professional learning

Professional Learning with links to the Australian Professional Teaching Standards
September 2018 - June 2019

Professional learning and development offered through Gowrie SA is relevant to teachers working in preschool, the early years of school or early childhood education and care settings

Register at: http://enrolment.gowriesa.org.au/
Gowrie SA Professional Learning Programs Location
Most sessions will be held at:
Gowrie SA Professional Learning Programs
43 Dew Street, Thebarton SA 5031

We also have other professional learning locations. the delivery location of your session is displayed
at the point of registration on the enrolment page.

Public transport
Tram: Thebarton stop is on Port Road with a five minute walk down Light Terrace to 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 3-4 hour parking options along Dew Street and surrounding streets. If you are driving 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 $4.00 daily ‘Park and Ride’ car park at the Entertainment Centre which is 10-15
minutes walk away (or you can catch the free tram two stops down Port Road alighting at the Thebarton tram
stop and walk five mins via Light Tce).

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.
Interactive contents (click a title to go directly to the page)

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Meet our consultants

Mary Scales
B ECE, Dip of Teaching, Adv Dip of Community Sector Mgt, Cert IV TAE, COS-P facilitator, RAN facilitator
Mary began work as a kindergarten teacher and has held a number of leadership and project management roles, including leading the Universal Access project funded by DECD which assisted educational leaders and early childhood teachers in 76 services. She has strong knowledge of early childhood curriculum and pedagogy and is a firm believer in the value of educators’ professional learning to strengthen practice.

Cathy Cameron
MEd EC Leadership, B Ed ECE, Dip T JP, Cert IV TAE, COS-P facilitator, RAN facilitator
Cathy’s career spans experiences working for DECD in country areas as director and teacher in a children’s centre, in preschools, rural care and schools. Cathy enjoys the depth of reflective conversations and inspiration through ‘practitioner inquiry’ that educators share with her. She enjoys learning with educators and the joys of designing projects with services, then seeing amazing outcomes for children and families.

Gloria Lalor-Mundine
Cert ATSI Cultural Competence, Ad Dip Design, Dip Bus Ad, COS-P facilitator
As an Aboriginal woman from the Bundjalung and Kamilaroi Woman Nations in NSW, Gloria has a strong passion for working with Aboriginal and Torres Strait Islander families, strengthening educators’ cultural competence and mentoring and supporting Aboriginal and Torres Strait Islander educators. She can work with educators to create culturally safe places for Aboriginal and Torres Strait Islander children and their families, and get services started on a Reconciliation Action Plan.

Jess Shaw
BA Arts, Adv Dip Community Sector Mgt, Dip CS, Cert IV TAE, Cert Ill Infant Mental Health, COS-P facilitator, RAN facilitator
After a decade of working in child care as a team leader, Jess is a passionate advocate for early childhood educators, children and families with a particular focus on sustainability and natural play spaces. Her facilitation skills encourage educators to see the possibilities in their own play spaces and how they can transform their programs to foster children’s and educators’ curiosity.

Rose Tramontin
Adv. Dip. Leadership, Dip CS, Cert IV TAE, COS-P facilitator, RAN facilitator
With a career spanning 28 years working directly with children and families as acting director, assistant director, educational leader and team leader, Rose understands how to build strong connections between educators and families, and with children. She has worked with educators and students successfully in a variety of coaching and mentoring in diverse early childhood topics.
Cecilia Ebert  
Master Infant Mental Health, Master Social Work, Dip Counselling, Dip of Teaching, COS-P facilitator  
As a former child care educator and as an Infant Mental Health professional, Cecilia’s passion is working with educators to promote strong relationships between children and their parents, to give educators the keys to decode children’s behaviour and to work with educators for healthy mental health and relationship outcomes.

Rachel Lovell  
B ECE, Dip CS, Cert IV TAE, COS-P facilitator, RAN facilitator  
A career as an educator and director in long day care, OSHC and family day care has given Rachel a dynamic evidence-base to draw on. Rachel is team leader and facilitator in the qualifications team, and is committed to supporting educators and students to explore their own thinking and knowledge to discover ways to enhance their practice.

Amy Arcangeli  
Diploma of Human Resources Management  
Amy has been working in Human Resources and Recruitment since 2002. Her background over the years has allowed her to support and provide HR consulting to a variety of organisations, predominately working with small to medium sized businesses. She is now providing generalist HR support to the team of Gowrie SA across both the Thebarton and Underdale campuses.

Kate Westley  
Bachelor of Speech Pathology (BSpPath)  
With over 20 years of experience working as a speech pathology across community health, education and private sectors, Kate possesses a strong knowledge and understanding of developmental disorders including Autism, Speech and Language Disorders, Specific Learning Disorders and Intellectual Disability. She has management and leadership experience and was Manager of Children’s Development Team, a large allied health team in Darwin for four years.

Lynne Rutherford  
BECE; MEd Leadership; Cert IV TAE  
Lynne has worked at Gowrie SA since 2006 and is currently Acting CEO. For nine years her role was as Children’s Program Leader. She has also worked in both the Assistant and Acting CEO roles, as the Professional Learning Leader, and more recently, leading the Inclusion Agency for South Australia under the Inclusion Support Programme. She has a strong belief in the potential of leadership learning and enjoys working with leaders and educators to build their leadership capacity through critical reflection and professional dialogue particularly using dilemma stories. She is also passionate about social justice and equity and how we can achieve this for all children.
Cultural competence (2 day series)

What is cultural competence?

Are there children in your service who you worry might need more from you but you are not sure what this looks like? Come and share two days where concepts such as social justice and culture will be explored to deepen your cultural competence.

Links to 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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<th>Session date(s)</th>
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<th>Price</th>
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<tbody>
<tr>
<td>Part 2: Thursday, 20th Sept 2018</td>
<td>9.30am - 4.30pm</td>
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Unpacking your service culture

In this session Educators will unpack and discover the children, families and broader community in which their service is located and how to engage with them at a deep and meaningful level. You will have an opportunity to discover what welcoming environments look like and how to explore tokenism with other educators.

Links to 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
7.3 Engage with the parents/ carers

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What is my culture? + Bringing Kaurna language into your curriculum

A full day of professional learning consisting of two cultural competence sessions is coming to venues in the northern and southern metropolitan areas.

What is my culture?

In this session you will discover and reflect on your own culture and what it means to be a culturally competent educator working with children and families in your community. You will also explore Australia’s cultural context and identity and how this influences our role.

Bringing Kaurna language into your curriculum

Come and learn about how you can respectfully weave Aboriginal perspectives into your curriculum. See some examples of this work and consider the application for your site and respectful approaches in doing this.

Links to 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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<td><strong>Northern metro session:</strong></td>
<td>10am - 4pm</td>
<td>$135 p.p.</td>
<td>enrolment.gowriesa.org.au/ Marra Dreaming 22 Commercial Road, Salisbury</td>
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<td>Monday, 15th October 2018</td>
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<td><strong>Southern metro session:</strong></td>
<td>10am - 4pm</td>
<td>$135 p.p.</td>
<td>enrolment.gowriesa.org.au/ Living Kaurna Cultural Centre Warriparinga Drive, Bedford Park</td>
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Developing a Reconciliation Action Plan

Reconciliation Action Plans (RAPs) identify “practical actions that organisations will take to build strong relationships and enhanced respect between Aboriginal and Torres Strait Islander peoples and other Australians. A RAP also sets out the organisation's aspirational plans to drive greater equality by pursuing sustainable opportunities to support building relationships and connections with Aboriginal and Torres Strait Islander people in your service and broader community.” (Reconciliation Australia)

Come and learn about how to get started, discover resources to support the creation of a Reconciliation Action Plan and consider ways to involve your team and community members as you begin your Reconciliation journey.

Links to 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
7.4 Engage with professional teaching networks and broader communities

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<td>Wednesday, 12th June 2019</td>
<td>9.30am - 12.30pm</td>
<td>$99 p.p.</td>
<td>enrolment.gowriesa.org.au/ Location: Tauondi College, 1 Lipson St Port Adelaide</td>
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Gowrie SA Professional Learning, September 2018 - June 2019
What is my culture? Introduction to cultural competence

In this session you will discover and reflect on your own culture and what it means to be a culturally competent educator working with children and families in your community. You will also explore Australia’s cultural context and identity and how this influences our role.

Links to 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
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

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<td>Wednesday, 6th February</td>
<td>2pm - 5pm</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Professional relationships and cultural safety

Learn how to create culturally safe environments and encounters for children, families, communities and staff. Discuss and explore the elements of a culturally safe environment that are required for everyone to feel safe and secure in their identity and culture in the service.

Links to 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
7.4 Engage with professional teaching networks and broader communities

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<td>$90 p.p.</td>
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What is Aboriginal and Torres Strait Islander culture?

The commonly asked questions: ‘Where do I start, I don’t want to get it wrong’, is usually quickly followed by ‘I am just so scared to be tokenistic in my approach’. All these comments can immobilise us as educators and prevent us from exploring and embedding Aboriginal and Torres Strait Islander Cultures into our programs.

In this session you will learn how to weave Aboriginal and Torres Strait Islander cultures, educational philosophies and child rearing practices in a meaningful and authentic way.

Links to 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
7.4 Engage with professional teaching networks and broader communities

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<td>Wednesday, 8th May 2019</td>
<td>2pm - 5pm</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Aboriginal and Torres Strait Islander history and engaging with culture

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.

Links to 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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Cultural competence: Exploring values and bias

Learn how to reflect on your own cultural identity and bias 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.

Links to 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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<td>10am - 1pm</td>
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Dispositions for learning with Jane Lemon and Heather Ward

Children’s learning is enhanced when they have strong dispositions for learning. Dispositions are developed through a child’s interaction with the people and experiences they encounter. Some dispositions, such as being curious, resourceful, and purposeful and persistent support children as learners. This interactive session will include information about:

- What dispositions are
- How dispositions are formed
- How you can recognise and support children’s dispositions
- How to program for and document dispositions that support learning.

Optional follow-on workshops:

Learning dispositions and literacy*
Learning dispositions and numeracy*
Learning dispositions and children with special rights*

*Completion of this full day foundational session ‘Dispositions for learning’ is a prerequisite for attending any or all of these sessions.

Links to Australian Professional Standards:

1.1 Physical, social and intellectual development and characteristics of learners
1.2 Understand how students learn
1.5 Differentiate teaching to meet the specific learning needs of learners across the full range of abilities
1.6 Strategies to support full participation of learners with disability

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<td>Dispositions for learning</td>
<td>Friday, 14th Sept 2018 9am - 4.30pm</td>
<td>$150.00</td>
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<td>Learning dispositions and literacy</td>
<td>Friday, 28th Sept 2018 9am - 12.30pm</td>
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<td>Learning dispositions and numeracy</td>
<td>Friday, 28th Sept 2018 1.30pm - 5pm</td>
<td>$99.00</td>
<td>enrolment.gowriesa.org.au/</td>
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<td>Learning dispositions and children with special rights</td>
<td>Friday, 26th Oct 2018 9am - 12.30pm</td>
<td>$99.00</td>
<td>enrolment.gowriesa.org.au/</td>
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Little Scientists water workshop

Have you ever met a child who is not fascinated by water? Regardless of its aggregate state, icy, cold, or hot, children love to explore water from an early age.

At this Little Scientists workshop you will explore water with all your senses, investigate the different aggregate states and test the solubility of different substances. You will be given the opportunity to discover how STEM subjects can be implemented in a free and exciting way and you will engage in different hands-on experiences linked to the concept of inquiry-based learning and co-construction.

**Links to Australian Professional Standards:**
3.2 Plan structure and sequence learning programs
3.6 Evaluate and improve teaching programs
6.2 Engage in professional learning and improve practice

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Demonstrating the cycle of planning during assessment

How do we critically reflect on and evaluate the program? How is this documented? How are evaluations used to make informed curriculum decisions and improve outcomes for children?

We will explore the documentation practices at your service and consider how you can articulate and demonstrate this ongoing cycle with Authorised Officers, educators, children and families.

**Links to Australian Professional Standards:**
3.2 Plan, structure and sequence learning programs
3.6 Evaluate and improve teaching programs
6.2 Engage in professional learning and improve practice

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Perfecting the paperwork

Writing file notes, filling in forms and reporting incidents during your daily workload can be an intimidating process if you are unsure of the correct protocols.

In this session you will explore:
- The difference between documentation of learning and record keeping requirements and responsibilities
- How to write succinct and accurate notes
- Barriers to effective note taking
- Review your teams processes in note taking
- Practical examples of formats for note taking.

**Links to Australian Professional Standards:**
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice

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<td>cnr South Rd and Ashwin Pde, Torrensville</td>
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The emerging languages of mathematics

Wondering about what STEM might look like in your setting?

This professional learning workshop with guest speaker Catherine McCluskey will engage educators in noticing, wondering about, and engaging with the emerging languages of mathematics young children reveal through their play.

Links to Australian Professional Standards:
2.1 Content and teaching strategies of the teaching area
2.2 Content selection and organisation
3.5 Use effective classroom communication
6.2 Engage in professional learning and improve practice

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<td>Friday, 12th October 2018</td>
<td>9.30am - 4.30pm</td>
<td>$190 p.p.</td>
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Transition to school: More than just A to B

This session will help you to develop transition to school programs responsive to individual children that create a ‘team’ comprising of the child, educators, family and the school. You will walk away with an understanding about best practice for supporting children and families entering the school environment.

Links to Australian Professional Standards:
4.2 Manage classroom activities
7.3 Engage with the parents/carers
7.4 Engage with professional teaching networks and broader communities

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<td>Tuesday, 16th October 2018</td>
<td>2pm - 5pm</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Observations debunked!

Are your observations an effective use of your time? Do they inform your program? Do they increase your understanding of each child’s learning? Can they be shared with the child, family and community?

If you answered NO to any of these questions this professional learning session is for you!

In this session we will:
- Unpack and articulate the purpose of observations, gain insight into the when, how and what to notice and write about children.
- Discover strategies to ensure meaningful observations that meet the NQS requirements
- Explore real examples to follow a child’s learning journey
- Strengthen your ability to make the learning visible for the child, family and the community
- Determine what type of observations are worth spending time on and what process will work best for your setting.

Links to Australian Professional Standards:
5.1 Assess student learning
5.2 Provide feedback to students on their learning
5.3 Make consistent and comparable judgements
5.4 Interpret student data
5.5 Report on student achievement

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<td>Wednesday, 17th October 2018</td>
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<td>$125 p.p.</td>
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<td>Tuesday, 12th February 2019</td>
<td>9.30am - 4.30pm</td>
<td>$125 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Little Scientists human body workshop

Learn about the fascinating functions of our bodies and organs, muscles, skeleton and joints. Discover how to use different prototypes and models, and learn about the development of our sense of self.

This workshop topic will deepen your insights into the concepts of inquiry-based learning, metacognition, and co-construction.

Links to Australian Professional Standards:
1.2 Understand how students learn
2.1 Content and teaching strategies of the teaching area
2.2 Content selection and organisation
3.2 Plan structure and sequence learning programs
3.6 Evaluate and improve teaching programs
6.2 Engage in professional learning and improve practice

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Reflective practice: Working with infants and toddlers

This workshop will examine the practice of critical reflection and how it applies to working with infants and toddlers. In particular this workshop links with Element 1.3.2 of the National Quality Standard and Principles of Belonging, Being and Becoming: The Early years Learning Framework, ‘Ongoing learning and reflective practice’.

- Examine the practice of critical reflection
- Discuss the unique aspects of working with children in the birth–2 age group
- Reflect on working with infants and toddlers
- Examine working with infants and toddlers from a rights perspective

Links to Australian Professional Standard:
3.6 Evaluate and improve teaching programs

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<tr>
<td>Monday, 5th November</td>
<td>1pm -</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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<td>2018</td>
<td>5pm</td>
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Linking with literacy and numeracy for 5-6 year olds in ECEC

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.

Links to Australian Professional Standard:
2.1 Content and teaching strategies of the teaching area
2.5 Literacy and numeracy strategies

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<tr>
<td>Tuesday, 13th November</td>
<td>9.30am -</td>
<td>$125 p.p.</td>
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Return to contents page
Planning for effective routines and transitions

Effective routines and transitions support children to develop self-help skills and social responsibility. Through critical reflection, educators can strengthen their knowledge of children and uncover methods to create child-centred routines and transitions that maximise learning opportunities whilst supporting wellbeing and sense of belonging for children.

This Theory into Practice session will look at the challenges and possibilities for routines and transitions in ECEC settings and examine them separately recognising that they are interlinked across the curriculum.

Links to Australian Professional Standard:
4.2 Manage classroom activities

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<td>1pm - 5pm</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Introduction to the Early Years Learning Framework

Belonging, Being, Becoming - The Early Years Learning Framework (EYLF), aims to improve professional practice including curriculum decision making, knowledge building and critical reflection.

This session provides an overview to support educators and leaders who are new to the EYLF become more familiar with the learning outcomes, principles and practices and explore what this looks like in practice.

Links to Australian Professional Standard:
2.1 Content and teaching strategies of the teaching area
2.3 Curriculum, assessment and reporting
7.2 Comply with legislative, administrative and organisational requirements

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<td>10am - 1pm</td>
<td>$90 p.p.</td>
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Introduction to Framework for School Age Care for new staff

The My Time, Our Place - Framework for School Age Care aims to improve professional practice including programming, knowledge building and critical reflection. This session provides an overview to support educators who are new to the Framework for School Age Care to become more familiar with the learning outcomes, principles and practices and explore what this looks like in practice.

Links to Australian Professional Standards:
2.1 Content and teaching strategies of the teaching area
2.3 Curriculum, assessment and reporting
7.2 Comply with legislative, administrative and organisational requirements

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<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Programming expo

Do you need an injection of programming inspiration for the start of the year?

Come along to Gowrie SA for a fun hands on Programming Expo and spend the day engaging with educators in the early and middle childhood sector who will be showcasing their programming examples and unpacking the planning cycle.

There will be displays and an opportunity to discuss and reflect with other educators about how to engage children in your programming. Bring along your own programming examples for sharing and feedback - and enjoy a day of networking and inspiring ideas!

Links to Australian Professional Standards:
3.2 Plan, structure and sequence learning programs
3.6 Evaluate and improve teaching programs
6.2 Engage in professional learning and improve practice

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<td>enrolment.gowriesa.org.au/</td>
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Little Scientists engineering workshop

See-saws, slides, and merry-go-rounds: Physical forces are part of the fun and children love to explore their effects.

In this workshop, you will discover forces and effects while leveraging, lifting, swinging, and moving bodies. You will invent, design and construct models and learn more about your inner engineer. This fun-filled workshop will also inspire you to encourage children’s technical thinking process in an active learning environment.

Links to Australian Professional Standards:
3.2 Plan structure and sequence learning programs
3.6 Evaluate and improve teaching programs
6.2 Engage in professional learning and improve practice

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Emergent curriculum

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.

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

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</table>
Emergent inquiry: Behind the scenes
Watch emergent curriculum happening in practice by sharing a viewing of Gowrie SA’s video *Emergent Curriculum Inquiry Projects: Risk and Challenge*, then share dialogue with educators who created it. We will explore the structures, processes and documents that sit behind the daily experience of the children, and help inquiry come to life. If you are wondering what inquiry projects can look like for children, this is for you. If you have been exploring emergent curriculum and would like to go further, this is for you.

**Links to Australian Professional Standards:**
3.6 Evaluate and improve teaching programs
6.3 Engage with colleagues and improve practice

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Unpacking the Literacy and Numeracy Strategy
This session will provide an overview of the Numeracy and Literacy Strategy introduced by the Department of Education and Child Development in 2015. 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.

**Links to Australian Professional Standards:**
2.3 Curriculum, assessment and reporting
2.5 Literacy and numeracy strategies

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Meaningful observations: Notice, recognise, respond
An opportunity to deeply consider what it is that educators do when they are more intentional in the way they observe children at play.

- Noticing - how do we gather information?
- Recognising - interpreting observations and identifying the learning
- Responding - looking at strategies to support and enrich the learning we observe.

**Links to Australian Professional Standards:**
3.6 Evaluate and improve teaching programs
5.1 Assess student learning
5.4 Interpret student data

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Going deeper with the Early Years Learning Framework (2 x 3 hour sessions)

This series is designed to engage participants in exploring the Early Years Learning Framework more deeply in order to enrich the learning outcomes for children. Participants will identify an area of interest for their service to focus on during the sessions using a reflective practice model to plan for workplace learning.

This is a Theory into Practice session, developed by Gowrie Australia.

Links to Australian Professional Standards:
7.2 Comply with legislative, administrative and organisational requirements
2.3 Curriculum, assessment and reporting

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<tr>
<td>Part 2: Wed, 10th April</td>
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Observation tour: Infant and toddler focus

Join us for a visit to our observation facilities within the Children's Programs to see educators and children engaging in the learning environment followed by professional conversations with facilitated reflections and open discussion. This session is relevant for those interested in or currently working within an integrated infant-toddler program where children birth to three are learning together.

Note: This observation tour is followed by 'What's right for babies and toddlers?' (see below) and we encourage participants to attend both sessions.

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

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<td>9am - 10.45am</td>
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What's right for babies and toddlers?

Environments, relationships and experiences are a vital aspect of any program. Often we try to modify or make do with something that just doesn't work for babies or toddlers. There is often a lot of focus on planning for older children, but not so much on planning for infants and toddlers.

How does your environment support infants and toddlers to make choices? How do you advocate for risk in your program?

Note: We highly recommend attending 'Observation tour: Infant and toddler focus' directly before this session (see above).

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

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<td>11am - 5pm</td>
<td>$125 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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</tbody>
</table>
**Little Scientists mathematics workshop**

Explore Shapes and space, symmetry, solids, surfaces and symbols. Experience how the magic of mathematics is hidden in everyday life. Learn about, and how to, encourage the development of abstract thought processes.

**Links to Australian Professional Standards:**

- 3.2 Plan structure and sequence learning programs
- 3.6 Evaluate and improve teaching programs
- 6.2 Engage in professional learning and improve practice
- 2.5 Literacy and numeracy strategies

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**Creating language rich environments**

This new session supports educators in their understanding of early speech and language development of young children. Participants will gain insight into speech and language developmental milestones and practical ways to promote and support speech and language development.

The session will explore;

- Definitions of speech and language
- Speech and language developmental milestones
- English as a second or subsequent language
- Creating a language rich environment
- Strategies and resources to support speech and language of young children.

**Links to Australian Professional Standards:**

- 1.1 Physical, social and intellectual development and characteristics of students
- 2.5 Literacy and numeracy strategies

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<td>$90 p.p.</td>
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**Documenting learning: Making learning visible**

This University of South Australia 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.

**Links to Australian Professional Standards:**

- 2.3 Curriculum, assessment and reporting
- 5 Assess, provide feedback and report on student learning

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<td>10am - 1pm</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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</table>
Observation tour: Intentional teaching in practice

Join us for a visit to our observation facilities within the childrens programs to see educators and children engaging in the learning environment followed by professional conversations with facilitated reflections and open discussion. This session will explore the practice of intentional teaching in both infant toddler and integrated preschool programs and provide an opportunity to gain new understanding in further developing your practice.

Note: This observation tour is followed by ‘Play based learning and intentional teaching’ (see below) and we encourage participants to attend both sessions for discussion and linked learning.

Links to Australian Professional Standards:
3.2 Plan structure and sequence learning programs
6.2 Engage in professional learning and improve practice

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<td>9am - 10.45am</td>
<td>$70 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Play based learning and intentional teaching

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 and consider ways to nurture children's creativity and learning dispositions.

Note: We highly recommend attending the observation tour: Intentional teaching in practice (see above) for linked learning professional discussions.

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

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Little Scientists computer science workshop

Discover the concepts of computational thinking and learn how to “speak to a computer” by understanding how it works. Immerse yourself into the world of computer science and playfully explore algorithms, sequencing and sorting without using a computer.

Links to Australian Professional Standards:
3.2 Plan structure and sequence learning programs
3.6 Evaluate and improve teaching programs
6.2 Engage in professional learning and improve practice
2.5 Literacy and numeracy strategies
2.6 Information and Communication Technology (ICT)

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Holistic planning: Capturing the uniqueness of the child

In this session you will uncover the steps in the planning cycle and make connections using a strengths based approach. Learn how to plan for each child’s learning and development through drawing on multiple perspectives and using a mind map approach to planning with a holistic view of children.

Links to Australian Professional Standards:
1.1 Physical, social and intellectual development and characteristics of students
1.2 Understand how students learn
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

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How to ‘do’ literacy and numeracy authentically

This interactive and fun hands-on session will have everyday literacy and numeracy experiences set up so participants can ‘play’ as well as learn about how these experiences support children’s literacy and numeracy progress. There will be experiences aimed at children under 3 years and over 3 years of age. Come along and have some fun while learning about the everyday resources you can use and access to support literacy and numeracy development.

Links to Australian Professional Standards:
2.5 Literacy and numeracy strategies
6.2 Engage in professional learning and improve practice

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Reflective practice: The foundation of quality (3 x 3 hour sessions over a full day and a half day)

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.

Part 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.

Part 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.

Part 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.

Links to 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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<td>Part 3: Tues, 4th June 2019</td>
<td>9.30am - 12.30pm</td>
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Hands on science: Embedding science into your program with 3 and 4 year olds

This session will give you some practical ideas so that you can scaffold children’s learning dispositions and build a love of science and discovery. Chemistry, physics and biology are big words, but even young children can engage in rich scientific learning, through holistic approaches to planning, and engaging learning environments.

Links to Australian Professional Standards:
2.2 Content selection and organisation
3.3 Use teaching strategies

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<td>$90 p.p</td>
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Leadership

Leading from within: Leading with a distributed leadership approach

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 educators 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.

Links to Australian Professional Standards:
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisational requirements
7.4 Engage with professional teaching networks and broader communities

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Taking the lead as educational leader

The aim of this Theory into Practice session is for you as an educational leader, to identify your unique and influential role in the education and care setting. Explore how you can inspire, motivate, encourage and guide a shared vision and quality practices for your service or setting.

With a clear learning vision for the education and care setting and strong communication skills, you can promote and support educators in providing quality education and care programs.

Links to Australian Professional Standards:
6.3 Engage with colleagues and improve practice
7.2 Comply with legislative, administrative and organisational requirements.

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Self assessment for writing a QIP that works

Are you responsible for starting or renewing your QIP? Is your team engaged in this work?

Self-assessment is where you start. Work with your team to document your strengths and improvement areas. Use this knowledge to write a plan that works.

**Links to Australian Professional Standard:**
7.2 Comply with legislative, administrative and organisational requirements

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Mentoring that makes a difference

You have probably come across the concept of mentoring but what does this look like in practice? How can mentoring support educators both professionally and personally? A session for leaders and educators who want to explore the roles of both a mentor and mentee to discover the possibilities and potential and creating a space for mentoring partnerships to grow and develop. This is a *Theory into Practice* session, developed by Gowrie Australia.

**Links to Australian Professional Standard:**
6.3 Engage with colleagues and improve practice

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Educational leader networks

We are offering opportunities across South Australia, to enable a dynamic group of educational leaders to share, reflect and challenge each other in a supportive environment. Come and join the conversation to get inspired, build networks and deepen your understanding of the educational leader role.

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

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<td>3pm - 5pm</td>
<td>$70 p.p.</td>
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I have been appointed educational leader: What next?

This session will support educational leaders to understand their role within the National Quality Framework. Together we will explore practical ways to unpack this responsibility, have the opportunity to share, reflect and explore this unique leadership role further.

**Links to Australian Professional Standards:**
7.2 Comply with legislative, administrative and organisational requirements.
7.4 Engage with professional teaching networks and broader communities

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<td>9.30am - 3.30pm</td>
<td>$125 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Supporting new and emerging leaders
One person alone cannot lead an early childhood service. Leadership that is distributed throughout a service can provide the level of support necessary to build educator participation and commitment. However, leadership requires careful nurturing to develop and a director and positional leaders can play a significant role in building effective leadership throughout the service.

This session will explore:
- Leadership responsibilities of different leaders
- Inclusive leadership
- Leadership styles

Links to Australian Professional Standard:
6.3 Engage with colleagues and improve practice

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<tr>
<td>Wednesday, 15th May 2019</td>
<td>1.30pm - 4.30pm</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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The human factor: How to communicate with your team
We communicate everyday but do we communicate effectively? This session will look at using key skills and strategies to effectively communicate.

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, developed by Gowrie Australia.

Links to Australian Professional Standard:
6.3 Engage with colleagues and improve professional practice

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<td>Friday, 17th May 2019</td>
<td>1pm - 5pm</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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</table>

Your QIP after Assessment and Rating
Unpack your final Assessment and Rating report and use the valuable information to support your next round of QIP writing. Note: If you need individual support please book mentoring with one of our consultants.

Links to Australian Professional Standard:
7.2 Comply with legislative, administrative and organisational requirements

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<th>Session date(s)</th>
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<tbody>
<tr>
<td>Monday, 24th June 2019</td>
<td>2pm - 5pm</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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</tbody>
</table>
Relationships and behaviour

Learning in the local community

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

Links to Australian Professional Standards:
7.3 Engage with the parents/carers
7.4 Engage with professional teaching networks and broader communities

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<tr>
<td>Wednesday, 10th October 2018</td>
<td>9.30am - 12.30pm</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Talking trauma in early childhood

This new session will introduce the concept of trauma in early childhood. Participants will have the opportunity to develop an understanding of trauma, its impact and how it manifests in children’s behaviour. Young children are more vulnerable to trauma as they are dependent on adults for their care and safety. In this session we will explore ways to support children from trauma backgrounds through the exploration of specific scenarios and resources for trauma informed practice.

Links to Australian Professional Standards:
1.1 Physical, social and intellectual development and characteristics of students
1.2 Understand how students learn
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
4.1 Support student participation
4.4 Maintain student safety

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<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Exploring behaviour guidance

Your role as the educator is very important. Children view you as the adult who can help them when their behaviours and emotions become too difficult for them to deal with. This session will explore current research and understandings of behaviour in young children. Through linking with the current frameworks, educators will be provided opportunities to reflect and discuss children’s feelings and behaviours and develop new skills and understanding in this area.

Links to Australian Professional Standards:
4.1 Support participation of learners
4.3 Manage challenging behaviour

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</table>
Introduction to mindfulness

This session will provide underpinning knowledge about mindfulness practice to encourage reflection and thought about our current learning environments and their impact on children. Concepts introduced include mindfulness practice, tuning in to children, slowing down the pace of the day and current research on mindfulness.

**Links to Australian Professional Standards:**
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice

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<tr>
<td>Wednesday, 6th March 2019</td>
<td>12.30pm - 4pm</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Engaging with children’s minds

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.

**Links to Australian Professional Standards:**
1.2 Understand how students learn
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

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Behaviour guidance using Marte Meo

This professional learning will assist teachers 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 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.

**Links to Australian Professional Standards:**
4.1 Support participation of learners
4.3 Manage challenging behaviour

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<tr>
<td>Part 2: Wed, 10th April 2019</td>
<td>2pm - 5pm</td>
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Children’s agency: Enabling and empowering the child’s voice

Let’s explore the true meaning of children’s agency. How we, as educators view the child will have an enormous impact on the experiences and opportunities we provide as well as influencing the child’s sense of self.

Links to Australian Professional Standards:
1.2 Understand how students learn
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

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Educator playfulness: A major factor in children’s play

As educators we think about our role as making an impact on children’s learning, development and lives. But how often do we take time to think about creating lightness and enjoyment in the activities and environments we offer and share with the children? Our role is also to acknowledge our own enjoyment and sense of fulfilment within our profession.

This session will explore:
- The concept of playfulness; what it is and what it is not
- The importance of play and playfulness in our interactions with children
- The role of the educator involved in play with children
- How to create an environment that supports playfulness and play.

Links to Australian Professional Standard:
6.2 Engage in professional learning and improve practice

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<td>Wednesday, 22nd May 2019</td>
<td>1.30pm - 4.30pm</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Get outside and get sustainable!

Are you ready for a hands-on day? A chance to connect with other educators and hear about the sustainable practices happening at other services?

This jam packed day will provide opportunities to engage in some hands on fun! Exploring aspects of sustainability and nature play lead by professionals from within these fields!

**Links to Australian Professional Standards:**
- 3.4 Select and use resources
- 7.3 Engage with the parents/carers
- 7.4 Engage with professional teaching networks and broader communities

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<tr>
<td>Thursday, 8th November 2018</td>
<td>9.30am - 3.30pm</td>
<td>$125 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Inclusive environments: Promoting children’s learning through play

Inclusive and versatile learning environments provide the foundation for children’s learning. During this session you will gain insights into establishing thoughtfully prepared indoor and outdoor learning spaces which invite children to explore, discover and imagine.

- Recognising the benefits of inclusive environments in supporting children’s learning
- Understanding the importance of flexible learning environments and open ended resources.

**Links to Australian Professional Standards:**
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 1.6 Strategies to support full participation of students with disability
- 3.2 Plan, structure and sequence learning programs

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<tr>
<td>Wednesday, 13th February 2019</td>
<td>9.30am - 1.30pm</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Observation tour: Physical environments

Join us for a visit to our observation facilities within the Children’s Programs to see educators and children engaging in the learning environment followed by professional conversations with facilitated reflections and open discussion. This tour will focus on the physical learning environment, how to make intentional play spaces and how to create a sense of belonging for different ages. Come and observe educators as they work alongside children to support their social and emotional learning and relationships.

Note: This observation tour is followed by an optional linked learning session ‘Physical environments: Planning environments that support relationships with children’ (see below) and we encourage participants to attend both sessions.

Links to Australian Professional Standards:

3.3 Use teaching strategies
3.4 Select and use resources
6.3 Engage with colleagues and improve practice

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<tr>
<td>Thursday, 14th March 2019</td>
<td>9am - 10.45am</td>
<td>$70 p.p.</td>
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Physical environments: Planning environments that support relationships with children

This session will explore the powerful connection between the physical environment and children’s sense of belonging, being and becoming. Teachers 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, developed by Gowrie Australia.

Note: We highly recommend attending the observation tour (see above) for linked learning and professional discussions.

Links to Australian Professional Standards:

3.3 Use teaching strategies
3.4 Select and use resources
6.3 Engage with colleagues and improve practice

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<td>11am - 3.30pm</td>
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Environments for children’s research

Gowrie SA Underdale are opening their doors and inviting educators to come in and explore our learning environment. Integrated infant and toddler spaces and an integrated kindergarten will be open for exploration about how environments can be offered to children to stimulate ongoing inquiry learning, and foster relationship based programs.

Engage with natural outdoor environments, sustainably sourced materials and Reggio inspired pedagogy which fosters challenging learning opportunities for children.

Links to Australian Professional Standards:

4.1 Support student participation
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
7.4 Engage with professional teaching networks and broader communities

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Location: Gowrie SA Children’s Programs, Underdale
10 Arthur Lemon Drive, Underdale
Nature play: More than just a trend

Would you like to know more about how to incorporate natural risk play into your environment? How to engage children in fire making? How to link your ideas on nature play and your stance on sustainability together?

Come along to this interactive session, where you will engage with guest presenters from different services, sharing their story!

Links to Australian Professional Standards:
3.4 Select and use resources
4.4 Maintain safety of learners
6.2 Engage in professional learning and improve practice

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<td>Wednesday, 1st May 2019</td>
<td>2pm - 5pm</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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</table>

Observation tour: Learning environments in practice

Join us for a visit to our observation facilities within the children’s programs to see educators and children engaging in the learning environment followed by professional conversations with facilitated reflections and open discussion. This session will explore the role of both indoor and outdoor environments in children’s learning in both infant–toddler and integrated preschool programs. Participants will have an opportunity to reflect on how learning environments support high quality learning outcomes for children.

Note: This observation tour is followed by an optional linked learning session (see below) and we encourage participants to attend both sessions.

Links to Australian Professional Standards:
3.4 Select and use resources
4.2 Manage classroom activities

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Ongoing access to indoor and outdoor environments: Enabling children to make choices

What would happen if we allowed children to freely access the outdoors during their play and throughout their day? Who is disadvantaged by limiting outdoor play? What are the risks?

NQS QA 3.1.3 points us to the flexible use of our facilities and a greater interaction between indoor and outdoor spaces. Let’s take an honest look at our reservations and the possibilities.

Note: We highly recommend attending ‘Observation tour: Learning environments in practice’ (see above) for linked learning professional discussions.

Links to Australian Professional Standards:
3.4 Select and use resources
4.2 Manage classroom activities

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Embedding sustainability into practice

Sustainability is thinking about what we need to live now, without jeopardising the resources for the future. There will also be a guest speaker from KESAB presenting on recycling and waste management.

This 2 part series includes a practical project to support your service in meeting NQS standard 3.2.3. This series includes developing a Sustainability Action Plan and exploring sustainability with children.

Links to Australian Professional Standards:

3.4 Select and use resources
7.3 Engage with the parents/carers
7.4 Engage with professional teaching networks and broader communities

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<td>Part 2: Thursday, 6th June 2019</td>
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Sensory learning environments: More than just gloop!

We often misunderstand what sensory needs children might have, or how to set up sensory experiences that support all seven senses. This session will support your understanding of what sensory needs children have, and how this might look in your service. Explore how to plan sensory learning environments that support children's individual needs, and take ideas on supporting sensory needs back to your service

Links to Australian Professional Standards:

1.2 Understand how students learn
2.4 Select and use resources

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<td>9am - 1pm</td>
<td>$90 p.p.</td>
<td>enrolment.gowriesa.org.au/</td>
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Return to contents page
Are you aware of your legal obligations to notify and respond to abuse and/or neglect?

This workshop is essential for all staff working with children and young people. This training is required for all teachers and all staff working in DECD sites. Please note this course was previously referred to as ‘Mandated Notification’. Gowrie SA is a DoE approved training provider.

Please note: For participants under the age of 18, it is the employers’ responsibility to assess each participant in regard to their age and experience and therefore the appropriateness of attending this course due to the sensitive nature of the content.

Links to Australian Professional Standard:
7.2 Comply with legislative, administrative and organisational requirements

To view upcoming dates and enrol visit our website at the link below: Responding to Abuse and Neglect

Mentoring Early Childhood Teachers to reach full registration

Gowrie SA have teamed with CCCSA and the Teachers Registration Board in an exciting mentoring project, to support small groups of ECTs and their centre Director, through the process of transitioning to full teachers registration.

Over 9 sessions, participants will:
- Explore the Director’s role in supporting a provisionally registered teacher to transition to full registration
- Unpack the AITSL Standards to understand them in an education and care setting
- Be supported in creating a portfolio of evidence
- Develop critical reflection skills
- Network with other ECTs
- Share and understand the requirements of documentation.

There will be an initial session for both the ECT and the centre Director with Marilyn Large from the Teachers Registration Board. This session will outline the requirements of the AITSL Teaching Standards, explore the Director’s role in supporting a provisionally registered teacher and the responsibility of the ECT to achieve full registration. The final session brings the ECT and the Director together to share the portfolio of evidence. Mentoring for individual ECTs and Directors is available at an additional cost.

2019 dates will be announced soon

Cost per site: $700.00*

*CCCSA will contribute $200 to this cost for CCCSA members.

For expressions of interest or further information, please contact Mary Scales:

p: (08) 8234 5219
e: marys@gowriesa.org.au