

**Responsive Relationships:
Supporting children and adults
to build and maintain trusting
relationships 4 hours**

Environments that provide opportunities for rich collaborative learning assist children to develop skills for self-regulation, positive communication and problem solving. This session will explore the many strategies educators can use to enhance children's social and emotional development and guide their interactions.

**Children's Agency: Enabling and
empowering the child's voice
4 hours**

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.

**Change Management: Leading
successful change 4 hours**

Change is a process not an event so it takes time. Successful change needs planning, people to lead it and people to participate in it. The education and care sector continues to experience 'change', therefore it is vital that we understand the concepts of how to lead and support educators in the change process.

**Mentoring and Coaching:
Building capacity 4 hours**

Exploration of mentoring and coaching; It is possible to draw distinctions between coaching and mentoring although in practice the two terms are often used interchangeably. This workshop will explore the differences and the benefits that each provide.



For further information about these professional learning sessions please contact Gowrie in your state:

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For more information, view the
Theory into Practice video at:
<http://ow.ly/miQC303VhYk>



Theory into Practice



Theory into Practice is a Professional Learning partnership between Gowrie organisations located in New South Wales, Queensland, South Australia, Tasmania and Victoria.

Going Deeper with the Early Years Learning Framework

2 x 3 hour sessions, 6 weeks apart

This series of two sessions is designed to engage participants in exploring the Early Years Learning Framework more deeply in order to enrich the learning outcomes for children. An inquiry model will be used as a tool for participants to engage their team in increasing their understanding of the curriculum framework. Participants will identify a practice or principle to explore in depth and links will be made to the NQS and site QIP. Facilitators will support the inquiry process through reflective questions and check in points between the two sessions.

Introduction to Mindfulness 3 hours

This introductory session explores the concept of mindfulness, defined as 'the awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding experiences moment by moment.' (Hooker and Fodor, 2008).

By gaining deeper understanding of a child's brain development and the role of attachment and by reflecting on current practices within their programs, participants will be able to set an optimal environment for mindfulness to occur, not only for the children but for themselves as well.

Making Sense of Performance Appraisals 3 hours

Element 7.2.2 of the National Quality Standard states that the performance of educators is evaluated and that individual development plans are in place. An effective performance appraisal system can be a significant tool to help optimise educator learning opportunities. This workshop is designed to highlight the important role that educator performance appraisals play in an education and care centre.

The Human Factor: How to Communicate with Your Team

4 hours

We communicate every day but do we communicate effectively?

Educators will be invited to critically reflect on their own preferred communication styles and to explore key skills and strategies to effectively communicate with a diverse range of people for a variety of purposes.

Engaging the Local Community: Establishing Links 4 hours

This session will explore the reciprocal benefits of authentic and meaningful relationships between education and care environments and the local community. Educators will be supported to build a deeper understanding of their own communities in context and develop relevant strategies aimed at forming genuine connections with diverse community groups.

Engaging with Children's Minds 3 hours

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.

Supporting Agency in Babies and Toddlers 4 hours

The development of agency in babies and toddlers builds a foundation for focused and engaged learning, supporting the growth of social skills and self-awareness. Promoting children's agency invites educators to apply their knowledge of children to offer them responsive environments and experiences, enabling them to make choices and decisions, and to have influence in their world.

Learning Stories: Unpacking the Myths 6 hours

6 hours

Documenting children's experiences and their responses to the environment makes children's learning visible to children, educators and families and promotes shared learning and collaboration. (ACECQA 2013, Guide to the National Quality Standard, p.20).

Holistic Planning: Capturing the uniqueness of the child 3 hours

How can educators engage in a genuine way to ensure 'each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program' (ACECQA 2013, Guide to the National Quality Standard, p.26).

Meaningful Observations: Notice, Recognise, Respond 6 hours

An opportunity to more deeply consider what it is that educators do when they are more intentional in the way they observe children at play. Participants will reflect on what information we document and how we use the information to ensure meaningful programs.

Transition to School: More than just A to B 3 hours

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

Meaningful Relationships: Valuing our families 3 hours

Working towards a respectful partnership with families is a determining factor in the provision of a quality education and care service for children (QA 6). This session will examine practical ways educators can support and facilitate collaborative partnerships. Mechanisms to develop partnerships based on active communication and consultation between families and educators will also be explored.

Reflective Practice: Let's re-engage and re-examine

4 hours

Continuously engaging in critical reflection, both as individuals and as teams, maintains ownership of what we do and why we do it. This session will explore the importance of critical reflection. Reflective strategies will be used to unpack and discuss our own personal and professional values and beliefs, and how these translate into service philosophies, practices and documentation.

Inclusive Environments: Promoting children's learning through play

4 hours

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.

Sustainable Environments: Supporting children to contribute to a sustainable future 4 hours

Educators need to work together with children to learn about and promote environmental care and sustainable practices. By critically analysing your approach to sustainability and continuing to gather knowledge and resources, you can directly influence children's understanding of the world, and our collective responsibility as its caretakers.

Physical Environments: Planning environments that support relationships with children 4 hours

This session invites you to reflect on the powerful connection between the physical environment and children's sense of belonging, being and becoming. Strengthen your understanding of the educator's 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.

