



EARLY LIFE FOUNDATIONS

Telephone (03) 9523 5595
Facsimile (03) 9523 5595
P.O. Box 364, Elwood, VIC 3184
A.B.N. 84 669 062 465
www.earlylife.com.au
www.walkerlearning.com.au

COST
\$120 including afternoon tea

TIMES
Wednesdays 4:00pm – 6:30pm
Fridays 1:00pm – 4:00pm

VENUE
All professional development will be at
Australian Institute of Management,
181 Fitzroy St, St Kilda, VIC (03) 9534 8181
Parking available; (i) meter parking on
Fitzroy St (ii) discount parking at Regal
Parking \$5

BOOK
Online via the bookings menu at
www.earlylife.com.au - call the office on
(03) 9523 5595 for more information

CANCELLATION POLICY
A minimum of 10 working days notice
prior to the session date is required
to cancel or reschedule a registration:
credits can be used for (i) another person
to attend the session or (ii) another
session in the same calendar year.

**Full costs will be incurred for
cancellations less than 10 working
days prior to session date.**

Early Life Foundations
and the Walker Learning
Approach provide evidence
based practice.

www.facebook.com/EarlyLifeFoundations
www.facebook.com/WalkerLearningApproach



Professional Development 2012

Early Childhood Educators

Kathy Walker Director of the Early Life Foundations, renowned Melbourne-based Consultant and author with a background in early childhood education and psychology. Kathy conducts a range of professional development sessions throughout Australia for staff working across all sectors of early childhood and primary education. Kathy is pleased to present our 2012 professional development sessions specialized for early childhood educators.

1. Reclaiming your professionalism and your life

Putting the Framework into perspective	Wednesday 15th February	Levels of anxiety and confusion appear to be the dominant experience of many early childhood educators at the current time. This session empowers educators to reclaim what they know and who they are as professional early childhood educators and to place the framework in a realistic perspective. Frameworks come and go every few years. The challenge is to be clear about your own practices and professionalism so that the framework can work for you as a productive tool and guide, rather than you being a slave to a framework.
--	--	--

2. Want your life back?

Documentation that doesn't take all weekend and interrupt your interactions with children!!	Friday 2nd March	How did we arrive at a point where we are so busy taking photos and writing up stories and descriptions of children's learning that it actually takes us away from our interactions, our scaffolding and our time with the children? This session presents a realistic and practical range of strategies to document, record and share useful information with parents and children but does not require huge amounts of time, ink, photos and writing!!
---	-----------------------------------	--

3. How do you plan?

Using the VEYLDF alongside your planning and programming	Wednesday 18th April	So much change and so many different messages about using the new Victorian Framework and the National Early Years Framework. Transition statements, documenting, outcomes and more are all still quite new and confusing for many. This session presents some simple and straightforward ways to use and refer to the frameworks without becoming a slave to the framework itself. The session assists in interpreting some of the terminology and very practical ways to make the framework work for you!!
--	---------------------------------------	--

4. The challenging child is actually the needy child

Working with children's behavior in proactive and practical strategies	Wednesday 2nd May	This session shifts our thinking from "how can we manage" that child's behavior, to "how can we better recognise and meet the needs" of children who act out, disrupt and cause challenges for themselves, staff and other children. It provides practical strategies and supports for teachers in a proactive way. The session is designed not only for staff who have children that are needy, but for all staff so that a proactive positive set of strategies can be in place for all children.
--	------------------------------------	---

5. We don't just go with the flow! Redefining the emergent curriculum

The importance of intentional teaching and learning in early childhood	Friday 8th June	Have you started to feel like you can't plan ahead anymore? That you are supposed to always just respond to the interests of the children and not much more? This session provides reassurance that teachers still need to plan and to proactively set intentions and goals for children. It presents practical ways of setting intentions, using an emergent curriculum that is responsive to children's interests but also provides an intentional place to start. We just don't wait and see what happens.
--	----------------------------------	---

6. Play based curriculum

What should it look like and how does it work?	Wednesday 15th August	Everyone uses the term play based curriculum. But what does it really mean and how should it really work? This session provides some key perspectives and practical strategies on how to provide appropriate play based experiences, learning centres for indoors and outdoors for children that respond to their interests but also provide extension.
--	--	---

7. Leadership in early childhood

How to lead, dream and inform	Friday 7th September	Career paths, leading a community, working with parents and colleagues from across a range of disciplines and professions is often a neglected aspect of learning at university for pre service teachers in early childhood. This session provides some key elements of effective leadership and the importance of leadership in early childhood; whether it be within a stand alone preschool or as part of a larger community.
-------------------------------	---------------------------------------	--

8. It's all about relationships

The art and skill of quality is less about documentation and all about relationships and interactions	Friday 19th October	Our core key purpose in working with young children is that it's all about relationships! This session highlights the importance of the adult-child relationship, how to enhance interactions, communication, scaffolding and extending children's learning and development. It will unpack the importance of consistency between staff in relating with children and how to ensure that documentation and record keeping doesn't keep us away from our relationships with children.
---	--------------------------------------	--

9. A framework provides content. It doesn't tell you how to teach

How to develop a range of teaching and learning practices alongside a philosophy	Wednesday 14th November	Many early childhood professionals have been so overwhelmed by the framework, and so intent on adapting everything to the framework that the main point of developing your own philosophy and teaching and learning style has been forgotten. A framework isn't a replacement for individual philosophies. For example, Steiner, Montessori, individual philosophies, can still be used and work within a framework and guidelines or expectations, but not compromise their core principles and philosophical positions. This session outlines how to re-embrace your own centre's philosophy and use the framework alongside your own philosophy and not to mistake the framework as a philosophy.
--	--	--

Information about Customised Professional Development

We also offer customised sessions for individual early childhood programs or groups and clusters of staff on a range of these and other issues including; team building, working with parents, school readiness, behaviour and planning. Parent Presentations: We offer parent sessions on a range of topics including behaviour, resilience, school readiness, the importance of play and what an early childhood program should look like. Parent Workshops: We also offer series of effective parenting workshops that are very popular. We conduct a series of 3-4 evening sessions, one each week at your centre for groups of about 20 parents and provide practical skills in parenting and children's behaviours for ages 2-12 years.

[Booking details on back page >](#)