Professional Development Program Australia and New Zealand

Early Life Foundations
Including Walker Learning
Play-Based Curriculum

2020

Early Childhood Educators
Including Walker Learning
Welcome to our Professional Development Program for 2020

Early Life Foundations provides professional support across Australia, New Zealand and internationally for a wide range of educators and parents:

> PRIMARY SCHOOL EDUCATORS
> EARLY CHILDHOOD EDUCATORS
> PRE-SCHOOL
> KINDERGARTEN
> FAMILY DAY CARE
> OUT OF SCHOOL HOURS CARE
> CHILD CARE
> LOCAL GOVERNMENT CHILDREN’S SERVICES
> PARENTS

We offer two types of professional development and support for educators and parents:

**CUSTOM SESSIONS AND MENTORING**
means we come to you – or you can come to us – to present on any of the scheduled topics, or any other topics your school, centre or parents may require support in.

**SCHEDULED SESSIONS**
are pre-set sessions with dates and topics, listed in our brochure and at www.earlylife.com.au. We have set aside week blocks across Australia and New Zealand for PD, mentoring and study tours in your region.

We look forward to meeting and working with you in 2020. Please feel free to contact Early Life Foundations to discuss your specific needs:

Contact us:
www.earlylife.com.au
or (03) 9551 1900

Walker Learning is the exclusive product of The Walker Learning Group Pty Ltd T/A Early Life Foundations

WALKER LEARNING PHILOSOPHY GUIDING PRACTICE

Ensures that opportunities for the development of the whole child are authentic, relevant and meaningful for all children regardless of their age, culture, family context, socioeconomic background or geographical location.

Is based on educating the whole child; education of the whole child requires understanding of child development, developmental psychology and neuroscience while acknowledging and respecting that culture, community and family have a significant impact on a child’s life and learning. It places an emphasis on the social and emotional aspects of a child’s life as well as the academic.

Emphasises personalised learning, explicit instruction, skills in literacy and numeracy; promotes creativity and self-expression; and embeds self-awareness, self-management and self-regulation in children’s learning.

Embraces and prioritises the importance of attachment and relationships with children.

WALKER LEARNING - INTERNATIONALLY ACCLAIMED & IMPLEMENTED FOR OVER 20 YEARS ACROSS AUSTRALIA, NZ, ASIA AND THE UK
Scheduled sessions are for any individual or group. They are on a preset date and the topics are listed in this brochure. We offer scheduled sessions throughout Australia.

Scheduled sessions are available to early childhood and primary educators. We have a number of scheduled sessions that are hosted by guest speakers and have also designed targeted sessions for the unique needs and interests of specific groups.

1. PROFESSIONAL DEVELOPMENT SCHEDULED SESSIONS

EARLY CHILDHOOD EDUCATORS:
Babies to Preschool / Kindergarten

WALKER LEARNING:
Primary and early childhood educators using personalised learning through Walker Learning

PROFESSIONAL DEVELOPMENT SESSIONS:
For all educators across primary school and early childhood

CREATIVITY & WELLBEING FOR EDUCATORS & CHILDREN:
PD sessions focusing on a range of art and wellness elements for early childhood and primary educators

CUSTOM PROFESSIONAL DEVELOPMENT SESSIONS

BOOK YOUR SCHEDULED PD ONLINE
www.earlylife.com.au

To discuss your needs and/or costs related to a customised professional development or parent session please send your “expression of interest” via www.earlylife.com.au/contact-us or call the office on (03) 9551 1900

2. PROFESSIONAL DEVELOPMENT SESSIONS AND MENTORING

Custom sessions are where you choose a topic/area of support from our list, or a topic customised to suit your community’s needs. Custom sessions are conducted for educators or parents anywhere in Australia or at our training rooms. Please contact us to book a custom session.

CUSTOMISED SESSIONS INCLUDE, BUT ARE NOT LIMITED TO:

- Mentoring for early childhood educators and leaders
- Mentoring on Walker Learning (personalised learning)
- Mentoring for school leaders
- Parent information sessions
- Mentoring for early childhood education philosophy
- Mentoring and preparation for early childhood National Quality Framework assessment
- Bushkinder establishment
- Personalised learning
- Play-based and project-based learning
- Team collaboration
- Leadership styles and mentoring
- Mentoring on teaching and learning
- Social and emotional learning
- Literacy and numeracy
- Mindfulness
- Neuroscience
- Any topics we offer as scheduled, or other topics within our range of expertise that your community requires

3. PARENT INFORMATION SESSIONS, WORKSHOPS AND CONSULTATIONS

We offer parenting sessions and workshops on behaviour, school readiness, school preparation and transition, resilience, the importance of play and a range of other topics for parents. Customised parent sessions and workshops can be held at your school or early childhood centre, or at a local community venue anywhere in Australia.

Please contact us via www.earlylife.com.au/contact-us or call the office on (03) 9551 1900

COST PARENT SUPPORT

SCHOOL READINESS ASSESSMENT
$150 + GST - Initial one-hour consultation
$100 + GST - Subsequent one-hour consultations

PARENT AND COMMUNITY PRESENTATIONS
Please contact us for further information and quotes

*All full-day sessions include morning tea and lunch
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2020 National Calendar: Early Life Foundations and Walker Learning Scheduled Events
EARLY CHILDHOOD & PRIMARY EDUCATORS

DEMYSTIFYING PLAY-BASED LEARNING

Dr Michael Nagel explores the exciting world of brain science and examines how scientific evidence about the brain can be used to guide practice, whilst observing the evidence behind the importance of play.

Dr Nagel is a researcher, international speaker and author in the areas of cognition, early learning and neurological development in children at The University of the Sunshine Coast.

An understanding of neuroscience and its practical application will help to guide your practice to better meet the behavioural, developmental and educational needs of the children you work with. In this session we will build participants knowledge of:

- Brain development and research
- Temperament/personality
- The importance of attachment and relationships
- The implications for teaching and learning
- Intentional teaching

This session includes a guest presentation in the morning by researcher, international speaker and author in the areas of cognition, early learning and neurological development in children, Dr Michael Nagel.

This is suitable for teachers and educators working with children aged three to eight years.

CREATING ENGAGING & INTENTIONAL LEARNING ENVIRONMENTS (PRESCHOOL-2)

How do we set up interesting and meaningful environments that promote, engage and sustain children's play? Creating spaces that nurture, inspire and scaffold children's learning is the foundation of this session. You will learn about:

- The key elements of quality learning environments indoors and outdoors
- Considerations for design, set up, materials and equipment
- The importance of open ended learning spaces
- Supporting children to resource their own learning
- Planning and ongoing modifications
- Intentional teaching

This session includes a guest presentation in the morning by researcher, international speaker and author in the areas of cognition, early learning and neurological development in children, Dr Michael Nagel.

This is suitable for teachers and educators working with children aged three to eight years.

EMOTIONAL INTELLIGENCE - THE X FACTOR IN TEACHING

Dr Rosemary McCallum, Australia's leading consultant in Emotional Intelligence, will lead the morning session. She has an academic and research background and has worked extensively in a range of areas including effective communication, relationships, group dynamics, leadership, teamwork and emotional intelligence (EI).

This workshop includes:

- An overview of the key elements of EI
- Using EI in the workplace - building teams, leading colleagues and enhancing communication and relationships with children and families
- Effective communication skills, assertion, empathy
- Workshops for skills in EI
- Strategies for working with families, children and colleagues
- Modelling EI to others
- Using EI to deepen authentic relationships with children

This is suitable for teachers and educators working with children aged birth to eight years.
**EARLY CHILDHOOD & PRIMARY EDUCATORS**

**2020 SPECIAL EVENTS & GUEST SPEAKERS**

**MINDFULNESS FOR EDUCATORS & CHILDREN**

An increasing number of children face challenges that affect their ability to focus attention, regulate difficult emotions, build inner resilience, and form healthy and supportive relationships.

Learning effective ways to help calm children’s anxiety while providing them with supportive relationships, nurturing experiences, and positive learning environments is more important than ever. Mindfulness, described as the practice of ‘being in the moment and being present and open to what you’re focusing on,’ has been found to reduce anxiety and improve concentration, productivity, and sleep.

This 2-day course, presented by Anne Love in conjunction with Early Life Foundations, will focus on how to establish your own practice and how effectively to introduce age-appropriate mindfulness and meditations practices into your classroom. Practices will include simple meditations, movement, activities, games & discussion.

Anne has taught mindfulness and meditation in many primary schools working with each year level as well as with teachers and parents. She is a certified Mindful Schools Teacher, certified Meditation and MBBS Teacher, and is registered with the Australian Meditation Association. She has a Master of Education and Bachelor of HRM.

Research clearly shows that mindfulness practices have many benefits for children and teachers. Benefits of mindfulness for children include:

- **Focus and concentration**
- **Self awareness**
- **Calm & wellbeing**
- **Empathy**
- **Sleep**
- **Resilience**
- **Emotional regulation**

Suitable for all educators who work with children – Early Childhood and Primary.

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**MUSIC, LEARNING & BRAIN DEVELOPMENT**

Exploring the use of music education to enhance development and performance.

Neuroscience and psychology researchers have done extensive studies over the last 20 years to understand how the brain processes music and why music learning seems to be such a cognitively unique activity.

Musically trained children have:

- **Better language and communication skills**
- **They can focus for longer**
- **Strong problem solving skills**
- **Control their own emotional responses and understand emotional responses of others**
- **Significantly better working and long-term memory systems.**

These enhancements then support higher levels of overall academic achievement, motivation, stress management, self-regulation, and awareness. Most notably, music learning has been found to improve neural communication issues associated with autism, ADHD, dyslexia, and reading and language learning delays. Come along and hear Dr Collins speak about this exciting and impactful research.

Dr Anita Collins is an award-winning educator, researcher and writer in the field of brain development and music learning. She is internationally recognized for her unique work in translating the scientific research of neuroscientists and psychologists to the everyday parent and teachers.

Suitable for early years and primary educators wanting to understand the why and how of integrating music into their classrooms in conjunction with music learning.

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**PLAY MATTERS: THE IMPORTANCE OF PLAY**

Dr Dee O’Connor will discuss the importance of child-initiated and self-directed play experiences, and how educators can optimise young children’s learning through a play-based pedagogy.

Dr Dee O’Connor is an Associate Professor of Education at the University of Notre Dame, Australia - specialising in Early Childhood Education. Dee holds over 25 years of experience in the field within a variety of positions across early childhood practice, policy and academia.

**IN THIS SESSION WE WILL:**

- Explore the theory of play and why play is fundamental for education in the early primary years.
- Discuss the latest neuroscientific breakthroughs and how this impacts our understandings of young children’s development.
- Discover innovative ways to add value to the teaching of literacy, numeracy, STEM and life skills.
- Provide strategies for children to explore learning through investigations which link to intentional teaching of all curricular areas.

This session also includes an introductory presentation by our education consultant on Play-Based Learning through Walker Learning pedagogy.

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**GUEST SPEAKERS**

**Dates**

**VIC**

21/01/2020 & 22/01/2020

29/05/2020 & 30/05/2020

**NSW**

06/08/2020 & 07/08/2020

**NEW!**

**VIC**

06/08/2020 & 07/08/2020

**NSW**

19/03/2020

**NESA Approved**
Psychologist, Karen Young explores how to help children develop emotional and social intelligence, and how to be the ‘boss of their brains’. We will cover anxiety, self-control, anger, empathy and kindness and why mindfulness, sleep and exercise are so important for developing brains.

Karen founded the popular website, Hey Sigmund. The website attracts millions of readers worldwide and her articles have been translated into a number of languages. She is the author of Hey Warrior, a book for children to help them understand anxiety and find their ‘brave’. Karen can often be heard on Australian radio and is a sought-after speaker.

All children need the right support to thrive. The classroom environment and even the smallest considerations can go along way to helping children with anxiety find the very best version of themselves.

This session is for educators and teachers who work with children through to 8 years of age. It will include practical strategies to strengthen children against anxiety in the classroom and build courage and confidence at school.

This session also includes an introductory presentation by our education consultant on Play-Based Learning through Walker Learning pedagogy.

Dr Dee O’Connor is an Associate Professor of Education at the University of Notre Dame, Australia - specialising in Early Childhood Education. Dee holds over 25 years of experience in the field within a variety of positions across early childhood practice, policy and academia.

Dr Dee O’Connor will discuss the importance of child-initiated and self-directed play experiences, and how educators can optimise young children’s learning through a play-based pedagogy. IN THIS SESSION WE WILL:

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2020 Scheduled Professional Development Sessions

WALKER LEARNING

WALKER LEARNING PROFESSIONAL DEVELOPMENT - 2 DAY INTENSIVE

This 2-day intensive kick starts your Walker Learning journey. Complete 10 hours (excluding breaks) of PD to put towards your Walker Learning Accreditation. To complete your Accreditation, all you would need to do is attend a study tour, or to have previously been to a study tour and then contact us to arrange mentoring.

Day 1

Walker Learning Overview: This session is an introductory presentation for primary teachers and leaders wanting to optimise children's learning through a play based pedagogy. It explores key elements of Walker Learning in the early years of school (ages 5 - 8).

Creating Engaging & Intentional Learning Environments: How do we create engaging and meaningful environments that promote and sustain children's learning through play? This session explores the importance of creating spaces that nurture and inspire whilst facilitating learning.

Day 2

Walker Learning Planning & Documentation: An informative PD session for educators who are implementing Walker Learning and want a deeper understanding of Walker Learning documentation to streamline planning. In this session we review Walker Learning documentation that enhances and streamlines planning, observations, assessment and reporting.

Linking Literacy & Numeracy to Investigations: A range of practical strategies and ideas are covered to assist educators in providing additional and meaningful literacy and numeracy into the school day. We examine how literacy and numeracy links are made through planning and documentation, and how explicit instruction continues during formal teaching throughout the day.

Australia Professional Teaching Standards

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<thead>
<tr>
<th>APTS</th>
<th>QLD 20/01/2020 &amp; 21/01/2020</th>
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NEW!

Scheduled Professional Development Sessions 2020
WALKER LEARNING STUDY TOUR (YR 3-4) (1 DAY)

Are you ready to examine how Walker Learning pedagogy extends into middle and upper primary years?
This presentation introduces you to the key elements of Walker Learning in Years 3 to 6 and includes:
- Research and philosophy of Walker Learning
- Class Meetings, clinic groups, communication boards, education research projects and sharing learning.
- Implementation strategies for schools Video footage and photos of the pedagogy in Yrs 3-6 from classrooms across Australia.

The morning session will include observations of Walker Learning in action in Years 3 & 4 followed by professional learning on the core elements of the pedagogy in years 3-6.

This session is suitable for teachers and leaders implementing Walker Learning and wanting to continue the Play-Based pedagogy through to the middle and upper years of primary.

WALKER LEARNING STUDY TOUR (YR 3-6) (1 DAY)

Would you like to see quality play-based learning in action? Come along to this two day tour to visit schools using Walker Learning across Years F-2.
You will:
- Observe children and teachers during investigations
- Experience the learning environment
- See demonstrations of tuning-in, reflection, focus children, reporter and photographer
- Meet experienced teachers and leaders to discuss elements and implementation strategies

You will also have the opportunity to meet and discuss these elements with educators and leaders.

Further professional learning follows in the afternoon, including photographs and video footage of Walker Learning classrooms across Australia.

This inspirational Study Tour is for leaders and teachers interested in this approach or those already implementing play-based learning wishing to refine and clarify practice.

WALKER LEARNING STUDY TOUR (F-2) (2 DAY)

Are you ready to examine how Walker Learning pedagogy extends into middle and upper primary years?
This one-day tour visits a school where you will observe students and educators in action, demonstrating aspects of Walker Learning.

You will observe:
- Tuning in
- Reflection
- The learning environment
- Focus children
- Reporter and photographer

Further professional learning follows in the afternoon, including photographs and video footage of Walker Learning classrooms across Australia.

This inspirational Study Tour is for leaders and teachers interested in this approach or those already implementing play-based learning wishing to refine and clarify practice.

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- The learning environment
- Focus children
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- Tuning in
- Reflection
- The learning environment
- Focus children
- Reporter and photographer

Further professional learning follows in the afternoon, including photographs and video footage of Walker Learning classrooms across Australia.

This inspirational Study Tour is for leaders and teachers interested in this approach or those already implementing play-based learning wishing to refine and clarify practice.
# 2020 Scheduled Professional Development Sessions

## PRIMARY EDUCATORS

### WALKER LEARNING OVERVIEW (F-2)

A fabulous session for educators and leaders wanting to optimise young children's learning through a play-based pedagogy. This session introduces you to the key elements of Walker Learning in the early years (ages 5 - 8) including:

- The research and philosophy of Walker Learning
- How to set up inspiring learning environments
- The explicit teaching and linking to framework
- The investigation session
- How to authentically link literacy and numeracy into investigations
- Implementation strategies for teams and schools
- Introduction to Walker Learning documentation which links to the existing curriculum framework

This session is ideally suited for educators who are new to or early in their Walker Learning journey. Included is video footage and photos of key elements of the pedagogy in F-2, from classrooms across Australia.

*Full or half day customised introductory overviews for individual schools can be arranged on request.

### FAST TRACK WALKER LEARNING (F-2)

This morning session outlines the key elements of Walker Learning F - Year 2 including:

- Tuning in
- Investigation time
- Reflection
- The learning environment
- Focus children
- Reporter and photographer.

Resources, fact sheets and texts are also discussed and available to support the transition into Walker Learning. This session is suitable for teachers in F-2 new to the Walker Learning approach or changing from higher year levels.

### WALKER LEARNING OVERVIEW (YR 3-6)

Are you ready to examine how Walker Learning pedagogy extends into middle and upper primary years? This presentation introduces you to the key elements of Walker Learning in Years 3-6 and includes:

- Research and philosophy of Walker learning
- Engaging classrooms
- Class Meetings, clinic groups, communication boards, education research projects and sharing learning.
- Implementation strategies for schools
- Video footage and photos of the pedagogy in Yrs 3-6 from classrooms across Australia.

This session is suitable for teachers and leaders implementing Walker Learning and wanting to continue the pedagogy through to the middle and upper years of primary.

*Full or half day customised introductory overviews for individual schools or teams can be arranged on request.

### FAST TRACK WALKER LEARNING (3-6)

This afternoon session outlines the key elements of Walker Learning Year 3 - 6 including:

- Focus students and tuning in
- Communication boards in action
- The learning environment
- Class meetings and aspects of education research projects are all demonstrated on this day

Resources, fact sheets and texts are also discussed and available to support the transition into Walker Learning.

This session is suitable for teachers in 3-6 new to the Walker Learning approach or changing from lower year levels.

### EDUCATION RESEARCH PROJECTS IN WALKER LEARNING (YR 3-6)

ERP’s are the study and research of a major curriculum area over the course of one term. Participants will be provided with a range of learning opportunities and skills for students to explore and learn through a research project.

Learning intentions will be reviewed relating to conceptual understandings, demonstration of skills and knowledge, and aiming to meet the main subject focus.

Integrating the ERP with other curriculum areas will be reviewed so that teachers can facilitate and personalise the planning and negotiations of the ERP with the student.

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### Dates and Locations

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### Australian Professional Teaching Standards

| VIC (F-2) | APTS 1.1, 1.3, 1.5, 3.3, 4.1, 4.2, 6.2 |
| VIC | APTS 1.1, 1.3, 1.5, 3.3, 4.1, 4.2, 6.2 |
| TAS | APTS 1.1, 1.3, 1.5, 3.3, 4.1, 4.2, 6.2 |
| SA | APTS 1.1, 1.3, 1.5, 3.3, 4.1, 4.2, 6.2 |
# WALKER LEARNING PLANNING & DOCUMENTATION (F-2)

**Dates**
- QLD (P-2): 15/10/2020
- VIC (F-2): 24/03/2020
- WA (PK-2): 08/04/2020 (Vasse)
- SA (R-2): 27/03/2020
- NT (T-2): 17/06/2020

**Australian Professional Teaching Standards**

- APTS 1.1, 1.2, 3.3, 3.4, 3.6, 3.9, 5.4, 6.4, 7.3

This informative PD session is for educators who are implementing Walker Learning and want a deeper understanding of Walker Learning documentation to streamline planning. This is the next level for teachers and leadership who have attended a Study Tour or Walker Learning Overview.

In this session, we will review Walker Learning documentation that enhances and streamlines planning, observations, assessment, and reporting, including:

- Planning templates (statement of intent)
- Daily/weekly record sheets
- Individual observation records

This session focuses on the variety of ways curriculum areas can be strengthened and deepened during investigations and formal teaching.

This PD session reviews the documentation, planning, and reporting that doesn't take away your weekend or interrupt your interactions with the class.

This session is suitable for all teachers new to or implementing Walker Learning in schools from F-2.

# CREATING ENGAGING & INTENTIONAL LEARNING ENVIRONMENTS (F-2)

### CREATING ENGAGING & INTENTIONAL LEARNING ENVIRONMENTS (F-2) (HALF DAY)

**Dates**
- VIC (F-2): 25/03/2020
- WA (K-3): 28/07/2020

**Australian Professional Teaching Standards**

- APTS 1.2, 3.4, 4.1, 4.2, 5.4, 6.2

How do we set up interesting and meaningful environments that promote, engage, and sustain children’s play? Creating spaces that nurture, inspire, and scaffold children’s learning is the foundation of this session. You will learn about:

- The key elements of quality learning environments indoors and outdoors
- Considerations for design, set up, materials, and equipment
- The importance of open ended learning spaces
- Supporting children to resource their own learning
- Planning and ongoing modifications
- Intentional teaching

This session is for teachers and educators working with children aged three to six years of age.

# INVESTIGATIONS, LET'S TAKE THEM OUTSIDE

**Dates**
- VIC (F-3): 04/09/2020

**Australian Professional Teaching Standards**

- APTS 1.2, 3, 4, 6, 7

Promoting cooperation and creativity with Loose Parts Play in the playground (including play pods).

For Primary schools and Early Learning centres wanting to take play and investigation pedagogy to the next level. How do children play? What can we do to enhance play experiences, build skills and confidence in all areas and reduce negative behaviours? (and the need for constant adult intervention?)

IN THIS SESSION WE WILL:

- Explore stages of play and the natural and meaningful role play has for children
- Inform you of relevant research
- Develop understanding of the benefits of incorporating nature play and loose parts into the school playground
- Discuss techniques to create a culture of positive behaviour and well-being
- Support you to access, accumulate and incorporate a range of recycled and natural resources into your school playground
- Hear first-hand from a school leader how playground parts nurture play and transformed the playground.

PD suitable for leaders, teachers and educators in Primary School and OSHC (Children 5-12 years of age)
Scheduled Professional Development Sessions 2020

BUILDING RESILIENCE IN CHILDREN

Why the focus on Social Emotional Learning? It’s time to stop calling them “soft skills.” Research shows that social and emotional learning has significant academic and lifelong benefits. Children who are self-aware and confident try harder and are more resilient.

This session gives a practical overview on the importance of Social and Emotional Learning with a focus on how individualised and holistic pedagogies support:

- Relationships
- Personalities and stages of social and emotional development
- Self-awareness, self management and responsible decision making
- Emotional IQ

This session is suitable for teachers and leaders wanting to enhance and support children's social and emotional learning in the early and primary years (ages 3-8).

CONNECTING CHILDREN TO COUNTRY

Come and join us for a day at the Royal Botanic Gardens Cranbourne, exploring the topic of connecting children to their country and building understanding and respect of indigenous culture through nature, language, music and story telling.

The session includes theoretical and practical elements and is set in the beautiful Cranbourne Botanic Gardens; Hosted by Early Life Foundations, with input from indigenous leaders and Parks Victoria education staff.

This immersive and inspiring day combines theory and practice exploring the following Program:

- Guided sensory walks highlighting bush food, indigenous culture art, tools, language, music and story telling, opportunity to make string and weave baskets as well as discuss ways to link learning to your local area and the curriculum.

Who should attend: Teachers, Early Childhood educators and leaders seeking to find ways to authentically link children to first people culture and country.

Early Years Learning and Development Outcomes (VEYLDF):

- Children have a Strong Sense of Identity
- Children are Connected with and Contribute to their World
- Children have a Strong Sense of Well being
2020 Scheduled Professional Development Sessions

PRIMARY EDUCATORS

OPTIMISING OPPORTUNITIES FOR CHILDREN WITH ADDITIONAL NEEDS

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Do you have enough information and practical knowledge to cater for children with additional needs in your centre or classroom? Join us as we identify key issues for young children with additional needs and provide a range of strategies and resources to support and inspire educators.

This full day PD session is conducted by Specialist Education Consultants, and will consider:

- Key issues and practical strategies for supporting language development
- Supporting children with sensory motor processing differences
- How to personalise learning and balance the needs of the group
- Modifying environments to enhance outcomes
- Ways to work with families and other professionals to address learning and development concerns

This PD session is suitable for early childhood educators and primary teachers working with children aged two to eight years of age.

UNDERSTANDING & RESPONDING TO CHILDREN’S BEHAVIOUR

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Do you want to understand more about why children behave and react the way they do? What do teachers and educators need to know in order to pro-actively respond rather than react? Refresh your understanding about the importance of:

- Strong, warm relationships
- Children’s development
- The educator / teacher role
- A quality learning environment that supports positive behaviour
- Support services for families
- Observing, documenting and planning for individual children

This is suitable for teachers and educators working with children from babies to eight years of age.
ALL ABOUT BABIES AND TODDLERS: PLANNING & PROVIDING FOR OUR YOUNGEST LEARNERS

Are you working with Babies and Toddlers this year? With the expertise of a Maternal and Child Health Nurse we will explore the particular developmental needs of babies and toddlers and the critical role of warm, nurturing relationships with educators and everything babies and toddlers need to thrive and flourish. We will also revisit our understanding of the pivotal importance of:

- Attachment theory
- Emotional Intelligence theory
- Developmentally appropriate practice
- Observing, documenting and planning for individual children
- Interesting and age appropriate learning environments

This morning session is suitable for teachers and educators working with children from birth to three years of age.

BUILDING RESILIENCE IN PRE-SCHOOLERS

Why the focus on Social Emotional Learning? It’s time to stop calling them “soft skills.” Research shows that social and emotional learning has significant academic and lifelong benefits. Children who are self-aware and confident try harder and are more resilient.

This session gives a practical overview on the importance of Social and Emotional Learning with a focus on how individualised and holistic pedagogies support:

- Relationships
- Personalities and stages of social and emotional development
- Self-awareness, self management and responsible decision making
- Emotional IQ

This session is suitable for teachers and leaders wanting to enhance and support children’s social and emotional learning in the primary years.

CONNECTING CHILDREN TO COUNTRY

Come and join us for a day at the Royal Botanic Gardens Cranbourne, exploring the topic of connecting children to their country and building understanding and respect of indigenous culture through nature, language, music and story telling.

The session includes theoretical and practical elements and is set in the beautiful Cranbourne Botanic Gardens; Hosted by Early Life Foundations, with input from indigenous leaders and Parks Victoria education staff.

This immersive and inspiring day combines theory and practice exploring the following Program:

- Guided sensory walks highlighting bush food, indigenous culture art, tools, language, music and story telling, opportunity to make string and weave baskets as well as discuss ways to link learning to your local area and the curriculum.

Who should attend: Teachers, Early Childhood educators and leaders seeking to find ways to authentically link children to first people culture and country.

Early Years Learning and Development Outcomes (VEYLDF):

- Children have a Strong Sense of Identity
- Children are Connected with and Contribute to their World
- Children have a Strong Sense of Well being
## 2020 Scheduled Professional Development Sessions

### EARLY CHILDHOOD EDUCATORS

#### EARLY CHILDHOOD PLAY MATTERS

This session will reinforce the importance of play and intentional teaching, and how play provides essential foundations for life. It also discusses what constitutes best practice in a high-quality early childhood program.

The workshop aims to equip early childhood educators with evidence and affirmation about the value of play. It focuses on the importance of relationships; developing authentic, culturally appropriate and inclusive practice; enhancing children's learning through 'scaffolding'; rich, engaging environments; intentional teaching; and planning for and documenting children's learning and development effectively.

Participants explore the theory of play and learn how neuroscience informs understanding about children's development. They learn innovative ways to add value to the teaching of literacy, numeracy, STEM and life skills, and strategies to encourage children to explore learning through investigations linked to intentional teaching in all curricular areas.

This session is based on the 2015 book Early Childhood Play Matters, by Kathy Walker (QAM) and Shona Bass.

A copy of the book is included in scheduled sessions booked at earlylife.com.au

#### EARLY CHILDHOOD STUDY TOUR

**BABIES TO FIVE YEAR OLDS**

**Dates**

**VIC**
- 02/09/2020
- 22/05/2020

What's happening up the road? Do you sometimes wish you could see how other early childhood centres engage children's learning? Are you looking for new and inspiring indoor and outdoor learning environments?

Come along to this popular and informative one-day Study Tour and see great practice in action. You will observe two early childhood centres and gain insight regarding:

- Creating engaging learning environments
- Strategies for intentional teaching
- Play-based pedagogy
- Planning and documenting for groups and individual children

This PD is suitable for teachers and educators working with children aged birth to five, working in early childhood centres (prior to primary school).

#### INTRODUCTION TO BUSH KINDER - STARTING A BUSH KINDER OUTDOOR LEARNING PROGRAM

**Dates**

**VIC**
- 06/03/2020
- 21/05/2020
- 15/06/2020
- 09/10/2020

**Australian Professional Teaching Standards**
- APTS 1.1, 3.6

**National Quality Standards**
- QA 1, 3, 6, 7

Why bush kinder? What do you need to know to get started? Participants will engage in pedagogical theory, practical activities and collaborative learning in the outdoors. You will learn how to establish routines, complete risk benefit/assessments, resource Bush Kinder experiences to enhance children's wellbeing.

Join us for a morning of bush kinder to observe the children and educators in a natural outdoor learning environment. This inspiring day combines theory and practice exploring the following:

- A visit to a local bush kinder program
- The critical role of the natural environment in the lives of young children
- Practical considerations to set up in your context
- Question and answer session with an experienced bush kindergarten teacher

This is suitable for teachers and educators working with children aged birth to five working in early childhood centres (prior to primary school).

#### INVESTIGATIONS, LET'S TAKE THEM OUTSIDE

**Dates**

**VIC** (F-2)
- 04/09/2020

**Australian Professional Teaching Standards**
- APTS 1.2, 3.4, 3.6, 4.2

**Quality Assurance**
- QA 1.1, 3.7, 6.4

**Australian Professional Teaching Standards**
- APTS 1.1, 6.2

**National Quality Standards**
- QA 1, 3.7, 6.4

Promoting cooperation and creativity with Loose Parts Play in the playground (including play potholes).

For Primary schools and Early Learning centres wanting to take play and investigation pedagogy to the next level. How do children play? What can we do to enhance play experiences, build skills and confidence in all areas and reduce negative behaviours? (and the need for constant adult intervention?)

**IN THIS SESSION WE WILL:**

- Explore stages of play and the natural and meaningful role play has for children
- Inform you of relevant research
- Develop understanding of the benefits of incorporating nature play and loose parts into the school playground
- Discuss techniques to create a culture of positive behaviour and well being
- Support you to access, accumulate and incorporate a range of recycled and natural resources into your school playground
- Hear first hand from a school leader how playground parts nurtures play and transformed the playground.

PD suitable for leaders, teachers and educators in Primary School and OSHC (Children 5-12 years of age)

#### MOTIVATING STAFF AND BUILDING PROFESSIONALISM (2-DAY WORKSHOP)

**Dates**

**VIC**
- 26/03/2020
- 27/02/2020
- 30/07/2020
- 31/07/2020

**Australian Professional Teaching Standards**
- APTS 1.2, 3.7

**National Quality Standards**
- QA 1, 6.7

Have you recently taken on a new role of leadership? Do you want to build a united, professional team of early childhood educators? During this two day session we will cover the skills required to undertake your leadership role more confidently and effectively.

This two-part workshop examines:

- Strategies to work with staff dynamics
- Understanding and working with different personalities
- Methods to build a cohesive and professional team
- Visionary leadership styles that support quality education for children and families within the broader community

This two-day workshop is suitable for new and experienced leaders in kindergartens and early learning centres and includes opportunities to reflect on skills and network with other leaders.
OPTIMISING OPPORTUNITIES FOR CHILDREN WITH ADDITIONAL NEEDS

Do you have enough information and practical knowledge to cater for children with additional needs in your centre or classroom? Join us as we identify key issues for young children with additional needs and provide a range of strategies and resources to support and inspire educators.

This full day PD session is conducted by Specialist Education Consultants, and will consider:

- Key issues and practical strategies for supporting language development
- Supporting children with sensory motor processing differences
- How to personalise learning and balance the needs of the group
- Modifying environments to enhance outcomes
- Ways to work with families and other professionals to address learning and development concerns

This PD session is suitable for early childhood educators and primary teachers working with children aged two to eight years of age.

READY SET GO! IS THIS CHILD READY FOR KINDERGARTEN OR SCHOOL?

How do we know if a child is ready for kindergarten or school? What is expected in the first year of school? There are a number of elements to be considered with these decisions.

We will explore the following aspects of readiness in this session:

- Maturation and development
- Temperament
- Child’s position in the family
- School expectations
- Decision making process and planning ahead

This morning session is an essential PD for teachers and educators working with children aged three to five years old.

SETTING UP ENRICHING ENVIRONMENTS TO SCAFFOLD LEARNING INDOORS & OUTDOORS (EARLY CHILDHOOD)

How do we create interesting and meaningful environments that promote, engage and sustain children’s learning through play? This session explores the importance of creating spaces that nurture and inspire whilst facilitating learning.

- The key elements of quality learning environments indoors and outdoors
- Considerations for design, set up, materials and equipment
- The importance of open ended learning spaces
- Supporting children to resource their own learning
- Planning for ongoing modifications
- Intentional teaching

This PD session is suitable for teachers and educators working with children aged birth to eight years of age working in early childhood settings or schools implementing Walker Learning.

Australian Professional Teaching Standards

APTS 1.1, 1.5, 1.6, 7.3, 7.4

National Quality Standards

QA 1, 5, 6

Dates

VIC
07/05/2020
07/08/2020

22/04/2020
12/06/2020

28/02/2020
29/04/2020
11/06/2020
19/08/2020
30/10/2020
27/11/2020

QLD
14/05/2020

WALKER LEARNING
QLD
14/05/2020

2020 Scheduled Professional Development Sessions
EARLY CHILDHOOD EDUCATORS
## EARLY CHILDHOOD EDUCATOR

### 2020 Scheduled Professional Development Sessions

#### EARLY CHILDHOOD EDUCATORS

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**UNDERSTANDING & RESPONDING TO CHILDREN’S BEHAVIOUR**

- Do you want to understand more about why children behave and react the way they do?
- What do teachers and educators need to know in order to pro-actively respond rather than react?
- Refresh your understanding about the importance of:
  - Strong, warm relationships
  - Children’s development
  - The educator / teacher role
  - A quality learning environment that supports positive behaviour
  - Support services for families
  - Observing, documenting and planning for individual children

This is suitable for teachers and educators working with children from babies to eight years of age.

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**WANT YOUR LIFE BACK? EFFECTIVE AND TIME EFFICIENT DOCUMENTATION (HALF DAY)**

- How do you currently plan and document for the children in your group? This session focuses on effective documentation and planning that doesn’t take away your weekend or interrupt your interactions with children.
- In this session we will demonstrate how to:
  - Collect, collate and manage your records
  - Promote and plan for appropriate literacy and numeracy experiences
  - Focus on documentation and planning that doesn’t take away your weekend or interrupt your interactions with children
  - Document children's learning using a practical range of strategies that link to the National Quality Framework
  - Full day session includes promoting literacy & numeracy in play based curriculum

This is suitable for teachers and educators working with children aged birth to five working in early childhood centres (prior to primary school).

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**UNDERSTANDING & RESPONDING TO CHILDREN’S BEHAVIOUR**

- Do you want to understand more about why children behave and react the way they do?
- What do teachers and educators need to know in order to pro-actively respond rather than react?
- Refresh your understanding about the importance of:
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  - Children’s development
  - The educator / teacher role
  - A quality learning environment that supports positive behaviour
  - Support services for families
  - Observing, documenting and planning for individual children

This is suitable for teachers and educators working with children from babies to eight years of age.

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**WANT YOUR LIFE BACK? EFFECTIVE AND TIME EFFICIENT DOCUMENTATION & PROMOTING LITERACY AND NUMERACY IN EARLY CHILDHOOD (FULL DAY)**

- Do you want to simplify your planning and documentation process? How are you currently embedding literacy and numeracy into your program?
- In this session we will demonstrate how to:
  - Collect, collate and manage your records
  - Promote and plan for appropriate literacy and numeracy experiences
  - Focus on documentation and planning that doesn’t take away your weekend or interrupt your interactions with children
  - Document children's learning using a practical range of strategies that link to the National Quality Framework
  - Full day session includes promoting literacy & numeracy in play based curriculum

This is suitable for teachers and educators working with children aged birth to five working in early childhood centres (prior to primary school).

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EARLY CHILDHOOD EDUCATORS

2020 School Readiness Approved Funding - Victoria

BUILDING RESILIENCE IN PRE-SCHOOLERS

Dates

VIC (F-3)
30/04/2020
17/06/2020
05/08/2020

Australian Professional Teaching Standards

APTS
1.1, 1.3, 1.5, 4.1, 4.3, 6.3

Why the focus on Social Emotional Learning? It’s time to stop calling them “soft skills.” Research shows that social and emotional learning has significant academic and lifelong benefits. Children who are self-aware and confident try harder and are more resilient.

This session gives a practical overview on the importance of Social and Emotional Learning with a focus on how individualised and holistic pedagogies support:

- Relationships
- Personalities and stages of social and emotional development
- Self-awareness, self-management and responsible decision making
- Emotional IQ

This session is suitable for teachers and educators wanting to enhance and support children’s social and emotional learning in the preschool years.

EARLY CHILDHOOD PLAY MATTERS

Dates

VIC
02/03/2020
22/05/2020
16/06/2020

Australian Professional Teaching Standards

APTS
1.1, 3.7, 6.4, 7.3

National Quality Standards

QA
1, 3, 5, 6, 7

This session will reinforce the importance of play and intentional teaching, and how play provides essential foundations for life. It also discusses what constitutes best practice in a high-quality early childhood program.

The workshop aims to equip early childhood educators with evidence and affirmation about the value of play. It focuses on the importance of relationships; developing authentic, culturally appropriate and inclusive practice; enhancing children’s learning through ‘scaffolding’: rich, engaging environments; intentional teaching; and planning for and documenting children’s learning and development effectively.

Participants explore the theory of play and learn how neuroscience informs understanding about children’s development. They learn innovative ways to ‘add value’ to the teaching of literacy, numeracy, STEM and life skills, and strategies to encourage children to explore learning through investigations linked to intentional teaching in all curricular areas.

This session is based on the 2015 book Early Childhood Play Matters, by Kathy Walker (OAM) and Shona Bass.

A copy of the book is included in scheduled sessions booked at earlylife.com.au

INTRODUCTION TO BUSH KINDER - STARTING A BUSH KINDER OUTDOOR LEARNING PROGRAM

Why bush kinder? What do you need to know to get started? Participants will engage in pedagogical theory, practical activities and collaborative learning in the outdoors.

You will learn how to establish routines, complete risk benefit/assessments, resource Bush Kinder experiences to enhance children’s wellbeing.

Join us for a morning of bush kinder to observe the children and educators in a natural outdoor learning environment. This inspiring day combines theory and practice exploring the following:

- A visit to a local bush kinder program
- The critical role of the natural environment in the lives of young children
- Practical considerations to set up in your context
- Question and answer session with an experienced bush kindergarten teacher

This is suitable for teachers and educators working with children aged birth to five working in early childhood centres (prior to primary school)

SCHOOL READINESS FUNDING

Scheduled Professional Development Sessions 2020
CREATIVITY & WELLBEING FOR EDUCATORS & CHILDREN

Primary & Early Childhood Educators

Dates

VIC
13/11/2020

Australian Professional Teaching Standards
APTS
3.3, 3.4, 6.3

National Quality Standards
QA
1, 3, 4

ART WITH ZART IN THE BOTANIC GARDENS

Ever wondered why nature is so inspiring? Patterns, shape, form and texture abound in the natural world. Come and explore how learning can be linked to nature in a day at the botanic gardens. This session inspires teachers to create indoor and outdoor learning environments, which enable children to be connected and to contribute to their world through art making. We spend the day at the Botanic Gardens with their resident expert, an artist and an early childhood teacher. You will have the opportunity to explore the gardens with a relaxed creative mindset and view how nature and art are integrally linked.

The day includes:

- An indigenous Welcome to Country
- A walk with the Botanic Garden’s education staff
- Practical art sessions using natural materials
- A look at the importance of nature for our well being
- Reflection on the importance of art in the lives of children and adults

This is suitable for teachers and educators working with children aged birth to eight years of age.

Book Now

Dates

WA
16/10/2020

Australian Professional Teaching Standards
APTS
1.1, 1.2, 1.5, 2.5, 6.2

EMOTIONAL INTELLIGENCE - THE X FACTOR IN TEACHING

Dr Rosemary McCallum, Australia’s leading consultant in Emotional Intelligence, will lead the morning session. She has an academic and research background and has worked extensively in a range of areas including effective communication, relationships, group dynamics, leadership, teamwork and emotional intelligence (EI).

This workshop includes:

- An overview of the key elements of EI
- Using EI in the workplace – building teams, leading colleagues and enhancing communication and relationships with children and families
- Effective communication skills, assertion, empathy
- Workshops for skills in EI
- Strategies for working with families, children and colleagues
- Modelling EI to others.
- Using EI to deepen authentic relationships with children

Book Now
MINDFULNESS FOR EDUCATORS & CHILDREN

An increasing number of children face challenges that affect their ability to focus attention, regulate difficult emotions, build inner resilience, and form healthy and supportive relationships. Learning effective ways to help calm children’s anxiety while providing them with supportive relationships, nurturing experiences, and positive learning environments is more important than ever. Mindfulness, described as the practice of ‘being in the moment and being present and open to what you’re focusing on’, has been found to reduce anxiety and improve concentration, productivity and sleep.

This 2-day course, presented by Anne Love in conjunction with Early Life Foundations, will focus on how to establish your own practice and how effectively to introduce age appropriate mindfulness and meditations practices into your classroom. Practices will include simple meditations, movement, activities, games & discussion.

Anne has taught mindfulness and meditation in many primary schools working with each year level as well as with teachers and parents. She is a certified Mindful Schools Teacher, certified Meditation teacher and is a registered with Australian Meditation Association. She has a Master of Education and Bachelor of HRM.

Research clearly shows that mindfulness practices have many benefits for children and teachers. Benefits of mindfulness for children include:

- Focus and concentration
- Calm & wellbeing
- Emotional regulation
- Sleep

Suitable for all educators who work with children - Early Childhood and Primary.

MUSIC, LEARNING & BRAIN DEVELOPMENT

Exploring the use of music education to enhance development and performance. Neuroscience and psychology researchers have done extensive studies over the last 20 years to understand how the brain processes music and why music learning seems to be such a cognitively unique activity.

Musically trained children have:

- Better language and communication skills
- They can focus for longer
- Strong problem solving skills
- Control their own emotional responses and understand emotional responses of others
- Significantly better working and long-term memory systems.

These enhancements then support higher levels of overall academic achievement, motivation, stress management, self-regulation and awareness. Most notably, music learning has been found to improve neural communication issues of brain development and music learning. She is internationally recognized for her unique work in translating the scientific research of neuroscientists and psychologists to the everyday parent and teachers.

Suitable for early years and primary educators wanting to understand the why and how of integrating music into their classrooms in conjunction with music learning.

OPEN ENDED SENSORY ART EXPERIENCES FOR CHILDREN IN ASSOCIATION WITH ZART

Whether you’re an art teacher in the early years, an early childhood educator or a classroom teacher in F to Year 3, this session provides a rich range of practical, open-ended, art-based, sensory experiences for children.

Providing sensory experiences for children to touch, smell and observe the natural world as well as opportunities for creative self-expression can be challenging in our busy and technological society.

This popular session provides:

- Hands on sensory and open ended art experiences facilitated by an artist
- Ideas and age appropriate materials to use for young children
- Time for creative exploration and self expression that can be taken back to your educational setting
- Theory on the importance of sensory experiences and creativity in the lives of children and adults

This session is suitable for early childhood educators, art teachers and primary teachers working with children aged three to eight years of age in a range of contexts.

NURTURING CHILDREN’S WELLBEING THROUGH CREATIVITY

Early Life Foundations and Kindred Art Space are pleased to invite you to a professional development day with a difference.

Increasingly research and teachers in the field are finding stress and anxiety is impacting children’s ability to learn effectively. Join us for a practical, informative and hands on workshop to discover ways to enhance children’s wellbeing through a series of creative processes.

Run by Art Therapist and Counsellor Keryn Knight and Early Life staff, this workshop involves the following series of creative experiences, which can be adapted for use with children of all ages.

Suitable for all educators who work with children – Early Childhood and Primary.

THE DEVELOPING BRAIN - NURTURING SOCIAL & EMOTIONAL INTELLIGENCE IN CHILDREN

Psychologist, Karen Young explains how to help children develop emotional and social intelligence, and how to be the ‘boss of their brains’. We will cover anxiety, self-control, anger, empathy and kindness and why mindfulness, sleep and exercise are so important for developing brains.

Karen founded the popular website, Hey Sigmund. The website attracts millions of readers worldwide and her articles have been translated into a number of languages. She is the author of Hey Warrior, a book for children to help them understand anxiety and find their ‘brave’. Karen can often be heard on Australian radio and is a sought after speaker.

All children need the right support to thrive. The classroom environment and even the smallest considerations can go along way to helping children with anxiety find the very best version of themselves.

The presentation is for educators and teachers who work with children through to 8 years of age. It will include practical strategies to strengthen children against anxiety in the classroom and build courage and confidence at school.

This session will include an afternoon presentation by our Walker Learning education consultant on the importance of child-initiated and self-directed play experiences, and how educators can nurture social and emotional intelligence and reduce anxiety in children through a play-based pedagogy.
## 2020 CALENDAR

### 2020 SCHEDULED PROFESSIONAL DEVELOPMENT SESSIONS

#### PRIMARY & EARLY CHILDHOOD EDUCATORS

### January

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<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Session Title</th>
<th>Organization</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 20-21</td>
<td>QLD</td>
<td>Walker Learning Professional Development 2-Day Intensive</td>
<td>Walker Learning</td>
<td>Primary</td>
</tr>
<tr>
<td>Jan 21-22</td>
<td>VIC</td>
<td>Mindfulness for Teachers &amp; Children</td>
<td>Early Childhood</td>
<td>Primary</td>
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<tr>
<td>Jan 28-29</td>
<td>VIC</td>
<td>Walker Learning Professional Development 2-Day Intensive</td>
<td>Walker Learning</td>
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<tr>
<td>Jan 29-30</td>
<td>VIC</td>
<td>Walker Learning Professional Development 2-Day Intensive</td>
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### February

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<thead>
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<th>Location</th>
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<tbody>
<tr>
<td>Feb 19</td>
<td>VIC</td>
<td>Want Your Life Back? Effective &amp; Time Efficient Documentation (Early Childhood)</td>
<td>Early Childhood</td>
<td>Primary</td>
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<tr>
<td>Feb 20</td>
<td>VIC</td>
<td>Understanding &amp; Responding to Children’s Behaviour</td>
<td>Early Childhood</td>
<td>Primary</td>
</tr>
<tr>
<td>Feb 21</td>
<td>VIC</td>
<td>All About Babies &amp; Toddlers</td>
<td>Early Childhood</td>
<td>Primary</td>
</tr>
<tr>
<td>Feb 25</td>
<td>VIC</td>
<td>Walker Learning Fast Track (F-2)</td>
<td>Walker Learning</td>
<td>Primary</td>
</tr>
<tr>
<td>Feb 25</td>
<td>VIC</td>
<td>Creating Engaging &amp; Intentional Learning Environments</td>
<td>Walker Learning</td>
<td>Primary</td>
</tr>
<tr>
<td>Feb 16-17</td>
<td>VIC</td>
<td>Motivating Staff &amp; Building Professionalisation (2 Days)</td>
<td>Early Childhood</td>
<td>Primary</td>
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<tr>
<td>Feb 26</td>
<td>VIC</td>
<td>Walker Learning Fast Track (F-2)</td>
<td>Walker Learning</td>
<td>Primary</td>
</tr>
<tr>
<td>Feb 25</td>
<td>VIC</td>
<td>Walker Learning Education Research Projects</td>
<td>Walker Learning</td>
<td>Primary</td>
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<tr>
<td>Feb 28</td>
<td>VIC</td>
<td>Setting Up Enriching Learning Environments Indoors &amp; Outdoors</td>
<td>Early Childhood</td>
<td>Primary</td>
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</table>

### March

<table>
<thead>
<tr>
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<th>Location</th>
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<th>Organization</th>
<th>Field</th>
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<tbody>
<tr>
<td>Mar 3</td>
<td>VIC</td>
<td>Early Childhood Play Matters (School Readiness Finding - Victoria)</td>
<td>Early Childhood</td>
<td>Primary</td>
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<tr>
<td>Mar 5</td>
<td>VIC</td>
<td>Walker Learning OVERVIEW (F-2)</td>
<td>Walker Learning</td>
<td>Primary</td>
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<tr>
<td>Mar 5</td>
<td>VIC</td>
<td>Nurturing Children’s Wellbeing Through Creativity</td>
<td>Early Childhood</td>
<td>Primary</td>
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<tr>
<td>Mar 5</td>
<td>QLD</td>
<td>Walker Learning STUDY TOUR (F-2)</td>
<td>Walker Learning</td>
<td>Primary</td>
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<tr>
<td>Mar 6</td>
<td>QLD</td>
<td>Walker Learning STUDY TOUR (F-2)</td>
<td>Walker Learning</td>
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<tr>
<td>Mar 6</td>
<td>VIC</td>
<td>Introduction to Bush Kinder - Starting an Outdoor Learning Program Off Site</td>
<td>Early Childhood</td>
<td>Primary</td>
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<tr>
<td>Mar 10</td>
<td>SA</td>
<td>The Developing Brain - Nurturing Social &amp; Emotional Intelligence in Children</td>
<td>Early Childhood</td>
<td>Primary</td>
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<tr>
<td>Mar 25</td>
<td>WA</td>
<td>The Developing Brain - Nurturing Social &amp; Emotional Intelligence in Children</td>
<td>Early Childhood</td>
<td>Primary</td>
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<tr>
<td>Mar 30</td>
<td>WA</td>
<td>Setting Up Enriching Environments Indoors &amp; Outdoors</td>
<td>Early Childhood</td>
<td>Primary</td>
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### March (continued)

<table>
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<tbody>
<tr>
<td>Mar 11</td>
<td>WA</td>
<td>The Developing Brain - Nurturing Social &amp; Emotional Intelligence in Children</td>
<td>Early Childhood</td>
<td>Primary</td>
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<tr>
<td>Mar 11</td>
<td>VIC</td>
<td>Want Your Life Back? Efficient Documentation/ Promoting Literacy &amp; Numeracy</td>
<td>Early Childhood</td>
<td>Primary</td>
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<tr>
<td>Mar 12</td>
<td>VIC</td>
<td>Walker Learning OVERVIEW (F-2)</td>
<td>Walker Learning</td>
<td>Primary</td>
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<tr>
<td>Mar 19-20</td>
<td>VIC</td>
<td>Walker Learning STUDY TOUR (F-2) (Over 2 Days)</td>
<td>Walker Learning</td>
<td>Primary</td>
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<tr>
<td>Mar 19</td>
<td>NSW</td>
<td>Play Matters, The Importance of Play NESA Approved</td>
<td>Early Childhood</td>
<td>Primary</td>
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<tr>
<td>Mar 24</td>
<td>VIC</td>
<td>Planning &amp; Documentations (F-2)</td>
<td>Walker Learning</td>
<td>Primary</td>
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<tr>
<td>Mar 25</td>
<td>SA</td>
<td>Walker Learning STUDY TOUR (F-2)</td>
<td>Walker Learning</td>
<td>Primary</td>
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<tr>
<td>Mar 26</td>
<td>SA</td>
<td>Walker Learning STUDY TOUR (K-2)</td>
<td>Walker Learning</td>
<td>Primary</td>
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<tr>
<td>Mar 27</td>
<td>SA</td>
<td>The Linking of Literacy, Numeracy &amp; other Subject Areas to Investigations (K-2)</td>
<td>Walker Learning</td>
<td>Primary</td>
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<tr>
<td>Mar 28</td>
<td>SA</td>
<td>Planning &amp; Documentations (K-2)</td>
<td>Walker Learning</td>
<td>Primary</td>
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<tr>
<td>Mar 29</td>
<td>TAS</td>
<td>Walker Learning STUDY TOUR (K-2)</td>
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<td>Mar 30</td>
<td>WA</td>
<td>Walker Learning STUDY TOUR (K-2)</td>
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<tr>
<td>Mar 31</td>
<td>WA</td>
<td>The Linking of Literacy, Numeracy &amp; other Subject Areas to Investigations (K-2)</td>
<td>Walker Learning</td>
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### April

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Apr 3</td>
<td>NZ</td>
<td>Walker Learning STUDY TOUR (NE-2)</td>
<td>Walker Learning</td>
<td>Primary</td>
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<tr>
<td>Apr 7</td>
<td>WA</td>
<td>The Developing Brain - Nurturing Social &amp; Emotional Intelligence in Children</td>
<td>Early Childhood</td>
<td>Primary</td>
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<tr>
<td>Apr 8</td>
<td>WA</td>
<td>The Linking of Literacy, Numeracy &amp; other Subject Areas to Investigations (K-2)</td>
<td>Walker Learning</td>
<td>Primary</td>
</tr>
<tr>
<td>Apr 8</td>
<td>WA</td>
<td>Planning &amp; Documentations (K-2)</td>
<td>Walker Learning</td>
<td>Primary</td>
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<tr>
<td>Apr 23</td>
<td>VIC</td>
<td>Ready Set Go! Is this Child Ready for Kindergarten of School?</td>
<td>Early Childhood</td>
<td>Primary</td>
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<tr>
<td>Apr 23</td>
<td>VIC</td>
<td>Understanding &amp; Responding to Children’s Behaviour</td>
<td>Early Childhood</td>
<td>Primary</td>
</tr>
<tr>
<td>Apr 29</td>
<td>VIC</td>
<td>Setting Up Enriching Environments Indoors &amp; Outdoors</td>
<td>Early Childhood</td>
<td>Primary</td>
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### May

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Event Description</th>
<th>Audience</th>
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<tbody>
<tr>
<td>May 1</td>
<td>VIC</td>
<td>Early Childhood STUDY TOUR</td>
<td>Early Childhood</td>
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<tr>
<td>May 3</td>
<td>WA</td>
<td>Walker Learning STUDY TOUR (K-3)</td>
<td>Walker Learning</td>
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<tr>
<td>May 4</td>
<td>WA</td>
<td>Planning &amp; Documentation (K-3)</td>
<td>Walker Learning</td>
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<td>May 5</td>
<td>WA</td>
<td>The Linking of Literacy, Numeracy &amp; other Subject Areas to Investigations (K-3)</td>
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<td>May 8</td>
<td>WA</td>
<td>Walker Learning STUDY TOUR (3-6)</td>
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<td>May 9</td>
<td>WA</td>
<td>Want Your Life Back? &amp; Promoting Literacy &amp; Numeracy in Play-based Curriculum</td>
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<tr>
<td>May 11</td>
<td>VIC</td>
<td>Introduction to Bush Kinder - Starting an Outdoor Learning Program Off Site</td>
<td>Early Childhood</td>
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<tr>
<td>May 15</td>
<td>VIC</td>
<td>Want Your Life Back? &amp; Promoting Literacy &amp; Numeracy in Play-based Curriculum</td>
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<td>May 17</td>
<td>SA</td>
<td>Walker Learning STUDY TOUR (R-3)</td>
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<td>May 18</td>
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<td>Creating Engaging &amp; Intentional Learning Environments</td>
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<td>May 22</td>
<td>QLD</td>
<td>Early Childhood STUDY TOUR</td>
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<tr>
<td>May 23</td>
<td>VIC</td>
<td>Early Childhood Play Matters</td>
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<td>May 24</td>
<td>VIC</td>
<td>Music, Learning &amp; The Developing Brain (Dr Michael Nagel)</td>
<td>Early Childhood</td>
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<tr>
<td>May 28-29</td>
<td>VIC</td>
<td>Walker Learning STUDY TOUR (F-3)</td>
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<td>May 30-31</td>
<td>VIC</td>
<td>Mindfulness for Teachers &amp; Children</td>
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### June

June 10: Creating & Intentional Learning Environments, Walker Learning
June 11: Setting Up Enriching Learning Environments Indoors & Outdoors, Walker Learning
June 12: Ready Set Go! Is this Child Ready for Kindergarten or School? Early Childhood

### July

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<tbody>
<tr>
<td>July 17</td>
<td>VIC</td>
<td>Walker Learning OVERVIEW (K-3)</td>
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<td>July 21</td>
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<td>Walker Learning STUDY TOUR (F-3)</td>
<td>Walker Learning</td>
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<tr>
<td>July 22</td>
<td>VIC</td>
<td>The Developing Brain - Nurturing Social &amp; Emotional Intelligence in Children</td>
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<td>July 23</td>
<td>VIC</td>
<td>Walker Learning OVERVIEW (F-3)</td>
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<td>Walker Learning OVERVIEW (K-3)</td>
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<td>July 27</td>
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<td>Walker Learning STUDY TOUR (K-3)</td>
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<td>July 28</td>
<td>WA</td>
<td>Creating Engaging &amp; Intentional Learning Environments</td>
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<td>July 29</td>
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<td>The Linking of Literacy, Numeracy and Other Subject Areas to Investigations (WA)</td>
<td>Walker Learning</td>
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<tr>
<td>July 30-31</td>
<td>VIC</td>
<td>Motivating Staff &amp; Building Professionalism</td>
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### August

<table>
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<tr>
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<th>Event Description</th>
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<tbody>
<tr>
<td>Aug 3</td>
<td>VIC</td>
<td>Building Resilient Children</td>
<td>Early Childhood</td>
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<td>Aug 5</td>
<td>VIC</td>
<td>Building Resilient Children</td>
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<td>Aug 6-7</td>
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<td>Mindfulness for Teachers &amp; Children</td>
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<td>Aug 7</td>
<td>VIC</td>
<td>Optimising Opportunities for Children with Additional Needs</td>
<td>Early Childhood</td>
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### October

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<tbody>
<tr>
<td>Oct 9</td>
<td>VIC</td>
<td>Introduction to Bush Kinder - Starting an Outdoor Learning Program Off Site</td>
<td>Early Childhood</td>
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<tr>
<td>Oct 14</td>
<td>QLD</td>
<td>Walker Learning STUDY TOUR (F-3)</td>
<td>Walker Learning</td>
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<td>Oct 15</td>
<td>QLD</td>
<td>Planning &amp; Documentation (P-3)</td>
<td>Walker Learning</td>
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<tr>
<td>Oct 17</td>
<td>QLD</td>
<td>The Linking of Literacy, Numeracy &amp; other Subject Areas to Investigations (P-3)</td>
<td>Walker Learning</td>
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</tbody>
</table>
Walker Learning brings together best practice in teaching and learning and provides a seamless transition across all stages of education (babies through to Year 7).

Text books and professional learning provide underpinning theory and step by step practical strategies on how to implement the approach. Meets all requirements of state, national and international frameworks.

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Early Life Foundations and Walker Learning provide evidence-based practice.

Check out our Facebook page: www.facebook.com/WalkerLearningApproach

CANCELLATION POLICY
Cancellation or rescheduling of bookings can be made up to 21 working days prior to the event date. An attendee's name may be substituted at any time by emailing: registrations@earlylife.com.au
On occasion, details of sessions may change – please confirm all details listed on the online booking form.

COSTS FOR SCHEDULED SESSIONS

<table>
<thead>
<tr>
<th>SCHEDULED SESSIONS*</th>
<th>STUDY TOURS*</th>
<th>GUEST SPEAKER EVENTS*</th>
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<tr>
<td>Whole day – $280 - $330 + GST</td>
<td>One-day Study Tour – $280 + GST</td>
<td>Whole Day – $385 + GST</td>
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</tbody>
</table>

*Scheduled session prices may vary

All full-day sessions include morning tea and lunch

BOOK NOW
www.earlylife.com.au

CONTACT US
MELBOURNE OFFICE
Phone: (03) 9551 1900
admin@earlylife.com.au
www.earlylife.com.au

VENUES
Venue information is provided for each session.

BOOKINGS: www.earlylife.com.au
ENQUIRIES: (03) 9551 1900

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