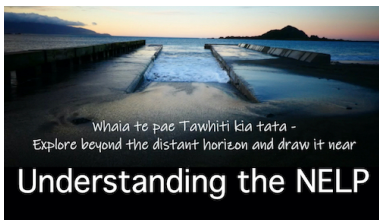




## Online Workshops available from the ELP Online Learning Platform



### **UNDERSTANDING THE NELP - 1hr 21m**

**\$30.00 for 7 days**

**Presented by Lynn Rupe**

The Statement of National Education and Learning Priorities (NELP) set out the Government's priorities for education that will ensure the success and wellbeing of all learners. What

are the questions you need to be asking yourselves to ensure you are meeting the objectives in the NELP?

This online workshop provides a strong foundation to ensure that the notions listed in the NELP are woven through the fabric of your setting. Lynn will support you to understand this important document, and how it aligns to many of the resources in ECE already.



### **KEY ELEMENTS OF A LEARNING STORY**

**\$30.00 for 7 days. 1.5hrs**

**Presented by Christine Bailey**

Mā te ahurei o te tamaiti e ārahi i ā tātou mahi

Let the uniqueness of the child guide our work.

Yes there are key elements to a learning story - sometimes even techniques that we grow as part of our teaching journey. How can we document children's learning in a way that the uniqueness of children's guides our work? We have found Learning Stories fit the bill! In this workshop we will look at the key elements of a Learning Story, including: how to find the "story" using narrative, finding your voice as a writer, including children and whānau, and making your stories fun to read and write. But wait there's more... we will be exploring Learning Stories as a philosophy for documenting children's learning and growing our teaching practice. In this space we get to find the learner and the teacher.



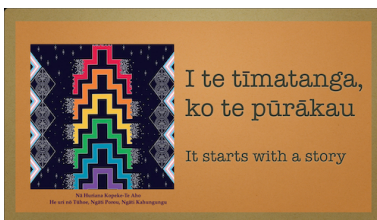
## THE ART OF SHORT LEARNING STORIES - 1.5hrs

**\$30.00 for 7 days**

**Presented by Catalina Thompson**

Learning stories are an assessment tool we use to “make visible a child’s mana, power, spirit and interests in a way that no one can miss.” (Wendy Lee). Our professional responsibility is to build strong learning identities and nurture te āhuatanga o te tamaiti/the learning child. With that in mind, is it possible to write empowering learning stories contained inside the margins of one page? **ABSOLUTELY!** Iti te matakahi, pangāia ki te tōtara pakaru ai | The wedge may be small but it will split the greatest tōtara.

Sometimes, the fewest of words can make the biggest of impact. In this workshop we shall unpack ways of writing transformative learning stories one page long that honour the principles, strands and learning outcomes of Te Whāriki and do not compromise the quality of assessment.



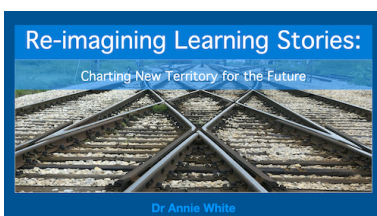
## I TE TĪMATANGA, KO TE PŪRAKAU | IT STARTS WITH A STORY - 1hr 13m

**\$30.00 for 7 days**

**Presented by Emma Parangi**

Te Ara Poutama, indicators of quality for early childhood education, is a guiding document from the Education Review Office which is founded on a pūrākau Māori about the origins of knowledge. This webinar will unpack this pūrākau, examining the journey of Tāne-nui-a-rangi undertook to retrieve ngā kete mātauranga (the baskets of knowledge) for te ira tangata (humankind). The learning present at each stage of this journey is the basis for measuring quality in early childhood education because of the inherent ako (reciprocal learning processes) of introspection, reflection, evaluation, and action Tāne and other atua embody.

Through looking deeper into our pūrākau we can uncover akoranga tawhito (ancient teachings) to guide the systems, processes, and practice which create learning communities which centre mokopuna, whānau and hāpori.



## RE-IMAGINING LEARNING STORIES

**\$30.00 for 7 days. 1 hour.**

**Presented by Dr. Annie White, Associate Professor, Early Childhood Studies, California State University Channel Islands, USA**

While honoring the history, celebrating the present, let's look to the future of Learning Stories. Building on the seminal work of Emeritus Professor Margaret Carr and decades of New Zealand early childhood educators exemplary practice

writing Learning Stories, a vision of possibilities has been birthed. Renewed with hope and inspiration, a paradigm shift in assessment has transformed the hearts and minds of educators around the world. From New Zealand sacred mountains, rivers and seas, to shores across the globe, hope has been renewed for educators in the USA and beyond. Across the seas, new pathways for Learning Stories have been reimagined. Beyond the horizon, Learning Stories has charted new direction that elevates the voices of children, families, educators, and community. This presentation will explore how Learning Stories is used with adults in multiple settings. Sample Learning Stories written to adults will be shared. Future research of adult Learning Stories will be considered. Let's re-imagine the possibilities, as we navigate the future of Learning Stories together.



**ON MY OWN WITH YOUR HELP: Laying the foundations for self regulation and resilience in infants and toddlers - 1hr 18m**

**\$30.00 for 7 days**

**Presented by Anita Homewood**

We are blessed to have a curriculum dedicated to the learning and development of infants and toddlers, focused on care and respect, and that embraces and nurtures the whole child. Within this curriculum, kaiako support infants and toddlers to discover how to 'be' in this ever-changing world, and recognise, in particular, the importance of providing opportunities to grow resilience and self regulation.

We will take a look at what self regulation and resilience are, and how we can support infants and toddlers in in this part of their journey towards autonomy. We will will also look at how to capture this learning through our documentation, sharing these magic moments that shape our youngest learners identities as capable and competent.



**I'm ok, you're ok - 1hr 47m**

**\$30.00 for 7 days**

Te Whāriki (2017, pg. 20) reminds us that "the wellbeing of each child is interdependent with the wellbeing of their kaiako, parents and whānau." Bronfenbrenner believed that the quality of the interactions with children is very much reliant

on the caregiver receiving support and recognition.

I'm OK, you're OK is an opportunity to think about teachers' wellbeing! How do we ensure that the teacher (caregiver) receives support and recognition in order for wonderful teaching practice to flourish? What does teacher wellbeing have to do with children's wellbeing? And how can we ensure teachers are OK?! Aroha mai, aroha atu.



### **ART IN ECE - a 5 part series of short webinars**

**\$10.00 per workshop or rent the full 5 workshop series for \$40.00**

A collection of webinars encouraging the exploration of ART in early childhood settings!



### **I AM A SEED BORN OF GREATNESS: Whānau (family) aspirations, hopes and dreams - 1hr**

**\$30.00 for 7 days. Presented by Lynn Rupe**

This workshop will focus on aspirations, hopes, dreams, inherited traits and values that we all bring with us; tamariki, whānau and our colleagues.

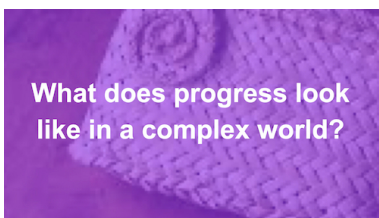


### **HE MAPUNA TE TAMAITI: Tūngia te ururua kia tupu whakaritorito Te tupu o te harakeke - 1.5hrs**

**\$30.00 for 7 days**

**Presented by Carol Marks**

He Māpuna te tamaiti uses harakeke as an underpinning metaphor. The harakeke plant symbolises the whanau, with mokopuna at the centre. The mokopuna are loved, protected and supported by mātua, tipuna and the wider hapū and iwi. Every learning service is a whānau. The wellbeing of the mokopuna is at it's heart. What are the practices and strategies recommended in He Māpuna te Tamaiti that emerge from the foundation of Te Whāriki. Embedded also in the heart of the harakeke plant are our Learning Stories, acknowledging their unique cultural capital and enhancing the mana, agency and uniqueness of tamariki



### **WHAT DOES PROGRESS LOOK LIKE IN A COMPLEX WORLD? 1.5hrs**

**\$30.00 for 7 days**

**Presented by Lorraine Sands**

Te Whāriki is centred on the complexity of the weave, particularly as we analyse children's learning and consider how we might track children's progress and think how, as a community, to stretch this learning further. This means embedding these processes into our culture of ako, our learning and teaching. Thoughtfully written learning stories, when shared with children, whānau and teachers, give us a shared understanding of how we might strengthen our learning focused cultures and ways we can design our environments for learning to underpin our responsiveness to



children's passions, interests and energies. The Greerton Early Learning Centre teachers will share learning stories as a practical face for this kind of possibility thinking.



### **FINDING THE GOLDEN THREAD - 1.5hrs**

**\$30.00 for 7 days**

**Presented by Anita Homewood**

Infants and Toddlers are born ready to make sense of their world. In an environment where they can take the lead in their learning, they build on their image as 'competent and capable'. 'Ko Te Whāriki te mokopuna. Ko te mokopuna Te

Whāriki': Te Whāriki is the child. The child is Te Whāriki' is a beautiful image of the interconnectedness between the child and their learning. As kaiako, we capture this learning beautifully; our challenge is to find and to strengthen the 'golden threads' (R. Lawrence, 2002). We will look at what these golden threads might be for infants and toddlers, and how Learning Stories can support this.



### **LEARNING STORIES THAT EMPOWER - 1.5hrs**

**\$30.00 for 7 days**

**Presented by Melissa Osmond**

Language gives us identity; identity gives us power; with empowerment language can be protected. In ECE it is essential that we hold true to these values, ensuring that our 'language of learning' continues to empower ākoranga, kaiako

and whānau, lifting us up collectively and growing our competence as a community.

This workshop will follow the path of three Learning Stories embedded with te reo and tikanga, that have taken both myself and the learning community at Greerton Early Learning Centre on a journey of growth that is shifting our practice exponentially. These learning stories, written in connection with my individual teacher inquiry, have contributed to our centre wide internal evaluation, provide evidence of my commitment to the Teaching Council Code and Standards, and empower ākonga and their whānau to participate in growing our local curriculum. Bring along a Learning Story that you would like to work on and this practical workshop will help you to make sure your assessment is so robust that it transforms your teaching and learning practices.



### **KNOWING OUR STANDING PLACE - 1hr 52m**

**\$30.00 for 7 days**

**Presented by Lynn Rupe**

This webinar invites you to look to the past to understand the present and where we are moving to in the future. Te Whāriki

1996 was a disruptive curriculum, a curriculum of resistance to the cultural norms of the day. Do we still see our curriculum this way or have we created our own pathway that does

not align to the intent of the aspirations, hopes and dreams gifted to us by the writers of Te Whāriki 1996?

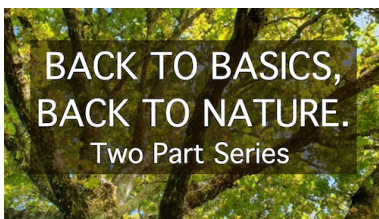


### **THE WORLD OF WORKING THEORIES - 1hr 13m -**

**\$30.00 for 7 days**

**Presented by Lorraine Sands**

Working theories are ideas in motion. How wonderful to be kaiako in early learning settings, creating contexts for children's ideas to form, shift and grow in partnership with whānau. Working theories too, are the powerhouse of creative thought as they cause a juxtaposition of ideas and feelings, giving rise to possibility thinking that often bubbles up in unexpected ways. This workshop considers how kaiako might strengthen and stretch children's working theories, resisting the temptation to jump to a seemingly right answer, instead enabling ideas to ferment, stutter, and whorl around to elicit a passionate drive to learn more.



### **BACK TO BASICS, BACK TO NATURE - a 2 part series**

**Part One 1hr 34m | Part Two 56m - \$45.00 for both**

**Presented by Lynn Rupe**

- What do we have our roots in?
- What is New Zealand culture?
- What do we value?
- What makes us unique?

Experiencing nature assists children with their holistic development. By looking at examples from other countries we can then consider who we are and maybe what have we lost. Look at what is possible, lift our view from the rocks, find the gaps and go for it anyway.



### **TŌ PONO, TAKU PONO - 1hr 41m**

**\$30.00 for 7 days**

**Presented by Maria Sydney**

Everyone is welcome to join us as we waananga together about the whakapapa of our education system and how these narratives continue to impact our view of education and our role as kaiako in ECE today.

We will explore notions of Te Whaariki as a bicultural document and kaupapa Māori theory and practice that enhances bicultural practice in our services. We will korero about some of the challenges that exist and share ways that we can collaborate as active agents of change through brave and courageous conversation. Ko te kai a te rangatira he kōrero. The food of chiefs is dialogue. Let us create space for brave dialogue and be the agents of change that we need.



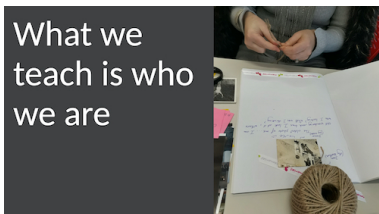
### **GLASS HALF EMPTY OR HALF FULL EITHER WAY – FILL IT - 1hr 29m | \$30 for 7 days**

**Presented by Lynn Rupe**

An attitude of gratitude sounds so cliché. Is it just a matter of more warm fuzzies, or does having a grateful disposition support you to be a better kaiako, akonga and friend?

Science tells us it is not just warm fuzzies, but that a grateful disposition can change the world. Fostering a positive attitude helps us to lift our gaze to the richness of being a Te Whāriki-grounded centre. The language we use, the habits we build and motivation of our hearts depends on our view of the world. Is your view of lack, or abundance? Are you a rock or a water thinker?

Mokopunatanga – that the mokopuna of my mokopuna will flourish is not a lofty mountain but something that is attainable if we START WITH US.

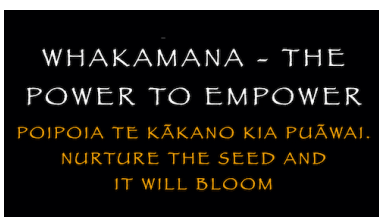


### **WHAT WE TEACH IS WHO WE ARE**

**2hr long | \$30.00 for 7 days**

**Presented by Michaela Enache**

This webinar will introduce teacher identity portfolio (TIP) as a tool for teachers to re/connect with themselves, first and foremost, and consequently with children, families/whanau and the communities they belong to. TIP has been developed during my PhD studies as a practical pedagogical tool with multiple roles, the most valuable ones being perhaps those of empowering teachers to value their past and origins and reinforcing their sense of belonging within their centres. TIP is also a tool for making teachers' presence more visible within EC education, introducing teachers' personal stories as a way of better understanding, valuing and writing children's learning stories.



### **WHAKAMANA: The Power to Empower! - 1hr**

**\$30.00 for 7 days**

**Presented Catalina Thompson**

Catalina has spent the last few years researching risk and challenge at her setting, Greerton Early Learning Centre, and

the effects of adventurous play on children's image of themselves as competent and confident learners. In this webinar Catalina invites you all to ponder on how our mana, the image we hold of ourselves as Kaiako (teachers), impacts on the way we empower our tamariki to learn so that they reach their full potential.



### **HEALING STORIES - 1hr 44m**

**\$30.00 for 7 days**

**Presented by Julie Killick**

Learning Stories are a powerful tool to support positive learner identities, they also illuminate our contexts and relationships. The role of the story teller is a powerful one, and we are all storytellers.

Some years ago I was a performer in Playback theatre and also did some work with Facilitated role play. In both of these domains we worked with peoples stories. Sometimes the story endings were adjusted or new roles experimented with for therapeutic benefits. I have been inspired by Susan Perro's book "Therapeutic Storytelling" and have written some Healing Stories for the children I work with who have experienced some upset or trauma. These have included stories to help with transition to school, nightmares and death.

In this workshop I will share my learning journey with writing Healing Stories. We will look at the role of metaphor and how to craft a Healing Story. Please grab paper and a pen while you enjoy this video, so you can pause, reflect and write as we go.



### **LET IN THE LIGHT, THE WARMTH - 1hr 9m**

**\$30.00 for 7 days**

**Presented by Christine Bailey**

This webinar nudges us to consider and uphold the rights of Mokopuna and Whānau to participate in inclusive early childhood settings and to explore new forms of kinship that are expansive and generative.

Here we consider culture, LGBT engagement, special abilities and caring for our environment and we delicately touch on the spiritual; the nebulous strand of our whāriki.

Te Whāriki guides Kaiako to be open, curious and inclusive. This offers a key to potential success through the development of rich diversity. This complexity becomes the fertile ground where support, resilience and interconnectivity thrive.

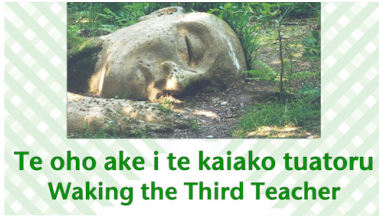
*Mehemea ka moemoeā ahau, ko ahau anake.*

*Mehemea ka moemoeā tātou, ka taea e tātou.*

*If I dream, I dream alone.*

*If we all dream together, we can succeed.*





## WAKING THE THIRD TEACHER

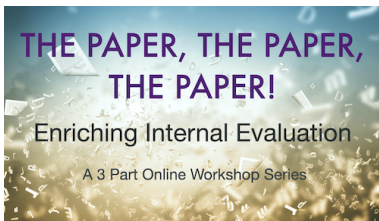
**Presented by Kathryn Delany**

Wagner says we have a “culture of compliance” that aims at minimums, not dreams, for children and ourselves as teachers. Let’s look well beyond minimums and enrich our everyday experiences.

At Reggio Emilia the learning environment is described as the third teacher. The learning environment as the ‘third teacher’ has the power to shape the learning that happens in every ECE setting.

In this workshop you will be invited to consider the exciting work of shaking and waking the third teacher into responding to children’s agency, interests and strengths.

Let’s take a closer look at strengthening the valued learning in Te Whāriki through the provision of a rich and intentional learning environment.

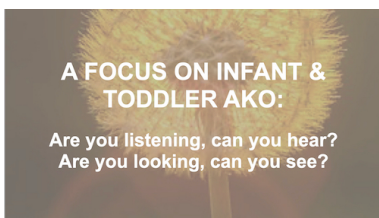


## THE PAPER, THE PAPER, THE PAPER! A 3 part series

**Parts 1 & 2 are 1hr long. Part 3 is 1hr 45m**

**\$30.00 for 7 days each or \$60.00 for all for 1 month**

This workshop series will focus on ways that reduce the amount of meaningless paperwork and provide you with ways of working so teachers and leaders are not burdened and over committed to things that do not give life and vibrancy to learning and teaching.



## INFANT & TODDLER AKO: Are you listening, can you hear? Are you looking, can you see? - 1hr 46m

**\$30.00 for 7 days**

**Presented by Lorraine Sands**

This workshop is centred around Michael Fullan’s 6 Cs and has a very clear focus on how these ideas relate to our learning and teaching with infants and toddlers.

- Character
- Citizenship
- Collaboration,
- Communication
- Creativity
- Critical thinking

Teachers who listen with their entire being recognise that our children's fondest wish is to be known. When we talk about being attuned to an infant or toddler, surely it takes place only when the mind listens completely - the mind being our hearts, our nerves, our ears, our connection to their wider whānau and community experiences. When we give our whole attention and listen with an intensity that is beyond words, to see, really see, how our children are thinking, we build relationships that have an attuned intimacy. It requires being 'present' and when we are focussed in this truly committed way, it sends a message to this child, that you are worthy of my interest, that you matter. I think Te Whāriki calls us to listen to children with an awe, a wonder and a curiosity that suspends judgement and invites connection.

This webinar asks the question: How do we give infants and toddlers authorship of their own voice within our early childhood settings, to lay the foundation for kindness, empathy and lifelong learning success, using a framework that considers the way character, citizenship, collaboration, communication, creativity, and critical thinking are nurtured.



### **SUSTAINABLE LEADERSHIP - 1hr long**

**\$30.00 for 7 days**

**Presented by Wendy Lee**

At no other time has the significance of building sustainable leadership been so important. This workshop will explore the principles of sustainable leadership; sharing and discussing practical ways in which this might be achieved in an early childhood setting.

Sustainable leadership comes from within learning communities where teachers are passionate about learning and teaching. Distributed leadership provides one of the much needed pathways for sustainable leadership. If you work towards integrating the principles of sustainable leadership you will make powerful and transformational changes in your early childhood setting.

### **THE CHILDREN'S QUESTIONS:**

Do you know me? Can I trust you? Do you let me fly? Do you hear me? Is this place fair for us?

### **THE CHILDREN'S QUESTIONS - 2hr long**

**\$30.00 for 7 days**

**Presented by Lorraine Sands**

These questions (Carr, 2000), so poignantly phrased from a child's perspective, speak to the essence of participatory pedagogies that focus on a sense of belonging and wellbeing for individual children, inside a community of learners who care deeply for each other. They touch the hearts of pedagogues because they are questions that really matter if we are to ensure each and every child fulfils their potential to grow as 'competent and confident learners and communicators, healthy in mind, body and spirit, secure in their

sense of belonging and in the knowledge that they make a valued contribution to society' (Te Whāriki, Ministry of Education, New Zealand, 1996, 2017).

Rarely does learning happen in isolation from others, and when we see learning as connection, we begin to understand how relationships must envelop and protect each child's growing identity as a learner. Pedagogues who write about the edgy, open ended learning that happens as children play, powerfully contribute to children's views. In the process, children build an understanding of themselves as learners who don't give up; as learners who like to trial innovative ideas, as learners who enjoy the stimulation of tricky, challenging goals and the camaraderie generated through playing together.

Building a collaborative community, within a socio-cultural framework, is not a prescribed policy. It is a dynamic, interactive enterprise that relies on the interconnectivity of setting and relationships. However, it takes brave pedagogues to step outside policies prescribed for them, and instead connect with children, families and their colleagues, to grow collaborative communities where children's lifelong learning identities are able to flourish.



## **TRACKING PROGRESS IN EARLY CHILDHOOD LEARNING - 2hrs long - \$30.00 for 7 days**

**Presented by Wendy Lee**

In the latest version of 'Weaving Te Whāriki', we explored the notion of tracking learning progress within the principles of Te Whāriki. Why is this essential? Firstly, Te Whāriki (English version, 2017 p.7) emphasises the development of knowledge, skills, attitudes and dispositions that support lifelong learning." As global citizens in a rapidly changing and increasingly connected world, children need to be adaptive, creative and resilient. They need to learn 'how to learn' so that they can engage with new contexts, opportunities and challenges. Progress is therefore about becoming a 'life-long learner'. But the learning described in Te Whāriki is also multi-faceted and complex. Knowledge, skills, attitudes and dispositions are all woven and entangled together. Hence, we need to address the notion of assessing progress without being prescriptive in ways that separate knowledge or skills into discrete baskets that then damage and destroy the interconnected weavings and entanglements. This workshop will be an opportunity to explore what 'progress' looks like within the context of our socio-cultural curriculum Te Whāriki. We introduce notions about 'what progress is' in early childhood, and we include some of our findings to illustrate and support these notions.



### **EXPERT WEAVER - a 3 part series**

**Each part is just over 1hr long.**

**\$60 for full series for 1 week.**

**Presented by Lynn Rupe**

Te Whāriki 2017 says, “the expert weaver will examine the foundations for planning and technique. If these are sound, the quality will be seen on the face-up side.” During these workshops we will delve into Te Whāriki 2017 and consider what you would weave into your local curriculum to create an whāriki worthy of an expert weaver. What does Te Whāriki 2017 inspire you to weave?

During the workshops you will have the opportunity to think about your local curriculum and decide what is valuable for children’s learning. Also you will ask yourself the question what makes an expert weaver? At the end of the workshops you will have a woven whāriki representing the foundations of learning for children - foundations that will support children for lifelong learning.



### **TE TIRITI BASED PRACTICE - a 3 part series**

**Each part is just over 1hr long.**

**\$60 for full series for 1 week.**

**Presented by Carol Marks**

Kotahi te Kākau, he nui ngā hua o te rākau | A Tree comes from one seed but bears many fruit.

These workshops will explore the ways that individuals and teams of teachers can broaden their understanding of Te Tiriti based Practices and bicultural development. Drawing on Te Whāriki and the assumption that children’s contributions grow a unique local curriculum through a deep understand of Te Whāriki as a bicultural curriculum. Participants will reflect on their connections with and knowledge of the children, families and whānau within their setting as a foundation for further developing Te Tiriti-based practice within their curriculum design and planning.



### **ROBUST ASSESSMENT - a 3 part series**

**Each part is just over 1hr long.**

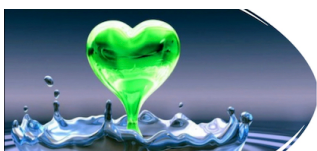
**\$60 for full series for 1 week.**

**Presented by Lorraine Sands**

In these workshops we explore what these Learning Stories might look like for children as teachers think deeply about children’s learning lives and then work to stretch this learning through planning a vibrant environment where children thrive as learners-in-action.



In addition: Imagine thinking about the Learning Stories you write as a tracking of the growth of your own professional practice, with the specific focus of making a real difference for children's learning outcomes. Enabling thoughtful engagement with learning, in the context of children's energies, passions and spirit... all the while building a culture of ako, embedded in the Principles and Strands of Te Whāriki.



The curriculum is love  
and the child is the teacher

### **THE CURRICULUM IS LOVE AND THE CHILD IS THE TEACHER**

Finding ways to ensure that our hearts are in tune with the hearts and minds of children. What does curriculum design look like when we let the children lead the subtle dance of learning? Are you burdened with the paper, the paper, the paper? Let's have a conversation about how we can free our hearts and minds from the paper work and move into a space that is all about connection.