

Professional Learning Plans

\$55 for up to 2 hours

Is your service:

- Preparing for Self Assessment and development of a Quality Improvement Plan
- Supporting reflective practice and continual improvement

Customised Support Available

A quality program relies upon nominated supervisors, certified supervisors, educators and coordinators having a thorough knowledge of current early childhood and/or middle childhood theory and practice. The approved provider, the nominated supervisor, certified supervisors, educators, coordinators, families and children benefit when there are processes for all services across the education and care service to regularly review and develop plans to update their knowledge, skills and practices in light of current research and practice, and according to their specific areas of interest or areas requiring further development.

Professional Learning Plans (PLPs) can support the service to lead a change in practice (individual, team or whole service). The professional learning plan (PLP) is developed in collaboration with services to provide support for managers/directors in their role as the leader of the service. PLPs outline a program of professional learning over a period of time ranging from three to twelve months. They are flexible and cost effective. Plans are individually tailored and therefore unique to each service. They include but not limited to depending on the identified and emerging needs, customised whole team sessions, individual and/or team coaching and/or mentoring and resource support.

Although Calendar training is one strategy to support educators in their professional learning and development, a holistic approach to professional learning for service teams has maximised services potential growth in continual improvement which is a key focus of the National Quality Standards. It is also beneficial in supporting educators understand theory into practice.

Contact PSCTas today on 1800 647 718 or email psctas@gowrie-tas.com.au to discuss your professional learning requirements to support your service in meeting the National Quality Standards.

Do you have questions?

Are you wondering about.....?

What does this all mean...?

PSCTas can support you and your service in your quest for answers. Call 1800 647 718 (FREE) to speak with an education and care consultant today or email your query to psctas@gowrie-tas.com.au .



SUBSIDISED PROFESSIONAL LEARNING – DON'T MISS OUT.

Are leaders and educators wondering about the National Quality Regulations, the National Quality Standards, the Early Years Learning Framework, and/or the Framework for School Age Care?

An education and care consultant can support your team by working alongside educators to support continual improvement, implementation of new strategies and provide additional mentoring during team meetings and curriculum planning sessions. Are educators:

- Seeking new ideas and inspirations?
- Attended a training session and wondering 'what does it look like in practice'?
- Feeling overwhelmed?

The professional learning series provides *on the job* collaborative support facilitated by an experienced early childhood consultant to further develop and enhance the service's quality practices. The aim of the program is to build the capacity of educators with a focus on reflective practice and continual improvement strategies.

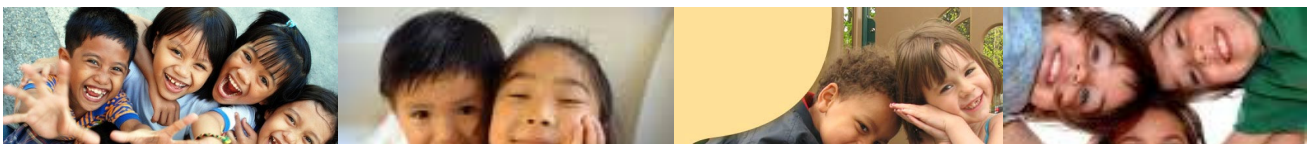
A program is tailored in consultation with the Director/Manager to meet the services specific needs. An example of a professional learning series could include:

- An early childhood consultant facilitates a consultation to discuss specific requirements and expectations (\$55.00 for up to two (2) hours).
- A customised whole team professional learning session (\$165.00) followed up with coaching and/or mentoring (\$15 per hour - time limited) to support implementation of new learnings/strategies.
- A follow up session working on the floor directly with educators (\$15.00 per hour – Time limited)

A PSCTas consultant can assist you to determine the most effective professional support series available. **Please note:** The professional learning series is also cost effective as costs are kept to a minimum price. A total price for the support series is costed to be financially beneficial to the service e.g. reduced costs depending on the support options required.

A professional learning series is tailored to meet the specific needs of the service, therefore creating an effective environment for potential 'change' and increasing continuing improvement possibilities for practice. Leaders are considerably busy in their day to day environments, so the professional learning series is a great tool to support pedagogical leadership. Although educators may have some benefit from one (1) off session, research informs us that a combined approach to professional learning strategies creates substantial impact on practice.

Register early to ensure your service has the opportunity to be involved in a professional learning series and/or negotiate other options. Professional Learning Series costings are available by contacting 1800 647 718.



All educators are required to register for scheduled events.

Registrations for workshops must be received **two (2) weeks prior to the session.**

Payment to be included with workshop registration form at time of booking.

By post:
PSCTas
Lady Gowrie Tasmania
PO Box 263 North Hobart Tas 7002

Fax to 62306839 and if paying by credit card phone 1800 647 718



Additional flyers will be disseminated throughout the coming months to advise services of professional learning and support workshops that may not be documented within the Calendar events. A number of sessions are currently being negotiated so continue to check your emails for information from the PSC.

EVALUATION FORMS

The educator evaluation forms provide important information to assist PSCTas commitment to continual improvement. Feedback is a vital mechanism to enhance the professional learning and support opportunities available to the sector. Thank you to educators and services for continuing to provide feedback and suggestions.

ACTION PLAN TEMPLATES

Action Plan templates are now provided to each educator at the beginning of each workshop. The Action Plans are an integral component of the professional learning experience and provide an opportunity for educators to develop strategies to take back and implement in their service.

The Action Plan template is provided at the beginning of the workshop. When educators have a new idea they can jot this down straight away. There is then an opportunity to revisit the ideas at the end of the session and formulate strategies for implementation back at their service.

The Action Plan is a great tool to support educators reflect on practice after the professional learning session and provides leaders of the service with a number of possibilities to support educators either on an individual basis or as a holistic approach to service pedagogy.

PSCTas is committed to contacting a small percentage of services within a one (1) to two (2) month timeframe to ascertain impact on practice of the professional learning and to gain valuable feedback on how PSCTas can improve their support services.

Professional Development Resources Available 2012

The development of process related professional development resources which will be available to be sourced using a variety of delivery methods including customised service professional learning sessions and network groups will be available early 2012.

The products include:

Change Management : Working with families and educators to implement NQF changes

This National PSC Alliance session will provide strategies to support the transition to the National Quality Framework.

You will have an opportunity to explore the reasons for change and ponder the difference between a compliance system and a system that is about outcomes for children.

With others, you will develop strategies for engaging your whole community in the process of change and learn ways to avoid doing it all yourself.

You will also begin to plan for change and deliberately and carefully map out consultation possibilities with families, children and your whole staff team.

Leadership for Implementing Learning Frameworks

Leading the implementation of the National Quality Framework will require effective service leaders and management who can create a positive team culture where educators are motivated and understand how the National Quality Framework and the Learning Frameworks complement one another.

A cohesive and united team will make the implementation of the National Quality Framework a smoother process and ensure that there is a shared understanding of roles and responsibilities.

This session will consider strategies for building leadership within your team and supporting educators through the changes.

Financial Viability and Budgeting for the NQF

This National PSC Alliance session will cover the critical aspect of preparing your budget for transition to the National Quality Framework.

Long term planning will be necessary not only to manage the immediate requirements but to consider long term planning for your service.

This practical session will give you opportunities to discuss the impacts of the National Quality Framework on your programs and provide tools to prepare for changes.

Come along to get some budgeting tips and network with other services to share information and ideas.

Policies for the NQF (Will be available Online)

The National Quality Framework tells us about some of the policies that services require. What about the other policies that you already have or are in the process of creating/reviewing?

This online session (or workshop) will take you through the National Quality Framework policy requirements. It will also help you work out which other policies would be useful for your service. You will learn the necessities for creating, sourcing and referencing policies and where to go for further information.

PSCA Articulation of Current Curriculum

When an Assessor (Authorised Officer) visits your service, it will be important that educators are able to talk about the - what, how and why of the program and their practices.

This session will provide opportunities for you to explore and understand pedagogy and curriculum and support staff to talk about it.

We will discuss a variety of ways to document what you do (your practices), in line with the requirements of the National Quality Standards.

Communicating with families and communities: engaging with the NQF

“Children thrive when families, educators and the wider community work together in partnership to support children’s wellbeing and learning.” (Early Years Learning Framework, p. 9, My Time Our Place, p. 7)

In this session participants will begin to explore the following questions:

- Who are our families?
- What is our community?
- What are “links with communities” (Guide to the National Quality Standard, p. 161)?
- How can we access our community to provide support to our families?
- Why (and what) do families need to know about the NQF?

Quality: evaluation and assessing practice for NQF (Will be available Online)

Research shows us that ongoing learning and reflection influences our practice and the outcomes for children and families. This National PSC Alliance online resource (or workshop) will consider assessment, evaluation and reflection strategies to support the requirements of the National Quality Framework.

You will discuss self assessment including why it is important and a requirement of the National Quality Framework and strategies to undertake effective self assessments at your service. Reflective practice will be explored as a critical element of providing quality services for children and families. This session will include strategies that will support you to develop action plans linked with continuous improvement and your Quality Improvement Plan.

Contact PSCTas on 1800 647 718 or email psctas@gowrie-tas.com.au for further information and/or to register your interest.

February Workshops



Aboriginal Cultural Awareness - \$20 per session

'Improving mainstream children's services workforce knowledge, respect and practices of Tasmanian Aboriginal culture and community'

Please Note: This session must be completed prior to attending the Cultural Safety Workshop

Facilitator: *Tasmanian Aboriginal Centre Inc.*

This workshop offers an introduction to Tasmanian Aborigines culture and community. At the end of this workshop participants will have improved knowledge about the cultural values of Tasmanian Aboriginal people today, and how this improved understanding strengthens respect and overcomes communication barriers.

Session includes:

Gumnuts to Buttons. This presentation shows the history of Tasmania from an Aboriginal perspective and how the impact of history shapes the Aboriginal community today.

Contemporary Aboriginal Tasmania – A discussion into the modern face of Tasmanian Aboriginal community including insight into important events and how to acknowledge, respect and celebrate these events.

Burnie

Tuesday 28th February
7pm to 9pm
53 Alexander Street
Burnie

Launceston

Monday 27th February
7pm to 9pm
182 Charles Street
Launceston

Hobart

Tuesday 21st February
7pm to 9pm
Risdon Cove
Risdon

Target Group: All

Principle 4 – Respect for diversity

Educators promote greater understanding of Aboriginal and Torres Strait Islander ways of knowing and *being*.



Cultural Safety Training – Cost \$20.00

'Improving mainstream children's services workforce knowledge, respect and practices of Tasmanian Aboriginal culture and community'

Please Note: It is a requirement that participants have attended the Cultural Awareness Session

Facilitator: *Tasmanian Aboriginal Centre Inc.*

This workshop is designed to give participants the tools to enable them to create an environment at their Children's Service that meets the cultural needs of Aboriginal children and their families. Cultural Safety training is a more in-depth approach to training that allows individual participants to reflect on their own practices and to help define their own service as safe from the perspective of those who use the service.

This workshop includes:

- Exploring personal attitudes and balancing these with the needs of Aboriginal children and their families.
- Incorporating important Aboriginal events and activities into routine practice.
- Learning how to effectively engage with Aboriginal communities, services and individuals.
- Challenging of stereotypes and myths.

Target Group: All

Burnie

Wednesday 29th February
9am to 12:30pm
53 Alexander Street
Burnie

Launceston

Tuesday 28th February
9am to 12:30pm
182 Charles Street
Launceston

Hobart

Wednesday 22nd February
9am to 12:30pm
Risdon Cove
Risdon

Access to Tasmanian Specific Resources



Linked to completion of the Aboriginal Cultural Awareness and Cultural Safety training, a resource pack will be disseminated to services (Long Day Care and Family Day Care Schemes eligible at this time) of specific Tasmanian Aboriginal resources to support the services inclusive curriculum. The resources have been made available through the Aboriginal Education Unit, Department of Education and purchased by PSCTas for distribution.



Customised Visit to your Service – REGISTER EARLY

'Improving mainstream children's services workforce knowledge, respect and practices of Tasmanian Aboriginal culture and community'

Facilitator: *Tasmanian Aboriginal Centre Inc.*

This 2 hour onsite visit from a Cultural Safety trainer and an Aboriginal Elder has two main objectives:

1. To allow children to directly engage with a respected member of the Aboriginal community
2. To allow for services to refine and strengthen their endeavours towards creating a culturally safe environment for Aboriginal children and their families.

Options will include:

- Time for children and the Elder to share stories
- One on one reflection on what is working and what is not
- Brainstorming new ideas.

Cost: \$50.00

Principle 4 – Respect for diversity

Educators promote greater understanding of Aboriginal and Torres Strait Islander ways of knowing and *being*.

This is a positive and innovative opportunity for services to increase their knowledge and understanding in a safe and supportive environment where they can ask questions and be provided with specific strategies within their individual contexts.

IMPORTANT:

For services to access the Practical Visit (session 3), they need to have undertaken the previous two sessions (Aboriginal Cultural Awareness and Cultural Safety Training). Phone PSCTas on 1800 647 718 or email psctas@gowrtie-tas.com.au to register your interest. Register early to avoid disappointment.

March Workshops

Behaviour Support using a strength based relationship model



Target Group: All

Cost: \$30.00

Facilitator: Peter Melrose (Third Circle Pty Ltd Consulting Support Services)

For over 20 years Peter has worked in the Child Protection and Out of Home Care sectors in Queensland and Victoria, as well as extensive experience in Juvenile and Youth Justice in both states as well. Peter has held senior positions in Government and Non-Government Organisation and has written several published papers related to the field. He is now self-employed in a private consulting and therapeutic practice providing services to clients and service providers of Child Protection, early Childhood and Out of Home Care systems in Queensland and Victoria. Peter's training focuses on environmental contexts and individual needs of children and the impacts on behaviour. The overarching focus is to provide educators with ready to use strategies, as well as a sound theoretical basis from which to develop their own strategies.

This session is designed to give participants a sound working overview and some critical practice knowledge in dealing with challenging behaviours. A key aspect of this is that participants get to leave with actual tools to try out later that day and these have proven very successful from previous feedback. The other important point about this session is that it is very flexible and able to incorporate a range of additional elements as well, such as family issues, siblings and so on.

The session will support your work within the National Quality Standard 5 – relationships with children and specifically element 5.2.2.

Launceston

Tuesday 13th March

LGT, 56 Frederick St

9:00am to 12 noon (LDC)

&

7:00pm to 9:00pm (FDC & OSHC)

Burnie

Wednesday 14th March

Burnie Arts & Function Centre

10:00 am to 1:00pm (All)

Hobart

Wednesday 14th March

229 Campbell Street

7pm to 9pm (OSHC & FDC)

&

Thursday 15th March

9am to 12 noon (LDC)



PARKING

229 Campbell Street, Hobart

Limited street parking available. PSCTas has negotiated with some local businesses to use a number of their parking spaces but this must be booked prior to the day of the session. Car Parking can be arranged for participants by phoning 1800 647 718.

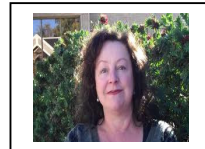
56 Frederick Street, Launceston - Metered Car parking (up to 3 hours). Car parking is not available at the shopping centre car park and participants risk being towed from this area.

March Workshops

National Quality Standard
Education and Care Services National Law ('National Law')
Education and Care Services National Regulations ('National Regulations')

Quality Area 7 – Leadership and Service Management

Target Group – Leaders from all sectors



Facilitator: Prue Warrilow, Families at Work

Prue is the National Convenor of the Australian Community Children's Services (ACCS) and the NSW ACCS branch National Representative. She represents ACCS on the National Children's Services Forum and the Commonwealth National Quality Framework Stakeholder Reference Group. ACCS' objective is to promote not for profit children's services in Australia. ACCS is the peak representative organisation for all Australian community owned children's services. Prue is the owner and CEO of Families At Work. Prue has been on the Board of Families Australia since October 2004. Prue was elected Chair of Families Australia on 8 November 2010.

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement. Effective leaders of education and care services are able to set direction and establish values for the service that reflect its context and professionalism. Effective leadership creates a positive organisational culture that values openness and trust, where people are motivated to ask questions, debate issues and contribute to each other's ongoing learning and inquiry.

How is the leadership in our service contributing to the development of a positive organisational culture?

How can we develop the skills and capacity of team members in a way that leads to improved shared leadership?

How are we creating opportunities for professional conversations?

This session will unpack elements of Quality Area 7 – Leadership and Service Management and support leaders to critically reflect on current practice to identify plans for action towards ongoing quality improvement in line with all aspects of the new regulatory framework (National Law and National Regulations).

Hobart
Wednesday 7th March
9am to 1pm

Launceston
Monday 5th March
9am to 1pm

Devonport
Tuesday 6th March
9am to 1pm



Various Dates Workshops



Music and Movement

Target Group: All (Birth to 8yrs)

Facilitator: Tonya Norris (The Music Tree, Launceston)



Tonya Norris, a well-known Launceston music teacher and performer. Tonya has worked as both a private music teacher and in schools tutoring piano, guitar, keyboard and music theory. Tonya currently operates the 'Music Tree' in Launceston which offers a stimulating early music and movement program catering for children from birth to 8 years of age.

*Music is one of the few activities that uses both sides of the brain,
logical and creative at the same time.*

This hands on session will include a mixture of songs and activities designed for enjoyment and the promotion of specific learning and developmental goals in children. Participants will also develop knowledge in relation to supporting children's body awareness, learning to move, communication skills and self confidence as well as the importance of including early childhood music and movement into our daily curriculum.

Hobart

Tuesday 20th March
9.30am to 12.30pm

Launceston

Tuesday 26th June
9am to 12 noon (session 1)
7pm to 9pm (session 2)

Burnie

Tuesday 17th April
10am to 1pm

Cost: \$20.00



Key Word Sign Basic Workshop



EAT - Close dominant fingertips on to ball of thumb. Tap formation on chin, twice.

Communication at your fingertips

Key Word Sign is a WHOLE communication system used to facilitate communication and interaction with both children and adults.

Saturday 24th March

9am – 4pm

‘Glenora’

229 Campbell St Hobart

This hands on session will enable you to find out about Key Word Sign (what, when, why and how) together with learning a basic vocabulary of signs and how to teach basic key words signs to individuals with whom you communicate.

Key Word Sign resources will be available for purchase

Cost: \$50 (includes lunch)



DRINK - Shape dominant hand as for holding a glass - tilt to



March /April Workshops

National Quality Standard
Education and Care Services National Law ('National Law')
Education and Care Services National Regulations ('National Regulations')

Quality Area 1 – Educational program and practice

What are the implications for daily practice?

Critical reflection and careful planning increase the value of children's time in education and care by ensuring the educational program and practice responds to children's interests and scaffolds their learning. Planning, assessment and evaluation are ongoing processes that underpin the educational program and involve educators in thinking about what is offered and why. Planning involves observing, gathering and interpreting information about children to inform the preparation of environments and experiences that engage and are meaningful to them.

How do we currently make decisions about children's daily experiences and routines and who is involved in making these decisions?

How can we improve the ways in which we work in partnership with families and engage children in making decisions about their own learning?

How do we ensure enhanced learning outcomes are a priority for all age groups?

This session will unpack all elements of Quality Area 1: 'Educational program and practice' and support educators to critically reflect on their current practice to ensure the principles and practices of the learning frameworks are evident within all aspects of daily service provision whilst also supporting educators to identify plans for action towards ongoing quality improvement in line with all aspects of the new regulatory framework (National Law and National Regulations).

Hobart

Monday 2nd April
9:30am – 12.30pm (LDC Target)
7pm to 9pm (FDC Target)

Tuesday 3rd April
6:30pm to 8:30pm (OSHC Target)
Venue: 229 Campbell Street Hobart

Burnie

Wednesday 4th April
10am to 1pm (LDC Target)
7pm to 9pm (FDC Target)

Thursday 5th April
10am to 1pm (OSHC Target)
Venue: Burnie Art and Function Centre
Wilmot Street Burnie

COST: \$20.00

Launceston

Monday 2nd April
7pm to 9pm (FDC Target)

Tuesday 3rd April
9:30am to 12:30pm (LDC Target)

Wednesday 28th March
7pm to 9pm (OSHC Target)
Venue: 56 Frederick Street Launceston



April Workshops

National Quality Standard
Education and Care Services National Law ('National Law')
Education and Care Services National Regulations ('National Regulations')

Quality Area 2 – Children's health and safety

What are the implications for daily practice?

Target Group – ALL

All children have a right to experience quality care in an environment which provides for their health and safety. This should be complemented by a focus on promoting each child's emotional wellbeing and providing support for each child's growing confidence and independence. Fundamental to ensuring children's wellbeing is to ensure that the routines, activities and experiences support children's individual requirements for health, nutrition, sleep, rest and relaxation.

How do we find out about individual children's health requirements and routines?

How do we plan to meet the individual nutrition requirements of children, including managing their likes, dislikes and any cultural or other requirements that families may have in relation to children's eating?

This session will unpack elements of new regulatory framework (National Law and National Regulations) in relation to Quality Area 2 'Children's health and safety' and will provide educators with an opportunity to revisit areas of health and safety with a focus on ensuring that routines are child focused and responsive to individual children's needs. *Australian Government Healthy Eating and Physical Activity Guidelines for Early Childhood Settings* will also be discussed.

Hobart

Thursday 19th April
9am to 12 noon

Launceston

Thursday 19th April
9am to 12 noon

Burnie

Tuesday 24th April
9am to 12 noon

COST: \$20.00



May Workshops

National Quality Standard
Education and Care Services National Law ('National Law')
Education and Care Services National Regulations ('National Regulations')

Quality Area 3 – Physical Environment

Chelsea DeBomford will be facilitating the Launceston and Burnie Sessions!!

The way in which environments are designed, equipped and organised determines the way space and resources are used by children. This quality area of the National Quality Standard focuses on all aspects of the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences which promote children's learning and development.

How does your physical environment contribute positively to children's learning and does it provide opportunities for sustained shared thinking and collaborative learning?

How does your environment foster children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land?

This session will unpack elements of the new regulatory framework (National Law and National Regulations) in relation to Quality Area 3: 'Physical Environment' and support leaders and educators within services to reflect on all aspects of their current indoor and outdoor environments and identify a plan for action towards quality improvements at individual service level.

Hobart

Monday 7th May
6:30pm to 8:30pm
Target Group (OSHC Specific)

Tuesday 8th May
9am to 12 noon (LDC Specific)
7pm to 9pm (FDC Specific)

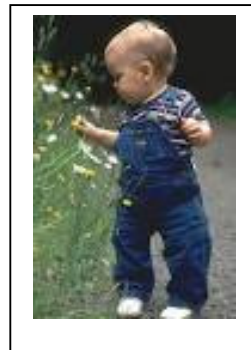
Burnie – Chelsie de Bomford (Facilitator)

Monday 7th May
10am to 1pm (OSHC & LDC)
7pm to 9pm (FDC Specific)

COST: \$20.00

Launceston – Chelsie de Bomford (Facilitator)

Tuesday 8th May
10am to 1pm (OSHC & LDC)
7pm to 9pm (FDC Specific)



May Workshops

National Quality Standard
Education and Care Services National Law ('National Law')
Education and Care Services National Regulations ('National Regulations')

Quality Area 4 – Staffing Arrangement

Clear policies and procedures ensure there are common expectations about how things are done within a service and promote consistent practice. Updating and maintaining educators' knowledge is a joint responsibility of educators, coordinators, the nominated supervisor and the approved provider and includes a range of professional development strategies that challenge and extend current thinking.

Do your staffing arrangements facilitate effective daily communication between educators and families about each child?

Do your staffing arrangements support children's arrival and departure each day?

What opportunities do we provide for educators, coordinators and staff to meet with a supervisor or educational leader to reflect on their performance and plan for professional development?

This session will unpack all aspects of Quality Area 4: 'Staffing Arrangements' together with **related sections of the National Law and National Regulations** -and support leaders to reflect on all aspects of staffing arrangements including level of teamwork and collaboration within services. The session will also support leaders to identify training needs to support ongoing improvement at both individual educator and whole service level.

Hobart

Wednesday 23rd May
9am to 12 noon
Target Group (LDC Leaders)
&
6:30pm to 8:30pm
Target Group (OSHC Specific)

Thursday 24th May
7pm to 9pm
Target Group (FDC Specific)

Burnie

Monday 21st May
7pm to 9pm (FDC Specific)
&
Tuesday 22nd May
10am to 1pm (OSHC & LDC)

COST: \$20.00

Launceston

Wednesday 23rd May
9am to 12 noon (OSHC & LDC)
&
7pm to 9pm (FDC Specific)



May/June Workshops

National Quality Standard
Education and Care Services National Law ('National Law')
Education and Care Services National Regulations ('National Regulations')

Quality Area 5 – Relationships with Children

Target Group – All educators

Constructive, everyday interactions and shared learning opportunities form the basis of the relationships educators build with each child. These relationships provide a solid foundation from which to guide and support children as they develop the self-confidence and skills to manage their own behaviour, make decisions and relate positively and effectively with others. This area of the National Quality Standard focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging.

What strategies and techniques do we use to extend and build upon children's comments and conversations?

How do we engage in children's play? What roles do we play?

This session will unpack elements of Quality Area 5: 'Relationships with children' together with **related sections of the National Law and National Regulations** and support educators to critically reflect on all aspects of existing practice and identify areas for change or ongoing improvement at both an individual and whole service level to support responsive, respectful relationships and promote children's individual sense of security and wellbeing.

Hobart

Tuesday 29th May
6:30pm to 8:30pm
Target Group (OSHC Specific)

Tuesday 5th June
9am to 12 noon
Target Group (LDC & FDC)

Tuesday 5th June
7pm to 9pm
Target Group (LDC & FDC)

Burnie

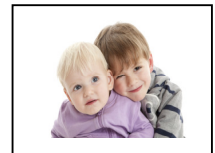
Tuesday 29th May
7pm to 9pm (Target Group – All)
Wednesday 30th May
10am to 1pm (Target Group – All)

Launceston

Monday 28th May
7pm to 9pm (OSHC Specific)

Tuesday 5th June
9am to 12 noon
Target Group (ALL)

Tuesday 5th June
7pm to 9pm
Target Group (LDC & FDC)



COST: \$20.00

June Workshops

National Quality Standard
Education and Care Services National Law ('National Law')
Education and Care Services National Regulations ('National Regulations')

Quality Area 6 – Collaborative partnerships with families and communities

Target Group – All

Effective collaboration with families regarding the education and care their child receives occurs when constructive strategies for two way communication are established by the service. Families can provide invaluable information about children's interests, strengths, abilities as well as feedback that assists educators to develop improvement plans that are practical and focused on meeting the needs of all children and their families.

The child, the family and the service do not exist in isolation. They are all part of a much wider community. In most communities, the service is one of a range of services that support families with children. When educators develop links, share information, and work in collaboration with other community organizations they are better able to achieve the best outcomes for children and families using the service.

How do we share decision making with our families? What are we/are we not willing to share decisions about?

How do we encourage families to contribute to service activities and their child's experiences in ways that are meaningful for them?

How do we support each child's successful transition to formal schooling or other early education and care services?

How can we increase our understanding or environmental issues and sustainable practices?

This session will unpack elements of Quality Area 6 'Collaborative partnerships with families and communities' and **related sections of the National Law and National Regulations** and support leaders and educators to rethink existing strategies and explore innovative ways to increase family and community involvement within your service. We will also revisit the qualities within genuine partnerships and explore ways to develop meaningful collaborative relationships with families and community organisations.

Hobart

Tuesday 19th June
9am to 12 noon (Target – ALL)
7pm to 9pm (Target – ALL)

Launceston

Wednesday 20th June
9am to 12 noon (Target – ALL)
7pm to 9pm (Target – ALL)

Burnie

Monday 18th June
7pm to 9pm (Target – ALL)
Tuesday 19th June
10am to 1pm (Target – ALL)

COST: \$20.00

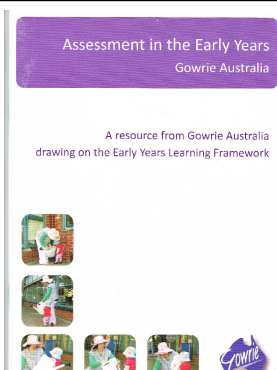


Assessment in the Early Years Series 2012

7 hour workshop

This full day session examines the theory, dilemmas, issues and ethical considerations of assessment. It utilises the principles and practices outlined in EYLF as a framework for developing an understanding of the types of assessment and assessment processes that are most useful and meaningful in early childhood education and care.

The session will examine the link between assessment and curriculum development through the concepts of noticing, recognising and responding. Participants will additionally consider the practical considerations and processes/systems that support this approach to assessment and curriculum development. **This session is a pre-requisite for the Noticing, Recognising and Responding Learning Series**, however, participants can attend this full day workshop as a stand alone session. All participants will receive a copy of the Gowrie Australia resource.



PSCTas Invites expressions of interest from services and individuals wishing to participate in Assessment in the Early Years Series throughout 2012.

Please phone PSCTas 1800 647 718 to register your interest.

Part 1: Exploring 'Noticing' (3 Hour Workshop)

This is the first in a series of 3 half day sessions. 'Noticing' focuses on the skills and understandings educators bring as people who are listening to and for the meaning of what children are doing. Video footage will be used throughout this session.

Part 2: Exploring 'Recognising' (3 Hour Workshop)

This second session is a follow on from the 'Noticing' workshop and will consider the different lenses through which we can interpret and understand the things we notice, including the outcomes in EYLF. It will have a practice focus with participants writing documentation using video footage as the basis for writing, drawing on EYLF as a reference and guide. Participants will share their ideas about the meaning of the footage shown from the perspectives of the child and the adult and discuss new insights/perspectives.

Part 3: Exploring 'Responding' (3 Hour Workshop)

This final session focuses on responsive intentional teaching which is aimed at provoking deeper explorations and learning. It includes working in partnership with families, documenting and planning with children, creating and sustaining rich play spaces and environments, Whilst recognising that building secure relationships is foundational in educators work, we will explore the ways that being a partner in a child's learning in other areas creates a context for deepening the connection.