



Re-imagining your creative self in ECE

Kia mau ki ngā mahi toi – hold fast to creativity



Reimagining your creative self

Kia mau ki nga mahi toi – hold fast to creativity

Let's look at why we are working in ECE.

We will look at identity, self care, belief, values and learn strategies so you remain present.

We will look at philosophies, pedagogies and practice.

It's all about you





Who are you as a teacher/Kaiako?

How have you made sense of
your world, and the world of
ECE?

What does this mean

- For you
- For you as a
Teacher/Kaiako

Pair and Share



We are creating our lives through the identities
we choose every day

beliefs and values





There are many leaders in ECE who do too much, keep too busy, spend a lot of time looking after others, and in general putting ourselves third, fourth or last. This seminar is intended to get you thinking, maybe stir up some emotions (it's likely), and consider possibilities for change that will add to the quality and vitality of your teaching and therefore your life

How are youreally?

Limiting beliefs – your beliefs – internal dialogue – how you 'see' the world

Money:

Love:

Health:

You can't think about what you don't want to think about without thinking about it



Thought: *Thoughts become things*

THOUGHT – emotion – WORDS – – ACTION

What we think determines . . . What we say which determines . . . What we tend to do

We see what we are looking for

What is a belief you have about

Children under 2

Teaching in ECE

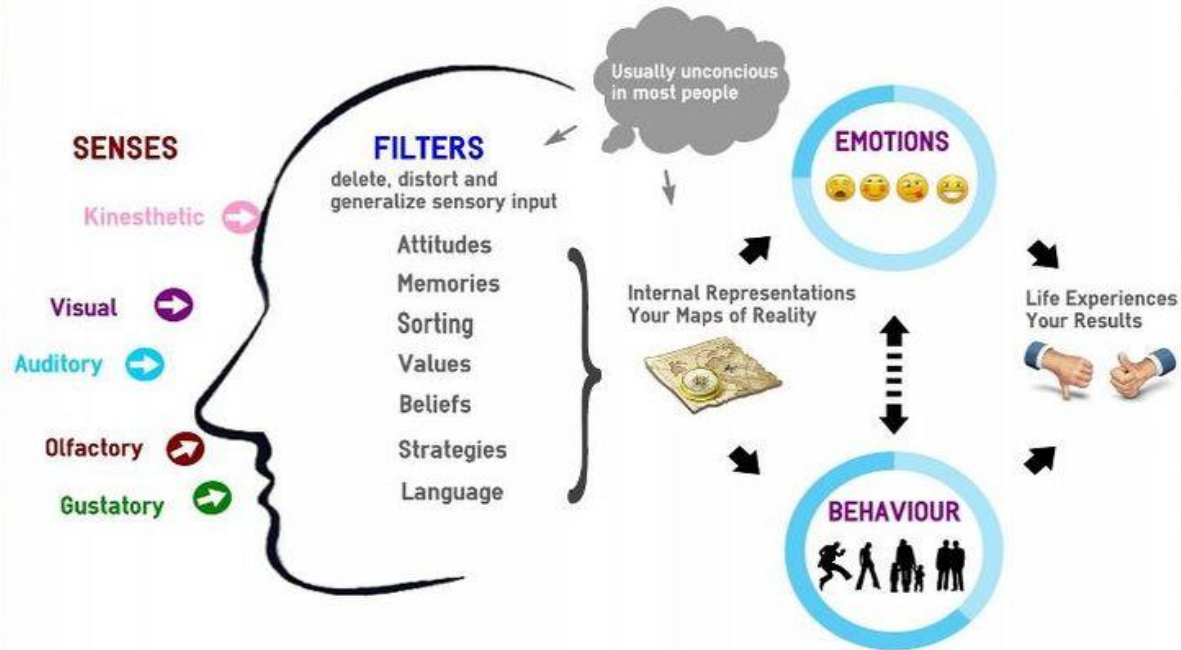
Qualifications in ECE

School based activities in ECE?

Rituals and routines (consistent and predictable and celebrate)

How does NLP work?

It works just like your mind does ↓



INPUT + **INTERNAL PROCESSES** = **OUTPUT**

NLP techniques **EXCHANGE** your filters, **EXPAND your maps** & **ENHANCE** your possibilities for successful thinking, feeling and behaving.



Your beliefs will determine your life,
your beliefs of children will determine
your practice

This is your philosophy





Pair and Share

Your Philosophy

What are your views and beliefs on:

1. all children are competent and capable learners
2. children should be independent as soon as possible
- 3.
- 4.
- 5.

ask each other where these views have come from?

All of the above will influence and inform your pedagogy and your practice.



What about your pedagogy?



Coming to Terms with Terms

What is Pedagogy?
Pedagogy is how learning happens

What is Curriculum?
Curriculum is the content of the learning

Curriculum and pedagogy are shaped by the views of children, the role of educators and families and the inter-relationships between them.





Pedagogy is how we approach curriculum. What should children be learning? How do we decide the content of the learning? How will they learn?

Where in our curriculum do we look for this information?



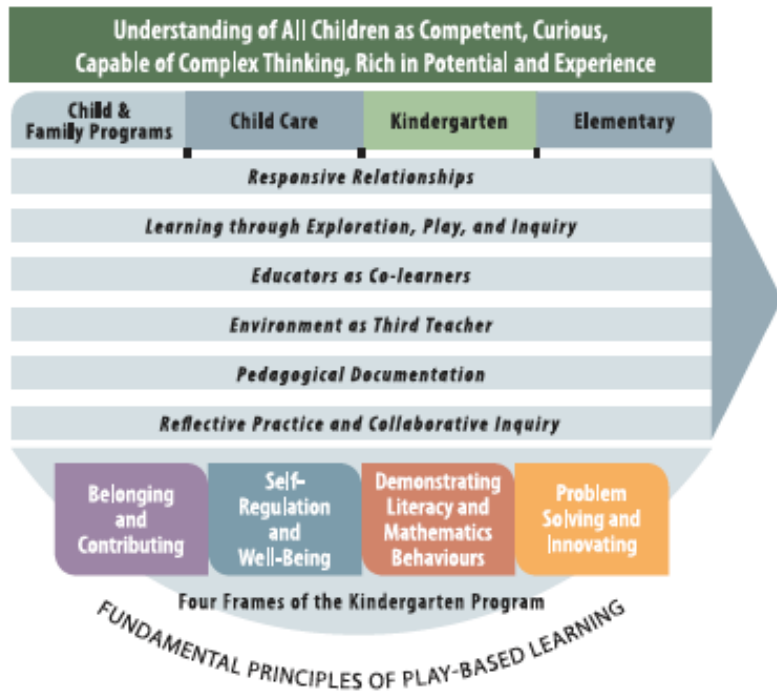
Pedagogy is how we approach curriculum. What should children be learning? How do we decide the content of the learning? How will they learn? Pair and Share:

How do we approach pedagogy using Te Whāriki?

Te Whariki revised in 2017

1. A rich curriculum for every child
2. focus on learning that matters here
3. Affirmation of language, culture and identity
4. parents and whānau are engaged
5. personalised pathways to school and kura

Pedagogy in another country



What is the same?

What is different?

Figure 3. Pedagogical approaches that support learning are shared across settings to create a continuum of learning for children from infancy to age six, and beyond.

Teaching is not value-free

Teaching involves making minute-by-minute decisions, all of which have an impact on others' lives. Each decision tells children and adults a little bit more about how to behave, what knowledge is valued, and what counts as success.

The decisions we make are inevitably shaped by our experiences, values, and beliefs – which in turn reflect and sometimes contradict the dominant values and beliefs from the communities and societies of which we are part. Our decisions are therefore not impartial or value-free, nor are they entirely our own. Critical Theorists make the point that none of us, including kaiako, are immune from the influences of dominant narratives in our lives.

Understanding that teaching can never be value-free is important because over time decisions and practices can easily slip into taken-for-granted assumptions that become non-negotiable. It is the unquestioned acceptance of practices that critical theorists argue lead to inequities in education.

Te Whariki Online

Where in our curriculum would we find Critical Theory?

What has been released recently which will have an impact and influence on our practice through critical theory?

National Education and Learning Priorities NELP

Underpinning theories and approaches Pg 60

Critical Theory Pg 62

Te Whāriki reflects research that adopts critical theoretical lenses to examine the *influence of social conditions, global influences and equity of opportunities on children's learning and development.*

Critical theory perspectives challenge disparities, injustices, inequalities and perceived norms.

The use of critical theory perspectives is reflected in the principles of Te Whāriki and in guidance on how to promote equitable practices with children, parents and whānau

Implementation of the Statement of National Education and Learning Priorities in licensed early learning services



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern licensed early learning services, including ngā kōhanga reo, to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside the service's own local priorities, to help every learner/ākonga to progress and achieve their aspirations.



The Education (Early Childhood Services) Regulations 2008 require licensed early learning service providers to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard.

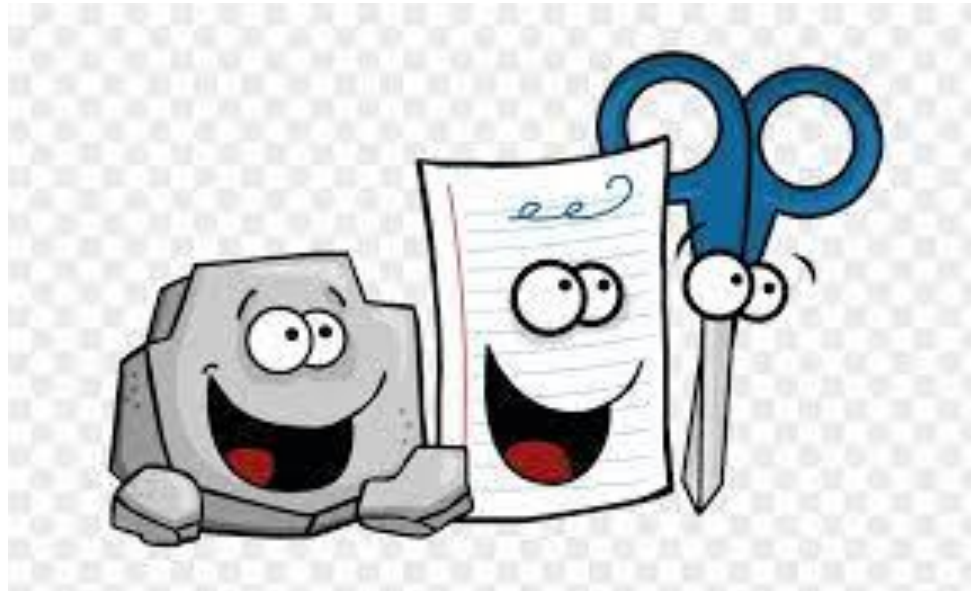
Licensing criteria will be amended to align with and support the GMA Standard.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>			
<p>1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>2</p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, and those with learning support needs</p>	<p>4</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>7</p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8</p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONL)</p>
<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>	<p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p>	<p>Make use of targeted Ministry of Education funding to reduce parental fees and help address other financial barriers, such as food, clothing and transport, and support whānau and Pacific families to apply for funding available to reduce the costs of early childhood education</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, and neurodiverse learners/ākonga, are safe and included in their early learning service, and their needs are supported</p> <p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing and participating in early learning</p>	<p>Build on the language learning, literacy, and numeracy practices learners/ākonga experience in their own home or community, including dual or multi-lingual households, and value the cultural knowledge each child and their whānau bring to literacy education</p> <p>Offer multiple opportunities for interaction and conversation - regularly conversing with individual or small groups of learners/ākonga using descriptive vocabulary, reading stories together, playing verbal games or singing waiata to support their language development; and incorporate regular opportunities for learners/ākonga to explore symbols from their own and other cultures, including mathematical symbols</p> <p>Provide consistency of teachers/kaiako, educators and caregivers, so young learners/ākonga can develop attachment and positive relationships to support learning and wellbeing</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Provide opportunities for teachers/kaiako and educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori, and support them to strengthen their teaching practices to integrate te reo Māori throughout implementation of the curriculum</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/kaiako, educators and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/kaiako to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>No actions for early learning services</p>	

Actions for early learning services

Let's move and have fun

- Pick a partner
- Paper scissors rock



Te Whāriki Pg 50

questions for reflection

How might teachers/kaiako make thoughtful decisions about which of children's spontaneous play, interests, and working theories might be used to create curriculum experiences?

Back to you

Articulation is important – so is communication

Communication – listening and hearing, the message is clear

- 7 % words
- 38% how we say (tone)
- 55 % how we look



The words we use matter – language is important

Appearance/tone/words – what is their effect?

I never said she bit my dog



Boundaries are important

Fatigue

Overwhelm

Guilt

I should

I should



“ Children need you to have boundaries
so you can be present

”





“ Imagine something about yourself you would like to be different – lets imagine tomorrow you have more of that. ”

5 things you will notice about your self.....



5 things your colleagues will notice about you.....

Now go back over the things that will be different
and tick all that are already happening



Bringing it together

Your beliefs and values impact on your personal life

Your beliefs and values impact on your practice

What would you like to



Start doing

Stop doing

Keep doing



Summary

Te Whāriki Pg 25

Exploration : Playing, imagining, inventing and experimenting

Mana Aoturoa: making sense of their world by generating and refining work theories

What is clearer for you now?

What is your learning today?

What might be different in the future?





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Haere ra
Thank you



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