

CELEBRATING LEARNING STORIES CONFERENCE

He Hui Whakatairanga



pedagogy
Āhutanga
Ako



pathways
Ngā
Ara



progress
Te Ahu
Whakamua

Saturday 5 March 2022, 8:30am-5:00pm (NZDT)
ONLINE CONFERENCE

PRICE NZ\$100.00 PER TEACHER

All presentations will be available for 30 days following the event for all attendees.

Keynote Presentations



Being Curious: an educational agenda for the 21st century
Emeritus Professor
Margaret Carr, University of Waikato, New Zealand



Re-imagining Learning Stories: Charting New Territory for the Future
Dr. Annie White, California State University Channel Islands, USA



The Pedagogy of Te Whāriki, a Pathway to Progress
Brenda Soutar and Dr. Lesley Rameka

“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 with optimism and resourcefulness. For these reasons, Te Whāriki emphasises the development of knowledge, skills, attitudes and dispositions that support lifelong learning.” Te Whāriki English version (2017 p.7)

WORKSHOP OPTIONS OVERLEAF

SESSION ONE WORKSHOP OPTIONS

Workshop 1: Key Elements of a Learning Story

Presented by Christine Bailey, Ferndale Kindergarten

*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.

Workshop 2: Restoring our relationship to the ancestral wisdom and matauranga of ngā pūrakau Māori

Presented by Maria Sydney, Educational Leadership Project

In this waananga we will explore pūrakau Māori and draw ancestral wisdom from these narratives to deepen our own connection to story telling. Matauranga Māori will be woven throughout the waananga to give kaiako practical examples of how through story telling - mana, tino rangatirantanga and kaitiakitanga can be upheld for tamariki, whanau, kaiako and the wider communities. Connections will be made between learning stories and how we effectively weave the richness of identity, language and culture into our narrative assessments and beyond.

Workshop 3: A Braided River: Learning Stories as powerful assessment documentation for children of all ages

Presented by Julie Killick, Chelsea Kindergarten & Amanda Douglas, Chelsea Primary School

This workshop will be co presented by Julie Killick, Head teacher of Chelsea Kindergarten, and Amanda Douglas, Principal of Chelsea Primary School. We will share the story of our collaboration and how writing Learning Stories has impacted our teacher practice, pedagogy and programme in our Kindergarten, Primary school and beyond.

Workshop 4: The curriculum is love and the child is the teacher

Presented by Lynn Rupe, Educational Leadership Project

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.

Workshop 5: Tūngia te ururua kia tupu whakaritorito Te tupu o te harakeke | Clear away the overgrowing bush so that the new flax shoots will spring up.

Presented by Carol Marks, Educational Leadership Project

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 its 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.

Workshop 6: Portfolios: Progress with purpose

Presented by Wendy Lee, Educational Leadership Project

Portfolios are an ideal opportunity to make learning progress visible not only to mokopuna, but to the wider whānau and kaiako. Portfolios of children's learning in ECE document the ways in which kaiako and whānau co-construct unique tracks through the very complex, interesting and interwoven learning environments of people, places and tasks over time. They illuminate learning for all, and strengthen connections between the setting and the wider ECE community. In this way, the ECE setting can use Learning Stories to provide mokopuna and whānau with documented evidence of lifelong learners, who willingly engage with new contexts, opportunities and challenges with both optimism and resourcefulness, as stated inside Te Whāriki. The portfolio demonstrates the opportunities for mokopuna to set their own goals and illustrates both the development of children's desire to learn and their joy of learning. It is from this that they become lifelong learners. We hope this workshop will be an opportunity to explore and interrogate the richness and depth of a variety of documentation that a tamariki portfolio might contain to enrich this journey of learning.

Workshop 7: Infant and Toddlers: Caregiving as Curriculum

Presented by Ania Wojcikowski, The Learning Centre

Our pedagogical approach at The Learning Centre is predicated on the holistic development of our tamariki, and the notion that it is only once a child's basic needs have been met that they are then content to play and freely explore their environment. Thus it is our belief that caregiving moments aren't stopgaps in learning, rather they are rich with learning opportunities and outcomes. Some of our most intentional and attuned interactions with our infants and toddlers take place when we are supporting and empowering them to care for their bodies at nappy changes and toileting, meal times, sleep and rest. In this workshop we will explore ways in which capturing caregiving moments through learning stories can benefit ākongā, whānau and kaiako.

Workshop 8: The intersection of narrative and teacher inquiry through the writing of Learning Stories in early childhood education.

Presented by Daniel Meier, PhD, San Francisco State University, Isauro M. Escamilla, Ed.D, San Francisco Unified School District and Azul Muller, MA, Felton Institute

The presenters will share how specific elements of narrative and teacher inquiry provide a foundation for contextualizing the writing of Learning Stories in Spanish and English in their early childhood programs for children, families, and teachers.

Workshop 9: Mathematics as a landscape: mapping maths learning and teaching in early childhood education

Presented Dr Jane McChesney, University of Canterbury

This workshop will explore the ways in which Learning Stories can:

- illustrate examples of purposeful activities and problems that provide opportunities for children to be mathematicians
- recognise and document progress over time in young children's mathematical enjoyment, understanding, and skill.

SESSION TWO WORKSHOP OPTIONS

Workshop 10: Titiro whakamuri kia anga whakamua | Looking to the past to prepare for the future

Presented by Leanne Clayton, Te Kōhunga Reo o Mana Tamariki

We will be sharing our research on how to better support kaiako in the delivery of bicultural programmes through sharing knowledge and understandings of Te Ao Māori, and associated tikanga, attitudes, skills, values and behaviours that are derived from the exploration of the concepts of mana and kaitiakitanga. It will provide access to deeper understandings of curriculum content and practices related to mana and kaitiakitanga that will include; examples of mana and kaitiakitanga in practice; voices of, whanau, kaumātua and Māori leaders; and kaiako voices on how best to support mana and kaitiakitanga in ECE. Through growing pedagogical expertise, kaiako confidence and competence to reflect tikanga Māori in everyday practice.

Workshop 11: Learning Stories that Empower

Presented by Melissa Osmond, Greerton Early Learning Centre

There is a beautiful whakatauaākī written by Timoti Kāretu, that says...

Ko te reo kia tika, ko te reo kia rere, ko te reo kia Maori

Let the language be correct, let the language flow, let the language be Māori.

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 ākongā 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.

Workshop 12: Stories of Interest: The big story!

Presented by Karen Ramsey, Roskill South Kindergarten

How do you make visible the curriculum that you weave at your place? Stories of Interest (planning stories) is an approach that retrospectively documents group interests and tells 'the big story.' This documentation builds rich possibilities and opportunities that weave your own unique whāriki. In this workshop, I will share our journey of discovery as we searched for a planning framework that is respectful of following children's, families and teacher's interests, strengths and passions. We will look closely at how this documentation is responsive to children and contributes to the development of a leaderful learning community.

Workshop 13: Leading Learning Stories in school

Presented by Tara O'Neill, Principal, Waitati School, Dunedin

As a Primary school teacher and now Principal, Learning Stories are an important part of my practice. They allow a platform to view learning in an organic way. Learning stories show what numbers can't. They share learner identity and the culture of a community. As teachers and

leaders we are invited to step aside, observe and write about what we notice. Often stories are a slow conversation giving time for reflection from multiple lens. In this workshop Tara will share stories (Nga Ara, pathways) of her journey as a teacher and a new Principal. How using this rich tool supports change and growth in learning for all. She will also discuss how you need courage to pursue them because time pressures and other assessments threaten to crowd them out. *He manoko te kōura i kore ai | Wishing for a crayfish won't bring it.*

Workshop 14: Infant and toddler learning journeys: Finding the golden thread

Presented by Anita Homewood, Educational Leadership Project

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.

Workshop 15: Ko wai e ako ana? Who is learning? Learning stories for social change

Ko Emma Parangi te kaikawe korero. He uri tēnei nō NgaPuhi.

The role of the Kaiako as change agent has been around for decades and has never been more relevant than in the social, cultural and political climate of 2021. From the Black Lives Matter movement to Standing Rock, to Mauna Kea, to Gaza, to Ihumātao, to Pūtiki, BBIPOC (black, brown, indigenous, people of colour) across the world have been standing up and saying we will no longer be held down by the systems of oppression colonization has wrought upon our lands and communities for generations.

So, what does this mean for us in Aotearoa? What does this mean for us as Kaiako? What does this mean for our role as early childhood educators? This workshop will explore the potential of Learning Stories as an avenue for sharing whakaaro (ideas), mātauranga (ways of knowing), and tirohanga (perspectives).

As we work to co-create a safer world for our tamariki and mokopuna, the way forward will require challenging some long-held beliefs and assumptions. We have a unique opportunity as trusted members of our communities to share different ways of knowing and being through an accessible and safe medium.

This kōrero will focus on the Aotearoa context, specifically tangata whenua and te reo Māori me ōna tikanga.

Workshop 16: The art of short Learning Stories

Presented by Catalina Thompson, Greerton Early Learning Centre

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.

Workshop 17: What does progress look like in a complex world?

Presented by Lorraine Sands, with teachers from Greerton Early Learning Centre

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.

Workshop 18: 'Alien' nor not? Learning Stories in a Chinese kindergarten

Presented by Dr Jing (Jane) Zhou, with the support of the teachers from Chang Chun Jie Kindergarten in Beijing

Chang Chun Jie Kindergarten is a public kindergarten located at the central area of Beijing, China. An important Chinese educator CHEN Heqin's (1892-1982) 'Living Education' philosophy underpins the kindergarten curriculum. Since March 2021, Learning Stories philosophy and approach towards assessment has been introduced to the teachers' at Chang Chun Jie Kindergarten. This workshop will share how the kindergarten director and the teachers using the 'alien' learning story approach to transform their teaching and learning, and to strengthen their connections with CHEN He Qin's educational ideas over the course of one year.