ABSTRACTS
Keynote: Rahui Reid Katene, Maori Party MP  
Women in leadership roles/Mana wahine  
10.30am – 11.00am  
Rahui is married to Dr Selwyn Katene of Ngati Tama, Ngati Toa, Nga Ruahine Rangi, Ngati Tuwharetoa. Rahui and Selwyn have five children and five beautiful mokopuna.

Rahui was educated at Waimea College in Nelson, Church College of New Zealand in Hamilton, Waikato University and Victoria University of Wellington where she graduated with an LLB in 1992.

Current Parliamentary Roles:
Member of the following committees:  

Maori Party Project Leader for:  
Foreshore & Seabed Review  
Constitutional Review

Maori Party Spokesperson on:  
Environment  
Local Government  
Treaty of Waitangi Negotiations  
Treaty of Waitangi (constitution)  
Climate Change  
Energy  
Justice: Police/Courts  
Finance  
Law Commission  
Attorney General  
Government Super Fund  
Revenue  
State Owned Enterprises  
Crown Research Institutes  
Public Trust Office

Keynote: Aroaro Tamati and Hinerangi Korewha  
11.00am - 12.00pm

This keynote address will be presented by members of Te Kopae Piripono’s teaching team, led by Aroaro Tamati and Hinerangi Korewha. Aroaro and Hinerangi are founding whanau members and current directors of Te Kopae Piripono - an immersion Maori early childhood centre, based in New Plymouth. Hinerangi and Aroaro have been involved in early childhood education for twenty years. Both are registered early childhood teachers. Aroaro also has a Master of Education Early Years degree. In 1994, they, along with other prominent individuals in Taranaki, established Te Kopae Piripono. The kaupapa or philosophy of Te Kopae Piripono is excellence in Maori immersion early childhood education and whanau development. In 2004, Te Kopae Piripono was named Centre of Innovation. A central focus of Te Kopae Piripono’s research was the role of whanau and leadership, in young children’s learning and development. Hinerangi and Aroaro were professional leaders of Te Kopae Piripono’s three-year Centre of Innovation research project.
Centres of Innovation

Early childhood Centres of Innovation were part of New Zealand's early childhood strategic plan, *Pathways to the Future, Nga Huarahi Arataki* (2002), whose goal was, to “foster research and development in the ECE sector and reflect New Zealand's heritage of ingenuity and innovation,” (p.15). The objective of Centres of Innovation was to help improve quality in early childhood education services by sharing innovative early childhood education practice, and by reflecting on quality practices using action research. In 2009, the National Government closed the Centres of Innovation programme.

Abstract - The Four Responsibilities - Reconceptualising Leadership in Early Childhood Education

Traditional notions of leadership in early childhood education tend to focus on the roles and responsibilities of professional teaching communities, that is, the teachers, supervisors and directors of early childhood centres. We at Te Kopaere Piripono encourage you to consider leadership from a different perspective. We argue that leadership and learning are best fostered in the context of whanau, where all members of a community are viewed as leaders in their own way and their own right. Within this whanau context, we believe that leadership should be viewed in relation to four key responsibilities – Being Responsible, Having Responsibility, Taking Responsibility and Sharing Responsibility. The concept of the Four Responsibilities seeks to strip away traditionally understood Western structures and notions about leadership, and instead focus on what really matters – people and relationships. The Four Responsibilities are, fundamentally, about how people – children and adults - view themselves and their perceptions, feelings, attitudes and relationships with others.

Workshop Session One

1.1 Keynote Workshop: Everybody is a Leader – Nga Takohanga e Wha (The Four Responsibilities)

1.00pm – 2.30pm

Aroaro Tamati and Hinerangi Korewha

Why is it that the word ‘leadership’ is so often associated with professional early childhood leaders? What about everyone else - including families and children? Nga Takohanga e Wha (The Four Responsibilities) conceptualises the notion of leadership from a whanau perspective where everyone’s contribution matters and everybody is a leader.

This workshop explores further the concept of Nga Takohanga e Wha (The Four Responsibilities) and how this relates to people’s own situations.

1.2 Ripples of Leadership: a journey to shared understanding

1.00pm – 2.30pm

Faith Martin and Susan Clare, Massey Child Care Centre

Massey Child Care Centre’s community of practice philosophy and culture fosters shared leadership that is created through social cohesion and trust, capacity development and collective responsibility. Two research projects undertaken by the centre [Centre of Innovation 2005 -2008 and ECE ICT Professional Learning 2007 -2009] have shown that creating shared contexts of learning provides opportunities for teachers to challenge themselves and others and develop their roles as pedagogical leaders. We will explore the connection between an organisational culture that supports emergent leadership and what it means for teachers in their daily practice.
1.3 Leading the Way Dispositions – Key Competencies
1.00pm – 2.30pm
Anne Masterton, Claire Jongepier, from Ngā Māra Tamariki Wellington Kindergartens

The New Zealand Primary Curriculum states “As students journey from early childhood through, primary, through secondary school and, in many cases onto training or tertiary education, they should find that each stage of the journey prepares them for and connects well with the next.”

The focus on this workshop will be on the school curriculum key competencies and links to Te Whariki and learning dispositions. We will explore how these two curriculums connect and what we can do to ensure transitions are positive and have a clear sense of continuity and direction, to support lifelong learning.

1.4 Teaching and learning practices of a 21st century curriculum
1.00pm – 2.30pm
Tara Fagan or Tracey Nelson

Children entering early childhood today are born into a world where new technologies are transforming the way they learn. This workshop will consider:
• Learning for Generation Z - how is it different and what could it look like for learning?
• How is the role of the teacher changing?
• Defining your next steps and opportunities for support.

1.5 Maori students’ completion rates in NZCA’s Diploma programme
1.00pm – 1.45pm
Roimata Kirikiri and Anne Meade, NZCA staff

An appreciative inquiry was initiated after Te Tari Puna Ora o Aotearoa/NZCA was informed by the Tertiary Education Commission that it had high completion rates for Māori students in its Diploma of Teaching (ECE) programme. The research question for the inquiry was:

What are the features of NZCA’s Diploma programme and its delivery that enable Māori students to achieve a high completion rate?

A team of pouako (Māori lecturers) and national office staff designed the study to draw out, describe and heighten positive aspects of its teacher education delivery in order to take them forward into the degree programme being developed. Pouako were also participants in the project. Stage 2 and 3 Māori students on all NZCA Bases contributed to focus group interviews. Quantitative data provide some demographic underpinnings.

1.6 The Continuum of Leadership in ECE
1.00pm – 1.45pm
Shareen Hanvey, EC Professional Support, Faculty of Education, The University of Auckland

Leadership in ECE involves a complex balancing act between the demands of managerial and pedagogical leadership practice. Leaders are faced with the demands of managing administration and other managerial tasks and more often little time is left for a focus on leading learning and teaching. To grow educational leaders in ECE we need to re-look at the demands, unpack the barriers, and redirect the focus for the future – toward pedagogical leadership.

This presentation will review the continuum of leadership practice in ECE, reveal the barriers, and propose strategies to assist growth in practice focused on pedagogical leadership.
1.7 Leadership in a Kindergarten setting: What lessons for us all?
1.00pm – 1.45pm
Jenny Varney, Wellington Kindergarten Association

What Head Teachers believed leadership was and what professional development programmes that support leadership development could look like, was explored in a survey of Kindergarten Head Teachers. The major finding that Head Teachers described practices associated with characteristics associated with 'Distributed Leadership' included: recognizing the importance of organisational culture, intentionally distributing leadership within the team, and showing an awareness of the impact of leadership practices on others, will be shared and discussed in this workshop. It will also explore the need to discover ways to develop and support a strong curriculum focus for leadership, if leaders and their teams are to explore new and responsive ways of working within Te Whariki.

1.8 Te Whare Köhungahunga: A Model for Bicultural Early Childhood Education
1.45pm – 2.30pm
Raroera Te Puawai Centre, Te Wananga o Aotearoa research rōpu:
Pele Harvig-Hansen
Te Aroha Puru
Te Awhina Paenga

Ngā Whare Köhungahunga are Early Learning centres based at campuses of Te Wānanga o Aotearoa (an indigenous institution for tertiary education). Through a series of case studies of other Early Learning Centres in Aotearoa New Zealand, we, a group of practitioners, will describe and articulate the unique aspects of our practice which differentiate us from the other centres in our case studies. Examining these case studies in relation to the principles of *Te Whariki: The New Zealand Early Childhood Curriculum*, we will describe aspects of our practice which are grounded in indigenous epistemologies, but the outcomes of which are desirable for all tamariki (children) and their whanau (families).

1.9 Building and maintaining strong employment relationships
1.45pm – 2.30pm
Geraldine Smith and Gillian Dodson

In today’s early childhood environment developing a strong employment relationship with staff is crucial to attracting and retaining high quality early childhood teachers.

This workshop will blend practical skills with current thinking to set out how early childhood employers can build strong working relationships through sound management practices. We will cover a range of topics including: developing a structure for a positive employment relationship, what to do when things go awry and how to manage difficult conversations.

1.10 Re-Newed Leaders - Re-Newed Learners: The shift toward pedagogical leadership and the connection to professional learning!
1.45pm – 2.30pm
Barbara Watson, University of Auckland

As leaders we value ourselves as life-long learners, we value the benefit of establishing and maintaining a culture of ongoing professional learning and we value the importance and benefit of
growing capability in our teams. However, what does this really look like and how is this actually implemented in practice in ways that are making a difference to teaching and learning?

If we as leaders have a focus on leading in new ways, how does this lead to teaching in new ways and ultimately impact on improving outcomes for children and their learning.

This presentation will explore the challenges and tensions that exist and advocate strategies and approaches to assist in fostering leadership practice as a fundamental enabler to professional learning.

**Workshop Session Two**

2.1 Korero session one – Leadership
4.15pm – 5.00pm
A facilitated discussion forum about hot topics and issues relevant to today's early childhood environment. Come along and engage in impassioned dialogue with your colleagues from the sector.

2.2 Korero session two – Quality for Infants and Toddlers
4.15pm – 5.00pm
A facilitated discussion forum about hot topics and issues relevant to today's early childhood environment. Come along and engage in impassioned dialogue with your colleagues from the sector.

2.3 Korero session three – Implications of the Budget 2010
4.15pm – 5.00pm
The sector now has a broader picture of the effects of budget cuts on the sector. In this session, participants will be invited to discuss the implications of the budget cuts on their centres, the sector as a whole, and their perceptions of the government's goals for ECE in New Zealand.

2.4 “Does an eel have legs?”
4.15pm – 5.00pm
*Sherryn Coxhead and Olwyn Snell, Our Place – Early Learning Centre*

“Does an eel have legs?” was a question posed by Reece as he contemplated adding legs to his eel art. This was the birth of our eel project, a project of inquiry and community. The elusiveness and mystery of the eel whispered to our children and drew them in giving them a thirst for more. In this workshop we will share our remarkable journey as a community of learners and give the children genuine credit for their talents and skills as young artists in our community.

The teaching team at Our Place are passionate about the Reggio Emilia approach to life. This project highlights how the children represent their learning through the hundred languages when they are really listened to.

2.5 Lifting Participation in ECE - Lifting Educational Opportunity
4.15pm – 5.00pm
*Karl Le Quesne, Ministry of Education*

Government is looking to ECE to make a critical contribution to the education and skills of New Zealand young people. Good quality ECE has been shown to give children a strong start in their
education. Many children are still missing out on that opportunity to participate in good quality ECE before they start school. Despite strong growth in enrolments of Maori and Pasifika children, they are still more likely to not have the opportunity to participate in ECE. The barriers for these children and their families and whanau face accessing ECE that can meet their needs are multifaceted and challenging. New policies and initiatives to assist Maori, Pasifika and other groups to access high quality ECE that meets their needs will be presented and discussed.

2.6 Leading the Way - Instigating the Reggio Emilia Approach to Teaching and Learning
4.15pm – 5.00pm
*Denise Heald, Whitireia Community Polytechnic*

This workshop aims to provide educational leaders with practical strategies to instigate a Reggio Emilia approach to teaching and learning. The key areas that will be covered are: creating an environment that supports inquiry learning, encouraging collaborative practice, and recognising and documenting children’s languages of learning.

2.7 Building a sustainable community
4.15pm – 5.00pm
*Marina Bachmann (Owner/Senior Teacher) and Kate Harris (Senior Teacher), Collectively Kids*

Over the last few years developing a more sustainable community has been the main focus of our work at Collectively Kids and has involved critically examining all aspects of our operation. During this workshop we will discuss aspects of our journey, outlining the implications it has had for day-to-day processes, teachers and teaching, curriculum, and our community. We will be drawing on our work within the TRLI project - *Titiro Whakamuri, Hoki Whakamaua: We are the future, the present and the past: caring for self, others and the environment in early years’ teaching and learning* which we were involved in and the paper we presented with our researcher DR Iris Duhn at the 2009 CEIC Honouring the Child Equity Conference at Melbourne University.
Keynote: Dr Brigid Carroll
9.00am – 10.00am
Dr Brigid Carroll is the Principal Researcher and a lead facilitator at the New Zealand Leadership Institute and a senior lecturer within the Department of Management and International Business at The University of Auckland Business School. She is extensively published overseas and has won awards in both the USA and UK for what has been considered original and groundbreaking work in leadership theory and practice. She brings a particular expertise in firstly the use of language and story to both leadership research and practice, and secondly in terms of processes of leadership identity construction and development.

Brigid began her career in secondary school education as an English teacher at Avondale College and then as Head of English at Rangitoto College. University life then called her back and she completed a MBA in New York before embarking on a PhD at Auckland. Her PhD thesis looked at professionals from education and law and their move into management roles and identities. She has retained a strong interest in schools, educational policy and educator professional development.

The New Zealand Leadership Institute
The New Zealand Leadership Institute has its home in The University of Auckland Business School and has fast become New Zealand’s pre-eminent centre for leadership research and development. Its research, design and development have become widely acknowledged as provocative, future-focused and innovative. The Institute’s research is internationally recognised as pioneering a critical and distinctive voice to leadership theory and practice. This research informs an extensive range of unique long term leadership development programmes nationwide that participants consistently rate as having a fundamental impact on their leadership mindset and behaviour.

Abstract - Leading Change / Changing Leadership: Redefining the Relationship between change and Leadership

Increasingly we all live and work in terrains characterised by not just constant change but uncertainty, unpredictability and turbulence. Traditional models of change management with their sequential, linear and compartmentalised logic seem to bypass the pace, intensity and ambiguity with which we have to learn to survive and even be comfortable in. This presentation aims to flesh out a new kind of leadership required for the complex challenges that we are likely to be facing already, and can count on confronting into the future.

Workshop Session Three

3.1 Keynote Workshop: Why should I be led by you?: Crafting a leadership self
10.30am – 12.00pm
Dr Brigid Carroll
This workshop looks at leadership, not just as something you do, but as something you 'be'. It explores how leadership might sit amidst all the other things you are required to be at work and supports participants to carve out a leadership practice that draws on their own authentic experience and ways of knowing.
3.2 Leading with the new Registered Teacher Criteria
10.30am – 12.00am
Deborah Wansbrough and Marnie Hainsworth, New Zealand Teachers Council

The Registered Teacher Criteria (RTC) are progressively replacing the Satisfactory Teacher Dimensions as the standards for quality teaching in Aotearoa New Zealand against which all teachers will be assessed when gaining or maintaining teacher registration. In 2011 all beginning teachers and those renewing their practicing certificates will be using the RTC. This workshop will introduce the RTC which consists of 12 criteria with key indicators. Participants will be able to consider what these criteria will look like in their setting and what evidence they would provide to show they were meeting the criteria.

3.3 Leading Good Teams to Become Great Teams
10.30am – 12.00am
Phyllis Briggs

Without the foundations of a great team, everything else is hard work! This workshop will cover how positive work relationships contribute to effective teams. We will look at how your attitude and behaviour influences the way others interact with you within the team and how once we take responsibility for our own work, happiness and satisfaction, others lift their attitude to match yours.

Keys to team building success.
This section covers how team building activities can keep a balance between being friends and work colleagues. Lots of practical fun ideas that your team can take away and use immediately. When the tools and techniques are applied you will be amazed at the level of commitment you and your team will have to each other and the centre. Empower yourself and employees.

3.4 Understanding Toddler Behaviour
10.30am – 12.00pm
Kelly Watson, Childspace

Participants will have the opportunity to discuss and reflect on specific behaviours and developmental issues that arise in supporting toddlers as they begin to test the limits and boundaries of behaviour. Leadership in ECE is about the support of the parents and whanau that we work with. This workshop will discuss strategies that help teachers communicate with parents about difficult subjects such as biting and pushing, and how to deal with these situations in a peaceful and respectful way!

3.5 Out from under the shell – communication between team members and with parents
10.30am – 12.00pm
Gemma Rudd, Principal, Childspace

In this presentation we will help you to ensure you are getting the most from the teachers in your team. Participants will take away concrete strategies and processes to help your teachers come ‘out from under their shell’ and have confidence to be heard as part of your team. This workshop will help you reflect on what you could do better to ensure communication with parents in your centre goes beyond “Hello, how are you?”
3.6 Habits of Mind
10.30am – 12.00pm
Tracey Nelson, CORE education early years facilitator

Our children are entering a world that is changing so rapidly we cannot begin to comprehend the future that we are preparing them for. The Habits of Mind are 16 dispositions that will support our children for the 21st century and beyond. Habits such as persevering, thinking flexibly, managing impulsivity, listening with understanding and empathy and being creative, imaginative and innovative. In this session we will briefly explore the 16 Habits of Mind and how they can be integrated into your early childhood setting.

3.7 Teaching practice narratives of early childhood student teachers: A multi-year case study.
10.30am – 11.15am
Caterina Murphy (Academic Leader) and Jenny Butcher (Lecturer), NZCA

This research presentation will primarily be of interest to those who are students, mentoring teachers and lecturers in initial teacher education programmes. A research project partially funded by Ako Aotearoa has followed the teaching practice experiences of a small cohort of student teachers in a field based teacher education programme. The four research questions were centred on relationships, assessment, goal setting and field based teacher education. Semi structured focus group interview methods were used to gather data when students were nearing their first and third years of teacher education. The study aligned with the vision, values and principles of Ako Aotearoa to deliver the best possible outcomes for students who provided a voice for effective teaching and learning.

3.8 The world outside our playground window- the development of a daily excursions programme.
10.30am – 11.15am
Christina Rizos, Kids Environment (Christina Barrett as of 1st May)

Kids’ Environment is a community operated childcare centre in the heart of urban Wellington. Because of its location on the ground floor of a high-rise in central Wellington, the centre has limited outside space and sunlight, but wonderful access to public transport and the facilities of the city.

The centre management and teaching team were concerned about the lack of gross motor challenge and sunlight that the outdoor space offered so a daily excursion programme was trialed offering an opportunity for the children to explore the urban community of Wellington and the local natural environment. The success of this trial saw a daily excursion become part of the centre programme.

This seminar will explore the opportunities for learning provided by the programme, how risks are managed and assess the programme’s costs and benefits.

3.9 Art with toddlers – inspiring and manageable? Yes!
11.15am – 12.00am
Ann Pairman, Chantal Martin and Donna Lawrence, Aubert Childcare Centre

Aubert Childcare Centre is large community owned centre. We have developed distinct environments for infants, toddlers and young children. These environments ensure children are part of small groups, each supported by a small teaching team. Our centre philosophy
emphasises the importance of the environment as the third teacher. We want this ‘third teacher’ to be beautiful, inviting, provocative and responsive to children’s interests.

This presentation shows how teachers introduced an increasingly wide range of art experiences to a group of 15 two year olds. We aimed to focus on the process, supporting children to learn new skills, keeping it manageable and celebrating children’s work by documenting the process (as well as some ‘products’) in meaningful ways. We will share our experiences and how our ideas changed as we progressed.

3.10 Bringing Forest Kindergarten Concepts to NZ Early Childhood Education. Are our children Nature Deficit and in Bubble wrap?
11.15am – 12.00pm
Cathy Catto, Dip Tch ECE

Cathy Catto is co-owner of the Toybox Royal Oak, situated on the slopes of One Tree Hill, Auckland. Her commitment to conservation and her knowledge of the natural world fits perfectly with the European Forest Kindergarten theme of experiencing nature and the environment in context and on a regular basis in all weather.

Recent excursions to the park have produced outstanding learning opportunities for children, enabled children to take risks, develop their knowledge and physical skills. Linking these ideas to child development theories ensures everyone is a winner.

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Keynote: Anthony Semann, Semann and Slattery
1.15pm – 2.15pm

Biography
Director Semann & Slattery
• PhD (Candidate Macquarie University)
• Master of Arts with Merit (Sociology & Social Policy)
• Bachelor of Education (Early Childhood)

For the past 15 years Anthony has worked as an educator, innovator and advocate with a broad range of government, non-government and private organisations. His skills and expertise has seen him work with organisations across Australia and overseas including Columbia University, New York.

What began as a young teachers desire to help individuals transform the quality of their lives, relationships and values, led to Anthony combining his skills and knowledge with Colin Slattery and in 1999 they founded Semann and Slattery. This is a company truly committed to transformative practices and philosophies.

Anthony is an innovative and inspirational trainer and educator. He has delivered over 350 professional development programs. Participants of these programs acknowledge his outstanding ability to empower, transform and assist organisations and people, leading them to excel and be more responsive to their clients. He has an exceptional capacity to challenge organisations and people and have them reflect on how their approaches to communication, leadership, diversity, values, relationships and workplace culture affect their services, businesses and ultimately the community.
Anthony’s achievements have been publicly recognised by his peers and the broader community and he has been awarded the Young Manager of the Year Award and the Inaugural Advocate of the Year Award. Anthony is currently completing a Phd Exploring the relationship between courage and leadership

Abstract: If you keep on doing what you’ve done, you’ll keep on getting what you’ve got: a time for courageous leadership in early years education
Perhaps it is timely to reconceptualise our approaches to leadership in early years education. Whilst previous approaches to leadership may have served us well in the past, it is debatable whether they will continue to provide the outcomes we so desire into the future. Brave ideology and courageous leadership may well hold the solution to much of our existing challenges. This keynote presentation will explore and unpack new ways of thinking about leadership with a specific focus on courage. It will explore the construction of courage through a number of theoretical paradigms including positive psychology, with a deliberate intention of shifting the debate about leadership into new and often untravelled terrains.

Workshop Session Four

4.1 Keynote Workshop: When the darkside comes to town: Is leadership really that great?
Anthony Semann, Semann & Slattery
Leadership is often seen as a positive construct. As such much of the literature and conversations specific to leadership would have us believe that the gift of leadership often delivers wonderful outcomes to organisations and its employees. This, i would argue is debatable. What happens when leadership goes dark? What is the darkside of leadership? Do we all have a darkside to our leadership. This workshop will explore the darkside of leadership through showcases typologies of leadership and illuminating the ways in which we can move from the darkside into more productive and effective leadership styles.

4.2 Arts education in ECE settings: Student teachers’ seeing things differently
4.00pm – 5.30pm
Jannette Kelly, Lecturer ECE, School of Education, University of Waikato
This workshop will recreate some learning opportunities that caused student teachers at the University of Waikato to see things differently, in terms of responsive socio-cultural based arts programmes, centred on society, culture, the environment, and the wider communities surrounding ECE settings.

We will also report on a research project where student teachers share their new understandings following a paper, co-taught by an artist. As prospective ECE teachers (new leaders), we encouraged them to consider how best to support the learning of young children (new learners) in ECE settings through art programmes specific to their immediate physical location and social and cultural contexts in the Waikato, and more generally in an Aotearoa/ New Zealand context.

4.3 Digital technologies - Using digital technologies to strengthen children’s oral, visual and written language and creativity.
4.00pm - 5.30pm
Tracey Nelson
What does literacy look, sound and feel like for today’s learners? How can we help children engage with the literacies they need in the 21st Century? This workshop covers:
  o Introduce a variety of digital technologies which when used creatively offer many opportunities to engage children in oral language and literacy experiences.
  o Define your next steps and opportunities for support.
4.4 Mathematics: - How leaderful are we?
4.00pm – 5.30pm
Maddy Peters-Algie and Sue Smorti, Palmerston North Teaching Base.

Two of the characteristics of being a leader are curiosity & courage (Rodd, 2006). These are also the dispositions that children engage in when they use mathematical signs, symbols and systems to make sense of their worlds as in *Kei Tua o te Pae: Assessment for learning: Early Childhood Exemplars*. How are we making maths visible in our EC communities? What opportunities do we provide and how do we ensure these are congruent with Te Whāriki when there may be pressure to teach to the National Standards. In this workshop participants will explore a variety of natural resources suitable for creating dialogue about mathematical concepts and language with infants, toddlers and young children.

4.5 Whakamana te Tamaiti
4.00pm – 5.30pm
Vicki Biddle - Centre Manager Raroera Te Puawai ELC (Hamilton)
Leah Steens - Centre Manager Apakura Te Kakano ELC (Te Awamutu)

*Ko nga tamariki o enei ra hei rangatira mo apopo – The children of today are the leaders of tomorrow.*

The above whakatauki depicts the value that we as educators working within our individual centres and working place on our future leaders (our tamariki) - of tomorrow.

As managers of centres under the umbrella of Te Wananga o Aotearoa we will present a korero on what we believe works best for the benefit of our Tamariki, valuing them as the leaders of tomorrow. We will discuss how our practices of tuakana/teina have developed inclusiveness to empower our Tamariki. We will also discuss how both whanau and staff are an integral part of ensuring that that our kaupapa is upheld.

Our presentation will take you through a day in both Raroera Te Puawai Early Learning Centre and Apakura Te Kakano Early Learning Centre bringing these centres to life.

4.6 Leading on leadership
4.00pm – 5.30pm
Deborah Wansbrough and Marnie Hainsworth, New Zealand Teachers Council

Abstract: New Zealand Teachers Council has taken the initiative to facilitate a focus on a vision and framework for leadership development for the ECE sector. The Council began with an occasional paper outlining the current state of leadership in ECE which was launched last year. Following that it convened a workshop day of key interested people and from this a small writing group met to progress the focus further. This has resulted in the development of a draft vision and framework which is being shared with the sector. Participants will have an opportunity to engage with the draft and provide feedback from their own experiences.
4.7 ‘A waterfall of creativity – How educational leadership can influence the creative competency of young children’
4.00pm - 5.30pm
Julie Plows, NZCA lecturer

The aim of this seminar is to enable early childhood professionals to make well reasoned decisions when selecting resources, setting up environments and providing learning experiences in the subject areas of visual arts and creativity. Effective pedagogical leadership has a vital role in promoting creative competency in young children. We will be looking at how early childhood education teachers implement Te Whāriki, in Aotearoa. The arts will be considered, using both Te Whāriki and the New Zealand curriculum as a framework. If the creative potential of infants, toddlers and young children is a passionate interest of yours, please join us in discussing effective methods of planning for arts experiences.

4.8 ‘I didn’t think ICT had a place in ECE but now I know it does’ What the ECE ICT Professional Learning Programme has taught us about the impact of ICT on children’s learning and community engagement.
4.00pm – 5.30pm
Ann Hatherly

Following the Ministry of Education’s ICT programme framework, CORE Education began an ICT pilot professional learning programme for sixty early childhood centres throughout New Zealand, based on the principles of the framework and Te Whariki.

This presentation will highlight the key findings (with evidence) to emerge from the educators’ action research. For example, it was found that ICT could be used to facilitate children’s thinking and inquiry, help embed cultural values, increase children’s agency as learners and increase community understanding of children’s learning.

A message to emerge from the programme is that ICT does not necessarily detract from children’s ‘real’, first-hand experiences. Rather it can greatly enrich these.

4.9 Success stories: Experiences of non-English speaking background students within an English-medium tertiary programme
4.45pm – 5.30pm
Gayleen Taylor, Lecturer, NZCA

Leaders in educational settings should take responsibility for ensuring diverse cultures in their programmes are celebrated and affirmed. As part of a Masters of Education research project graduates from non-English speaking background who had completed the Diploma of Teaching (ECE) programme were interviewed. The key question asked “what enabled these students to achieve in an educational setting so different from their home language, culture and philosophy?” The aim of this session is to promote inquiry and conversation about ways to best support children, families and students from a non-English speaking background in educational settings today. Questions and discussion will enable participants to share their own stories and challenges.

4.11 Photo Story3 for PC Users
4.45pm – 5.30pm
Maree Moselen & Rachel Jones, Next Generation Childcare Centre

Have you ever wanted to make learning more visible? Do you want to be able to make the child's voice heard? Would you like to learn how to use a programme with children in the centre? Come along for a hands on session with teachers who are already using Photo Story 3 effectively within their childcare centre. Participants to bring 10 photos on memory stick or cd.
Keynote – David Giles
9.00am – 10.00am
David Giles is a Senior Lecturer in the Department of Professional Studies in Education, School of Education, University of Waikato. David’s (research and teaching) interest and concern is the nature and centrality of relationships in educational experiences. His doctoral research explored the essential nature of relational experiences in education in the context of teacher education.

- What have we taken for granted about the nature of our relationships in education; what do our ‘lived experiences’ show us?
- How does, and how can, our professional practice, as teachers and leaders, show a greater relational sensitivity?

After ‘being-in’ teaching for 30 years, which includes lecturing at the Palmerston North College of Education, Bethlehem Institute of Education, AUT University and now the University of Waikato, David is being drawn back to the heart of education: relationships.

Abstract - Learning from relational experiences: Implications for Leadership
In the busyness of our lives as educators, we can find ourselves taking-for-granted the essential nature of our educational practice. Arguing for the centrality of relationships in education, and drawing upon stories of relational experiences, this keynote address will open fresh ways of viewing the nature of relationships in education. To this end, participant’s stories from a doctoral inquiry will be used to open different aspects of the nature of relationships.

The understandings and implications from this research are critical to how we are relationally. The challenge remaining is how relational sensibilities can be holistically evoked in our practice as teachers and leaders. Some suggestions for addressing this difficult challenge will be shared from my postgraduate teaching experiences in educational leadership.

Workshop Session Five

5.1 Keynote Workshop - Working with experiential stories: Interpretive writing and appreciative appraisals that sensitisce professional practice
10.30am - 12.00pm
David Giles

This interactive workshop will involve participants in a process of descriptive & interpretive writing towards essential meanings of leadership. Secondly, participants will be familiarised with the notion of Appreciative Appraisals and how such appraisals might examine an individual’s / group’s professional practice.

5.2 Leading Relationships
10.30am-12.00pm
Gemma Rudd, Principal, Childspace

Relationships are paramount to your success as a leader. Come and develop your understanding of your role as a leader, be inspired to understand your team and foster an attractive working environment for teachers in your centre. It starts with you!
5.3 Discourses that inform the work of teachers
10.30am – 11.15am
Lesley Robinson, Lecturer at Nelson Teaching Base

In this session I will share some findings of my Master’s thesis research project. The focus of the study was to identify the discourses that inform and shape the work of teachers in selected childcare settings. A range of discourses were found to be dominant including that of ‘being a team-player' relating to the teacher's role within the team and how they see their work from a team member perspective. I will discuss how teachers see their role within a team and the expectations of themselves and others within the team. Importantly the discourse throws light on the 'accepted and agreed' ways of doing the work and the tensions that can arise between members when this does not eventuate.

5.4 Whole centre self review
10.30am-12.00pm
Rachel Foster, Childspace

This course introduces participants to a simple and effective self review system. The significance of developing a team vision and philosophy will be shared and discussed. Come and develop your confidence and understanding of whole-centre review.

5.5 Growing Young Leaders of Tomorrow
10.30am – 12.00pm
Sherie Noble, NZCA graduate, DipTch ECE

This presentation will discuss how to identify leadership qualities and attributes in young tamariki. I will discuss how, as a Maori teacher and using a bicultural perspective, I am able to guide these tamariki on a path to becoming successful and confident leaders. I will look at how Maori values interweave through leadership in early childhood education and incorporate personal experiences from my own journey as a new learner into leadership in ECE. Everyone is a leader; it is what you make of it.

4.10 From Induction to Registration
10.30am-11.15am
Raewyn Penman, Bernadette Dawson & Jo Ducrot (University of Canterbury Early Years Care and Education)

This paper looks at the processes involved in a successful Induction for new teachers into the early childhood centre. Providing an organised and thorough induction for new teachers can assist with their long term retention.

Building on their induction Provisionally Registered Teachers benefit from a well set out and supported registration process. The University of Canterbury Early Years Centres have developed and implemented a system that enables provisionally registered teachers to become quality teachers who can articulate and demonstrate how they meet the registered teacher criteria. This system is now being modified to assist registered teachers with their renewal.
5.7 "Te Puea Herangi - 1883-1952 - Waikato woman of Mana
10.30am-11.15am
Panetuku Rae, NZCA member

This presentation is about a woman who inspired Maori to consolidate and strengthen themselves following the loss of land, culture and identity. This period begins in the early 1920’s. Te Puea Herangi rallied for support to build new marae for her people, that they may rebuild their lives, and to set up cooperative farms. In this difficult period of loss and social disorganization, Te Puea sought support from other tribal leaders at the time as well as government agents. She gathered many children who were orphaned owing to loss of parents and whanau by the scourge of the 1917 influenza epidemic. What leadership attributes can we hope to glean from this heroic woman to develop ECE new leaders and new learners?

5.8 Mentoring: Professional Growth through Helping Beginning Teachers
11.15am – 12.00pm
Barbara Allan and Jane Ewens

This workshop will explore the purposes and roles of mentor teachers in the context of an early childhood setting. We will look at how centres can maximize the professional development opportunities for leadership for experienced teachers who will support staff in training or as provisionally registered teachers. We will identify the qualities and skills that make for effective mentoring and how to deal with some of the organizational and personality issues that can arise. This workshop is aimed at both management and teachers who work with students and newly qualified teachers.

5.9 Te Whatu Pokeka: Kaupapa Māori Assessment for Learning Early Childhood Exemplars
11.15am – 12.00pm
Lesley Rameka

Te Whatu Pokeka: Kaupapa Māori Assessment for Learning Early Childhood Exemplars, launched in 2009, is a professional support resource that explores, articulates and reifies Māori values, philosophies and practices in early childhood assessment. The first part of the presentation will provide an overview of Te Whatu Pokeka, examining Māori ways of knowing, being and doing, the creation whakapapa, kaupapa Māori theory and traditional Māori constructs of the child. The second part of the presentation will introduce a frame for assessment developed by one of the centres that participated on the project.