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KG LEARNING PROFESSIONAL DEVELOPMENT

Live Online Conversation Series

JANUARY - JUNE 2024

Pedagogical practice is born in dialogue, its outcome is change....it calls on humility and frank speech, it both nurtures and reflects a capacity for disagreement and wrestling with other perspectives. It calls for courage and finds its home in brave spaces.

ANN PELO

Conversation Series

What's on offer?

A context for meaningful learning is often found within a series of conversations that build and connect over time. Gaining depth in pedagogical practice requires a level of wrestling with ideas as well as time to linger, collaborate and talk together in smaller groups – this context for learning deepens our understanding and connection to genuine and authentic pedagogical practices. It is my hope this series of online conversations will create a space for crafting new ideas whilst you learn, apply and reflect on your pedagogical approach. All courses are rich in real world examples, case studies and practical application of theory.

40
max. group size

3-6
sessions per series

1 hour
each session

Conversation Series	No. of sessions	Cost
Responsive routines	6	\$330 + GST
Educational leadership	6	\$330 + GST
Documentation with purpose	3	\$165 + GST
The Environment: a place of possibility	3	\$165 + GST
Leading Teams: a beginner's guide	3	\$165 + GST

The details:

- Secure your spot online or email Kelly@kglearning.com.au to request an invoice
- The time zone the course is delivered: Melbourne, Australia (AEST)
- LIVE attendance is encouraged but sometimes things happen so a recording is provided for 48hrs post session for those registered. No extensions granted.
- All courses come with a hard copy booklet that is posted to the registered participant a few weeks prior to the course.
- A survey is provided at the conclusion of all courses and the completion of this generates a certificate.



Course booklet

Each registration will receive a course booklet.

Call me old fashioned but I believe in writing notes, hard copy documents and handouts. Each booklet will keep all the key information, handouts, references covered in each session as well as a place for you to write your reflections, goals, and evaluation. We like that everything is kept in one place for you and is a place to come back to in the future too.

PRESENTER PROFILE

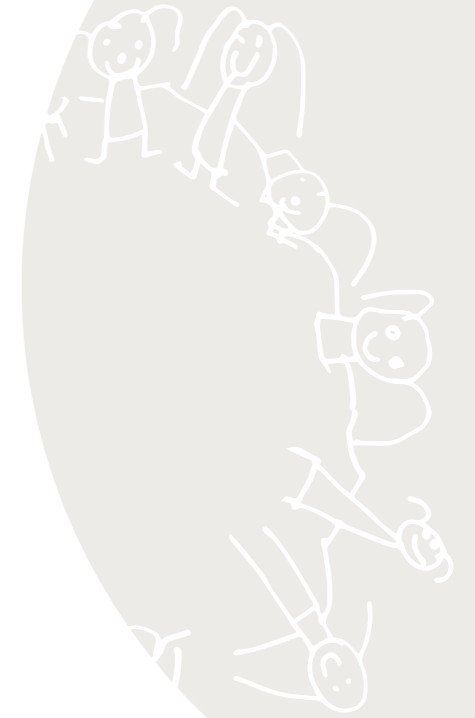
Kelly Goodsir



Kelly Goodsir is the Managing Director of KGLearning, a professional learning company that focus' on improving pedagogical practice through strategic educational change in early childhood education.

She is the author of a children's book, 'My Family is a Team' and several resources that support mental health conversations in the early years. Kelly grew up in New Zealand and weaves her early pedagogical teaching experiences into all her sessions. She also attended two international study tours to Reggio Emilia, Italy which have deeply influenced her way of teaching and learning.

Kelly has dedicated her career to her own and others development of pedagogy, practice, learning and leadership and believes whole heartedly that through 'thinking and learning collaboratively' anything is possible. You will be drawn to Kelly's creative inspiration, her ability to make the complex simple and her unwavering advocacy for upholding children's, families' and educators' rights. Kelly invites you into thinking deeply about the 'why' and 'how' of teaching and leadership practice whilst compelling us to connect wisdom and courage in all that we do.



COURAGE

KINDNESS

RESPECT

CURIOSITY



Documentation with Purpose

Documentation is all around us, yet often we can narrow our approach to more formal observations, which we can over think and over write using the same methods week in and week out. This approach can result in documentation being more challenging than professionally enjoyable to engage.

Exploring the 'why' of our approach to documentation will inform the 'how' and 'what' we document. There is wisdom in thinking about the systems and tools we design for documenting learning so that our approach influences genuine and authentic opportunities for educators to write in meaningful ways. This series will explore conversations to ignite change and reimagine the role that documentation plays in your context through sharing contemporary theories in practice.

This conversation series includes 3 sessions:

1. **Designing documentation** – the macro view
Systems that support collaboration, dialogue, research and inquiry
1. **Documenting with children** – the micro view
Creating habits of documenting in the everydayness, living displays & agreements
1. **Meaningful assessment** – formative and summative
Learning stories, learning notes and the distance travelled – robust assessment



[Documentation with Purpose Term 1](#)



[Documentation with Purpose Term 2](#)

COST: \$165 +GST

TIME: 10:30am – 11:30am AEST

TERM 1 / WEDNESDAYS

Session 1: 31/1/24

Session 2: 28/2/24

Session 3: 27/3/24

TERM 2 / WEDNESDAYS

Session 1: 24/4/24

Session 2: 22/5/24

Session 3: 19/6/24

Engaging documentation as a pedagogical tool for teaching and learning in real time acts as a living artefact of thinking with children. We recognise that documentation does not have to finish, but instead be engaged as an on-going living dialogue that weaves together our shared ideas over time.....inviting new curiosities, questions and unexpectedness along the way.

KELLY GOODSIR

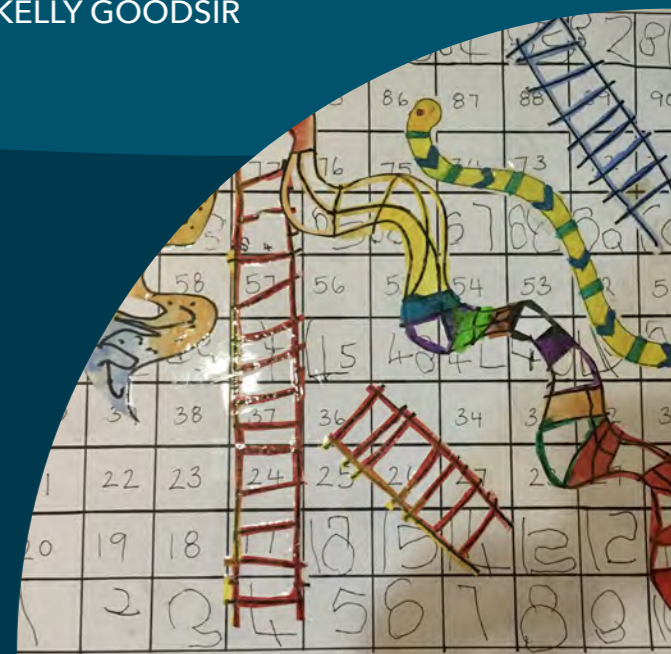


After completing this course I regained the courage to try something different and explore other options to document and plan for my sessions.

Michelle Dawson

I have really enjoyed the three sessions on documentation with purpose. Kelly speaks with such ease on a topic that can be challenging to get your head around - clear, precise and with research to back up her thoughts, ideas and purpose.

Jess Cook





The Environment: *a place of possibility*

The environment is a place where at the heart can offer an invitation for the child to explore, be curious and investigate. When the environment is designed with intentionality as well as being responsive to the child's developing questions, ideas and theories it will be interesting, invitational and beautiful.

How we organise space, position furniture and select and offer materials will influence how children feel, think and play. The environment is an important way to communicate pedagogical ideas, make learning visible and compliment the services philosophy in practice. Whilst the physical space does not sit in isolation of practice and interactions this session will focus on the physical aspects of environment design to support pedagogical practices.

This conversation series includes 3 sessions:

- 1. The environment as a context for teaching and learning**
Pedagogy of welcome, shifting beyond toys, real world learning
- 2. Designing the physical space for inquiry - INDOORS**
Think BIG and Think SMALL - a practical framework for design - with a focus on children's ideas and theories driving design
- 3. Designing the physical space for inquiry - OUTDOORS**
Think BIG and Think SMALL - a practical framework for design - with a focus on risky play, nature and community walks



[The Environment: Term 1](#)



[The Environment: Term 2](#)

COST: \$165 +GST

TIME: 12:30pm - 1:30pm AEST

TERM 1 / WEDNESDAYS

Session 1: 31/1/24

Session 2: 28/2/24

Session 3: 27/3/24

TERM 2 / WEDNESDAYS

Session 1: 24/4/24

Session 2: 22/5/24

Session 3: 19/6/24

Spaces speak...even though we cannot hear the walls or floors talking, the equipment conversing, or the materials and resources chattering, they are indeed speaking to us. They are offering a conversation that influences how we behave, react, engage and even think.

DUNCAN, MARTIN & KEITH, 2016



Through this course I have been able to think about how we current set up our environments and now how we can look at it through other lenses. The think big and think small framework is clear and enables you to create inviting spaces, using nature, open ended resources and documentation. Really enjoyable and practical course.

Katie Johannesen

I found KGLearning to be informative, interesting and thought provoking..

Katrina Leatherland



Educational Leadership - *people, pedagogy and practice*

Leading pedagogy with purpose requires us to have a deep awareness of what we say and do and the pedagogical impact this can have into the future. Creating the conditions for teams to 'think together' means creating a workplace culture that embraces partnership, collaboration and curiosity.

Educational leaders who walk beside their teams often engage in a coaching model to ignite change, recognising that working in partnership brings about innovation. We learn best when we are able to collaborate and be in dialogue with others, this invites a deeper willingness for educators to rethink, unlearn and relearn.

It is well researched that good educational leadership improves learning outcomes for children and builds strong pedagogical teams.



[Educational Leadership](#)

This conversation series includes 6 sessions:

- 1. The role of educational leadership**
What do I focus on: teaching quality, conversations for change, learning together
- 2. Leaders who focus on coaching**
Dialogue, collaboration and experiential learning - not audits and templates
- 3. Building a pedagogical culture**
Positive emotional and relational environments lean into learning and research
- 4. Leading pedagogical change**
Readiness, time, resistance and rethinking a recipe for success
- 5. Giving and receiving feedback**
Psychological safety, intellectual honesty and kindness
- 6. Reflection and questions**
The final session will be designed by your questions & curiosities as a leader

COST: \$330 +GST

TIME: 2:00pm - 3:00pm AEST

TERM 1 / WEDNESDAYS

Session 1: 31/1/24

Session 2: 28/2/24

Session 3: 27/3/24

Session 4: 24/4/24

Session 5: 22/5/24

Session 6: 19/6/24

These sessions sparked thoughts for reflection in ways I didn't think possible. We delved deeper into the contemporary world of leadership and unpacked the qualities of collaborative leader learners. A truly reflective, insightful and inspiring series shared between like-minded leaders.

Jade Power

This course has changed me and made me a more compassionate, understanding and courageous leader who is able to build the capacity of the whole team and be in companionship with others. Building a culture of learning through shared pedagogical understandings, valuing the importance of relational learning, collaboration and a growth mind set. I'm grateful to have participated in this course and encourage all educational leaders and educators to gift themselves this amazing professional development opportunity.

Katina Grammatoglou

"Pedagogical leaders embody the dispositions for inquiry and call these dispositions forward in educators: dispositions to marvel, to doubt, to make mistakes, to stand open to others and to everything that is new"

PELO & CARTER, 2018, P.43

Leading Teams: *a beginners guide*

Being a new room leader requires something more than just being a 'great educator' and all too often new room leaders are 'thrown into the deep end' with a sink or swim approach. This course will explore some of the important skills, knowledge and dispositions of becoming a great room leader, someone who has deep awareness of what they say and do in the everyday and the impact this will have into the future culture of their classroom team.

Creating the conditions for teams to engage with curiosity and pedagogical purpose means a leader must shift past the idea of being bossy and recognise that clear direction and purpose along with good communication skills builds great classrooms, where thoughtful interactions and responsiveness with children is highly valued.

This conversation series includes 3 sessions:

- 1. Leadership – head, heart and purpose**
Stepping into your leadership is not about being bossy but having clear purpose and direction
- 2. Team culture – collaboration and accountability**
Teamwork, working with others potential, pedagogical responsibility
- 3. Honest conversations – keeping high expectations as the norm**
Recognise when practices get slippery, advocating for children and humanising hard conversations

COST: \$165 +GST

TIME: 2:00pm – 3:00pm AEST

TERM 1 / MONDAYS

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Session 2: 26/2/24

Session 3: 25/3/24

TERM 2 / MONDAYS

Session 1: 22/4/24

Session 2: 20/5/24

Session 3: 17/6/24

Brave leadership demands people to be courageous, self-aware, and put more importance on getting things right than being right.

BRENE BROWN



[Leading Teams Term 1](#)



[Leading Teams Term 2](#)



Responsive Routines

The foundation for engaging in quality pedagogical practice is a team that recognises the value and organisation of the daily routine as one of its major focusing points.

"We are highly organised, because we do not leave learning to chance"

CARLA RINALDI, personal notes Reggio Emilia 2016 study tour

When routines are organised in a way that fosters children's agency it can often result in a more peaceful and calmer climate and allow for more sustained quality interactions. At some point in the day every classroom engages in mealtimes, sleep or relaxation and grouping, all of which require smooth and thoughtful transitions. It is not so much the timing of these routines that matter everyday but how we approach them with intentionality and organisation so that we can be present and unhurried. The humble routine can be a time where we celebrate quality interactions and slow time and not be hijacked by supervision and chaos.

This conversation series includes 6 sessions:

- 1. Respectful Practice***
Respectful relationships, unhurried time, consent and an agreement approach
- 2. Transitions & Rituals**
Slow vs hard transitions, routines and rituals, birthdays, welcomes and special moments
- 3. Team Organisation**
Teamwork that prioritises pedagogical practice, physical environments that are organised
- 4. Dive Deep: Mealtimes***
Setting the environment, responsive meals not progressive meals, present and attuned
- 5. Dive Deep: Sleep/Relaxation***
Setting the environment, self-settling, relaxation as a pedagogical practice
- 6. Dive Deep: Grouping Children***
The 'why' of grouping, intentionality, group size matters, reimagining 'group time'



*These topics include making visible a poster to showcase the tone, climate and practices of respect, mealtimes, sleep/relaxation and grouping children.

COST: \$330 +GST

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We started the year with reflecting on our mealtimes and how we could make these a calmer, more peaceful time. By writing down our intentions for this time it held us accountable to our philosophy and our values and gave us something we could return to if needed. A big part of creating a 'flow' of the day was having an organised team. We all know what our roles and responsibilities are every day, and this means we can be more intentional in our teaching and create calmer learning environments for children. When you commit to working in this way, responsive routines become embedded practice and it becomes a lot easier to pinpoint areas you need to work on or change.

Ellen, The Learning Space



[Responsive Routines](#)





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