

BUILDING QUALITY PRACTICE: IMPLEMENTING THE EARLY YEARS LEARNING FRAMEWORK AND QUALITY ASSURANCE REQUIREMENTS

SATURDAY 2 APRIL 2011 THE UNIVERSITY OF SYDNEY

8.30	Registration (tea and coffee provided)
9.30	Welcome and Acknowledgement of Country
9.40	Opening address IMPACT FOR LIFE: THE OBJECTIVES OF THE NATIONAL QUALITY FRAMEWORK AND STANDARDS, AND THEIR RELATIONSHIP TO THE EARLY YEARS LEARNING FRAMEWORK Joan ten Brummelaar & Robyn Cooper, Dept of Education, Employment and Workplace Relations
10.10	Keynote BELONGING, BEING AND BECOMING: OPPORTUNITY OR ACCOUNTABILITY? Sandra Cheeseman, Institute of Early Childhood, Macquarie University
11.10	Questions
11.24	Morning Tea
11.45	Concurrent feature presentations CREATIVE ARTS Lea Mai, The University of Sydney LITERATURE AND LANGUAGE Jean Ashton, The University of Sydney
12.45	Lunch
1.30	Concurrent feature presentations CONNECTING WITH THE NATURAL WORLD AND EXPLORING THE ENVIRONMENT Christine Preston, The University of Sydney EARLY MATHEMATICAL THINKING Jennifer Way, The University of Sydney
2.30	Afternoon tea
2.45	Keynote IMPLEMENTING THE EARLY YEARS LEARNING FRAMEWORK AND THE NATIONAL QUALITY STANDARDS Rebecca Watson, SDN Children's Services Inc.
3.45	Questions
4.00	Close

For more information follow the calendar link to the conference web page from sydney.edu.au/education_social_work/professional_learning/teachers/2011

Coordinated by Professional Learning in the Faculty of Education and Social Work, the University of Sydney
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SESSION 2 KEYNOTE ADDRESS

10.10 – 11.10 AM

BELONGING, BEING AND BECOMING: OPPORTUNITY OR ACCOUNTABILITY?

The introduction of the Early Years Learning Framework (EYLF) is a key component of the Council of Australian Government's (COAG) early childhood reform agenda. As such it represents Australia's commitment to young children and recognises the importance of learning in the early years. Key to the success of this document and the broader reform agenda will be the responses and reactions of the early childhood workforce and their willingness to demonstrate leadership and advocate for professional interpretations of the Framework. Using the document as a catalyst for professional conversations and a tool for reflecting on what is possible, the EYLF has the potential to enable professional wisdom to shape future directions for early childhood. Without such engagement the document becomes little more than a formula for safe practice and accountability. This presentation aims to raise some of the key issues, challenges and possibilities that the EYLF offers to early childhood professionals with a call for pedagogical leadership to ensure that this opportunity is not wasted.

SANDRA CHEESEMAN

INSTITUTE OF EARLY CHILDHOOD, MACQUARIE UNIVERSITY



Sandra Cheeseman is a lecturer in social policy and leadership. Sandra spent many years teaching, directing and later in senior management roles in a range of early childhood settings. More recently she has begun Doctoral studies looking at *Infants' encounters with curriculum* as Australia embraces the first national curriculum document for children from birth. Sandra has a keen interest in engaging early childhood professionals in the synergies between theory and practice and promoting pedagogical leadership in an ever-expanding early childhood sector.

SESSION 3 CONCURRENT WORKSHOPS

11.45 AM – 12.45 PM

LITERATURE AND LANGUAGE

This workshop will focus on creating learning opportunities that align with the Early Years Learning Framework focus on thinking about children's literature and language.

JEAN ASHTON

THE UNIVERSITY OF SYDNEY



Dr Jean Ashton is currently a lecturer in the MTeach Early Childhood (Birth–5 years) and BEd Early Childhood (Birth–5 years) programs at the University of Sydney. She has recently been involved in program development and as Acting Head of program. Jean's research interests have focused specifically on early literacy, resulting in a number of publications and conference presentations including 'Three families, multiple discourses: Parental roles, constructions of literacy and diversity of pedagogic practice' in *Linguistics in Education* and 'Barbie, The Wiggles and Harry Potter: Can popular culture really support young children's literacy development?' in the *European Early Childhood Education Research Journal*. Jean's research has also focused on teaching and learning in the early years, as well as on teacher education and children with chronic illnesses. Jean was part of the team who worked together to research early childhood literacy and develop the *Literacies, Communities and Under 5s* teaching resource.

CREATIVE ARTS

This workshop will focus on creating learning opportunities that align with the Early Years Learning Framework focus on thinking about creative arts.

LEA MAI

THE UNIVERSITY OF SYDNEY



Lea Mai lectures in Creative Arts in Early Childhood at the Faculty of Education and Social Work. Lea is also currently completing a PhD in aesthetic experiences in early childhood. Her research interests include the Reggio Emilia approach to early childhood education, the cultural and artistic rights of children, and how the voices, visions and actions of young children are represented in scholarly research. Lea authors the museum education programmes for the University's Art Gallery. She holds a BA (Hons) and an LLB from the Australian National University.

SESSION 4

CONCURRENT WORKSHOPS

1.30 – 2.30 PM

CONNECTING WITH THE NATURAL WORLD AND EXPLORING THE ENVIRONMENT

This workshop will focus on creating learning opportunities that align with the Early Years Learning Framework focus on thinking about science.

CHRISTINE PRESTON

THE UNIVERSITY OF SYDNEY



Christine Preston is an experienced teacher who specialises in teaching Kindergarten science. She lectures in primary and early childhood science education at the University of Sydney.

EARLY MATHEMATICAL THINKING

This workshop will focus on creating learning opportunities that align with the Early Years Learning Framework focus on early mathematical thinking.

JENNIFER WAY

THE UNIVERSITY OF SYDNEY



Dr Jenni Way lectures in the Faculty of Education and Social Work in primary and early years mathematics education. She has particular interest in young children's intuitive understandings of mathematical concepts and processes and how they can be developed into more formal knowledge. Jenni taught in NSW primary schools for 13 years before shifting to lecturing at universities.

SESSION 5 KEYNOTE ADDRESS

2.45 – 3.45 PM

IMPLEMENTING THE EARLY YEARS LEARNING FRAMEWORK AND THE NATIONAL QUALITY STANDARDS

The National Quality Agenda for early childhood education and care has repositioned early childhood education on both the political stage as well as the in the broader community. This is a unique opportunity for early childhood professionals to engage with a national framework, standards and curriculum that supports and acknowledges the early childhood profession and sound pedagogical early childhood practice as well as establishing the significance of the early years.

SDN Children's Services has a long history in the provision of early childhood education, currently operating 23 Children's Education and Care Centres as well as a suite of child and family support services. SDN has embraced this new era as an opportunity to engage with new systems and a national curriculum using a culture of enquiry and research. This presentation will share some of our organisations experiences and challenges so far in engaging particularly with the Early Years Learning Framework and our determination in ensuring that children are critical to our discussion, debate and decisions.

REBECCA WATSON

SDN CHILDREN'S SERVICES



Rebecca Watson is an early childhood teacher with over 20 years experience as a practitioner in long day care, family day care and preschool. During this time she has developed practice, expertise and an ongoing interest in early childhood leadership and practice and the role it plays in enabling children to equitably participate in their education and community. Rebecca is currently the Director of Early Childhood Education for SDN Children's Services. In this position Rebecca supports and manages SDN's 23 children's education and care centres. These centres provide early childhood education for over 1000 children every day and employ more than 350 staff. Recently Rebecca was part of the consortium responsible for developing the Australian Early Years Learning Framework and is currently an executive member on the NSW Branch of Early Childhood Australia. Previously Rebecca was the Project Manager for a Families NSW project, Building Social Capital in Early Childhood Services. This project supported 260 early childhood services across Sydney's Inner West in investigating the potential and capacity for children's

services to engage with the wider community. Rebecca has also lectured part-time in early childhood at the University of Western Sydney as well as working as a consultant and trainer.