



STEM Detectives – Identifying the STEM in children’s play

Educators will gain knowledge and the ability to identify the Scientific Thinking (STEM) in children’s play. They will become aware of developmentally appropriate opportunities that can be provided to support and promote Scientific Thinking. Educators are empowered to use their professional knowledge and skills to observe deeply, to analyse and reflect on children’s innate curiosity, awe and wonder and desire to explore the world around them.

Aim of program/support	Measure of success for kindergarten services
Raise awareness of what STEM (scientific thinking) looks like in the early years	Educators can identify scientific thinking in children’s play
Raise awareness of developmentally appropriate STEM provocations	Educators provide appropriate opportunities for children to explore STEM
Children are encouraged to share their thoughts and ideas as they explore	Children are confident in sharing their thoughts and ideas
Enable educators to confidently incorporate intentional teaching to support and promote scientific thinking	Educators include intentional STEM opportunities in the program
Encourage and support educators to identify and document the STEM in children’s play	Educators identify and include STEM in documentation

Physicality
Thinking and responding
Social and emotional capability
Access and inclusion

- Oral language and communication
- Children feel safe, secure, and confident in themselves and the learning environment, enabling them to take risks and make decisions.
- Children have the skills to sustain engagement in their learning through their interest.
- Children are confident to make use of the learning environment to support their physical wellbeing through STEM opportunities.
- Children take in verbal and non-verbal stimuli and process this information to make meaning linked to their current knowledge and experience.
- Children demonstrate their understanding and respond in a variety of culturally appropriate ways.
- Children express their thoughts and thinking in their learning experiences.
- Children seek to understand and listen to others as they explore interests together.
- Educators recognise and plan reasonable adjustments to all aspects of the program to maximise participation in STEM opportunities for all children.

This program is supported by 38 years of successful practical experience. The methodology is based on research and theoretical underpinning



Costings STEM Detectives

1. Group Face-to Face Professional Learning Day (6 hours)
\$2700 includes GST per group up to 35 delegates. Plus, dinner, bed and breakfast and travel expenses.
2. Group Face-to Face Professional Learning Session (2 – 3 hours)
\$1490 includes GST per group up to 35 delegates. Plus, dinner, bed and breakfast and travel expenses
3. Coaching in Context Professional Learning Day with educators and children (6 hours)
\$2700 includes GST per service. Plus, dinner, bed and breakfast and travel expenses.
4. Coaching in Context Professional Learning Session with educators and children (2 -3 hours)
\$1490 includes GST per service. Plus, dinner, bed and breakfast and travel expenses.
5. Online Webinar (1 hour)
\$75 per person with 6 months unlimited access and notes.

Wide range of optional resources available to support this professional development including a book co-authored by Niki Buchan, '*STEM Detectives*'.



Adventurous Play – Supporting Risky Play

Educators will gain knowledge and confidence through professional learning and practical experience in supporting children who seek challenge and risk. Educators will develop an understanding of the 6 risky play behaviours children seek and appropriate opportunities to provide for these. Educators are empowered to use their professional knowledge and skills to observe deeply, to analyse and reflect on children’s need and desire to challenge themselves and to accept challenges.

Aim of program/support	Measure of success for kindergarten services
Support educators in realizing the researched benefits of risk taking	Educators facilitate regular opportunities for children to participate in appropriate risky play
Raise awareness of developmentally appropriate risky play	Educators provide appropriate opportunities
Children to feel safe and secure and to be confident in accepting and seeking challenge.	Children are confident, happy and engaged in risky play opportunities.
Enable educators to confidently advocate for risky adventurous play with families	Educators confidently share the advantages and benefits of the program
Raise educator awareness on the importance of rigorous risk assessments to evidence duty of care and enable children to participate in exciting experiences. Introduce the concept of a benefit risk assessment.	Educators feel empowered to complete a rigorous benefit risk assessment to protect themselves and the children while informing families.

Physicality
Thinking and responding
Social and emotional capability
Access and inclusion

Children feel safe, secure, and confident in themselves and the learning environment, enabling them to take risks and make decisions. Children have the skills to sustain engagement in learning, manage emotions and connect positively with peers and significant adults. Children demonstrate coordination, strength, gross and fine motor skills in a range of learning situations. Children are confident to make use of the learning environment to support their physical wellbeing.

- Shows self-management and self-care behaviours
- Shows resilience and perseverance
- Shows confidence and initiative.
- Shows confidence and a sense of security within the kindergarten environment
- Shows control of gross motor skills to participate in games, rhythmical movement experiences and directional change

This program is supported by 38 years of successful practical experience. The methodology is based on research and theoretical underpinning



Costings for Adventurous Play:

1. Group Face-to Face Professional Learning Day (6 hours)
\$2700 includes GST per group up to 35 delegates. Plus, dinner, bed and breakfast and travel expenses.
2. Group Face-to Face Professional Learning Session (2 – 3 hours)
\$1490 includes GST per group up to 35 delegates. Plus dinner, bed and breakfast and travel expenses
3. Coaching in Context Professional Learning Day with educators and children (6 hours)
\$2700 includes GST per service. Plus, dinner, bed and breakfast and travel expenses.
4. Online E-course (5 hours)
\$250 per person. Reduced rates for 3 or more registrations.

Optional Resources

A range of resources available to complement the professional learning and offer children rich learning opportunities as well as a book authored by Niki Buchan '*Adventurous Play, developing children's life skills through rich risky play experiences.*



Kindy Uplift Program



Natural Learning – Learning Naturally with and in Nature

Educators will gain knowledge and confidence through professional learning and practical experience in working with children in and with nature. Educators have identified an increase of children who display behaviours that challenge educators. Through this program educators become more aware of the increasing mental health concern of our young children and the understanding of the benefits being in nature brings. Educators are empowered to use their professional knowledge and skills to observe deeply, to analyse and reflect on children’s behaviour, learning and development.

Aim of program/support	Measure of success for kindergarten services
Support educators in realizing the researched benefits of working with children in nature to both educators and children	Educators facilitate regular opportunities for children to be in and with nature confident in the benefits
Providing mentoring and guidance to adapt and develop a natural learning program for individual situations and circumstances	Service feels confident and capable of working with children and nature
Children to feel safe and secure and to be confident in using the space.	Children are confident, happy and engaged outdoors and in nature.
Enable educators to confidently advocate for nature play with families	Educators confidently share the advantages and benefits of the program
Support educators in realizing the importance and value of high-quality observations and reflection when children are playing and leading their own learning in the natural environment.	Educators feel empowered to step back and observe children’s play enabling meaningful reflection

Physicality
 Thinking and responding
 Social and emotional capability
 Oral language and communication
 Access and inclusion

Exploring nature-based practice, theory, research, and practical experiences.

Researched benefits of children being in nature include the following which support social and emotional capability, physicality, thinking and responding, communication and access and inclusion.
 Increased sense of well-being. Increased physical, active play. Increased engagement in learning by children otherwise disengaged. Power to support and heal mental health issues including reducing trauma. Reduction in bullying. Increase in confidence and self-esteem. Increase in oral language and communication. Increased resilience and perseverance. Increased independence and autonomy. Increased ability to self-regulate and self soothe. Increased ability to self-risk asses possible challenges and risks

This program is supported by 38 years of successful practical experience. The methodology is based on research and theoretical underpinning



Costings Nature based Practice

1. Group Face-to Face Professional Learning Day (6 hours)
\$2700 includes GST per group up to 35 delegates. Plus, dinner, bed and breakfast and travel expenses.
2. Coaching in Context Professional Learning Day with educators and children (6 hours)
\$2700 includes GST per service. Plus, dinner, bed and breakfast and travel expenses.
3. Online E-course (5 hours)
\$250 per person for 12 months. Reduced rates for 3 or more registrations.

Wide range of optional resources available to complement this professional learning event including books authored by Niki Buchan. *'Children in Wild Nature'*, a book commissioned for the Australian market as well as the award-winning book *'A Practical Guide to Nature Based Practice'* adapted for the UK market and translated into Chinese.

Kindy Uplift Program



Meaningful Documentation Australian Learning Tracks Documentation Framework

Documentation and programming are identified as the single biggest challenge for most educators as they battle to comply with perceived requirements. Through this program and support educators and services become aware of a time efficient, simple, meaningful way to record, evidence and document children’s learning and development. Educators are empowered to use their professional knowledge and skills to observe deeply, to analyse and reflect on children’s learning and development. Educators will also become aware of the complex dance involved in interaction, engagement, and observation.

Aim of program/support	Measure of success for kindergarten services
Support educators in exploring meaningful documentation that tracks children’s learning and development and directly benefits educators and children.	Educators understand this methodology and implement this in their service/s
Enabling and documenting all children communicating effectively using oral language or another form of communication	Educators have an awareness of effective communication, oral and otherwise.
Support educators in providing and including all children to feel valued and respected	Educators use strategies that allow all children to feel valued and respected
Educators are supported to provide intentional teaching tools to promote higher order thinking and conversation	Educators develop and implement intentional teaching tool
Educators enable children to become confident collaborators and communicators developing an understanding and interest in their own learning	All children are viewed as capable and competent and able to lead their own learning

Thinking and responding
 Social and emotional capability
 Oral language and communication
 Access and inclusion

- Planning is informed by children’s diverse ways of being, knowing, social and cultural experiences, interests, geographic locations, abilities, and needs.
- Teachers interact positively with children in an engaged community of learners leading to a respectful and reciprocal relationship.
- Children see that their efforts are valued by adults - feel safe and develop a sense of belonging.
- Children are socially and emotionally supported as teachers and children reflect and document the diverse thinking and abilities with sensitivity.
- Every child feels valued and respected as the 100 languages of children are celebrated and included.



- Families and children engage positively with the documentation, can revisit the learning and development throughout the year allowing children to consolidate their own learning and understanding and making the learning visible to families.
- Children become confident collaborators and communicators developing an understanding and interest in their own learning.
- Strongly supports play-based, inquiry-based, and project-based pedagogies.
- Children contextually develop an understanding, knowledge and interest in the written word
- Children's individual identity is respected and celebrated allowing children to build positive relationships and a sense of connectedness.
- Positive dispositions towards learning are built as teachers sensitively mentor and guide children's interests, curiosities, and wonderings through active learning.

This program is supported by 20 years of successful practical practice. The methodology is based on scientific study and based on theoretical underpinning

Costings Meaningful Documentation.

1. Group Face-to Face Professional Learning Day
\$2700 includes GST per group up to 35 delegates. Plus, dinner, bed and breakfast and travel expenses.
2. Online E-course
\$250 per person. Unlimited access for 12 months to embed the methodology. Reduced rates for 3 or more registrations.

Optional resources available.

Kindy Uplift Program



Supporting Children and Educators with Behaviours Adults find Challenging

The professional learning would be around children’s behaviours that educators find challenging and the educators thereby building capacity to understand how to best to support all children and families. Through increasing educator knowledge and engagement, we aim to build their capacity, understanding and ability to observe, reflect, identify the child’s needs and respond appropriately thereby increasing the child’s well-being and engagement and leading to better outcomes for all the children as well as the educators.

Aim of program/support	Measure of success for kindergarten services
Support educators in exploring the ‘why?’ behind children’s behaviours	Educators gain an understanding of the possible reasons that may lead up to children’s behaviours they find challenging.
Raising an awareness of the effect trauma may have on children and knowing what the trauma response looks like	Educators have an awareness of the effects trauma, including inherited trauma, may have on children and how to support these children.
Support educators in providing and including all children to feel valued and respected	Educators use strategies that allow all children to feel valued and respected
Help Educators realise the importance of well-being and engagement for learning and development	Educators have a knowledge and understanding of the importance of well-being and engagement for child development
Support Educators in identifying behaviour that is developmentally appropriate for the age and stage of the children.	All children are viewed as capable and competent, and educators are able to identify some behaviours as normal behaviour

Children’s behaviours that challenge adults are often misunderstood and misinterpreted as one of the 100 languages of children. This leads to educator and parent frustration and children being falsely labelled with mental health issues or being ‘naughty’, ‘disobedient’, etc. Through lack of knowledge and misunderstandings these children are not having their needs met. Ferre Laevers stated that children need high levels of well-being and high levels of engagement to reach their true potential. Through increasing educator knowledge and engagement, we aim to build their capacity, understanding and ability to observe, reflect, identify the child’s needs and respond appropriately thereby increasing the child’s well-being and engagement and leading to better outcomes for all the children as well as the educators.



Costings Challenging Behaviours

1. Group Face-to Face Professional Learning Day (6 hours)
\$2700 includes GST per group up to 35 delegates. Plus, dinner, bed and breakfast and travel expenses.
2. Group Face-to Face Professional Learning Session (2 – 3 hours)
\$1490 includes GST per group up to 35 delegates. Plus dinner, bed and breakfast and travel expenses
3. Online Presentation

Optional resources available.