

# Professional Learning and Development Program

KU Professional Learning offers an annual professional learning and development calendared program, which includes featured events, one-off workshop sessions and two or three-part series.

Many of our workshops are NESAs endorsed and mapped against the Australian Professional Standards for Teachers.

KU's experienced and skilled staff facilitate the Professional Learning and Development Program, offering opportunities to explore and unpack:

- ▶ Pedagogy and Practice
- ▶ Relationships and Attachment
- ▶ Science Technology Engineering and Maths (STEM)
- ▶ Education for Sustainability
- ▶ Infants and Toddlers
- ▶ Continuous Improvement
- ▶ Program and Planning



# Publications and Resources

The collection of KU resources are a reflection of the KU commitment to high quality practice. Developed through unique action research, professional learning community projects, and specialist knowledge, these resources have been designed to support high quality practice and provide for individual and team based professional learning.

KU resources are a great addition to centre and parent libraries, as the content is very accessible. Each resource has been written to support day-to-day practice and pedagogy. They are also an excellent tool for sharing at staff meetings, sharing with families and coaching and mentoring staff.

To view and order the latest resources visit our website [www.ku.com.au](http://www.ku.com.au)

## Contact Us

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# KU Professional Learning New South Wales

Provoking Minds  
Building Capacity



Proudly a not for profit organisation

“The affordable and tailored program offered by KU Professional Learning not only provided our service with new concepts and ideas, but fostered greater strategic and managerial directions.”

*President, Gosford Community CCC*



## Customised Professional Learning and Support

KU understands the complexities of providing high quality education to young children.

KU Professional Learning offers a suite of courses that can be tailored to meet the professional learning needs of your service and can be delivered onsite at a time convenient to teams or via webinars.

KU’s point of difference is that each course facilitator is expertly equipped to present the content of the course they deliver. KU Professional Learning Facilitators have post graduate qualifications and/or very extensive experience in the subject area they teach. This means that when teams engage KU to deliver a course, they have access to information and expertise beyond the course content. This allows teams to tailor the course to suit their context and learning needs and deepens the opportunity for adult learning.

The KU In-Residence Support Program provides facilitators who can coach your team on site with the aim of supporting quality improvement and the implementation of Belonging Being Becoming: The Early Years Learning Framework.

### The following practice principles guide our programs:

#### Children’s Rights and Social Justice

The guiding principle underpinning the delivery of training is the provision of high-quality early childhood services that view the child as central in all decision making. Children have a right to access high quality education and care services that are delivered by highly motivated and professional educators. Our facilitators respect the diversity within our communities and understand the impact of disadvantage on families and children delivering inclusive sessions incorporating visibility of all peoples.

#### Innovative and inspirational

Our commitment is to the provision of inspirational and innovative training sessions that excite and motivate development and change. We want participants to leave with a “can do” attitude that infects those around them and encourages capacity building within their teams. Our vision is to provoke as we have been provoked and create excellence in early childhood education settings.

#### Relationships and Spirit

We offer a spirit of optimism, reverence and curiosity as we support Early Childhood Professionals to develop and act on the values, beliefs and capabilities that guide them throughout their professional learning. We value the idea of a community of learners and see positive learning happening when participants have opportunities to critically reflect and connect with peers.

#### Authentic and collaborative

We provide participants with opportunities for meaningful contextual learning that acknowledges the individual and collective journeys of teachers as learners. Our facilitators are practitioners who bring a wealth of experience and knowledge currently living or having lived similar professional journeys. This facilitates a shared perspective on dilemmas and resolutions.

#### Contemporary and Research

Our courses are designed using evidence-based best practices; consistent with the principles of adult learning; and structured to promote linkages between research, theory, and practice. We aim to challenge common ways of doing with questioning and thinking that wonders “what if?”