

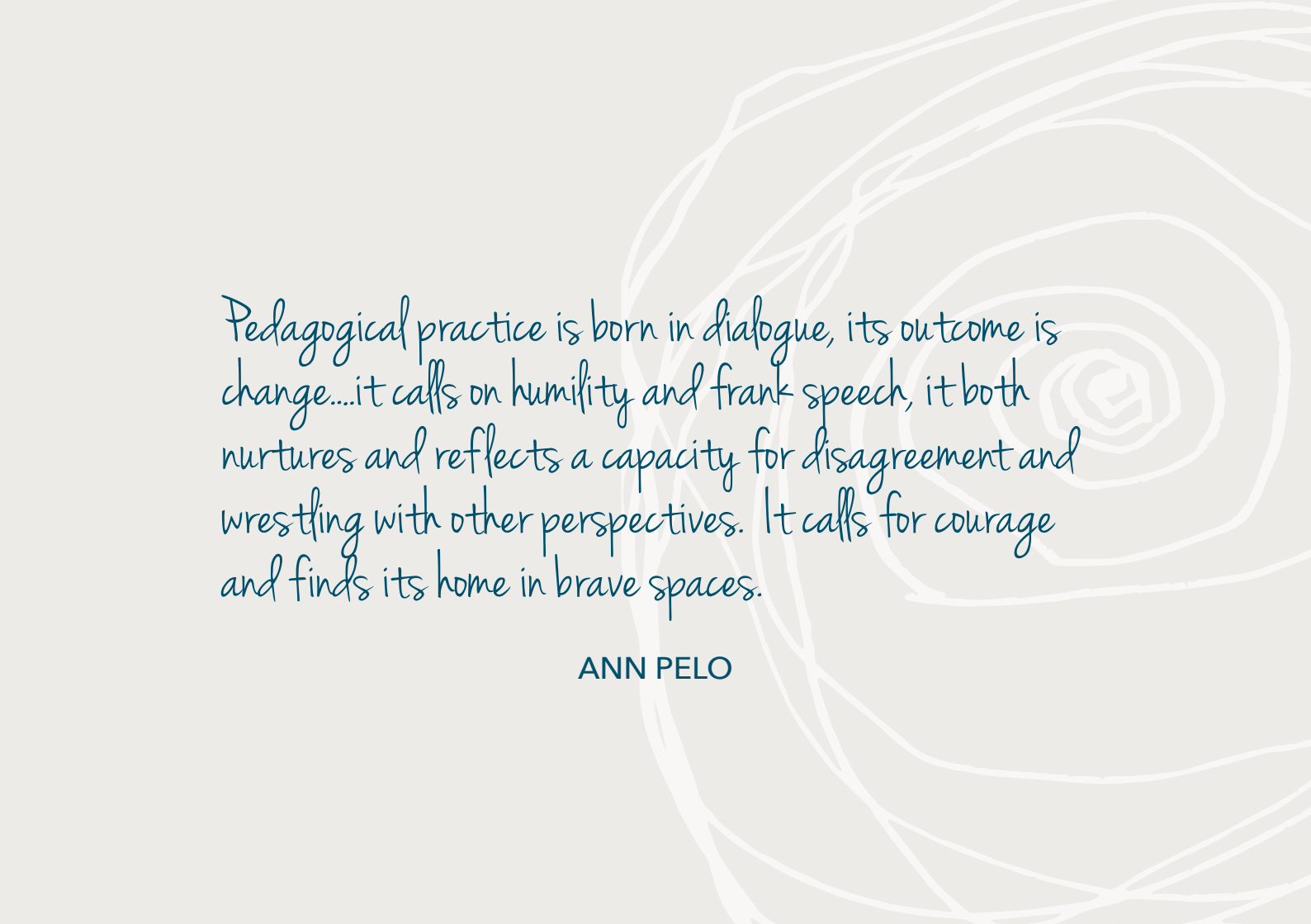


kg

KG LEARNING PROFESSIONAL DEVELOPMENT

Online and in-person opportunities

2025

An abstract white line drawing of a human face in profile, facing right. The drawing is composed of several overlapping, irregular white lines that define the contours of the forehead, nose, cheek, and jawline. The background is a light gray color. The text is overlaid on the left side of the face.

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

Online 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 that 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
Educational leadership	6	\$330 +GST
Documentation with purpose	3	\$165 +GST
The Environment: <i>a place of possibility</i>	3	\$165 +GST
Leading Teams: <i>a beginner's guide</i>	3	\$165 +GST
Inquiry Projects: <i>catching and sustaining ideas with children</i>	3	\$165 +GST
Reimagining the Outdoors	3	\$165 +GST

The details:

- Secure your spot online or email info@kglearning.com.au for 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 72hrs post session for those registered. No extensions granted.
- All courses come with a **hard copy booklet** posted to you a few weeks prior to the course – we are a bit 'old school' that way and invite you to write notes, reflect on handouts, research links and just keep all your related ideas for the course in one place!
- A survey is provided at completion of all courses and this will also generate a certificate.



Course booklet

Each registration to online conversation series will receive a course booklet!

We are a bit old fashioned like that and believe in the value of writing your reflections and thoughts in the same booklet that has a synopsis of the notes and references. These booklets are not only beautiful but will be treasured learning documents beyond the LIVE conversation series. Pack your notes, goals and evaluations to easily share your critical reflection.



PRESENTER PROFILE

Kelly Goodsir



With over 20 years of experience in early education across New Zealand and Australia, Kelly specialises in walking alongside educators, teachers and organisations as a pedagogical companion, strengthening the systems and approaches they adopt to deliver genuine and authentic educational programs for children.

She facilitates conversations that invite teams to unpack the “why” behind their practice, fostering a strong sense of purpose, knowledge and joy. She strongly believes in making meaningful connections between practice and theory over time and through slow pedagogy built from ongoing relationships. Kelly’s expertise has made her a sought-after speaker and

provider of professional development in which she simplifies complexities and inspires pedagogical courage. Widely respected for her dedication to children’s and educators’ rights, her creativity and commitment drive transformative change across the education and care sector.

Kelly has published several resources and books contributing to conversations related to mental health and documentation and more recently co-founded [The Creative Collection](#), a new resource inviting early childhood teams to reimagine teaching and learning through the arts.

[VISIT THE KGLEARNING SHOP HERE](#)



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 of a task than a pleasure to engage.

Documenting the stories worth writing invites the courage to celebrate the relationship in writing. When you understand your 'why' in documentation this will inform the 'how' and 'what' we document. There is wisdom in thinking about the systems and tools we use to design documentation so that our approach influences genuine and authentic opportunities for children's learning to be celebrated. This series will explore conversations to ignite change and reimagine the role that documentation plays in your context through sharing contemporary theories in practice along with innovative ways of bringing documentation into the everyday.

This conversation series includes 3 sessions:

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



[Term 1 registraton](#)



[Term 2 registration](#)



COST: \$165 +GST

TIME: 12:00pm - 1:00pm AEST

TERM 1 / WEDNESDAYS

Session 1: 05/02/2025

Session 2: 05/03/2025

Session 3: 02/04/2025

TERM 2 / TUESDAYS

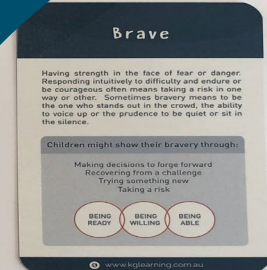
Session 1: 29/04/2025

Session 2: 03/06/2025

Session 3: 01/07/2025

Engaging documentation as a pedagogical tool for teaching and learning in real time can act 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.

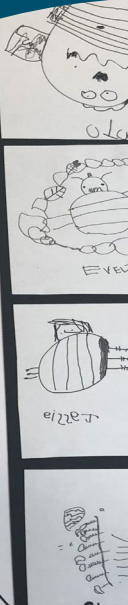
Jess Cook

...to lean off each others suggestions, invent things and persevere to TRY. A feeling of "PRAID" soon emerged.

CURIOSITY + MOTIVATION + SKILL

WHERE TO NEXT

...possibilities and want to



The Environment: *a place of possibility*

The environment is a place where at the heart offers an invitation for the child to explore, be curious and investigate. When the environment is designed with intentionality and is responsive to the child's developing questions, ideas and theories it will offer challenge, intrigue and make connections to meaningful learning. How we organise space, position furniture and select and offer materials demonstrates an intentionality and purpose in being responsive to children's ideas. The environment is a vehicle for children to 'play around' with their working theories and offers multi modal ways to investigate.

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 and outdoors**
*Think BIG and Think SMALL – a practical framework for design
- with a focus on children's ideas and theories driving design*
3. **Inviting creativity and the arts – shifting beyond activities**
*Explore various art mediums as a pathway for thinking with children
- Drawing, clay, textiles to name a few.....multimodal learning*



[Term 1 registration](#)



[Term 2 registration](#)



COST: \$165 +GST

TERM 1 / WEDNESDAYS

TIME: 1:30pm - 2:30pm AEST

Session 1: 05/02/2025

Session 2: 05/03/2025

Session 3: 02/04/2025

TERM 2 / TUESDAYS

TIME: 10:30am - 11:30am AEST

Session 1: 29/04/2025

Session 2: 03/06/2025

Session 3: 01/07/2025

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 currently 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 a deeper learning experience that builds educator capacity. We learn best when we are able to collaborate and be in dialogue with others, this invites a deeper willingness for educators to rethink, ask questions, explore dilemmas and bias, this invites a deeper willingness to rethink, unlearn and relearn together.

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



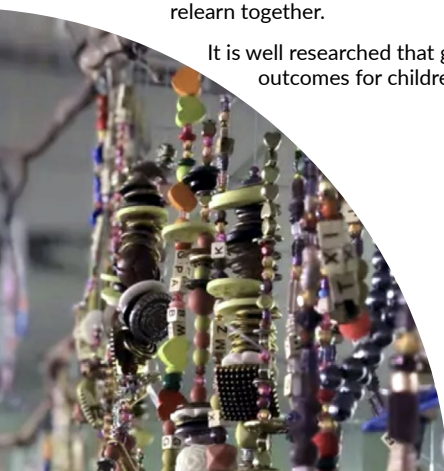
[Term 1 & 2 registration](#)



[Term 3 & 4 registration](#)

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

SERIES 1 / TUESDAYS

TIME: 1:30pm – 2:30pm AEST

Session 1: 04/02/2025
Session 2: 04/03/2025
Session 3: 01/04/2025
Session 4: 27/04/2025
Session 5: 03/06/2025
Session 6: 01/07/2025

SERIES 2 / TUESDAYS

TIME: 1:30pm – 2:30pm AEST

Session 1: 29/07/2025
Session 2: 26/08/2025
Session 3: 23/09/2025
Session 4: 21/10/2025
Session 5: 18/11/2025
Session 6: 09/12/2025

"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

Hear what past participants have had to say about the Educational Leadership course



Lou Kirkwood
New Horizons
Preschool



Clare Comedoy



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 leader with influence, someone who has deep awareness of what they say and do in the everyday and the impact this will have upon the pedagogical culture of their 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 scaffolds high expectations, where children and pedagogical interactions are highly valued.

This conversation series includes 3 sessions:

- 1. Leadership – head, heart and purpose**
Stepping into your leadership is not about being bossy
- 2. Team culture – collaboration and accountability**
Teamwork, working with others potential, pedagogical responsibility
- 3. Honest conversations – hold high expectations for teaching and learning**
Learning sometimes means unlearning, facing challenges and staying with the difficult conversations



COST: \$165 +GST

TIME: 12:00pm – 1:00pm AEST

TERM 1 / TUESDAYS

Session 1: 04/02/2025

Session 2: 04/03/2025

Session 3: 01/04/2025

TERM 2 / TUESDAYS

Session 1: 22/04/2025

Session 2: 13/05/2025

Session 3: 17/06/2025

*New & Emerging leaders,
this course is for you!*

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

BRENE BROWN



[Term 1 registration](#)



[Term 2 registration](#)



NEW
COURSE

Inquiry Projects: *catching and sustaining ideas with children*

Inquiry-based learning is an experiential approach where children explore real-world problems, ideas, and questions driven by their curiosity. Educators are attuned and listen to children's theories and wonderings, creating contexts and environments that foster investigation and exploration.

Educators balance intentional planning with responsiveness, creating the space for sustained inquiry and deeper engagement with underpinning concepts. This process encourages higher-order thinking skills—evaluating, analysing, and creating—while promoting active, self-directed learning. Ultimately, inquiry-based learning is about learning how to learn, with each child having a voice in shaping curriculum decision making as they collaborate and co-research alongside intentional and present educators.

This series will not only explore the cycles within an inquiry project, it will also offer opportunities to strengthen practice as a co-researcher alongside children.

This conversation series includes 3 sessions:

1. **The art of catching an idea**
Unpacking concepts, working theories and the value of slow pedagogy
2. **The dance between listening, responding, and meaning making**
Awake and in dialogue with the rhythm of children's inquiry / data collection
3. **The choreography of the environment & documentation**
Making ideas visible, inviting discussion and relaunching new lines of inquiry



[Term 1 registration](#)



[Term 2 registration](#)



COST: \$165 +GST

TIME: 10:30am – 11:30am AEST

TERM 1 / WEDNESDAYS

Session 1: 05/02/2025

Session 2: 05/03/2025

Session 3: 02/04/2025

TERM 2 / WEDNESDAYS

Session 1: 07/05/2025

Session 2: 04/06/2025

Session 3: 02/07/2025

"Our expectations of the child must be very flexible and varied. We must be able to be amazed and to enjoy, like the children often do. We must be able to catch the ball that the children throw us, and toss it back to them in a way that makes the children want to continue the game with us, developing, perhaps, other games as we go along"

TIZIANA FILIPPINI,
PEDAGOGISTA, REGGIO EMILIA



with guest speaker
Jodi Tavite

Jodi Tavite is the Head Teacher at [Stokes Valley Kindergarten](#), New Zealand. With over 20 years of teaching and leadership experience, she has spent the past decade in her current role. She is passionate about creating inspired learning environments where children lead their own learning through play and project work. Jodi believes in honouring children's voices and agency, using these insights to guide curriculum decision making. The team at Stokes Valley Kindergarten value the environment as the third teacher, focusing on sustained learning, intentionality, and responsive practices. Bringing joy and enjoyment into the everyday with children is front and centre.





NEW
COURSE

ONLINE CONVERSATION SERIES

Reimagining the Outdoors

Outdoor environments can often feel overwhelming and be reduced to a place for physical activity, but what if our spaces offered more—wonder, curiosity, joy, resilience, discovery, and awe? What if these spaces weren't just secondary to indoor learning, but were themselves rich with opportunities for growth and exploration?

This series invites teams to deepen their connection with the outdoors, exploring its potential to enhance pedagogy and inspire learning through the natural opportunities within our grasp every day. Grounded in place we encourage participants to explore the relationships between people, the land, and the natural world, as well as how these elements influence and shape local communities, ecosystems, and identities.

Caitlin brings her extensive experience as an outdoor educator and a genuine passion for the natural world, using it as a foundation for innovative curriculum design. Plenty of inspiration, case studies and a rekindling of your love for the outdoors in this short course with Caitlin!

This conversation series includes 3 sessions:

- 1. Connecting deeply with the value of the outdoors**
What does it mean to be actively involved outdoors and what benefits does the outdoors offer?
- 2. Designing the outdoor environment in ways that value its natural opportunities**
Think BIG and Think SMALL – a practical framework for design, with a focus on connecting with the nature world, open ended materials and invitations for investigation
- 3. Nature and Sustainability**
Supporting courageous play, a sensitivity to sustainability and the development of an ecological identity



COST: \$165 +GST

TIME: 10:30am – 11:30am AEST

TERM 1 / TUESDAYS

Session 1: 04/02/2025

Session 2: 04/03/2025

Session 3: 01/04/2025

TERM 2 / TUESDAYS

Session 1: 22/04/2025

Session 2: 20/05/2025

Session 3: 17/06/2025



[Term 1 registration](#)



[Term 2 registration](#)



delivered by
Caitlin Mulroyan

'Every child lives someplace. And that someplace begins to matter when we invite children to know where they are and to participate in the unfolding life of that place — they come to know the changes in the light and the feel of the air, and participate in a community of people who speak of such things.'

ANN PELO

Caitlin will deliver this series sharing her wealth of practical knowledge as an experienced and dedicated outdoor educator. She holds a deep curiosity and connection to the natural world whilst having a particularly joyful and engaging way with professional learning. Caitlin is an inquiry based educator who easily weaves natural world opportunities with intentionality to create a curriculum based on real world learning.





LIVE IN-PERSON EVENT

Pedagogical Leadership:

the art of empowering teams who think, collaborate and grow

Kelly Goodsir and Adam Christie, both experienced pedagogical leaders in early childhood have partnered together to bring you a wonderful day of dialogue, intellectual stretch and practical approaches to lead your team in dynamic and innovative ways.

This day will invite participants to move beyond traditional leadership “scripts” and explore how to ignite transformative pedagogical change without the need for rigid templates and checklists. We will examine how leaders can design responsive, innovative organisational systems that encourage growth and adaptability. By delving into the intersections of coaching, collaboration, and systems thinking, participants will learn to cultivate a culture of continuous improvement rooted in practitioner research and reflective practices as a team.

Through case studies, we'll unpack how systems and pedagogical coordination impact team culture and depth in teaching and learning in your context.

Together we will redefine:

- Pedagogical Leadership
- Organisational Systems
- Team Culture
- Pedagogical documentation



kg
LEARNING

ADAM CHRISTIE
CONSULTING

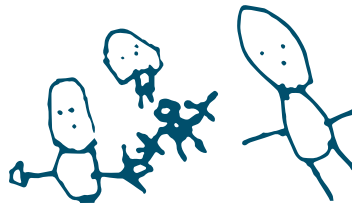
To design systems that 'seek to increase the complexity of our thinking about children's thinking, as we join attention to children's attention, and move from a stance of tentativeness and curiosity'

PELO & CARTER, 2018, P. 253.

Adam Christie is an experienced early childhood teacher, consultant, and leader with 17 years of experience in early childhood education and care. He holds a degree in Early Childhood Education and Arts from Flinders University, a Diploma in Strategic Leadership, and is currently completing a master's in Educational Leadership at the University of South Australia. Adam has extensive experience in government and non-government roles, including as a systems leader coordinating networked approaches to learning. Now consulting, Adam partners with leaders and teams to strengthen leadership, pedagogy, and practice. His research focuses on ethics, systems leadership, pedagogical documentation, and practitioner inquiry.

*A glimpse into
our day*

FROM	TO
templates	frameworks
audits	reviews
hierarchy	collaboration
proving	thinking
linking	researching



COST: \$320 +GST

TIME: 9:30am - 4:00pm AEST

MELBOURNE

Friday 28th March 2025

Karstens, 123 Queen Street,
Melbourne VIC 3000



ADELAIDE

Friday 9th May 2025

Karstens, 160 Rundle Mall,
Adelaide SA 5000



SYDNEY

Friday 1st August 2025

Karstens, L1/111 Harrington St,
The Rocks NSW 2000



BRISBANE

Friday 19th September 2025

Karstens, L24/215 Adelaide St,
Brisbane QLD 4000





LIVE IN-PERSON EVENT

MOMENTUM CONFERENCE

Awakening potential. Igniting curiosity



Saturday 3rd May 2025



9:30am - 3:30pm



Kardinia Early Learning
5-31 Anakie Road, Bell Post Hill, VIC



\$240 +GST
morning tea & lunch included

Kardinia Early Learning and KGlearning are excited to present their inaugural professional learning conference, featuring an inspiring lineup of speakers.

We believe that great early learning experiences are fueled by continuous growth, inquiry, and transformation. Just as momentum propels an object forward, our conference is designed to propel educators forward in their thinking, sparking new insights, enriching their knowledge, and deepening their understanding. By embracing innovation, collaboration, and reflection, we aim to inspire educators to harness the power of momentum in their teaching approaches through awakening their own potential and igniting their curiosity.

Let's build the momentum that drives change, fosters creativity, and cultivates lifelong learning for children!

Kardinia
EARLY LEARNING

kg
LEARNING

TIME	PRESENTER	TITLE
9:30		Welcome Acknowledgement to country
9:45am- 10:45am	Anthony Semann	Unleashing Potential: possibility or improbability
<i>MORNING TEA take away to your morning workshop</i>		
11:00am- 12:30pm	Workshop 1 Kelly Goodsir & Kirsty Liljegren	Connecting with Creativity: encounter the arts as a practice
	Workshop 2	TBA
	Workshop 3	TBA
LUNCH BREAK		
1:30pm- 2:15pm	Kardinia Early Learning Visit & walk through	<i>Break into 4 groups and be hosted through the stunning playgrounds and environments of this remarkable early learning centre/ outdoor education, inquiry based learning, infant toddler dedicated spaces and more...</i>
2:30pm- 3:30pm	Emma Rattenbury	The right to be seen, heard and valued: embedding a neurodiverse affirming philosophy.

***Draft agenda. Keep an eye on the website for updated workshop presenters.*

*Book your
place*



Anthony Semann

Anthony Semann is an agent of change. After qualifying as an early childhood teacher, Anthony spent his early career working in long day care. Eager to learn

as much as he could about practice and people, he built his pedagogical knowledge and developed his skills in fostering relationships. Early on, Anthony also discovered the importance of equity and social justice as a driving force in social change. His desire for learning remains apparent, so too does his commitment to naming inequity, shifting practice towards justice and living a life that embodies all that he preaches.



Emma Rattenbury

Beginning her career as a Trainee in 2005 and completing her teaching degree at UOW, Emma is approaching 20 years in the early childhood education sector. Currently, studying her Masters in Child Play Therapy, she is an advocate for supporting children's learning and development through understanding and respecting children's play preferences.

As an AuDHD mum of a Neurodivergent household, Emma has a strong drive to broaden the perspective on how we support all children to grow and develop in ways that are meaningful for the individual child rather than always being guided by typical developmental norms. Emma is a firm believer that these changes are driven by strong leadership that is well trained and supported to create inclusive and Neurodiverse-affirming spaces for children, families and educators. Through her continued studies and work, Emma strives to support teams to create authentic and inclusive environments to support high quality early childhood education.

LIVE IN-PERSON EVENT

THE *creative* COLLECTION ON TOUR

Do you have a desire to integrate creativity into your daily life as an educator? Ever wondered how you might integrate arts practice as a meaningful way of communicating ideas? Perhaps you have a desire to move beyond simplistic activities and delve more deeply into the possibilities for learning and wellbeing when we think with materials?

Through a playful and interactive encounter where theory meets practice, we will examine how the arts connect with broader educational practices through reflective, inquiry-driven approaches, fostering deeper relationships with materials, environments, children and adults.

The course introduces five threads of creativity—discovering, enjoying, thinking, expressing, and meaning-making—offering a framework for inquiry-driven arts practices.





DATES & LOCATIONS

New Zealand

HAMILTON
27th May 2025
Venue TBA

AUCKLAND
28th May 2025
Novotel Ellerslie
72-112 Greenlane East,
Ellerslie, Auckland

Australia

CAIRNS
9th June 2025
Crystalbrook Bailey
163 Abbot St. Cairns

BRISBANE
10th June 2025
Karstens
Level 24/215 Adelaide St.
Brisbane

SYDNEY
11st June 2025
Karstens
111 Harrington St. Sydney

MELBOURNE
12th June
Karstens
123 Queen St. Melbourne

PERTH
13th June
Karstens
Level 1/111 St Georges Tce,
Perth



💰 **\$240 +gst pp** excludes book
\$330+gst pp includes book
& postage

Morning tea & lunch provided

🕒 **9:30am - 4:00pm**



Register here



THE *creative* COLLECTION ONLINE COURSE

This course invites educators to explore the value of creativity through a hands-on approach that blends theory and practice.

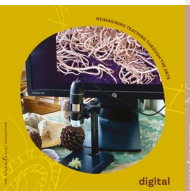
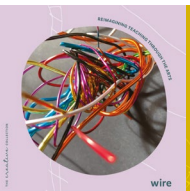
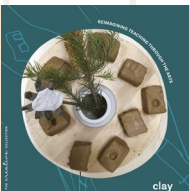
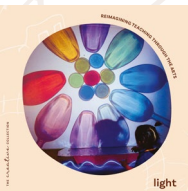
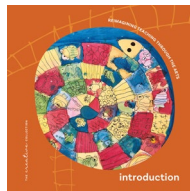
It focuses on building a strong foundation in arts practice, igniting curiosity, and fostering a deeper understanding of how creativity has the potential to shape teaching and learning.

Each session will explore:

- The significance of each art medium and how to build relationships with materials
- Selecting and sourcing quality materials, surfaces, and tools
- The educator's role and intentionality in the creative process
- Approaches to different art forms
- The interplay of process and product
- Navigating tensions in creativity

Throughout the course, we will weave together key aspects of creativity—discovering, thinking, expressing, and meaning-making—into every session. This framework will help educators integrate arts practices into the curriculum, emphasizing collaboration and the co-construction of knowledge.

Join our community of learners as we cultivate a richer connection with the arts in the lives of children.



Reviewed by Ann Pelo
Author and pedagogical facilitator

“The Creative Collection busts open habitual ways of seeing materials and their uses, challenging us to step away from the familiar and routine to embrace spacious possibilities. These books are visually stunning; their evocative beauty invites us to pause, to feel the stirrings in our hearts, to hear the whispers of our longings, to imagine and to dream. The Creative Collection carries us into expanded understandings of creativity and the arts, locating them front and centre in the lives of children—and teachers.”



COST: \$550 +gst pp excludes book
 \$639.95 +gst pp includes book
 & postage

Morning tea & lunch provided

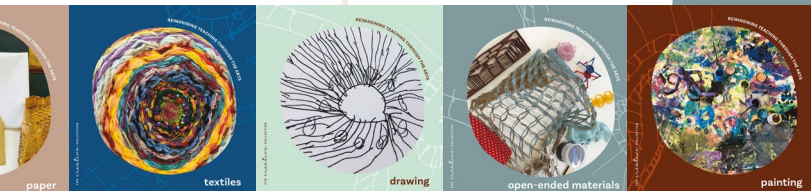
TIME 1:00pm - 2:30pm AEST

SESSION	INTAKE 1	INTAKE 2
1. Introduction Book	12/02/2025	23/07/2025
2. Drawing	12/03/2025	20/08/2025
3. Clay	09/04/2025	14/04/2025
4. Paper	14/05/2025	15/10/2025
5. Paint	04/06/2025	12/11/2025
6. Light	02/07/2025	11/02/2026
7. Digital Technologies	30/07/2025	11/03/2026
8. Textiles	27/08/2025	08/04/2026
9. Wire	24/09/2025	06/05/2026
10. Open-ended Materials	22/10/2025	03/06/2026

*Recording provided 72hrs post LIVE event for review

*Registrations taken up until 3rd session then course is closed

*practical engagement in each course



[Intake 1 registration](#)



[Intake 2 registration](#)

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.



Register here

pedagogical
meeting place

SELF-PACED ONLINE COURSE

COST

Single learner: \$200 +GST

Single site with
multiple learners: \$500 +GST

This self-paced course 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.

Building Children's Social Emotional Capactiy

SRF APPROVED PROGRAM 2025, VIC

This program will introduce teaching teams to contemporary ideas related to social and emotional learning, emotional intelligence, emotion literacy and supported social learning.

Evidenced informed strategies are shared that support children to label, express, understand and regulate emotions as well as practical ways to engage and learn collaboratively with others. This program will explore the role of the teacher, pedagogy of listening and what it means to engage responsively to strengthen each child's social emotional learning.

The program has 3 components: Self-paced Webinars, Live Online Networks, Teaching Resources

COST

Single learner: \$500 +GST

Single site with multiple learners: \$900 +GST

SELF-PACED WEBINARS

- x8 Webinars (25min each)
- 12 month subscription
- Project book for reflection

LIVE ONLINE NETWORKS

- x4 Live Online Network
- Collaborate & discuss implications for practice
- Registration link is provided upon purchase
- Each live network is recorded

TEACHING RESOURCES

- To support a shared language for emotion literacy, each program purchase will be provided
- x1 set of emotion cards
- x1 emotion wheel poster

Learn more about this program



New Zealand Study Tour

Come and join us on a pedagogical retreat where we immerse ourselves in dialogue, thinking and the wonderful possibilities of teaching and learning in a New Zealand early childhood context.

Connect with Te Whāriki our New Zealand early childhood bi-cultural curriculum and notice how it weaves its influence throughout pedagogy and practice. Talk with teachers, observe practice, read documentation, and reflect with others – there is no better way to reimagine your own practice than through a full immersion experience to New Zealand. Green Leaves is excited to offer you an exclusive opportunity to participate in this unique form of professional learning.



Take a glimpse into a
New Zealand Study Tour



Study tour hosts
Kelly Goodsir

Karen Hailes

14 successful Study Tours completed

I felt such a sense of welcome everywhere we visited. The respect each teacher had for their profession, themselves, one another, children and families was truly felt and inspired me. It really made me consider the why in all that I do. Connecting with like minded people was a highlight. Conversations were rich and inspiring. I feel truly blessed to have been a part of our group

Chantelle, March 2023 participant

It was an amazing experience to go over and see the difference in approaches to early education, in particular the way risky play and resources were approached within the services. Kelly and Karen were absolutely amazing as well with sharing their knowledge through the tour as we visited the different centres and discussions that were had between trips to the services or whilst out at dinner.

NOV 2023 participant



STUDY TOUR INCLUDES

- Experienced Study Tour Hosts Karen and Kelly are both kiwi trained teachers and experienced leaders
- Welcome pack / readings + resources to support your trip + online meet-up prior to the trip
- x5 nights' accommodation / twin share / Ibis Wellington + breakfast
- x2 days of service visits – [Childspace](#) + [Hutt Valley Kindergartens](#) – 6-7 sites
- Long day early childhood centres + stand-alone Kindergarten sites are included
- x1 Professional learning day with Toni & Robin Christie / practice workshops included
- Travel between scheduled events provided
- Small group sizes

SUNDAY FREE DAY OPTIONS

At your own leisure, take in the wonderful sites of Wellington:

Wellington Cable Car, Botanical Garden walk, Te Papa Museum, Zelandier, City shopping/cafes

DESTINATION: Wellington, New Zealand

TOUR 1/ 4th-7th April 2025 **SOLD OUT**

TOUR 2/ 31st Oct-3rd Nov 2025
Limited spaces available

COST: \$2850 per person

Visa requirements for New Zealand are the responsibility of the participant.

Enquiries to info@kglearning.com.au

Individual, group and organisational bookings available

Melbourne Study Tour

One of the most influential ways to learn is through observing practice and being in other learning environments where you can reimagine, question and think outside the usual - that's why leading study tours has always been an important part of what we offer at KGLearning.

Due to demand with our New Zealand Study tours we are now offering a Melbourne study tour - imagine 3 days immersed in a pedagogical retreat-like scenario in Melbourne! Join us in professional companionship and dialogue as we invite you into a number of KGLearning Approach** sites.



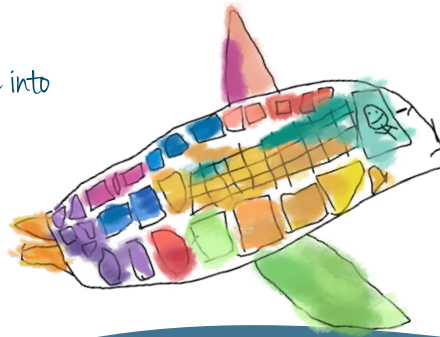
Study tour hosts
Kelly Goodsir



Britt Finlay



*Take a glimpse into
a Study Tour*



Register here



DESTINATION: Melbourne, Australia

DATES: 1st-3rd May 2025

COST: \$1850 per person

PLACES: 20

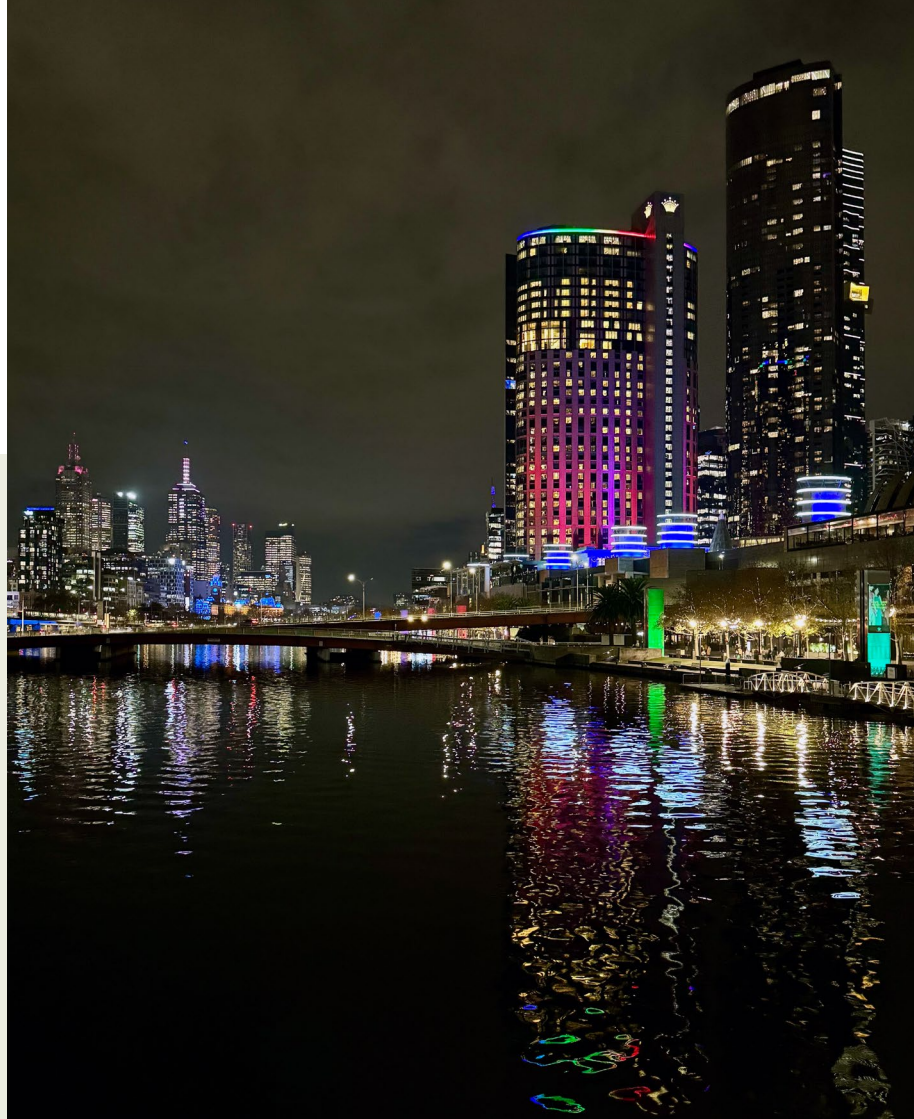
Enquiries to info@kglearning.com.au

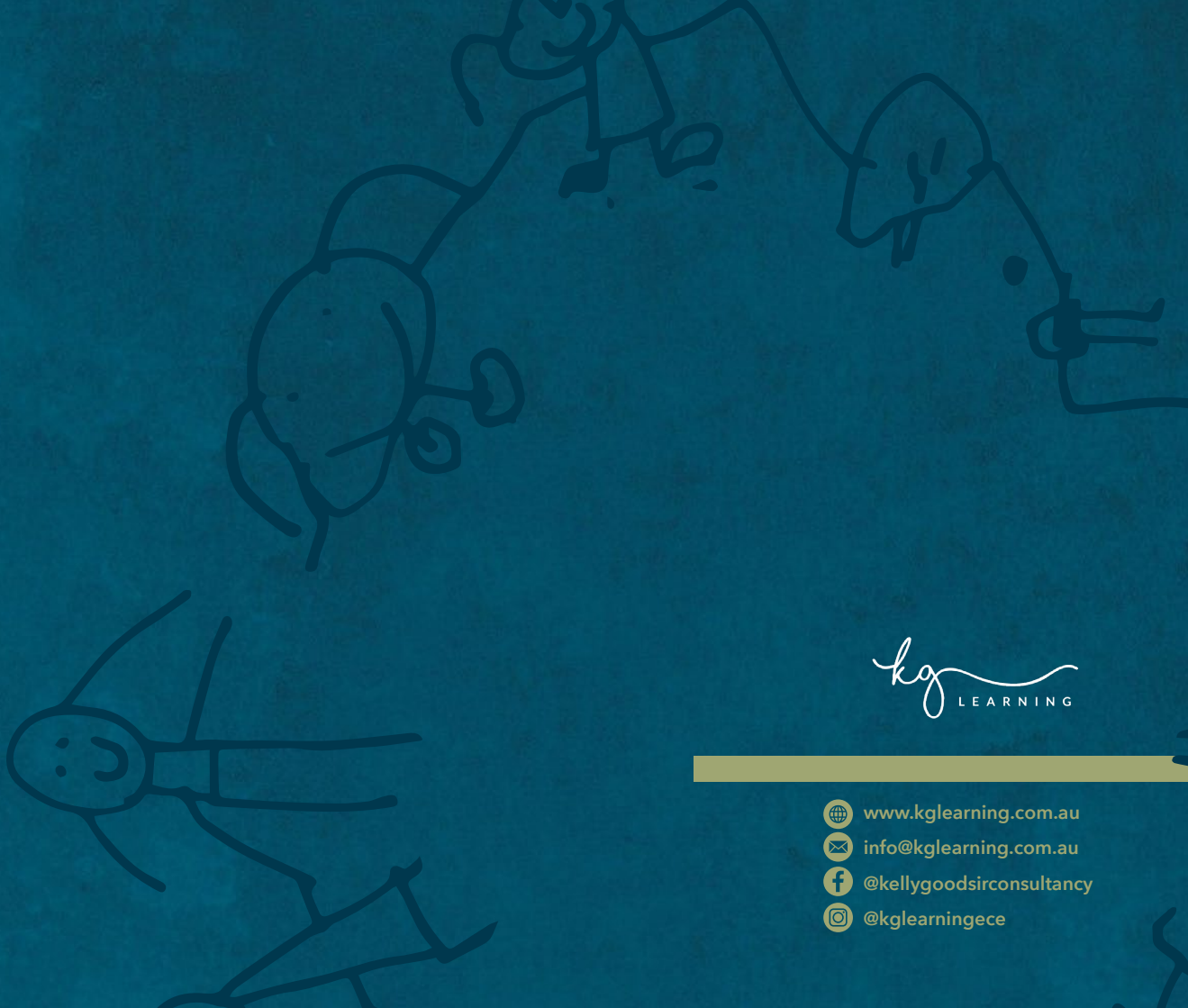
STUDY TOUR INCLUDES

- x2 days visiting 7-8 early learning centre / tours in small groups
- x1 conference day entry / [Momentum Conference](#)
- x2 nights accommodation / twin share (1st and 2nd May 2025)
- x1 evening meal, breakfast, lunches
- hosted transport 1st - 3rd May

EXCLUDES

- flights
- insurances
- some meals





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LEARNING

-
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