

Infants and Toddlers Learning Community

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The beginning...

“Never doubt that a small group of thoughtful people committed citizens can change the world, indeed it’s the only thing that ever has.”

Margaret Mead

Network Meetings

- ▶ The action or process of interacting with others to exchange information and develop professional or social contacts.

Oxford Dictionary

- ▶ The exchange of information and ideas among people with a common profession or special interest, usually in an informal social setting.
- ▶ Often begins with a single point of common ground.

Investopedia - Julia Kagan (2019)

Learning Circles

- ▶ Highly interactive participatory structure for organising group work. The goal is to build, share and express knowledge through a process of open dialogue and deep reflection around issues or problems with a focus on a shared outcome.
- ▶ Meeting of equals.
- ▶ Organising and honoring collective wisdom of the group.
- ▶ Used to describe group efforts with clear links to social change.
- ▶ Is not a community of practice or professional learning.

Margaret Reil

Pepperdine University (2014)

Communities of Practice

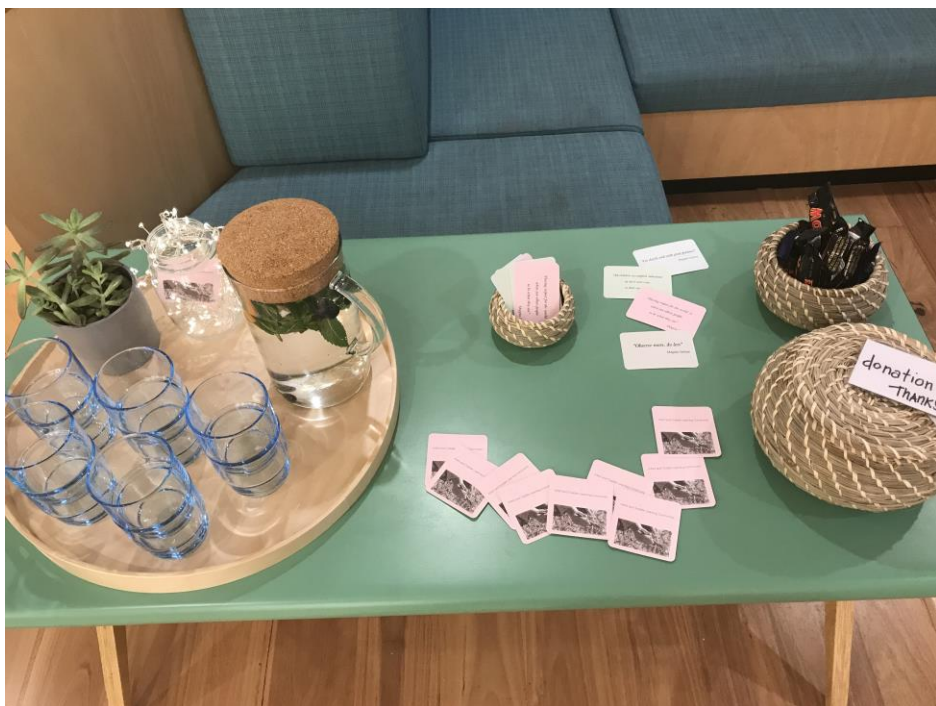
“Groups of people who share a concern or passion for something they do and learn how to do it better as they interact on a regular basis.”

Lave and Wenger

Communities of Practice

- ▶ It connects people.
 - ▶ It enables shared learning.
 - ▶ It supports distributed leadership.
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- ▶ It sets goals and measures collective progress.
 - ▶ It accelerates progress toward impact at scale.

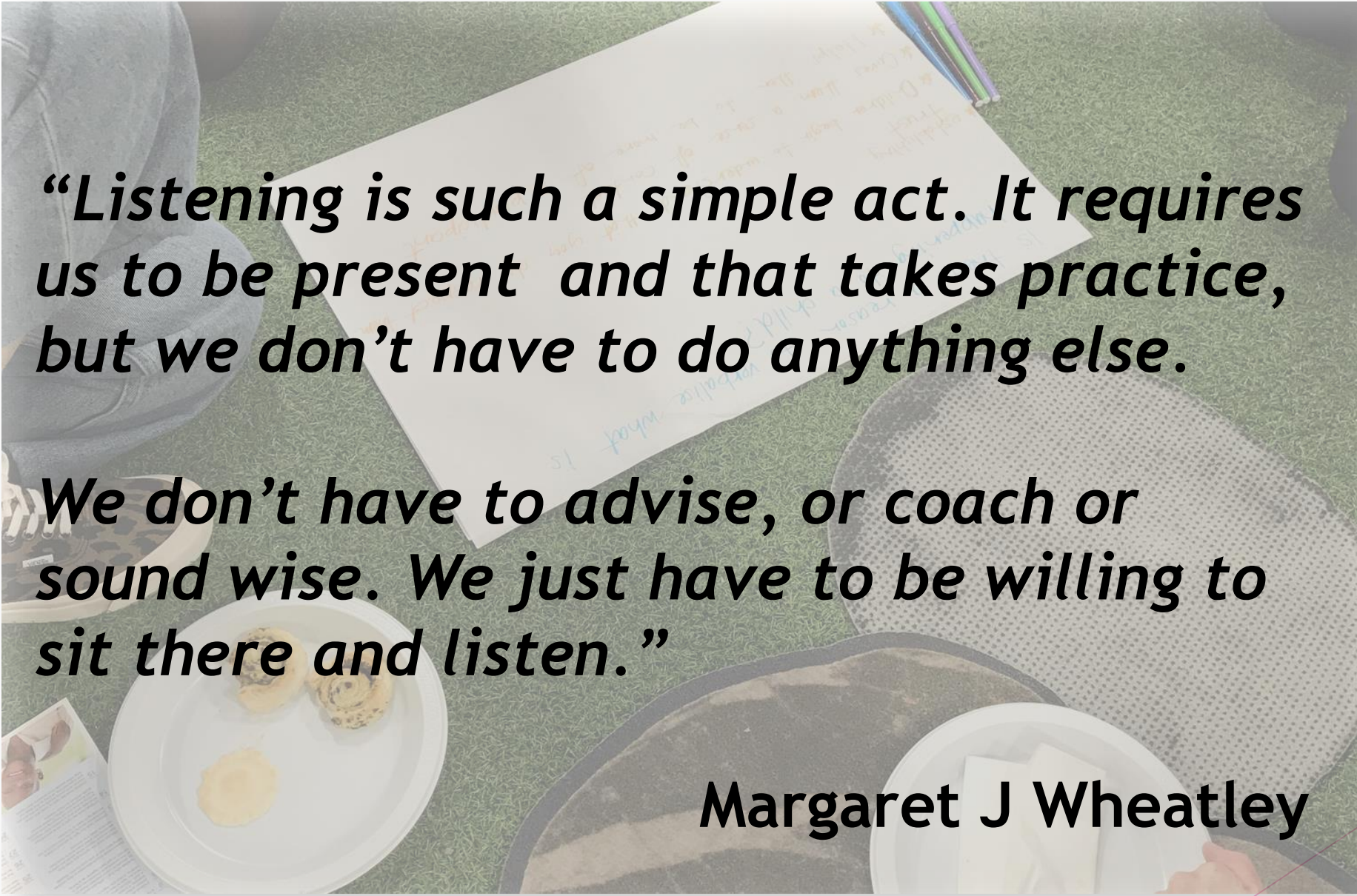
The Infant and Toddler Learning Community



A group of approximately 15 people are sitting in a circle on a light-colored wooden floor. They are in a room with large windows in the background, through which some outdoor structures are visible. There are bookshelves and some boxes in the background. The people are dressed in casual attire, and some are looking at their phones. The overall atmosphere appears to be a group meeting or a community gathering.

“Circles create soothing space, where even reticent people can realise that their voice is welcome.”

Margaret J Wheatley

A top-down view of a person sitting on a green lawn. In the foreground, there is a white plate with three small, round, golden-brown pastries. To the left of the plate is a small white bowl containing a white substance, possibly butter or cream. A notebook with handwritten notes in blue and orange ink lies on the grass. Several pens are visible near the notebook. The background shows a person's legs and feet, suggesting a relaxed outdoor setting.

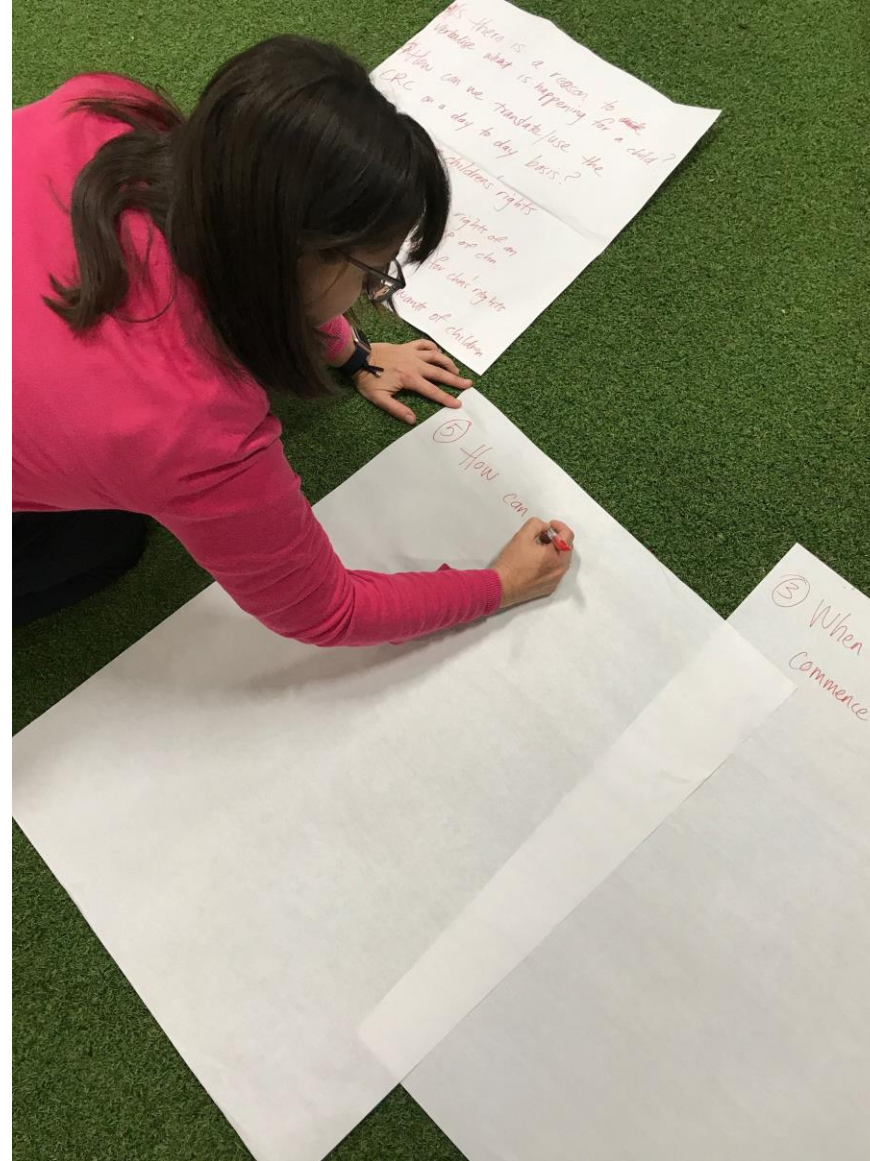
“Listening is such a simple act. It requires us to be present and that takes practice, but we don’t have to do anything else.

“We don’t have to advise, or coach or sound wise. We just have to be willing to sit there and listen.”

Margaret J Wheatley



World Café Approach



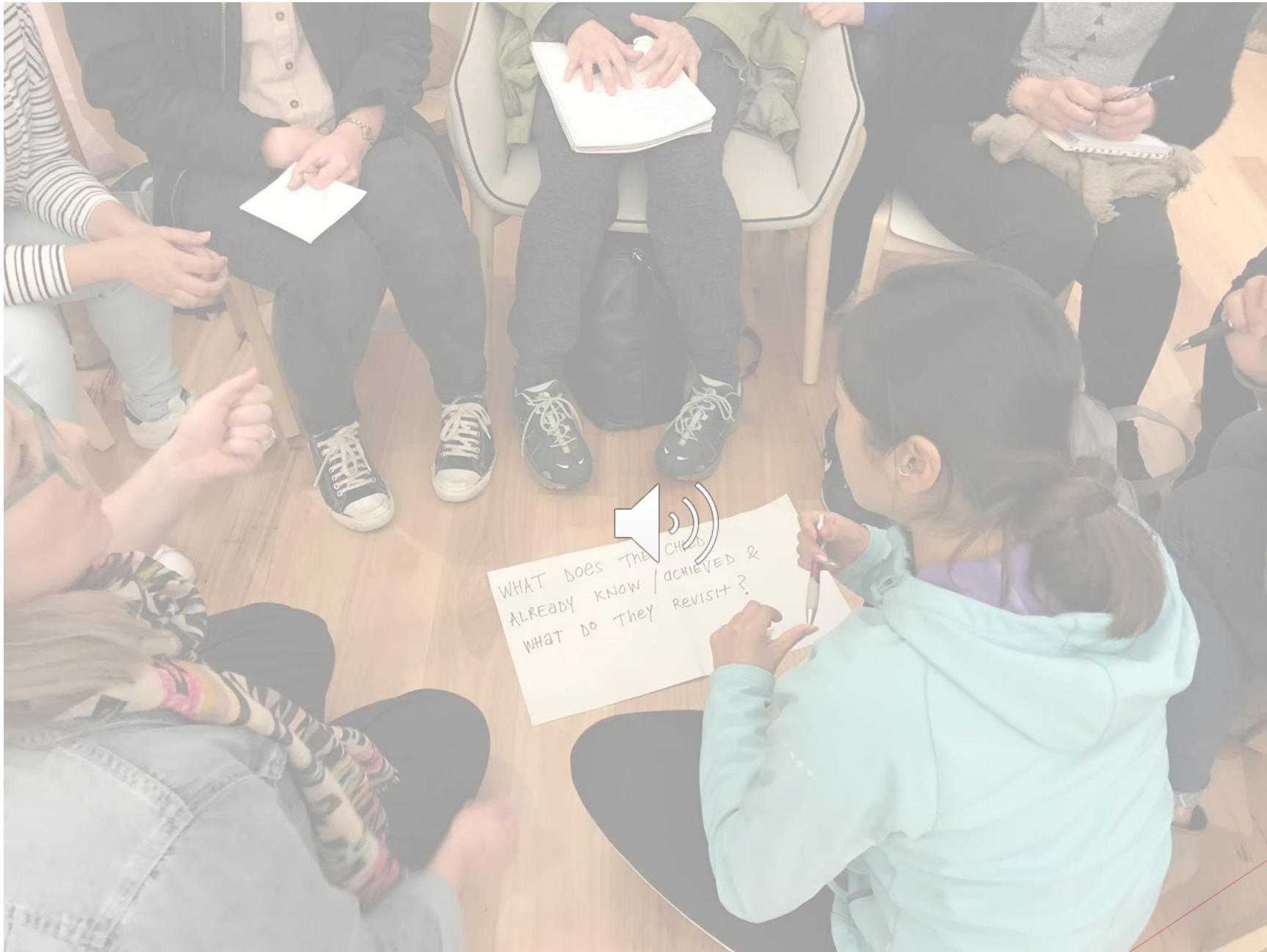
United Nations Convention on the Rights of the Child

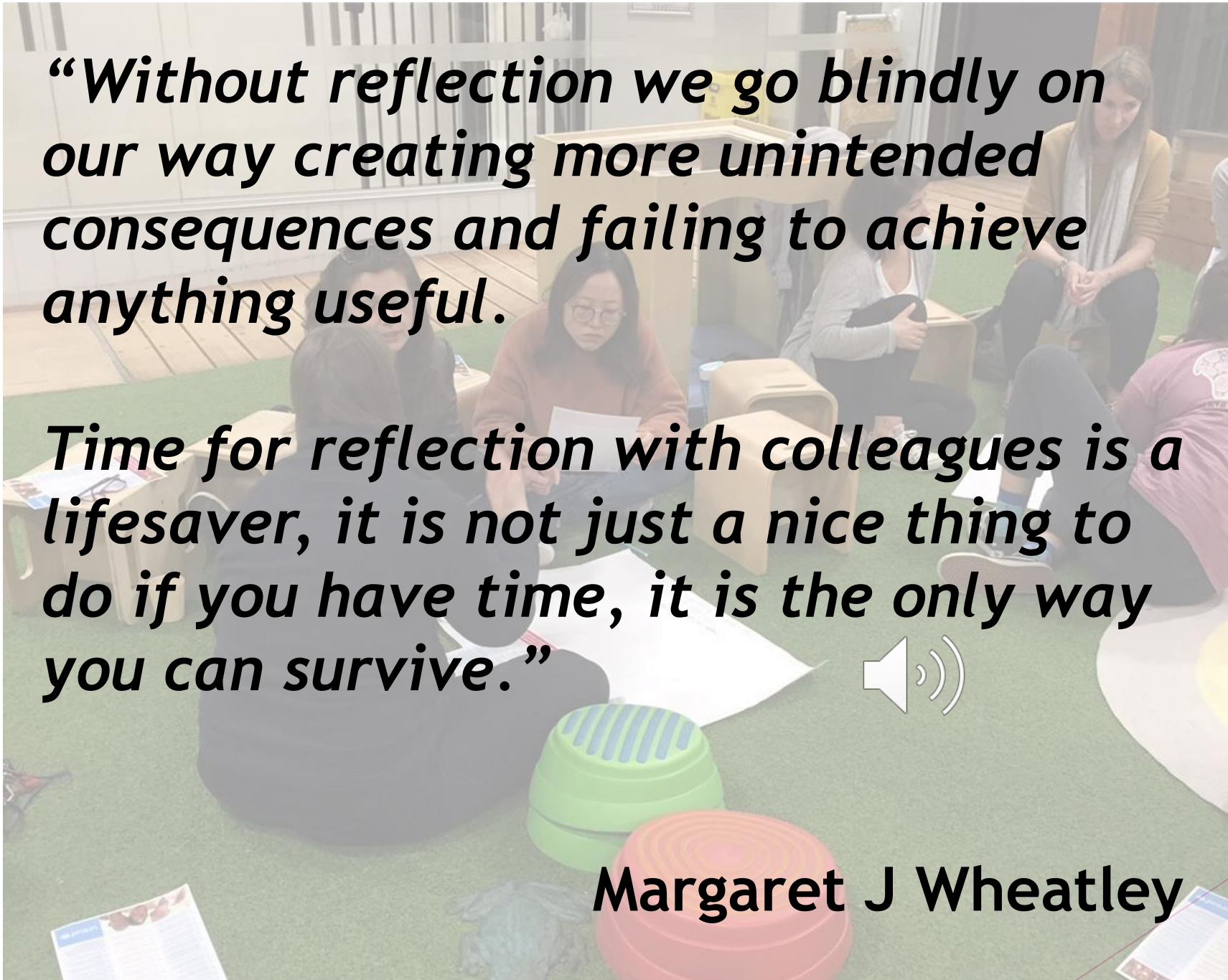


As a group we came up with questions centred around the Rights of the Child which were unpacked during the small group world cafe process.

The questions the groups raised for discussion were

- ▶ Is there a reason to verbalise what is happening for a child?
- ▶ How can we translate/ use the Convention on the Rights of the Child on a day to day basis?
- ▶ When do children's rights commence?
- ▶ How can we balance the rights of an individual child with the rights of the rest of the group?
- ▶ How can advocate for children's rights with families?
- ▶ How can we balance needs and wants of children and of families?





“Without reflection we go blindly on our way creating more unintended consequences and failing to achieve anything useful.

Time for reflection with colleagues is a lifesaver, it is not just a nice thing to do if you have time, it is the only way you can survive.”



Margaret J Wheatley

Call to Action

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Margaret Mead

References and Acknowledgements

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Acknowledgements

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Participants attending the Learning Community

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KU Ansto

Newport Kindergarten

Goodstart Marrickville

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