



FAHEY-SPARKS
CONSULTING

Workshops

We customise workshops to suit your needs and requests.

www.fahaysparksconsulting.com.au

These are designed as 2 day workshops but can be modified to one-day, half-day or keynote.



An Inquiry Approach to teaching and learning Mathematics (4-12 years)

Facilitated by Kelvin Sparks

With its inherent probing for meaning and building of connections, inquiry pedagogy is eminently suited to teaching and learning mathematics. Yet, even in schools with a commitment to inquiry-based learning, mathematics is one of the learning areas where inquiry pedagogy is least used.



Ways to learn through Inquiry: Guiding children to deeper understanding

(3-7 years) Facilitated by Jo Fahey

Children naturally inquire in multiple ways. This workshop, based on Jo's research and book of the same name, demonstrates how the learning environment can be structured to support children's inquiries so that they go deeper in their understanding of the world and their place in it.



Unleashing Creativity in the classroom (5-12 years)

Facilitated by Kelvin Sparks

There is widespread agreement in business and scientific circles that the problems that will face us in an uncertain future will require greater numbers of creative problem solvers, while the opportunities this presents will require greater numbers of creative entrepreneurs. But how can we promote greater creativity in schools?

These are designed as 1 day workshops – can be modified to half day, twilight or keynote.



Fostering Intercultural Understanding in our times (3-7 years)

Facilitated by Jo Fahey

Intercultural understanding has rarely been more important than now. It is vital that we live in peace and harmony with others from different backgrounds and religions. When adults value diversity, acknowledge differences as well as similarities and treat everyone with respect, then children will take on the values modelled.



Children as Researchers: the way young children engage in research (3-7 years)

Facilitated by Jo Fahey

Young children are naturally curious: they seek to find things out, to explore possibilities. How do we support children's natural inquisitiveness, balancing autonomy for the child with manageability for the educators? A range of ways for young children to carry out research can become the keystone of much of their later learning.

What workshops
would you like to have



Customised workshops

Facilitated by Kelvin Sparks and Jo Fahey

We can design a whole school workshop around a unifying aspect of your school's vision. We can design flexible professional learning experiences to fit your context, e.g. co-leading workshops or Jo facilitating workshops with your Pre-K to Grade 2 staff while Kelvin works with your educators in Grades 3-7 and beyond.



Play and Pedagogical Documentation: How will we know what learning is taking place? (3-8 years) Facilitated by Jo Fahey

Educators often say, "Yes, I see the value of play but how will I document the learning?" Given the devolved nature of play, whereby children have — and need to have — ownership, documentation and interpretation of what happens, can be challenging. Documentation can also be time-consuming. Explore strategies in this workshop.



Reading aloud and facilitating responses: links to browsing and viewing (3- 7 years) Facilitated by Jo Fahey

Regardless of their age or reading fluency, reading aloud to children is an important educational experience. While reading fiction aloud is common in early childhood settings, information texts are frequently under-utilized. When teachers read information texts children are more likely to engage with such texts when reading or browsing independently.



Tinkering and Making: linked to other learning (3-8 years)

Facilitated by Jo Fahey

Tinkering is what it sounds like: children engaging in hands-on, investigative learning experiences that involve problem-posing and problem-solving, which is the essence of inquiry. This workshop will show how to structure the experiences so that there are opportunities for not only hands-on but 'heads-on' learning.



Learning to self-regulate emotions and actions (3-7 years)

Facilitated by Jo Fahey

Since self-regulation is central to lifelong success as learner, how can we help children to learn to self-regulate? Socio-dramatic play and process drama provide ideal opportunities for children to learn the skills of self-regulation through the collaboration and negotiation that is naturally present in authentic role-play situations.



Opportunities for spontaneous literacy and numeracy in children's play (3-7 years)

Facilitated by Jo Fahey

As Early Childhood Educators we know that if we make available interesting and varied tools for mark-making, drawing and writing both indoors and outdoors then children will use them in their socio-dramatic play and research. Likewise if a variety of texts are available, such as maps and plans, children will use them. Learn more about creating a culture where children choose to show us what they know about literacy and numeracy.

Please contact us to discuss how we can customise these for you or create new workshops