Early Childhood Education Workforce Capacity Project

Time, Management
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Time, Management
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Acknowledgements

We acknowledge the Land of Aboriginal Australia on which we live; we recognise the strength, resilience and capacity of Aboriginal peoples; and respect Aboriginal Elders past and present.

We would like to acknowledge the contributions of the Early Childhood Education Workforce Capacity Project Team, Project Partner Institutions, Students and Community.

This booklet incorporates information based on the work of Joseph Luft and Harry Ingram, Stephen R. Covey, Bruce Tuckman & Mary Jensen, Stephen B. Karpman and information available at http://www.csu.edu.au/orientation/study-life-balance/managing-your-study

Accompanying DVD images used with permission from project participants. Aboriginal and Torres Strait Islander people are warned that this resource may contain images of persons who may be deceased.

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1. **teach-ec**

- is designed with the early childhood practitioner and pre-service teacher in mind
- you will find information, useful links to professional bodies and governmental agencies, film footage, DVDs, PowerPoint presentations and workbooks covering sessions and major themes in ECE
- there are lots of useful links and important messages from inland, regional and remote communities both Indigenous and non-Indigenous from across Australia
- teach-ec focuses on ECE workforce development through education and training in VET and HE sectors responsible for delivery of education in Australia
- teach-ec aims to provide support for the preparation and ongoing professional development of effective practitioners employed in the ECE sector. teach-ec acknowledges the need for teachers to recognise the importance of the early years and the educator's role in children's lives which are balanced between strong practical skills and strong theoretical underpinnings.

2. **Themes**

2.1 **Wellness and Wellbeing**

**Abstract:** The Wellness and Wellbeing theme area explores the concept of wellness and wellbeing for parents, practitioners and children involved with early childhood education. Models and practical examples of wellness and wellbeing are used to provide framework for exploring the social, mental, physical, environmental, emotional and spiritual aspects of life for adults and children. A broad social view is taken, consideration is given to adult perspectives, and the relevance for children is explored.

2.2 **Rights of the Child**

**Abstract:** This theme area explores current issues in ECE, including expert panel discussions, and presentations from Children's Support Agencies. Associate Professor, Dr Lyn Fasoli from BITE NT, whose work has involved the formulation of ECE Code of Ethics, speaks with a group of regional ECE practitioners. Recognising the roles that early childhood educators play in intervention and as advocates for children as independent bearers of rights feature. The professional, legal and moral aspects of child protection, to maximize children's well-being and developmental potential in early childhood settings are touched on. Links to support agencies can also be accessed.
2.3  Mentoring

**Abstract:** Developed by Adjunct Professor Kennece Coombe, Charles Sturt University (CSU), long-time ECE researcher and academic, this theme area provides practitioners and novices alike with both introductory and advanced models of mentoring within the ECE setting. Supported through use of workbooks, DVD and PowerPoint the introductory and associated advanced module extends practice and ongoing development of the mentor. Whilst specifically targeted to ECE this collection of resources can be utilised to inform the mentoring relationship across educational settings and is transferable to other disciplines. Principles of effective management and leadership are explored and examples of application provided.

2.4  Indigenous Perspectives

**Abstract:** This theme area introduces appropriate curriculum and pedagogy for teaching Indigenous children and demonstrates how Indigenous teaching and learning practices can be of benefit to all education participants. Rick Powell presents Indigenous Perspectives and Culturally appropriate games. Resources found here present knowledge and appreciation of the importance and implications of full consultation with local Indigenous communities within these settings. Resources developed in community by community featuring ‘two-ways together’ and ‘both ways learning’ are explored. Further, the important concept of ‘Kinship’ and the understanding from a non-Indigenous perspective of this integral element of Indigenous life is explored by Auntie Patricia Doolan, President Aboriginal Education Consultative Group, Dubbo Region, NSW. Messages from Community and useful links to culturally appropriate games are also featured.

2.5  Student Support

**Abstract:** This theme area introduces the concept of transition support, provides access points to various educational institutions and their individual student support programs as well as peak bodies and governmental agency links. Specifically, study skills through DVDs, PowerPoint and links covering Library Services, Writing at University support and the concept of time management are explored.

2.6  Additional Resources

**Abstract:** This theme area contains links to a variety of resources including online ordering of resources, Project Literature Review, NSW DEC Community Engagement, and film links covering research and transitions as well as useful links to ECE matters.

This booklet supports the accompanying DVD presentation featuring Geoffrey Lord, MBA BVET Dip Bus, and provides some discussion on time and management that relate to work, study, educational practice and work life balance. References and links for further reading are provided at the end of the document.
3. **Time, Management**

How do you prioritise your day, Week, Month, Year? What is important to you? What needs to be done? What would you like to be doing? Family, school, work, sport, TV, facebook, study, kids, shopping, husbands, girlfriends, partners, wives, housework, yard-work, community expectations, arrhhhh!!!!!

Ever get the feeling that you are just one feather touch away from collapsing; never find time for yourself, or for the important elements of your life. Sit down, take a sip from that cup of tea and relax….what you are about to discover is a way to take back control of these elements, how to focus on the important to you items, get the job done and still have time to spare...big call however, you already know how to time manage…you have been doing it all your life, demanding nutrition from your carers, finding how to have your needs met as a young person…growing into a functioning adult with responsibilities…and still you have managed to make it to today…you may not think you are doing a fine job…but let me remind you, from the few items listed above….haven't you already been able to accomplish so much....

This booklet and accompanying DVD is not about some miracle cure, not about solving the problems of the universe, it is about you acknowledging your success, about you finding some tools to assist you to accomplish the important things in life, that would be the things you decide are important, and it is about taking a breathe, a sip of tea, a quiet moment, in the midst of all the hustle and bustle of the day and reflecting, pausing, observing, regrouping and re-entering, refreshed and confident in the knowledge you have a plan, a plan that works and a model from which to operate that assists rather than hinders. Seize the day indeed…seize your life!

What would it be worth to you to have a set of tools that allowed you control over your life, over your life schedule? What would it be worth to you to know that no matter what happened that tool was always there for you? Always available, and easy to use. What would it be worth for you to be in-charge of your life?

You know the answer to those questions. The following pages and the accompanying DVD present a number of simple, well known tools to assist you to do just that. So here we go!

**Four useful Tools**

- Time Management Tool – NOW, SOON, LATER, FORGET IT
- Johari Window
- Tuckman's Model
- Drama Cycle
3.1 Model One – Time Management Tool

Managing your Time


Based on that work the diagram below reflects the simple to apply, easy to remember and empowering tool that, when practiced, can transform your business and life by remaining focused on the important things in life and taking the lost time back from those things that distract you and detract from balance.

Remember the secret is to focus on what works for you. If you need couch time as a legitimate relaxation, that is OK; just not excessively. Similarly, with any recreation activity…it is a legitimate quadrant 2 activity…do it…make time by stealing from quadrant 4 and quadrant 3…who by the way are most likely stealing from you right now…they are the diagnosed causes, the cure is in your hands. Remember you will always need to operate in quadrant 1 from time to time…that's OK too…just make the visit as short as possible to get the job done…then get out of there. You do not need to live in a constant whirl…who said you are not entitled to balance, calm, rhythm and peace.

NOW, SOON, LATER, FORGET IT......

Based on *7 Habits of Highly Effective People*, Stephen Covey (1989)
Stephen Covey advocates directing your action as follows:

**NOW** Quadrant 1 - Manage typical situations such as:

- Crisis
- Medical emergencies
- Pressing problems
- Deadline driven projects
- Panic and last minute preparation for scheduled activities

**SOON** Quadrant 2 - Focus on:

- Preparation/planning
- Prevention
- Professional Knowledge
- Implementing Systems
- Values clarification
- Exercise
- Relationship-building
- True recreation/relaxation

**LATER** Quadrant 3 – Avoid

- Interruptions, some calls
- Some mail & reports
- Some meetings
- Unprepared meetings
- Many "pressing" matters
- Many popular activities
- Other peoples emergencies

**FORGET IT** Quadrant 4 – Avoid

- Trivia
- Busywork
- Junk mail
- Some phone messages/email
- Time wasters
- Unproductive activities
- Excessive use of Facebook and internet
- Escape activities
- Over viewing mindless TV shows

For more information on Stephen Covey, time management approaches, procrastination and blockers we put in place without thinking, look at:

- http://www.gradresources.org/articles/time_management.shtml
- http://sidsavara.com/personal-productivity/time-management-lies

Remember some of these are commercial sites and costs may be involved if you access more than their initial pages, which should give you enough insight to get onto other more important things....
3.2 Model Two – Johari Window

Managing your Effect

The Johari Window, named after Joseph Luft and Harry Ingham, is a Disclosure/Feedback model of awareness.

Developed in the 1950's initially by the two psychologists who were attempting to describe a model of human interaction (and thereby help couples with marriage counselling problems). Joseph Luft and Harry Ingram designed a simple four quadrant matrix to assist in focussing on ourselves and others behaviours. Now regarded by many as a foundation tool for groups and teams to be able to communicate clearly with one another, this commonsense model is used the world over in teaching settings and 12-Step recovery programs to help us to see what others see about ourselves.

Luft & Ingram describe the model:

'A four-pane "window", as illustrated, divides personal awareness into four different types, as represented by its four quadrants: Arena (open), Blind-spot (blind), Facade (hidden), and Unknown. The lines dividing the panes can "float" depending on the personality being expressed.'

(Luft, J., 1970)

Known as the Johari Window, it goes like this:

Based on the Johari Window by Joseph Luft and Harrington Ingram (1969)

Kelly & McKillop (1996) describe the Johari Window quadrants as:

**Arena** – (quadrant I). The area of free activity or public area refers to behaviour and motivation known to self and known to others.
Blind Spot – (quadrant II). The blind area, where others can see things in ourselves of which we are unaware.

Facade – (quadrant III). The avoided or hidden areas, represents things we know but do not reveal to others, (e.g., a hidden agenda, or matters about which we have sensitive feelings).

Unknown – (quadrant IV). Areas of unknown activity, in which neither the individual nor others are aware of certain behaviours or motives. Yet, we can assume their existence because eventually some of these behaviours and motives were influencing our relationship all along.

Usages

Kelly & McKillop (1996) suggest, in a new group, Quadrant I is very small; there is not much free and spontaneous interaction. As the group grows and matures, Quadrant I expands in size, and this usually means we are freer to be more like ourselves and to perceive others as they really are.

Quadrant III shrinks in area as Quadrant I grows larger. We find it less necessary to hide or deny things we know or feel. In an atmosphere of growing mutual trust, there is less need for hiding pertinent thoughts or feelings.

It takes longer for Quadrant II to reduce in size, because usually there are “good” reasons of a psychological nature to blind ourselves to the things we feel or do.

Quadrant IV changes somewhat during a learning phase, but we can assume that such changes occur even more slowly than shifts in Quadrant II. At any rate, Quadrant IV is undoubtedly far larger and more influential in an individual’s relationships than the hypothetical model sketch illustrates.

For more information on the Johari Window look at:

- https://woc.uc.pt/fpce/getFile.do?tipo=2&id=4437

3.3 Model Three – Tuckman's Model

Managing your Group

One option is Situational Leadership. Tuckman's model describes group development stages and maps them to leadership styles in relation to group maturity and task at hand.

Simply put:

'understanding the five group development stages and knowing the appropriate leadership style for each stage gives you a guiding framework to determine the best strategy to assist groups in meeting goals of recreational, educational, developmental or therapeutic groups'

(Priest & Gass, 1997, p. 68)

Forming
At this stage the group can be described as typically:

- Highly dependent upon the leader for guidance and direction.
- Little or no agreement on team aims other than received from leader.
- Individual roles and responsibilities are unclear.
- Leader must be prepared to explain the team's purpose, objectives and external relationships.
- Processes are often ignored.
- Members test tolerance of system and leader.
- Leader must direct.

Storming
At this stage the group shows typical behaviours:

- Decisions are arrived at after much work within the group.
- Team members struggle for position as they attempt to establish themselves in relation to other team members and the leader.
- The leader is often challenged by team members.
- Clarity of purpose increases but plenty of uncertainties remain.
- Cliques and factions form and there may be power struggles.
- The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues.
- Compromises may be required to enable progress.
- Leader coaches.

Norming
At this stage we see:

- Agreement and consensus is largely formed among team, who respond well to facilitation by leader.
- Roles and responsibilities are clear and accepted.
- Big decisions are made by group agreement.
- Smaller decisions may be delegated to individuals or small teams within group.
- Commitment and unity is strong.
- The team may engage in fun and social activities.
- The team discusses and develops its processes and working style.
- There is general respect for the leader and some of the leadership is shared by the team.
- Leader facilitates and enables.

Performing
The main purpose of the group is to reach this stage and maintain this stage, until the need arises for further change. Typically we see:

- The team is more strategically aware.
- The team knows clearly why it is doing what it is doing.
- The team has a shared vision and is independent; able to stand on its own feet with no interference or participation from the leader.
- There is a focus on over-achieving goals, and the team makes most of the decisions in line with criteria agreed with the leader.
- The team has a high degree of autonomy.
- Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team.
- The team is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way.
• Team members look after each other.
• The team requires delegated tasks and projects from the leader.
• The team does not need to be instructed or assisted.
• Team members might ask for assistance from the leader with personal and interpersonal development.
• Leader delegates and monitors.

Adjourning
Concerns the break-up of the group, when the task is completed successfully, its purpose accomplished; everyone can move on to new things, feeling good about what has been achieved. From an organizational behaviour perspective, recognition of group member's states in the Adjourning stage is helpful. This is true especially for those who identify more closely with the job and task as part of 'them' or may have their friend base inside the group. This change stage can be threatening and give rise to insecurities for those with high external locus of control (Rotter, 1954). Leader directs.

NEW MEMBERS
A point worth remembering is that whenever the team make up changes the team changes and the process begins again, progress is therefore not linear and stages are not static, but rather fluid, moving up and down the continuum. Cast your mind back to a time when a new friend appeared in your group, how did the group change? What was done to accommodate them? What roles changed and what alliances morphed? These can be very subtle or quite dramatic, remember to observe what is happening. The key to effecting change from within the group is discussed within the next point, the Drama Cycle.

The above discussion is based on information sourced from Group Dynamics and Tuckman's model at:


and,

- http://www.groups.psychology.org.au/
- http://www.teambuilding.co.uk/Forming_Storming_Norming.Performing.html
3.4 Model Four - the Drama Cycle

Understanding people

So far we have looked at organising our time, identifying our effect on others, understanding the work group and matching leadership styles to the group's "situation". The final concept presented here looks at how people behave and how we can influence behaviour within our group. Peter Senge (1990, 2006) scientist and director of the Centre for Organizational Learning at the MIT Sloan School of Management has written much and commented on this area of study. Senge's book 'The Fifth Discipline: The art and practice of organizational learning' may well inform your practice in the field of ECE and is recommended.

The drama cycle is an earlier concept that has informed many writers regarding organisational behaviour and learning, psychology and psychotherapy. The work of Stephen Karpman (1968), in the article 'Fairy Tales and Script Analysis', presents the concept of the drama cycle as a psychological and social model of human interaction within the discipline of transactional analysis.

Simply put:

Put any three people together, leave them alone and watch what 'naturally' happens.

Driven by our either 'inherent nature' or the 'nurturing' of 'stories' over time most people follow this pattern of behaviour; cultural anomalies can occur.

Karpman made these observations through analysis of 'cultural stories' and viewed the roles inherent in many fairy stories:

- Persecutor (villain)
- Rescuer (hero)
- Victim (person in distress)

Based on Stephen Karpman's drama cycle (1968)
Karpman made the link to our everyday behaviour and the positions we ‘naturally’ take in groups, organisations, families. Karpman argues that we ‘naturally’ take on one of these roles which define who we are within a group. Albeit that he acknowledges cultural norms imprinted from an early age influence this ‘natural’ selection. See how this fits into ECE!

What to do about it

The trick to effecting behaviour within this ‘drama cycle’ is to objectively remove yourself from the ‘drama’ (even if you cannot do this physically you need to do it in a thoughtful and observant way). Analyse what is occurring, and then re-enter the drama cycle to take on one of the three roles to make an effect on the group and others. The argument is that we cannot influence the situation until we re-enter and become part of the ‘drama’. Detached observation is just that, and it is argued that information gathered in that state must be acted upon to cause an effect which is not possible until you jump back in! Others would disagree, arguing that merely observing has an influence, just as light has energy and an effect on mass. Karpman stresses that to effect change we must re-enter the drama cycle.

Why is it a cycle?

You see, as soon as you come to the rescue of one player, you become the persecutor of another, the drama cycle is endless and roles constantly change. The detached observer may get a glimpse of the going’s on, but will inevitably re-enter and take on a role.

Enjoy your observations, interactions and understand that this is something that is ‘natural’.

Advice: Be mindful, observant, gentle and good luck....

For more information on Stephen Karpman, drama cycle, organisational learning, and related topics look at:


Four models

Within this booklet you have been presented with four models used to understand yourself, to arrange and prioritize work flows and to understand group dynamics and to understand people’s behaviours. The following section points to Orientation web links. The web links cover in detail tools and tips for first year university transitions, worksheets to analyse your own time, management and allocation, plus much more. It is recommended as a start point to discover further information regarding time, management and study practices.

### 3.5 Managing your Study

Managing your Study

Beyond traditional ‘Orientation Week’ activities, Charles Sturt University understands the first year is the *orientation year* and has a range of supports to enable students time to settle in and aid success. CSU, through the portals listed, offers a range of first year and continuing support features to students including:

- Financial support for first year students, equity grants and more...
- Scholarships
- Indigenous Student Services
- Peer Mentoring
• Library Services
• Skills for success workshops
• Career development workshops
• Study Skills support
• StudyLink
• Time management advice and tools
• And much more ....

At the end of this booklet are Useful Links and References that you might like to explore including web links to CSU orientation and transition student support which give a number of further time management resource tools for you to explore.

CSU Online Orientation includes areas of:
• The Essentials
• Preparing for University life
• Preparing for University study
• Strategies for success
• CSU O Week

Further, we advise after navigating through the four critical areas of Orientation, be sure to take a look at this extra information prepared specifically for you:
• Distance education students
• Families / parents of CSU students
• Indigenous students
• International students
• On campus students
• Policing students
• Research Higher Degree students
• Students from TAFE

CSU useful links - Time Management & Learning Tips
• http://www.csu.edu.au/
• http://www.csu.edu.au/orientation
• http://www.csu.edu.au/orientation/study-life-balance/
• http://www.csu.edu.au/student/studylink/
• http://www.csu.edu.au/division/library
• http://www.csu.edu.au/division/studserv/
• http://www.csu.edu.au/division/dit/services/service-catalogue/for-students/
• http://www.csu.edu.au/orientation/study-life-balance/managing-your-study
• http://www.csu.edu.au/division/studserv/my-studies/learning/guides/read
• http://www.csu.edu.au/division/studserv/my-studies/learning/guides/time
• http://www.csu.edu.au/division/studserv/my-studies/learning/student_resources

Mentoring useful links
• http://www.csu.edu.au/division/studserv/my-studies/learning/workshops/critical-reading
• http://www.csu.edu.au/division/studserv/my-life/support/mentoring
• http://info.anu.edu.au/hr/Training_and_Development/career-development-for-staff/mentoring-&-coaching
• http://www.youthmentoring.org.au/
**BIITE**

teach-ec partner Batchelor Institute of Indigenous Tertiary Education recommends these useful study and support links:

- [http://www.snaicc.asn.au](http://www.snaicc.asn.au)
- [http://www.healthinfonet.ecu.edu.au](http://www.healthinfonet.ecu.edu.au)
- [http://www.abc.net.au/dustechoes](http://www.abc.net.au/dustechoes)
- [http://menzies.edu.au](http://menzies.edu.au)
- [http://batchelorpress.com](http://batchelorpress.com)
- [https://www.batchelor.edu.au/](https://www.batchelor.edu.au/)
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- [www.ipsuwa.org.au](http://www.ipsuwa.org.au)
- [www.ipsusa.org.au](http://www.ipsusa.org.au)
- [www.rracssu.batchelor.edu.au](http://www.rracssu.batchelor.edu.au)
- [www.yapperachildrensservice.com](http://www.yapperachildrensservice.com)

**NSW TAFE**

TAFE NSW Riverina Institute recommends accessing:


TAFE Western recommends accessing:


### 4. Accompanying DVD

The accompanying DVD highlights some examples of the four models presented in this booklet. While it is clear that student needs will vary, recent reports into the transition from VET to HE major findings indicate that there is a need for a variety of programs, initiatives and curriculum thinking that support students entering HE from VET to, enrich the teaching and learning programs currently being offered at university (CSU, 2010).

We recommend watching the DVD with friends and fellow ECE practitioners. These sessions can provide professional development opportunities within your services. Please enjoy.
5. Useful Links

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