

Presented by Penny from Kudos Services

This training, delivered by Kudos Services, focused on understanding neurodivergence through the SCERTS Framework – a strengths-based approach supporting children's social communication, emotional regulation and engagement.

A key takeaway from the training was to view behaviour as communication. Rather than focusing on the behaviour itself, we explored asking:

“What is this child communicating, and how can we best support them?”

This shift in thinking encourages us to look beyond what we see on the surface and consider each child's individual strengths, needs, experiences and the environment around them. By understanding the 'why' behind a child's behaviour, we can respond with empathy, curiosity and strategies that help children feel safe, understood and supported.

WE EXPLORED:

- ♥ Different ways children communicate
- ♥ Emotional regulation and co-regulation
- ♥ Sensory preferences and individual learning styles
- ♥ Practical strategies to support all children to participate confidently
- ♥ Creating predictable, inclusive environments that respond to children's strengths
- ♥ The importance of building strong partnerships with families to better understand each child's unique needs



TOOLS WE EXPLORED

We were introduced to practical tools such as the “All About Me” profile, which helps educators understand:

- ☆ What engages a child
- ♥ What supports them to feel calm and regulated
- 👤 Who their important people are
- 💬 How we can best support them

WHAT THIS MEANS FOR YOUR CHILD

You may notice:



More visual supports throughout our environments



Increased use of children's individual strengths and interests in our planning



Educators working alongside families to better understand each child's unique strengths, preferences and support needs



Continued focus on predictable routines



Further opportunities for children to communicate in ways that work best for them



Learning Together, Every Day

What Our Team Learned During Our Professional Development Days

10 & 13 July 2026

At Seaford District Community Children's Centre, we are committed to being lifelong learners. During our recent centre closure days, our entire team came together for two days of professional learning designed to strengthen our knowledge, reflect on our practice, and continue providing the highest quality education and care for your child.

DAY ONE

Yellaka Warra – Kurna Language & Cultural Protocols

Presented by Uncle Tamura (Kurna Elder) and Jess Shaw

This training deepened our understanding of Kurna language, local Aboriginal culture and cultural protocols. We explored respectful and authentic ways to embed Kurna language into our everyday practice with children.

Ngai
Nari

My name

Marni
Naa
Pudni

Good,
you all came

Ngaitalya

Respect

WE LEARNED ABOUT:

- ♥ The importance of Kurna language and its connection to Country
- ♥ Cultural protocols and respectful ways of learning alongside Kurna people
- ♥ Correct pronunciation of Kurna words, including that K is often pronounced as a G sound and P as a B sound
- ♥ Everyday greetings and conversational phrases
- ♥ Kurna birth order names and family connections
- ♥ Colours, body parts and the days of the week in Kurna
- ♥ Ways to naturally embed Kurna language into daily routines, songs, play experiences and conversations with children

MOVING FORWARD TOGETHER

We are committed to using Kurna language with confidence, respect and consistency. As part of this commitment, we are improving our pronunciation of our learning environment names to honour the correct Kurna sounds.

Kardi – Gardi

(K sounds like G)

K = G

Pirlta – Birlta

(P sounds like B)

P = B

Kuula – Guula

(K sounds like G)

K = G



HOW TO PRONOUNCE THE 'R'

When you pronounce the 'r', place your tongue at the roof of your mouth.

Try moving from:

Kardi → Gardi | Pirlta → Birlta | Kuula → Guula

You will hear and feel the difference in the sound.



We will continue to learn, practise and celebrate Kurna language together. ♥