**[Catharine Hydon]:** I'm really conscious of time, and we're just nearly at the end. And I want to go to Mary and see if there is any last comment or two, and Mary, you probably got some questions that need answering after this?

**[Mary Holwell]:** We will have some questions which we haven't been able to answer that maybe will help us format the, or provide some structure for, the fact sheet that we will develop subsequent to this webinar. I would probably like to just revisit a couple of things that might answer some questions that people have, and that is, it sounds listening to this conversation tonight, in helping children to be very effective in enacting their agency, is really part of an educators professional growth story, because it requires them to become very reflective and to critically analyse their own practice. To think about the mess aspect, to think about the kind of relationships they develop with children, and to engage in that really deep listening that's necessary. Because it does seem very relationship-based when we stop and think about it. And then to really have the courage to step forward and let go of some things and to engage in conversations with families about why we're operating in the way that we are. And I know we talked about these things when the three of us met and spoke. But in trying to squash it all into an hour, I think there are a couple of things that we've missed a little bit tonight, and maybe we can speak more to them. And that brings me round then into a question, one of the messages that have come through in the chat is about the connection between resilience and agency. Do we need to be supporting children to be resilient at the same time as we're thinking about their agency? And I think, yes, because agency doesn't mean you always get what you want, and that's part of becoming resilient as well. Understanding that you can't always have what you want, and it's about helping the children that we're working with to enact agency, to develop their sense of empathy and their appreciation for all of those other children who are around them as well.

**[Catharine Hydon]:** And Mary, I think it just it’s, there's a couple of comments there about, is this, are we talking about emergent curriculum? Yes, absolutely. And I, I guess lots of your comments would suggest that some people are really keen to see more examples of what it looks like in practice. And I think this is where we've got to do a little bit of sharing, sharing our ideas in our local contexts too. So, we share some of those sorts of things, so it can feel like, you could invite your colleagues. And I know some of our primary school colleagues will be visiting early childhood education and care settings in the next little while. So, if you're one of those, go and have a look and ask your colleagues in the early years settings, what that looks like. But, plenty, we knew this would happen didn't we Mary, that there would be.

**[Mary Holwell]:** Absolutely.

**[Catharine Hydon]:** We'll have to come back and revisit it because it's so much to talk about. But I do think there's some really strong, take home messages there. I love the messiness of it. I think there's a bit of a reflective conversation about that, the intersections between our quality assurance processes, I think are really helpful as well. But Mary's got all of that in hand, as she thinks about the future.

**[Mary Holwell]:** Um, I also want to remind you that in talking about agency tonight as a concept on its own. If you look to the other VCAA resources that we have published, and that are available on the website, you will see reference to agency in those documents that will further support your understanding. So, look at the other resources. Think about them, talk about them to your colleagues, because agency or, or allowing children to enact agency, at the kind of exemplary level that Caroline gave us some examples of, doesn't happen overnight. It is a professional journey. You need to be patient with your own growth, and you need to be reflective along the path, along that pathway.

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