DIVERSE PATHWAYS FOR EARLY CHILDHOOD

Training Offer 2026–2027

Neurodiversity-affirming training, keynotes and programmes for early childhood.

Designed and delivered by **Kerry Murphy** (BA Hons, MSc, EdD) · she/her

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WELCOME

Training shaped around your context, needs and energy

Diverse Pathways training supports early years educators, leaders, specialists, local authorities, parents and carers to develop neurodiversity-affirming practice that is grounded, ethical and practical.

You may engage with one-off sessions, follow a connected programme, or work with us to adapt training for your setting or organisation.

01

Bespoke Training, Keynotes & Online Learning

Tailored training and keynote sessions designed around the needs of your team, setting or event. In person or online.

02

Diverse Pathways Live Webinars

Live online sessions combining current thinking, practical guidance and space for reflection and discussion.

03

Diverse Pathways Online Modules

Flexible, self-paced learning exploring Diverse Pathways frameworks, resources and developmental insights in depth.

04

The Early Childhood Neurodiversity Affirming Summit

A five-day online event with educators, specialists, advocates and people with lived experience.

THIS TRAINING IS FOR

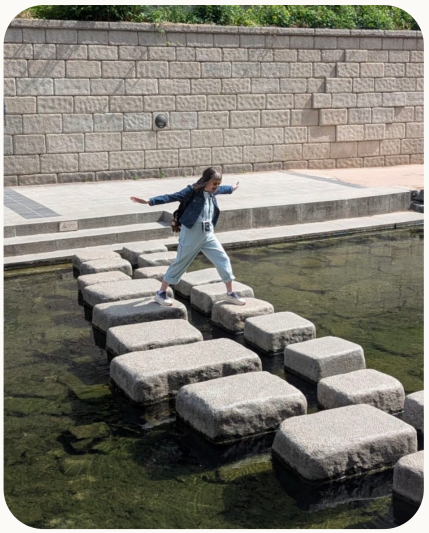
- Early years educators
- Childminders
- Teachers
- SEND & inclusion specialists
- Therapists, including speech and language therapists
- Local authority professionals
- Parents & carers

FORMATS

- Online
- Face-to-face
- Hybrid
- Pre-recorded

EVERY TRAINING CAN BE MADE BESPOKE

Any session in this brochure can be adapted to your setting, team, local authority or event, content, length, format and examples shaped together with you.



Kerry Murphy

(BA Hons, MSc, EdD) · she/her

Early Childhood Specialist, author, lecturer and doctoral researcher

I am an early years specialist, author, lecturer and trainer working in the field of neurodiversity-affirming and anti-ableist practice in early childhood education. I am the founder of Diverse Pathways for Early Childhood, a platform that supports educators, leaders, local authorities and families to critically rethink child development, play, behaviour, communication and regulation beyond deficit-based and compliance-driven models.

My doctoral research explores how neurodiversity-affirming approaches can mobilise early educators to question, resist and work ethically within and against the constraints of the current SEND system. This work sits at the intersection of practice, policy, social justice and professional identity, and is grounded in close collaboration with the early years workforce. I believe in a grass-roots approach to systemic change.

I am the author of *Neurodiversity-Affirming Practices in Early Childhood*, and I deliver training, workshops, keynotes and consultancy across early years settings, schools, specialist provision and local authorities. My training is creative, provocative and practice-grounded, bringing together research, lived experience and real-world examples. I am autistic and ADHD and may draw on lived experience.

> **I do not teach educators to navigate the SEND system but to re-imagine it entirely.**

www.diversepathways.org kerry@diversepathways.org @diversepathways_earlyyears

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For your setting, organisation or local authority. Series can be booked in full, as a combination, or as single sessions.

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3 · Scaffolding Regulation
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SIX-PART SERIES

The Foundations of Neurodiversity-Affirming Practice

For Early Childhood

Neurodiversity is reshaping how we understand children, development and inclusion in the early years. This series invites educators to step away from deficit-based thinking and towards practices that recognise difference as expected, meaningful and valuable.

Session 1
An Introduction to ND-Affirming Practice

Session 2
Understanding Ableism and Neuronormativity

Session 3
Embracing Diverse Pathways of Development

Session 4
Play and ND-Affirming Practice

Session 5
ND-Affirming Environments

Session 6
Affirming Assessment and Documentation

SERIES LEARNING OUTCOMES

01 Understand the neurodiversity paradigm and how it can transform early years practice

02 Identify where neuronormative assumptions show up in everyday practice

03 Reframe inclusion as solidarity, not fixing

04 Develop a strengths-led pedagogy for children with lifelong developmental differences and disabilities

05 Explore your Zones of neurodiversity-informed and affirming practice

> *A 'must attend' training for anyone who is passionate about neurodiversity-affirming practice. Kerry was so inspirational, knowledgeable and the content and resources that accompanied the training are of such high quality.*
>
> Anonymous evaluation

Book the full six sessions, a combination or a single session. For meaningful implementation we recommend engaging with more than one session.



BESPOKE This series can be tailored to your setting, team, local authority or event.

01 An Introduction to Neurodiversity-Affirming Practice

A clear, accessible starting point for moving beyond deficit-based models of SEND. This session introduces the neurodiversity paradigm and the shared language that underpins affirming practice.

- → Understand the neurodiversity paradigm and why it matters in education
- → Explore the difference between inclusive, supportive and affirming practice
- → Leave with shared language and concepts to support further learning

02 Understanding Ableism and Neuronormativity

Neuronormativity quietly shapes what we expect of children, how they sit, speak, play and connect. This session surfaces the assumptions built into everyday routines, assessment and policy, and how bias shapes the stories we tell about children.

- → Define neuronormativity and recognise where it shows up in practice
- → Reflect on personal and systemic bias within SEND processes
- → Replace “normal” with more ethical, responsive reference points

03 Embracing Diverse Pathways of Development

Development is rich, varied and non-linear. This session challenges the myth of a single developmental pathway and explores divergent pathways as valid ways of growing and learning.

- → Challenge the myth of a universal developmental pathway
- → Recognise and value divergent developmental pathways
- → Reframe progress beyond normative expectations



BESPOKE Each session can be booked on its own and tailored to your setting or team.

04 Play and Neurodiversity-Affirming Practice

Neurodivergent play is often labelled repetitive, immature or "stuck". This session explores play as self-directed, purposeful and meaningful, and the adult's role in protecting it.

- → Explore neurodivergent play patterns without deficit framing
- → Reframe repetition, intensity and focus as purposeful and valuable
- → Reflect on when adult involvement supports play and when it disrupts it

05 Neurodiversity-Affirming Environments

Environments shape regulation, play and belonging. This session considers sensory, social and emotional compatibility, and the small shifts that reduce distress and increase autonomy.

- → Understand how environments shape regulation and participation
- → Identify where spaces privilege compliance, productivity and stillness
- → Plan small environmental shifts that increase autonomy

06 Affirming Assessment and Documentation

As educators, we are children's storytellers. This session explores how to document difference and need in ways that are humanising and celebratory, while still securing meaningful support.

- → Understand the ethical role of educators as storytellers
- → Identify deficit patterns within documentation
- → Develop affirming, strengths-led developmental narratives



BESPOKE Each session can be booked on its own and tailored to your setting or team.

FOUR-PART SERIES

The Building Blocks of Behaviour in Early Childhood

Much behaviour guidance in early childhood focuses on managing, modifying, stopping or correcting children's actions. Neurodivergent children are particularly impacted by this, with behaviour often interpreted as non-compliance, dysregulation or deficit.

The Building Blocks of Behaviour offers a different way of understanding behaviour, as communication, regulation and adaptation within a wider relational and environmental ecology. It introduces a coherent framework for making sense of behaviour without resorting to reward, consequence or control.

Session 1
Attunement over Management

Session 2
The Shapes of Regulation

Session 3
Scaffolding Regulation

Session 4
Not as Simple as ABC

SERIES LEARNING OUTCOMES

01 Reframe behaviour as meaningful learning in action rather than disruption

02 Understand regulation as relational, contextual and dynamic

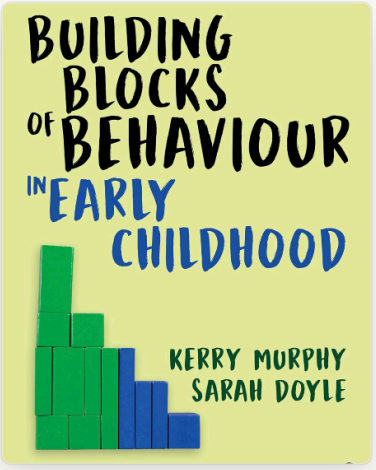
03 Identify how environments and expectations shape behaviour

04 Develop confidence in supporting behaviour without coercion or compliance

05 Build shared language across teams for reflective behaviour conversations

06 Move away from behaviour "strategies" towards principled, attuned practice

Book all four sessions, a combination or a single session.



READ THE BOOK

Building Blocks of Behaviour in Early Childhood

Kerry Murphy & Sarah Doyle

BESPOKE This series can be tailored to your setting, team, local authority or event.

01

Attunement over Management

Moving from managing behaviour to attuning to the child, noticing, wondering and responding to what behaviour is communicating.

- → Distinguish between managing and attuning to behaviour
- → Recognise behaviour as communication, regulation and adaptation
- → Develop attuned responses that preserve dignity and autonomy

02

The Shapes of Regulation: co-regulation and collective regulation

Regulation is not a solo skill children must acquire. This session explores how relationships, groups and spaces regulate together.

- → Understand regulation as relational, contextual and dynamic
- → Explore co-regulation and collective regulation in practice
- → Recognise how adult regulation shapes the whole room

03

Scaffolding Regulation: how adults support regulation and energy rhythms

Children's energy rises and falls across the day. This session explores how adults can notice energy rhythms and scaffold regulation without coercion.

- → Identify children's energy rhythms and patterns across the day
- → Scaffold regulation through environment, routine and relationship
- → Plan the day around energy, not just time

04

Not as Simple as ABC: alternative frameworks for making sense of behaviour

ABC charts reduce behaviour to triggers and consequences. This session introduces frameworks that hold context, sensory experience and relationships.

- → Critically reflect on ABC and compliance-driven tools
- → Use alternative frameworks to make sense of behaviour
- → Build shared language for reflective team conversations



READ THE BOOK

50 Fantastic Ideas for Co-regulation

Kerry Murphy · Bloomsbury

BESPOKE Each session can be booked on its own and tailored to your setting or team.

STANDALONE COURSE

An Introduction to Neurodiversity-Affirming Practice

in Early Childhood and Primary Education

This introductory training offers a clear, accessible and affirming starting point for educators who want to move beyond deficit-based models of SEND, towards practices that recognise human difference as inevitable and challenges as needing sensitive, affirming support.

It supports participants to question what has been normalised in early education, and to develop more ethical, relational and responsive approaches to children and families.

LEARNING OUTCOMES

01 Understand the neurodiversity paradigm and why it matters in education

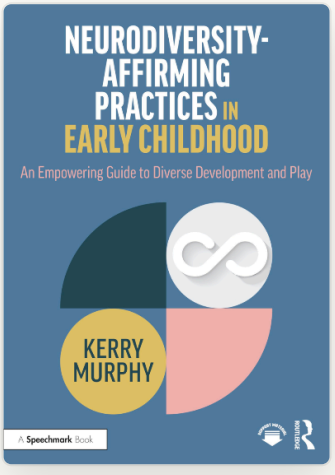
02 Explore the difference between inclusive, supportive and affirming practice

03 Identify how neuronormative assumptions show up in routines and expectations

04 Begin to reframe behaviour, development and difference through a strengths-led lens

05 Reflect on your role as an educator within wider systems of power and policy

06 Leave with shared language and concepts to support further learning and change



READ THE BOOK

Neurodiversity-Affirming Practices in Early Childhood

Kerry Murphy · Routledge

BESPOKE This course can be tailored to your setting, team, local authority or event.

STANDALONE COURSE

The Neurodiversity Eco-System

How to develop neurodiversity-affirming environments

This training explores how you can enrich and diversify your early years environment through a neurodiversity-affirming lens. All children deserve belonging in our spaces, and we create it by cultivating an eco-system that recognises all ways of being as valid and as contributing to our early years communities.

LEARNING OUTCOMES

01 Understand how environments shape regulation, play, behaviour and participation

02 Explore sensory, social and emotional compatibility rather than sensory "fixes"

03 Identify where environments privilege compliance, productivity and stillness

04 Re-think routines, transitions and expectations through an affirming lens

05 Learn how small environmental shifts can reduce distress and increase autonomy

06 Develop environments that support collective regulation, not just individual coping

> *The materials are really professional, easy to read and follow but packed full of information, really visually pleasing on the brain too! Kerry's knowledge and passion really shine through.*
>
> Anonymous participant



BESPOKE This course can be tailored to your setting, team, local authority or event.

STANDALONE COURSE

Spirals not Stages of Play

Embracing neurodivergent self-directed play

Traditional models position play as something that must progress through linear stages, becoming more functional, social or symbolic over time. Neurodivergent play is frequently misunderstood through this lens and labelled repetitive, immature or stuck.

This training challenges stage-based hierarchies of play and introduces a spiral model that recognises revisiting, repetition, intensity and focus as meaningful forms of learning and regulation.

Sensory highs | Flow states | Monotropic play | Heightened schema | Penguin pebbling | Solitary play

LEARNING OUTCOMES

01 Explore current perceptions of play when it exists outside of "functional" play

02 Understand play as a spiral of revisiting, deepening and meaning-making

03 Explore autistic and neurodivergent play patterns without deficit framing

04 Reframe repetition, intensity and focus as purposeful and valuable

05 Reflect on when adult intervention supports play and when it disrupts it

06 Develop confidence in protecting children's right to self-directed play

> *Kerry is a welcome voice in early childhood. Compassionate, wise and practical, an unusual combination. I'm so glad to have these resources to use and direct others to.*
>
> Anonymous participant





BESPOKE This course can be tailored to your setting, team, local authority or event.

STANDALONE COURSE

The Constellations of Autism

Understanding autism-affirming practice in early childhood

This training invites educators to move away from deficit-based and compliance-driven approaches, towards autism-affirming practice that recognises autistic ways of being as valid and developmentally meaningful.

Rather than presenting autism as a single profile, it explores autism as a constellation of traits, strengths, needs and experiences that show up differently for every child.

LEARNING OUTCOMES

01 Develop a clear understanding of autism from a neurodiversity-affirming perspective

02 Explore autistic play patterns, communication styles and regulation differences

03 Build strengths-led, relational pedagogy for autistic children

04 Reflect on how environments, routines and expectations can support or undermine autistic children

> *There were so many thoughts I've had over the years, as a parent and professionally, and I didn't have the words to explain them. I've left feeling so inspired but also validated. And the resources! Wow. I signed up to the next workshop in the last 5 minutes.*
>
> Anonymous evaluation



BESPOKE This course can be tailored to your setting, team, local authority or event.

TWO-PART COURSE

Beyond Attention

ADHD-affirming practice in early childhood

Co-authored with Dr Abi Miranda | Two sessions | Online or face-to-face

This two-part training package invites professionals to think differently about ADHD, moving beyond predominantly deficit-based explanations towards a more expansive understanding of ADHD as a lived, relational and socially situated experience.

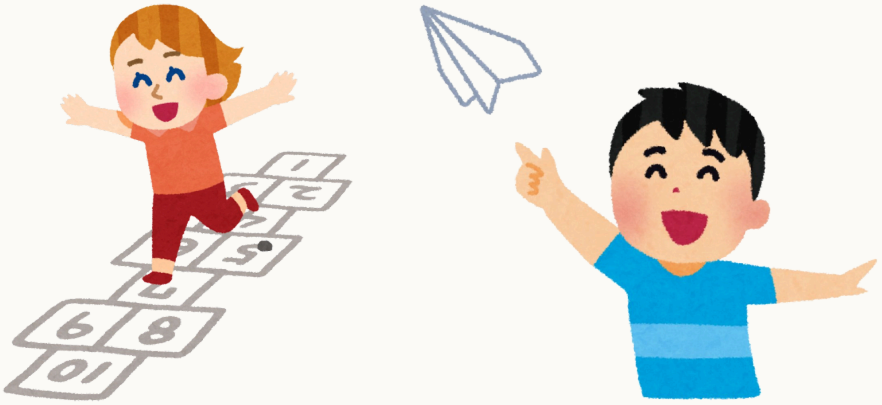
Drawing on critical neurodiversity and disability studies, sociology, intersectionality, neuroscience and lived experience, the sessions explore how ADHD is identified, understood and supported.

The programme then considers what neurodiversity-affirming practice might look like in everyday contexts, including how we understand children's communication, play, emotional regulation, relationships and interactions across different contexts.

Rather than prescribing a fixed set of strategies, the training encourages curiosity, critical reflection and practical possibilities for creating more responsive and affirming environments. We also consider how framing ADHD as a deficit can impact on how we use language, document and describe ADHD experiences.

Session 1
Understanding ADHD differently

Session 2
ADHD-affirming practice in everyday contexts



DELIVERY Delivered online or face-to-face. Please contact us for bespoke pricing if you wish to opt for dual delivery.

01 Session one learning outcomes

- → Explore ADHD through a critical neurodiversity paradigm and intersectional lens
- → Develop an understanding of contemporary ADHD research, including the contributions and limitations of neuroscience and biological explanations
- → Critically examine how attention, hyperactivity and impulsivity are defined, constructed and understood in relation to social and developmental norms
- → Consider how gender, race, class and other intersecting experiences influence ADHD recognition, diagnosis and access to support
- → Explore ADHD as a diverse lived experience, including the influence of identity, disability, environments and social expectations

02 Session two learning outcomes

- → Explore the principles of ADHD-affirming practice and how these can inform everyday pedagogical decisions
- → Recognise and respond to diverse experiences of attention, communication, movement, play and emotional regulation
- → Consider how environments, expectations and routines can be adapted to support autonomy, participation and different sensory and temporal needs
- → Develop a more expansive understanding of parent–child interactions, recognising differences in communication, co-regulation and relational experiences without defaulting to deficit interpretations
- → Explore practical approaches that draw on children's interests, strengths, differences, preferences and lived experiences
- → Reflect on how to work collaboratively with children and families to develop responsive, situated and developmentally meaningful support

BESPOKE This course can be tailored to your setting, team, local authority or event.

STANDALONE COURSE

Neurodivergent Educator Wellbeing

Embracing the spiky profile

This course explores educator wellbeing through a neurodiversity-affirming lens, centring the spiky profile as a natural expression of neurodivergence rather than a personal failing.

Rather than focusing on individual resilience or coping strategies alone, the session examines how environments, expectations, workload and professional cultures shape wellbeing.

LEARNING OUTCOMES

01 Understand the spiky profile and how it applies to neurodivergent educators

02 Recognise how masking and emotional, physical and sensory labour impact wellbeing

03 Reflect on personal patterns of energy, capacity and regulation across the working day

04 Consider how the Double Empathy Problem can influence working relationships

05 Develop your own neurodiversity-affirming care label

For educators, leaders and teams who want to build workplaces where neurodivergent staff can thrive.



BESPOKE This course can be tailored to your setting, team, local authority or event.

STANDALONE COURSE

Best Days not Worst Days

An anti-deficit, affirming approach to documentation

As early educators, we are in the privileged position of being children's storytellers, with a responsibility to document their developmental and lived experiences. This should be celebratory, while sensitively capturing areas of difference and need. Yet when a child has a developmental difference, we are encouraged to focus on their worst days and tell stories that diminish the richness of their worlds.

This course takes an anti-SEND system approach, exploring humanising ways of telling children's developmental stories that affirm, empower and secure meaningful support, and offers advocacy tools to push back against deficit systems.

LEARNING OUTCOMES

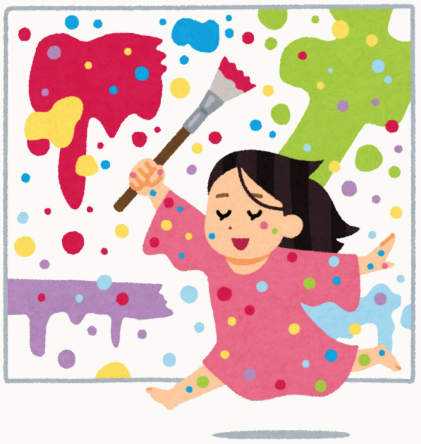
01 Understand the ethical role of educators as storytellers

02 Identify deficit patterns within SEND documentation systems

03 Learn to document difference and need without dehumanisation

04 Develop affirming, strengths-led developmental narratives

05 Gain advocacy tools to push back against deficit-driven systems



BESPOKE This course can be tailored to your setting, team, local authority or event.

STANDALONE COURSE · CO-DELIVERED

ATTUNED Goal Setting

Moving Beyond SMART Targets

With Kerry Murphy and Ruth Jones, Speech and Language Therapist

Traditional approaches to goal setting often prioritise measurable progress, predetermined developmental expectations and compliance, sometimes at the expense of children's identities, autonomy and wellbeing.

Developed by Kerry Murphy and Ruth Jones, the ATTUNED Goal Setting Framework offers a different way of thinking about goals for neurodivergent children. Grounded in neurodiversity-affirming principles, the approach moves beyond deficit-focused targets towards goals that recognise children's strengths, individual differences, relationships and quality of life.

This thought-provoking and practical course invites educators, therapists and specialists to critically reflect on existing approaches to assessment and goal setting. Participants will explore how to develop meaningful, flexible goals that honour children's developmental diversity, recognise the influence of environments and relationships, and promote genuine participation and autonomy.

LEARNING OUTCOMES

By the end of the course, participants will be able to:

01 Critically examine traditional SMART targets and identify how goal setting can unintentionally reinforce ableist and neuronormative expectations

02 Understand the principles underpinning the ATTUNED Goal Setting Framework and their application to neurodiversity-affirming practice

03 Develop meaningful, strengths-led goals that recognise children's identities, preferences, autonomy and individual developmental pathways

04 Consider how goals can focus on changes to adult practice, relationships and environments rather than positioning the child as the problem

05 Apply the ATTUNED framework to develop goals, identify affirming outcomes and plan responsive provision that supports children's participation and quality of life

SUITABLE FOR

Early childhood educators · Teachers · SENCOs · Speech and language therapists · Allied health professionals · Inclusion advisors · Specialists working with neurodivergent children

BESPOKE This course can be tailored to your setting, team, local authority or event.

STANDALONE COURSE

Diverse Pathways of Development

Beyond the myth of one developmental pathway

One prevalent myth in early childhood is that all children follow the same developmental pathway, that to be progressing well, a child must show typical, non-disabled learning and development.

Yet child development is inherently rich, diverse and varied. This course explores the many ways children develop, offering new perspectives and insights into divergent pathways of development.

LEARNING OUTCOMES

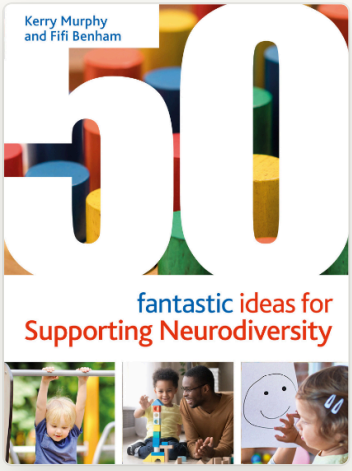
01 Challenge the myth of a universal developmental pathway

02 Understand development as diverse and non-linear

03 Recognise and value divergent developmental pathways

04 Reframe progress beyond normative expectations

05 Apply inclusive perspectives to practice and documentation



READ THE BOOK

50 Fantastic Ideas for Supporting Neurodiversity

Kerry Murphy & Fifi Benham · Featherstone



BESPOKE This course can be tailored to your setting, team, local authority or event.

STANDALONE COURSE

Parent Solidarity in the SEND System

From partnership to shared advocacy

Parents and carers of neurodivergent and disabled children are often positioned within SEND systems as disengaged, hard to reach, pushy or adversarial. At the same time, educators are pressured to keep standardised partnerships, comply with systems and mediate between families and institutional demands, constant spaces of contradiction.

This course reframes relationships with parents through solidarity rather than standard partnership, exploring how deficit narratives, power imbalances and bureaucratic processes can fracture trust.

LEARNING OUTCOMES

01 Explore the concept of solidarity and how it differs from partnership

02 Reflect on professional power, positionality and responsibility

03 Identify how institutional pressures can position educators against families

04 Develop language that validates parents' expertise and lived experience

05 Strengthen confidence in advocating alongside parents within SEND systems

06 Reframe parent relationships as sites of shared care and collective advocacy



BESPOKE This course can be tailored to your setting, team, local authority or event.

LEADERSHIP PROGRAMME · COHORT ONE

The Neurodiversity Shift

A Leadership Mentorship Programme

For Early Childhood Specialists and Advisors

Bookings open January 2027 | Six months · May to December 2027

A programme for people whose role is to influence early years practice and pedagogy, local authority advisors and consultants, area SENCOs, specialist teachers, early years improvement leads, and those running services or teams.

It ends with each participant designing and delivering a session on neurodiversity-informed practice within their own local authority or service.

5 live group sessions	**6** months of mentoring & group coaching supervision	**15** places maximum per cohort

LEARNING OUTCOMES

01 Map the systems you work within and where you can influence change

02 Build a structured action plan for a neurodiversity-informed change initiative

03 Design, deliver and evidence a session within your own authority or service

04 Leave with a portfolio, a certificate and a national peer community

The aim

By December 2027, every participant will have designed, delivered and evidenced a neurodiversity-informed change initiative within their own local authority or service, and will be part of a sustained national community of people doing the same work.

This programme is for you if you…

- → Hold a role that influences practice and pedagogy across settings, teams or services
- → Are already committed to neurodiversity-affirming practice and want to explore how to influence change
- → Have some scope, however modest, to shape training, guidance, processes or culture in your area
- → Are willing to be honest, in a group, about what is and isn't working

What makes it different

Almost all neurodiversity CPD in early years is designed for educators working directly with children. Very little is designed for the people who train, advise, monitor and support those educators, despite that group having disproportionate reach. Your position in the system is vital.

The course is collective: you'll map each other's systems, pressure-test each other's plans and troubleshoot each other's barriers. It ends in something real, a delivered session, a portfolio and a certificate, not a set of notes.

BESPOKE Local authorities can commission a dedicated cohort for their own advisory team.

ONLINE SUMMIT

The Early Childhood Neurodiversity Affirming Online Summit

15–19 March 2027 Online · join live or watch later

Not repackaged inclusion. A genuine shift in how we see neurodivergent children.

A week-long online summit exploring neurodiversity-affirming practice in the early years, including play, communication, development, belonging and inclusive pedagogy. Sessions are neurodiversity-affirming and anti-ableist, led by people with lived and professional expertise.

For early years educators, childminders, therapists, specialists, advisors and teachers.

5
days of live sessions and recordings

24
speakers bringing research, practice and lived experience

3
months' access to recordings and resources

INCLUDED

- → Nearly 30 recorded contributions
- → Summit resources
- → A professional development certificate

TICKETS

Early bird, until 9 January 2027	**£120**
Summit Pass	**£150**
Spread the cost, 3 payments	**£50 / month**

Book your place **diversepathways.org/summit**

For group bookings, discounts or special circumstances, contact kerry@diversepathways.org

FEES

2027 rates

Fees for settings, schools, organisations and local authorities. Any session in this brochure can be delivered in the formats below.

SERVICE	FEE
Webinar, existing content 60–90 minutes · no cap on numbers Each subsequent webinar £400	£500
Bespoke webinar 60–90 minutes · content written entirely new Each subsequent webinar £600	£800
Half-day training / INSET	£1,000
Full-day training / INSET	£1,800
Half-day consultancy visit	£750–£850
Mentoring, supervision and coaching 60 minutes · for anyone wanting to discuss neurodiversity-affirming practice in their professional context	£100
Bespoke programme development	Quoted individually
Specialist blog / article	£200–£250

PLEASE NOTE

Fees include any pre- and post-session meetings and administrative costs. Depending on location and scope of work, expenses may also be added, such as standard train fare and hotel accommodation.

I do not drive, so for face-to-face work it is good to know your venue address to ensure I can get to the location.

FEES

Getting the most from training

From 2027, I'm encouraging organisations to consider connected professional learning opportunities, such as face-to-face training followed by a webinar, or a series of two or more webinars. These combinations create space for teams to explore ideas in greater depth, reflect on their learning and build confidence in putting new thinking into practice. They also offer opportunities to revisit conversations and support meaningful, sustained change over time.

Single training sessions, standalone webinars and conference keynotes will, of course, continue to be available.

> **All bookings come with resources and access to materials.**



EQUITY PRICING

If you are a setting with a specific budget, or need, do contact me. Where there are financial constraints, please contact me to discuss.

kerry@diversepathways.org

BOOK OR ENQUIRE

Let’s shape training for your team

Every session can be booked as described or made bespoke, tell me about your setting, team or event and we’ll build it together.

EMAIL	kerry@diversepathways.org
WEBSITE	www.diversepathways.org
INSTAGRAM	@diversepathways_earlyyears
YOUTUBE	@DiversePathways_EarlyYears



Diverse Pathways
FOR EARLY CHILDHOOD