



ECTA Annual Conference

SESSION ONE

Laughter yoga (Warm up activity)

As teachers, you know that concentration can wane. Laughter yoga – a unique blend of deep yogic breaths and simulated laughter exercises – invigorates and energises. It awakens the mind and body, encouraging greater focus. This pep session introduces conference delegates to the practice of laughter yoga, an alternative methodology of personal stress management, an important bigger issue given reported burn-out rates in the early childhood education sector, and a fun light cardio wake-up for the start of a big day of concentration.

Presenter: Heather Joy Campbell

Welcome

Kim Walters ECTA President

Opening

Conference Opening: Gabrielle Sinclair Chief Executive Officer, Australian Children's Education and Care Quality Authority ACECQA

Presenter: Gabrielle Sinclair

S1: Building brain capacity – the implications of the new paradigm in neuroscience

Age range taught: Babies - Grade Three

Recent advances in neuroscience research open exciting new perspectives for educators. The role of the environment in shaping neural architecture is vital to ensure neural growth. The presentation will focus on understanding the changing paradigm of neural activation (from a chemical focus to a network focus) and the implications for developing an enriched learning environment. We will also explore the impact of connection, safety and control on the brain and how fear is a powerful tool to facilitate neural change however there is a significant cost to this approach. We will explore the implications for early childhood education.

Australian Professional Standards for Teachers: 1,2,3,4,5,6,7

NQS Quality Areas: 1,2,3,5,6

Presenter: Pieter Rossouw

SESSION 2 CONCURRENT PRESENTATIONS (11:30-12:50)

S2: (Re)learning lessons from the playground for health

Age range taught: Babies – Year Three

The World Health Organisation has described 'stress' as the epidemic of the 21st century. It's a major workplace issue and, despite the sound of childhood laughter, early childhood educators are far from immune. The demands of working with young children and their families can be emotionally, intellectually and physically demanding. Burn-out is recognised. This presentation shows why 'laughter is good medicine'. It will explain the science behind the benefits of laughter and demonstrate the unique stress-busting, mood-enhancing technique of laughter yoga, and how to laugh without humour or comedy, even when you feel you have nothing to laugh about. While the learnings from this session, which incorporates participation as well presentation, will benefit conference delegates individually, they will leave with awareness of skills that can translate to team-building with colleagues and adaptation for use with children.

Australian Professional Standards for Teachers: 1,4

NQS Quality Areas: 1,2,5

Presenter: Heather Joy Campbell

S2: Behaviour 'management': is children's behaviour ours to manage?

Age range taught: Babies – Prep

Is children's behaviour ours to manage? This workshop will discuss children's behaviour in the contemporary education and care setting and explore the reasons and functions that drive children's behaviour as developing human beings using an analogy about filling cups based on the theoretical frameworks of Maslow and Glasser. The workshop will evoke critical reflection and deep thinking around traditional 'behaviour management' practices. Educators will be challenged to re-think and re-frame the role of educators in supporting children's emerging social competence. This will be an engaging session utilising story and metaphor to explain theoretical frameworks around basic human life needs as motivators for human behaviour. Educators will be inspired to think differently about power over approaches to managing children's behaviour. The session will provide educators with a framework that will allow them to make more effective decisions about supporting children's behavioural learning.

Australian Professional Standards for Teachers: 1,3,4,6

NQS Quality Areas: 1,5

Presenter: Sandi Phoenix

S2: Brain development in early years: implications for educators

Age range taught: Babies – Grade Two

The first three years of life is the period of greatest brain development in our life. Nurturing and stable relationships with caring adults are essential to healthy development beginning from birth. This presentation will cover an understanding of the structure of the human brain, what happens when a child is experiencing overwhelming emotions and how we can effectively respond to build capacity around wellbeing and resilience. Implications for educators will be explored as well as how we can foster sound architecture of the brain. An understanding of the impact of trauma on children's brains and experiences that can calm the hyper vigilant child will also be addressed.

Australian Professional Standards for Teachers: 1,2,3,4,5,6,7

NQS Quality Areas: 1,2,3,5,6

Presenter: Debbie Miller

S2: Characteristics of age appropriate pedagogies in before school settings

Age range taught: Kindergarten

The Age Appropriate Pedagogies Program is underpinned by a set of characteristics of teacher practice. While developed to support effective teaching and learning in Prep to Year 2, the characteristics of age-appropriate pedagogies and the approaches to teaching reinforce the principles and practices outlined in the Early Years Learning Framework. This session will examine how the characteristics and approaches enhance continuity between kindergarten and school settings.

Australian Professional Standards for Teachers: Standards 1, 3, 6

NQS Quality Areas: Standards 1 and 5

Presenter: Mark Cooper

S2: Digital technologies in the early years

Age range taught: Pre-Kindy – Grade Two

This hands-on workshop will enable participants to experience practical, engaging and simple ways to incorporate digital technologies into their classrooms. Participants will learn about exciting resources, such as robotic equipment and productivity tools, to support the implementation of digital technologies. We will share some of our favourite apps that you could also use in your teaching and learning. You will experience how quick and easy it is to create professional looking movies on your iPad, a great product to share with your parents. You will be sure to collect many new ideas ready for immediate implementation.

Australian Professional Standards for Teachers: 1,2,3,6,7

NQS Quality Areas: 1,5

Presenters: Kelly McBurnie, Rachael Yates

S2: How NOT to annihilate play: building respectful interactions with children

Age range taught: Babies – Grade Three

As educators and teachers, we are often trained to step into the play frame, asking 'educational' questions, commanding answers and developing resilience with phrases such as 'You're OK!' or 'Be Careful!' In this session, Katchia takes participants through the play cycle, looking at places within the frame where a teacher or educator can step in to facilitate learning and when to step back. Participants will also investigate the language of their interactions and learn how to engage and converse with children in a respectful and thoughtful manner.

Australian Professional Standards for Teachers: 1,4

NQS Quality Areas: 1,2,5

Presenter: Katchia Avenell

S2: Inclusion from the Torres Straits: weaving, singing and yarning together

Age range taught: Babies – Grade Three

This session will include an introduction to Torres Strait Islander culture, community, language and authentic educational resources for educators that have been made and written by Torres Strait artists and storytellers. Two educational and practical experiences will be included that can be implemented to start embedding Torres Strait Islander cultural practices in the classroom. There will also be a question and answer session to provide participants with the opportunity to ask questions they have always wanted to ask. This workshop aligns with the National Quality Standards and Early Years Learning Framework that focuses on Aboriginal and Torres Strait Islander Cultural inclusion. The workshop will also support educators with their Quality Improvement plans. All participants will receive a free booklet containing authentic Torres Strait Islander experiences.

Australian Professional Standards for Teachers: 1,2,3,4,5,6,7

NQS Quality Areas: 1,2,3,4,5,6,7

Presenter: Cecelia Wright

S2: Language of learning through drama

Age range taught: Kindy – Prep

This workshop will explore incorporating drama into every day learning environments for children in Kindergarten and Prep. Oral language is acquired well before an understanding of the written text. It is recognised that oral literacy and language skills have been part of most societies from before the written text came to be. Incorporating drama into your program supports literacy in a range of learning styles and understandings. In this workshop links will be drawn to the curriculum guidelines (Queensland Kindergarten Learning Guidelines QKLG and Australian Curriculum, Assessment and Reporting Authority, ACARA), theoretical perspectives and practical applications. There will be an opportunity for some practical drama experiences.

Australian Professional Standards for Teachers: 1,2

NQS Quality Areas: 1,5

Presenter: Archana Singh

S2: Literacy is more than ABC

Age range taught: Pre-Kindy - Kindy

Literacy is a highly valued form of knowledge in our education system. Many teachers and educators teach literacy by breaking down literacy skills into small units of knowledge that can be taught through repetition and drill. An alternative is to view literacy as in a meaning-making process that connects children with knowledge, skills and dispositions, and which inspires them to communicate through text and print. This workshop presents practical strategies for teaching children to read and write using their own interests and relationships with others.

Australian Professional Standards for Teachers: 1,2,3,7

NQS Quality Areas: 1,6

Presenter: Sue Southey

S2: Music for sharing and caring: making connections and cultivating supportive group dynamics

Age range taught: Babies - Prep

Music for sharing and caring: making connections and cultivating supportive group dynamics by Kath Lloyd In this interactive session, Kath will share songs and musical games that aid connection, inclusion, self-regulation, cooperation, confidence-building and the nurturing of cohesive and supportive group dynamics. Learn how to gently guide budding interpersonal skills, build children's emotional resilience, and cultivate kind, caring and respectful environments for optimum learning through expressive play.

Australian Professional Standards for Teachers: 1,2,3,4

NQS Quality Areas: 1,5

Presenter: Kath Lloyd

S2: Nature-based pedagogy in early and primary education

Age range taught: Toddlers - Grade Three

Nature-based pedagogy in early and primary education by Niki Buchan Research evidences that children of all ages benefit from being in a natural environment on multiple levels including increased levels of wellbeing and overall cognitive development. In Australia, bush schools/kindy have become popular and there are now many children benefitting from spending increasing amounts of time in wild nature including primary school children. This presentation shall explore some of the benefits of working with children of all ages in nature, the importance of supporting children in taking risks and self-risk assessing, the concepts of benefit risk assessments as well as dynamic risk assessments, the role of elements, such as fire and water, in nature-based practice, evidencing children's learning and development in a nature-based program, Australian regulations and nature-based practice, examples of Australian nature-based pedagogy through video and photographs, how individual settings can introduce this pedagogy, and documenting children's learning and development in the outdoors.

Australian Professional Standards for Teachers: 1,2,3,4,5

NQS Quality Areas: 1,2,3,5,6

Presenter: Niki Buchan

S2: Popcorn and animals make my muscles strong!

Age range taught: Kindy - Prep

Popcorn and animals make my muscles strong! By Ingrid King In the context of play-based learning, be inspired by creative and user-friendly ideas and activities to maximise children's muscle strength and coordination. Based on the principles of child development and research, you will learn how to effectively enrich your environment and current program, including provocations for play-based learning. Through practical demonstrations and hands-on participation, become confident to enhance children's motor development for success at school. Then share this knowledge effectively with parents and caregivers for use at home.

Australian Professional Standards for Teachers: 1,3,4

NQS Quality Areas: 1,2,3

Presenter: Ingrid King

S2: Practical strategies for working with families from refugee backgrounds in early childhood

Age range taught: Toddlers - Grade One

Children from refugee backgrounds are less likely than children from the general population to participate equitably in quality early childhood educational programs such as kindergarten. Children who do not participate are at risk of long-term negative consequences, in terms of limiting future access to higher educational opportunities, meaningful employment and financial security. This presentation will discuss practical strengths-based strategies that can easily be implemented by early childhood practitioners to facilitate access to and participation in early childhood programs for families from migrant and refugee backgrounds. These strategies are drawn from current qualitative research conducted through in-depth, semi-structured interviews with 40 participants consisting of parents of young children from refugee backgrounds, family support workers and kindergarten teachers who had direct experience working with families from refugee backgrounds located in three areas of South East Queensland including the Logan, South Brisbane and Toowoomba/Lockyer Valley regions. Participants were sourced through seven organisations funded through the Pre-Kindergarten Grants Program 2013–2016, an initiative of the Queensland Department of Education and Training.

Australian Professional Standards for Teachers: 1,3,4,6,7

NQS Quality Areas: 2,5,6

Presenter: Cherie Lamb

S2: Talking transitions: connect, communicate, inspire

Age range taught: Kindy - Prep

Starting school is an important milestone for children and their families that can bring excitement but also uncertainty. From a child's perspective, they are required to leave the security of a familiar early learning environment and enter unfamiliar surroundings with new teachers, new friends and new rules. From a parent's perspective, questions abound: Will my child like school? Will they connect with their teacher? Will they make friends? From either perspective, starting school can bring anxiety. Research studies suggest that how successfully children make the transition to school can have long-term impacts on their self confidence as learners and feelings of security in the school environment. So how do we facilitate children's school readiness and create environments that support positive transitions and long-term success? In this session, participants will investigate the nature of school transitions by exploring contemporary models of school readiness, critically examining their own setting's transition practices and investigating school based transition models (Rochedale STARS Transition Program & RNET Professional Learning Network).

Australian Professional Standards for Teachers: 1,4,6

NQS Quality Areas: 6

Presenter: Jo Broadbent

S2: Teaching mindfulness at school: tips and tricks

Age range taught: Grade One - Grade Three

Teaching mindfulness at school: tips and tricks by Ira van der Steenstraten In this hands-on workshop participants will learn how to explain the basic principles of mindfulness to schoolchildren, and will experience and learn how to teach students mindfulness techniques and mindful awareness. A recent review of the literature on the impact of mindfulness on children and young people concluded that mindfulness training for young people is easy to carry out, fits into a wide range of contexts, is enjoyed by both students and teachers and does no harm. Well conducted mindfulness interventions can improve the mental, emotional, social and physical health and wellbeing of young people who take part. It has been shown to reduce stress, anxiety, emotional reactivity and bad behaviour, improve sleep and self-esteem and bring about greater calmness, relaxation and the ability to manage behaviour and emotions, self-awareness and empathy. Mindfulness can contribute directly to the development of cognitive and performance skills and executive function. It can help young people pay greater attention, be more focused, think in more innovative ways, use existing knowledge more effectively, improve working memory and enhance planning, problem solving and reasoning skills. Schools that engage in mindfulness are likely to have beneficial results in emotional wellbeing, mental health, ability to learn and even the physical health of their students and staff. Such interventions are relatively cheap to introduce and have an impact fairly quickly.

Australian Professional Standards for Teachers: 1,4,6

NQS Quality Areas: 1,2,5

Presenter: Ira van der Steenstraten

S2: Transforming the education support classroom

Age range taught: Toddlers - Prep

This workshop will include new ideas on play-based learning experiences to engage children with additional needs and inspire educators. Jane's presentation is designed to challenge traditional views of working with children with additional needs and to showcase how the EYLF and play-based curriculum approach can lead to successful outcomes for students, particularly those with autism and global development delay. This presentation will explore the challenges students and teachers face in early childhood education classrooms and include practical strategies for setting up the classroom and developing engaging learning experiences.

Australian Professional Standards for Teachers: 1,3

NQS Quality Areas: 1

Presenter: Jane Goodfellow

S2: Weaving magic in the teaching of English in Prep to Year 2

Age range taught: Prep - Grade Two

This interactive workshop provides opportunities for participants to understand and implement Australian Curriculum: English in engaging and inclusive ways for early learners. Participants will explore weaving the three strands of language, literature and literacy together, hands-on strategies to plan, teach and assess English, and inspiring young children to engage with and appreciate English.

Australian Professional Standards for Teachers: 2,3,5,6

NQS Quality Areas: N/A

Presenters: Robyn Whiting, Hayley Wilkes

SESSION 3 CONCURRENT PRESENTATIONS (1:45-2:45)

S3: Bringing leadership into focus: looking through multiple lenses

Age range taught: Babies - Kindy

With the constant growth and evolving nature of the early childhood sector, how has the role of the educational leader changed since its introduction in 2012? How are we fulfilling ACECQA's description of 'inspiring, motivating, affirming and also challenging or extending the practice' and effectively making this a priority in our settings? This workshop aims to encourage participants to reflect on current pedagogy and gain practical ideas which are relevant to, and ready to be implemented in, your early childhood environment. We will look at multiple lenses of educational leadership, allowing for in-depth conversations on meaningful documentation, seeing the child, nurturing and building the strengths of the team, making time for educational leadership, and knowing yourself, knowing your team.

Australian Professional Standards for Teachers: 3,4,5,6,7

NQS Quality Areas: 1,4,7

Presenters: Helen Hodgson, Melissa Lee, Tracy Mulloni, Deb Verstege

S3: Building capacity through agency and engagement

Age range taught: Babies - Prep

The National Quality Standard (NQS) is a key aspect of the National Quality Framework (NQF) and sets a high, national benchmark and an aspirational standard that aims to raise quality and drive continuous improvement in education and care services. The NQS and the approved learning frameworks explicitly acknowledge the promotion and enabling of children's agency and the significant role this plays in developing their sense of identity and in building their capacity as competent and capable decision makers. This presentation will highlight the importance of quality education and care in the earliest years and how the NQS has pushed the education conversation forward. We'll explore how, as a sector, our awareness and understanding of the NQS has evolved and is contributing to the increased professionalism and status of the early childhood profession. The NQS also offers an opportunity for considering agency in relation to educators, families and the wider community. The presentation will also explore how the NQS provides the opportunity for a variety of stakeholders to make meaningful decisions and choices, to influence events and make an impact on the education and care environment and quality outcomes for children.

Australian Professional Standards for Teachers: 3,4,6 & 7

NQS Quality Areas: 1,4,5,6

Presenter: Rhonda Livingstone

S3: Creative ways to share yoga with children

Age range taught: Toddlers - Grade Two

Based on our successful accredited Yoga Teacher Training Program, we will teach participants ways to joyfully bring yoga into the lives of the little Angels they work with. Our techniques are proven and easy to learn with lots of variety and skills to get kids moving and to quieten them down at rest time. Participants will learn easy animal and character yoga poses (suitable to teach to any fitness level), yoga games, simple yoga philosophies to teach children in a fun way, and wonderful yoga songs with yoga movements. Participants will leave our workshop with an open heart, feeling happy and enthusiastic to share their new yoga knowledge with kids. Looking forward to sharing our secrets of happiness, Namaste.

Australian Professional Standards for Teachers: 2

NQS Quality Areas: 2,3

Presenter: Catherine Stark

S3: Engaging curious minds in mathematics

Age range taught: Prep - Grade Three

Young children are naturally curious and intuitively use problem solving to help them learn. This interactive presentation explores how to capitalise on this through engaging learning experiences. It will demonstrate how to build the understanding and skills identified within the Problem Solving proficiency strand of the Australian Curriculum: Mathematics. Participants will investigate strategies to create learning environments that immerse children in problem solving, develop children's skills in reflection and reasoning, and build children's confidence as mathematical thinkers and problem solvers.

Australian Professional Standards for Teachers: 1,2,4,6

NQS Quality Areas: 1,3,5

Presenter: Brenda Kettle

S3: Promoting oral language competencies in the digital age - action research works!

Age range taught: Babies - Grade One

This session will focus on how an action research project within a Prep Centre environment created fundamental change in terms of oral language skill development. Discover tips and tricks (through game play) to increase oral language skills within the early years and strategies that can be used immediately within centres. Learn how to gather the support of your parent body and administration to effect the most positive outcomes for students in an age of declining communication competencies.

Australian Professional Standards for Teachers: 1,3,4,6

NQS Quality Areas: 1,3,5,6

Presenter: Kelly McBurnie

S3: Techniques for relieving tension

Age range taught: Babies - Grade Three

Many educators are tense by the end of the day because of their high workloads, overworked brains and the need to cope with many unplanned eventualities. In this session, participants will learn simple and effective methods to receive tension, cope with stress build up, breathe better, calm down and recover quicker. Participants will discover their natural breathing rhythm and learn how to utilise these breathing techniques in their daily lives. Participants will practise nasal and abdominal breath awareness, the 'concertina' method, how to find one's 'Resonant Breath Frequency', diaphragmatic breathing, and breath techniques for action and to assist with recovery from shock. It's a practical session and when participants leave the room, they will feel calmer, listen better and feel good! Remember, being calm on the inside will positively affect the children one teaches.

Australian Professional Standards for Teachers: 3,7

NQS Quality Areas: 2,6

Presenter: Linda Rago

S3: The neuroscience of fun and laughter - implications for early childhood

Age range taught: Babies - Grade Three

This presentation will focus on understanding the brain and formation of memory – the learning process. Two learning platforms have been identified in the brain – the quick and the slow learning systems. Activation these systems require different input and the efficacy of these systems are discussed in terms of the interdependency of these systems on each other. This will be explored in terms of fear based learning and fun based learning. The implications for the Australian Educational system will be discussed with practical strategies to maximise memory development.

Australian Professional Standards for Teachers: 1,2,3,4,5,6,7

NQS Quality Areas: 1,2,3,5,6

Presenter: Pieter Rossouw

S3: Unpacking the acronyms

Age range taught: Babies - Grade Three

In this session participants will learn about common diagnoses that impact behaviour (ADHD, ODD, ASD, etc.), discuss how educators can facilitate participation from all children, including those with attention deficits, oppositional behaviours and Autistic Spectrum conditions, learn how to understand what children communicate through their behaviour and how to ensure ongoing inclusion, and explore ways of fostering self-regulation for children with such a diagnosis.

Australian Professional Standards for Teachers: 1

NQS Quality Areas: 5

Presenter: Sandi Phoenix

SESSION 4 CONCURRENT PRESENTATIONS (3:10-4:30)

S4: Abecedarian Approach Australia (3a) Strategies to improve adult interactions with children

Age range taught: Babies – Prep

This workshop will provide an overview of the 3a program and how it has been implemented across Queensland over the last two years. It will also explore the 4 elements of the program (Language Priority, Enriched Care Giving, Conversational Reading, Learning Games) and provide examples of each of these elements.

Australian Professional Standards for Teachers: 1,3,4,6

NQS Quality Areas: 1,5,6,7

Presenter: Jeannel Walsh, Linda Vella

S4: Bring out their best: growth mindset alternatives to behavioural consequences

Age range taught: Babies – Grade Three

When you have a problem with children's behaviour or there are conflicts between children, do you wish you could raise those children to a higher level of moral reasoning, foster empathy and place the child in the role of a helper rather than a culprit? Do you wish that you didn't sound like a broken record, resort to punitive methods and weren't drained in energy by children's behaviours? Using fun, real-life scenarios participants will learn to effectively facilitate problem solving when a child is experiencing a problem, when there is group conflict or when a child repeatedly behaves in a way that is unacceptable. Learn a time-tested, confidence-building process that brings out the best in everyone. Discover a practical method that is win-win, allows everyone to meet their individual needs and can be applied from pre-verbal children into adulthood. Participants will leave this workshop feeling enlivened, enriched and engaged! Melissa and Kathryn are passionate about helping teachers and parents have more peaceful and effective relationships with children.

Australian Professional Standards for Teachers: 3,4,7

NQS Quality Areas: 5,6

Presenter: Melissa Strader, Kathryn Tonges

S4: Characteristics of Age Appropriate pedagogy in school settings

Age range taught: Prep – Grade Three

Age range taught: Prep – Year 2 Teachers and school leaders across Queensland have been engaged in critical reflection of their teaching practice through the Age Appropriate Pedagogies Program. This session will examine the latest findings of the 2016 program. This will include evidence of the impact and influence of age-appropriate pedagogies on children's engagement, learning and development from the perspective of school leaders, teachers and parents. A range of resources developed to support teacher understanding of the characteristics of age-appropriate pedagogies and approaches to teaching will be shared.

Australian Professional Standards for Teachers: Standards 1, 3, 6

NQS Quality Areas: N/A

Presenter: Mark Cooper, Mary Lincoln

S4: Circle to the left: simple and sensational songs and circle games for your group music time

Age range taught: Pre-Kindy – Grade One

Circle to the left: simple, sensational songs and circle games for your group music time by Kathryn Yarrow Looking for new ways to include music within your early childhood setting? Looking for new repertoire? In this session participants have the opportunity to learn new tips and techniques to immerse their program with engaging music activities for young children. A feast of songs and simple circle games will be enjoyed so that participants will have new repertoire and music ideas to take back to their own classroom. This workshop is best suited for teachers of children three to five years but the songs and activities can be adapted for slightly younger children in childcare settings as well as for Prep to Year 1 within the school setting. A handout is provided, loaded with notes and information as well as a CD, to help participants remember their favourites. We know that the best way to learn is to be involved - so be prepared to walk, clap, sing, move and actively engage within this workshop.

Australian Professional Standards for Teachers: 1,4,6,7

NQS Quality Areas: 1,5

Presenter: Kathryn Yarrow

S4: Content, context and curiosity in the Australian Curriculum: HASS

Age range taught: Prep – Grade Three

This interactive workshop will explore the Australian Curriculum P-6 Humanities and Social Sciences (HASS), and ways to plan for, teach and assess HASS in engaging and inclusive ways for early learners. Participants will explore changes to the Australian Curriculum (HASS is one subject in Prep to Year 2), connecting knowledge and understanding to inquiry and skills, and practical approaches for implementing HASS in the early years classroom. As a result, participants will ideally discover fresh ways to provide opportunities for early years learners to connect their curiosity about people and places with the development of inquiry skills.

Australian Professional Standards for Teachers: 2,3,5,6

NQS Quality Areas: N/A

Presenter: Robyn Whiting

S4: Developing sensory processing through drama

Age range taught: Three years old - Prep

Sensory processing development is vital for fostering effective learning and life skills in young children. All children require experiences in multisensory learning to enable optimal neural pathways to form. Research has shown us that multisensory learning leads to a dramatic improvement in future recall and performance as well as many other benefits as the child grows. This is true for all children, not just those with a diagnosed sensory processing disorder, and can be an easy way for teachers to improve learning skills, such as memory recall and focus, in their classrooms. This workshop aims to explain the science behind and importance of using multisensory processing in early childhood as well as share some practical activities through the use of drama that can be used in any classroom to foster the development of sensory processing for all children.

Australian Professional Standards for Teachers: 1,3,4,5,6,7

NQS Quality Areas: 1,5,6

Presenter: Emma Mancer

S4: Emotional distress and the young brain: using a practical brain-based tool

Age range taught: Pre-Kindy – Grade Two

This presentation introduces a practical tool to guide young learners to deal with trauma, grief and loss. It is ideal in a one-on-one situation or in a collaborative classroom situation to develop understanding and capacity to deal with these challenges of life. The workshop will briefly introduce the neuroscience of grief and loss – the effects on the young brain and then introduce the story book, the teachers manual and the workbooks that are available to assist with the experiential learning process.

Australian Professional Standards for Teachers: 1,2,3,6,7

NQS Quality Areas: 1,2,3,5,6

Presenter: Pieter Rossouw

S4: I Did it! Supporting children to challenging themselves

Age range taught: Pre-Kindy – Grade Two

That sense of achievement, of having succeeded, of overcoming a challenge is vital yet often missing in the daily lives of our young children. Many children are perceived as not conforming, needing behaviour management plans and being 'challenging' – comments so often aimed at those delightfully active boys and girls! Could this be a case where the adult is being challenged and the child is lacking challenge? In this motivational session we will explore the importance of achieving this 'I DID IT!' emotion and look at ways this can be introduced into the lives of young children from birth to primary school. Gaining a sense of achievement will always include an element of risk although not necessarily physical risk. We will look at daily risk taking and ways to manage physical hazards to increase opportunities for children to challenge themselves. Warning – adults will be challenged in the process! We will explore the importance of play in children challenging themselves, appropriate play environments that will challenge children, supporting children to challenge themselves, and challenging behaviour and play.

Australian Professional Standards for Teachers: 1,2,3,4

NQS Quality Areas: 1,2,3,4,5

Presenter: Niki Buchan

S4: Inclusion: a nine tool framework to make it happen

Age range taught: Babies – Grade Three

All communities rely on the early education and care sector during a child's growing years from an infant, toddler, early years, transition to schooling, extra-curricular activities and into adulthood. Universally, not only the child, but also staff, management, families and communities benefit from quality inclusive programs that set the parameters for all children to have an opportunity to participate. 'Inclusion' implies an acceptance regardless of abilities but 'belonging' is more than being together. When inclusion is fully embraced it removes the concept of children fitting in and replaces this with the opportunity to explore while learning and how to engage the unique skills of the individual. Inclusion is not about measuring 'successful achievement' within a recognised benchmark based on figures, facts and grading. This workshop provides opportunities to participate in discussion and shared learnings exploring proven strategies for a sense of belonging and inclusion. Imbedding inclusive practices requires an holistic overview which will be explored through the utilisation of a nine tool framework. This framework enables individual educators, teachers, managers, licensees and management committees the ability to provide a learning environment that identifies the needs of the educator, children and families through a reflective process that is focused on continual improvement.

Australian Professional Standards for Teachers: 1,3,5,7

NQS Quality Areas: 1,3,5,6

Presenter: Tina Millar

S4: Making sense of sensory processing

Age range taught: Babies – Grade Three

When we think of all the things we hope for our children – to learn, to experience and to become – we can take for granted certain basic requirements. We assume that they will be able to listen to us, to attend for a period of time and to be calm enough or awake enough to participate in learning experiences. Without these basic ingredients, our efforts, no matter how creative and enthusiastic, will meet with limited success. 'Making sense of sensory processing' will consider some of the basic ingredients or building blocks children need in order to be focussed and engaged learners, including: What are the seven senses and their impact on learning? What is sensory processing, modulation and regulation? and How can we support our children's sensory systems both at school and home?

Australian Professional Standards for Teachers: 1,3

NQS Quality Areas: 5

Presenter: Madeline Avci

S4: Mapping the assessment landscape and finding direction

Age range taught: Babies – Grade Three

Assessment in school and prior to school has become a hot topic over the past few years. Politicians, parents, administrators and academics all have expectations about what teachers should be doing when they document and make judgments about children's learning and development. The positioning of these demands and expectations creates a space for teachers to work in and, depending on your perspective, the space can be filled with resources and solutions, or obstacles and ambushes. Teachers need to navigate the assessment landscape and learn how to move through it. This session presents assessment from a range of perspectives, looks at the ways these perspectives influence teacher practice, and explores how teachers can use their own assessment compass to orientate their practice to the changing conditions.

Australian Professional Standards for Teachers: 3,5,6

NQS Quality Areas: 1

Presenter: Anthony Shearer

S4: Outdoor education, the reality of doing it

Age range taught: Babies – Grade Three

This presentation showcases the trials, tribulations and successes of implementing a nature-based outdoor education program within both the speaker's early childhood service and the connected primary school. It gives hands-on guidance on 'how' to introduce nature pedagogy into both a service and a primary setting, supported by research and implementation anecdotes. This is a must for any educator, service or school interested in working outside the walls of their classroom, and includes practical ways of implementing learning through 'deep play' activities including water, fire and tools. Guaranteed to get even the most risk-averse understanding the benefits of nature connection and learning!

Australian Professional Standards for Teachers: 1,2,3,4,5,6,7

NQS Quality Areas: 1,2,3,5,6,7

Presenter: Katchia Avenell

S4: CANCELLED Putting creativity and innovation into the Australian Curriculum: launching an organic pedagogy

Age range taught: Prep – Grade Three

Early years education in Queensland schools has experienced a shift toward a more formal school-based philosophy. As evidenced in policy and curriculum documents, the early years has been trumpeted as an influence in the educational advancement of young children. However, a review of the Australian Curriculum notes the Foundation - Year 2 curriculum is tenuous due to early years' educators and academic experts voicing formidable concerns of the hard and fast introduction of

discipline-based content. Not surprisingly, this has become a source of tension in early years' education contexts, particularly when discipline-based content is far removed from an individualised, organic approach to education, and its connection to young children's interests, inherent strengths, and capabilities. So, how might an organic literacy pedagogy, based on Google co-founders Larry Page and Sergey Brin's idea of 20% time, be envisaged in an early years educational setting? Easy peasey! This practical workshop will showcase how early years' educators can foster young children's exploration and expression of their interests, curiosities and wonders, while driving their intellectual scholarship, and most importantly, love of self-creation and self-directed learning. This workshop is suited for educators of young children in early years' classrooms.

Australian Professional Standards for Teachers: 1,3,4,6,7

NQS Quality Areas: 1

Presenter: Deb Brosseuk

S4: Sustainability - connecting with the land through music and dance

Age range taught: *Babies – Grade Two*

This interactive music workshop will explore traditional and original songs, dances of the land and its creatures. In a society where children are more reliant on screens and spend more time indoors, they can be disconnected from the source of their food, necessities, and the cycle of natural life. We introduce ways to encourage and develop positive connections to the earth, and a desire to look after the land in which we live, through songs and dances, organically embedding First Nations perspectives into the day-to-day curriculum.

Australian Professional Standards for Teachers: 2,3,4,6

NQS Quality Areas: 1,3,5

Presenter: Sue Lewin, Sharron Lindh

S4: Sustaining ourselves for a sustainable future

Age range taught: *Babies – Prep*

The evidence is overwhelming that the future health and wellbeing of children and the nation is intertwined with the qualifications, expertise, skill and knowledge of education and care professionals (Fewster and Carter, 2011). The situation, however, is that in many circumstances education and care practitioners feel undervalued, underpaid and in some cases underskilled and unprepared for the work they are doing. This sentiment is echoed by many education and care professionals caught in a system that expects so much but fails to recognise and reward the contribution of its workers. To improve outcomes for children and communities we need first to recognise, value and support the education and care professionals that have been entrusted with the momentous role of delivering what are essential quality early learning programs for the future health and wellbeing of all children. This session will throw open the doors for discussion and shine a light on the current state of the education and care profession. Collectively we will explore the challenges, discover the possibilities and explore ways to work together for a positive vision for the future health and wellbeing of education and care professionals and in turn for our children.

Australian Professional Standards for Teachers: 6,7

NQS Quality Areas: 4,6,7

Presenter: Lee Gane

S4: The importance of Interaction versus Interruption with children's play cycles

Age range taught: *Babies - Kindy*

Tash will unpack her reflections from a recent study trip to Seattle. A major component being the role of the Educator within environments and routines. Understanding when to become physically involved in children's play and how to support from a distance are skills that every Educator needs to learn if we want children to get the most of the environments we create. Understanding each child and what they need from us can fully embrace a sense of authentic belonging rather than a one size fits all approach.

Australian Professional Standards for Teachers: 1,2,3,4,5,6

NQS Quality Areas: 1,2,3,4,5

Presenter: Tash Trevetton

S4: We are not all friends but that's OK: building positive relationships in early childhood

Age range taught: *Pre-Kindy - Prep*

Brain research tells us that secure positive relationships are crucial for young children's learning and development (Nagel 2012). But what do such relationships look like in an early childhood setting? Is it just about being 'friends' with everyone, or is there more to it? Are there other ways to view positive relationships beyond friendships and sharing? How might teachers and educators implement an overarching plan for relationships that guides strategies rather than reacting to situations as they arise? This workshop presents a framework to assist early childhood practitioners, across all settings, to reflect, and build on the practical ways in which they support positive relationships with, and between, young children. Links will be made with the QKLG and NQF.

Australian Professional Standards for Teachers: 1,2,3,4

NQS Quality Areas: 1,5

Presenter: Desley Jones