

# ECTA Early Childhood Conference

29 June 2019 8:20am – 4:30pm (4:30pm-5:30pm Wine & Cheese)

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# ECTA Early Childhood Conference

**Welcome Conference Opening (8:20am-9am)**

**Session: 1 Keynote (9am-10:30am)**

*The Conference Committee have prepared a wide variety of sessions for attendees to choose from. Inclusion in the program does not in any way indicate ECTA endorsement of a service or product.*

## **Learning in relationship: When we listen, what do we hear?**

**Outline:** 'I believe there is no possibility of existing without relationship. Relationship is a necessity of life.' (Loris Malaguzzi) Children are relationship builders and meaning makers from the very first days of life. Their quest to explore, establish connections and make sense of their world is innate. When we understand children as competent learners and honour their right to respectful relationships, we recognise their agency, capabilities and interdependence. Recognising relationships as 'the glue' which holds learning in place supports educators to listen to, learn with and research alongside children. By recognising the impact of listening in relationships between children and adults we are able to support meaning making and authentic participation for everyone involved. Enhancing the role of the educator from this perspective recognises that all children develop, make sense of their world and connect to life within a 'context of relationships'. This keynote presentation will focus on how the way we listen to children and understand their relationships establishes the foundations for strong and connected learning in early childhood settings. It offers considerations on three important questions: How do we understand children and their relationships? When we listen to children in relationship what do we hear? How do we allow what we hear to shape what we do with and for young children?

*Age Range applicable: Birth to Grade 1*

**Bio:** Fiona Zinn is an early childhood, primary and tertiary educator based in Hobart. Drawing on 25 years experience as an educator and pedagogical leader in schools and early learning centres. Fiona currently collaborates with educators and leaders in Australian Early Childhood contexts and International Schools around the world to provide guidance and professional learning. Her work boldly re-imagines early years and early primary pedagogy and learning environments in response to research. She has a keen interest in collaborating with teachers to develop a 'shared pedagogy' as an authentic reflection of their culture, community and context. Much of this work focuses on aligning and re-designing educational spaces and learning processes, informed by the Educational Project of Reggio Emilia and the theories underpinning Positive Psychology. Fiona has spent the past ten years as a sessional lecturer at the University of Melbourne Graduate School of Education. Fiona is currently researching teachers' interpretations of the 'learning environment as the third teacher' in International Schools. In line with Tasmania's Strategy for Children, for the past two years, Fiona has worked as a consultant with the Tasmanian Education Department. This role includes the design and implementation of a statewide professional learning research project called 'Refocusing Teaching and Learning in the Early Years'. The project involves teachers working in the early years (0-8 Years) in 54 schools and centres around Tasmania, to strengthen practice through listening, documentation, play, inquiry, learning environments and relationships. In 2019 it will expand to include 100 schools and centres. For many years, Fiona has worked with the International Baccalaureate Organisation to support the development of global curriculum initiatives in the early years and she has been elected to the Committee of the Reggio Emilia Australia Information Exchange since 2004.

**Session 2: Concurrent Workshops (11:30am - 12:45am)**

## **Birth and Beyond: Meaningful practice for babies and toddlers**

**Outline:** Crying, squealing, throwing things... and that's just the educators! In all seriousness though, working with infants and toddlers can be a tough gig. It can be physically demanding and emotionally exhausting. Some days it might feel as though all you have done is change nappies, check on sleeping babies and warm up bottles. But, working with babies can be (and should be!) amazing. When we equip ourselves with knowledge and skills specific to the age group that we are working with, all of a sudden the tough times don't seem quite so tough, and we begin to unveil the magic in the everyday moments with babies. Drawing on theory and research, and using practical

examples, ideas and discussions, attendees will explore: Unique stages of play, development and discovery; The role of relationships and routines; The importance of rights, responsiveness and respect; Unlocking the key to programming for infants and toddlers.

*Age Range applicable: Birth to Pre-Kindy*

**Bio:** *Nicole Halton* is the co-founder of Inspired EC, Inspired Family Day Care and TimberNook Newcastle, and is a former early childhood educator and director. At the age of 21, Nicole became the director of Woodrising Community Preschool and Child Care Centre (now known as Woodrising Natural Learning Centre) embracing the opportunity to guide the service in the direction of nature based pedagogy and practice. It was here that Nicole met her "professional soulmate" Tash Treveton and they soon launched their dream - Inspired EC. For over 10 years Nicole has shared her passion for the early years through workshops, conferences and consultancy. A highly regarded writer, Nicole writes regularly on the Inspired EC website, as well as guest writing for other publications, and has had several books published by Teaching Solutions. Nicole is an advocate for children's rights and has a particular interest in positive school transitions, nature play and working with infants and toddlers. She enjoys reading, photography and spending time exploring the outdoors with her husband and three children.

### ***Building executive functioning through musical experiences***

**Outline:** Executive functioning relies on neurological processes that support children to engage in high level thinking skills. These processes include: working memory, inhibitory control, flexible thinking. Development of these cognitive processes supports children to be motivated and engaged in learning tasks and work towards becoming self regulated learners. This workshop provides educators with a way to view musical experiences through the lens of executive functioning. Participants will experience musical activities that build working memory, self regulation and flexible thinking skills to gain confidence in supporting children's executive functioning skills.

*Age Range applicable: Kindy & Prep*

**Bio:** *Sue Southey* is Co-director at Springwood Community Kindergarten where she has worked with families and young children since 1980. She works part time teaching and uses her non teaching days to provide training, in-house support and professional development for early childhood educators throughout Australia. Sue has a Masters in Education, Bachelor of Education Studies and a Diploma of Teaching (Early Childhood). She has worked as a sessional academic at both QUT and Griffith University, at Brisbane School of Distance Education and QCAA. She has been awarded a NEITA Inspirational Teaching Award and an Inspirational Teaching Award from the Down Syndrome Association of Queensland.

### ***Connecting well-being, behaviour and play***

**Outline:** Experience and research shows that play is critical for healthy human development at all ages, but often seen as frivolous when it comes to children and education particularly once children go to school. There is increasing concern about children's mental health; the increase in children diagnosed with ADHD, anxiety, depression, stress, PTSD and challenging behaviour. We will look at the link between these and the reduction of children's sense of freedom and time to play. In an academic focussed and risk averse culture true play opportunities have become limited, playgrounds have become over supervised, over structured, over safe and often downright BORING! We will explore the role of play in educational settings for children of all ages and how this can also be incorporated in a formal school setting using examples from practice. We will explore the researched benefits of play on children's emotional, social, physical, academic and mental health and well-being. We will investigate and share environments that promote and encourage children to play, to be engaged, to challenge themselves, to take academic, emotional, social and physical risks. We will look at the adult role in supporting risky play, the importance of assessing not just the risk but the benefit to children of creating engaging play opportunities that may involve an element of challenge. We will share a range of inspiring, inexpensive and achievable ideas creating high quality play opportunities using loose parts in any playground. Spaces that will encourage well-being, engagement, imagination, creativity, gross and fine motor development, social and emotional development, risk taking, problem solving, science, technology, engineering, maths, literacy, in fact ALL developmental and learning domains. We will explore child friendly documentation that makes the incidental learning and development in children's play visible.

*Age Range applicable: Kindy – Grade 2*

**Bio:** *Niki Buchan* is Senior Educational Consultant with Natural Learning Early Childhood Consultancy and Real World Learning Consultancy. With a biomedical background, she has lived and worked in South Africa and Scotland and has been calling Australia home since 2011. She is passionate about the environment, animals and the people of Australia. Niki has a great love for the outdoors and has been working with both adults and young children in very consultative, naturalistic and sensorial environments both indoors and outdoors for more than 35 years. She works internationally as a conference keynote speaker, nature pedagogue, mentor and author and has been invited to work

in the UK, USA, Canada, Iceland, Sweden, South Korea, Norway, Denmark and South Africa. Niki has developed a reputation as a strong advocate for children's right to a high-quality childhood with a deep concern about children's mental health and trauma. She trusts children as being capable and competent including their ability to assess and take their own risks. Niki believes children have a right to regular access to nature and to have their voices heard in matters that affect them. She is considered a leading voice in promoting nature-based practice and is the author of *Children in Wild Nature, A Practical Approach to Nature-based Practice, Adventurous Play and STEM Detectives*. Niki is the mother of four adult children, an adventurer, keen photographer, seldom seen without a camera in her hand and is usually surrounded by children! Website: [www.naturallearning.net.au](http://www.naturallearning.net.au)

*Bronwyn Cron* is passionate about education, innovation and discovering, the possibilities for change through creativity, collaboration and action. Bronwyn feels great satisfaction in empowering individuals and communities to make a positive impact. Her ten years as a biology teacher inspired a love of science and nature and she went on to study a Bachelor of Applied Science in Environmental Management. Bronwyn discovered a further love for educating and involving people in their local environment. Spending the next twenty years working with local government, communities, schools, early childhood services and businesses to think differently, build skills and knowledge and take action towards a positive and sustainable future. She believes the future provides many opportunities for innovation and creativity, and is excited to help people of all ages to build the skills they need to make a positive impact for both people and the planet. Learning is a lifelong endeavour, and can take many paths. Bronwyn enjoys exploring the paths less traveled.

### **Curriculum Continuity Conversations – Drawing the links from the QKLG to the Foundation Year AC**

**Outline:** The Curriculum Continuity Conversations workshop seeks to align thinking about teaching, learning and curriculum in the K-2 space. The workshop will highlight the importance of smooth transitions for children and assist school staff and early childhood educators to view transition as a process not an event. This interactive workshop aims to ignite curiosity and appreciate the unique qualities and connections of our curriculum documents. Educators and teachers will be challenged to think differently about transition and how they use curriculum to align teaching and learning for children.

*Age Range applicable: Kindy to Grade 2*

**Bio:** *Melissa Taylor Hansford* has worked for the Department of Education and Training for the past seven years. An early childhood professional with a passion for teaching and learning Melissa has worked in a number of roles in her 22 years in the early childhood sector. Melissa has worked as a preschool Lead Educator, a service manager and a trainer and assessor. Melissa is currently working as the Abecedarian Coach in the South East Region. Melissa trains, coaches and mentor services and schools in the 3A approach. Working alongside services and state schooling has afforded Melissa the ability to walk in both worlds and further the journey toward curriculum and pedagogical continuity in the early years.

### **Developing children's capacity for self-expression and creativity through the visual arts**

**Outline:** This hands-on workshop will provide participants with skills and teaching strategies and will walk them through rich, rewarding art experiences that they can implement in their own classrooms. Participants will learn how to empower children to develop creativity and self-expression.

*Age Range applicable: Kindy*

**Bio:** *Libby Yee* has worked in the early childhood sector for over twenty years. Her past roles have included Preschool and Kindergarten teacher. Since 2009, she has been employed as Art teacher for the Toddler through to Kindergarten groups at Margaret Cribb Early Learning, based at the University of Queensland Campus. During this time she has been the key driver in developing and implementing an original art program, which has been heavily influenced by the philosophy of Reggio Emilia centres and other contemporary pedagogy. This art program complements and enriches the children's learning in their regular Kindergarten and Pre-kindergarten programs, and supports the children's agency, choices and influence.

### **Dream, draw, design, make: From STEM to STEAM in early years' education**

**Outline:** Dream, draw, design, make:- From STEM to STEAM in early years' education. From Leonardo de Vinci to Steve Jobs, problem solving scientists have also been artists. This hands-on interactive workshop explores the integration of engineering and the arts in the Early Years' curriculum. Engineer and writer Andrew King and musician and early years' educator Sue Lewin combine their knowledge and experiences in their chosen fields to lead participants through practical activities, philosophies, songs and creative thinking for young children. Andrew is passionate about the role that Science, Technology, Engineering and Maths (the STEM subjects) will play in our sustainable future and equally passionate about the importance of STEM education. Sue is passionate about music

and by adding music to this mix, the pair hope to introduce the concept of moving STEM to STEAM education - adding the arts component.

*Age Range applicable: Kindy – Grade 3*

**Bio:** Sue Lewin is an early childhood educator, singer and song writer. She has produced 10 CDs for young children including 'Heave ho and over we go' and 'Those things we do'. Collaborators include Peter Stewart, Sharron Lindh and Mike Jackson. She co-wrote the children's musicals 'The Little Pirate's Adventures' (which was performed by a 200 strong children's choir at The Rose Theatre in London) and 'The Angel in the Garden' with UK composer Roz Adamson. This musical is being performed in 2019 in London. Sue's children's musical (with Narelle Oliver) 'Dancing the Boomchacha Boogie' was performed in London in 2016 and launched at the Brisbane Writers' Festival. Sue's most recent collaboration is with engineer and writer of the 'Engibear' children's books, Andrew King. The work is an activity book for educators, parents and children melding music and engineering concepts.

Andrew King is an engineer and teacher from Brisbane. With illustrator Benjamin Johnston, Andrew has created the 'Engibear' picture book series including three books: 'Engibear's Dream', 'Engibear's bridge' and 'Engilina's train'. The books are designed to introduce children to engineering through friendly characters and story. Through examples and accompanying activities they are designed to encourage children to try engineering - to 'Dream, Design and Develop': Andrew's latest project is with musician and teacher, Sue Lewin.

### ***Growth Mindset: What is it? Why do you need it? And how do you get it?***

**Outline:** For as long as there has been the study of children, learning and the brain, there has been ongoing debate between educators, neuroscientists, psychologists and amongst parents about whether children's development and success should be attributed more to nature or to nurture. Is it what we are born with that determine's our success or is it our environment and the opportunities we have? Our mindset is the way we explain success or failure to ourselves and research shows that the language and particular mindset that significant adults use (both teachers and parents) impacts the development of a child's own mindset. What is your individual mindset? How does it impact the children in your care? What can you do to help children develop a healthy Growth Mindset? Melissa is looking forward to discussing practical and effective ways to help children develop a Growth Mindset.

*Age Range applicable: Prep – Grade 3*

**Bio:** Melissa Strader is passionate about helping people build strong, positive relationships with children based on empathy and connection. She has over 25 years experience working with children and continues to learn every day how to become a better parent to her own two children. In fact, it was from her personal desire to parent well and understand children better that her business, Enjoy Parenting was born. Melissa is a registered teacher and an Art Therapist, an authorised Parent Effectiveness Training (P.E.T.) Instructor from Gordon Training International and is Reality Therapy Certified (RTC) from William Glasser Institute of Australia. Melissa's ongoing vision is to help parents and teachers enjoy their roles more, for it is only with happier parents and teachers that we will have happier children.

### ***How to create an environment that encourages prolonged learning***

**Outline:** The workshop will cover the following. Why nature is so important: The health benefits associated with the outdoors, Nature Deficit Disorder – treating the cause, not the symptoms, Statistics – screen time VS nature, How to enhance children's (and adults) perception of nature play: The Fear of Risk – letting go and allowing children to thrive, Play types – examples of play for every environment, Embedding sustainable practices – from recycling to gardening to reducing your centres' bottom line.

*Age Range applicable: Toddlers - Prep*

**Bio:** Lukas Ritson is fondly known as The Outdoor Educator. He is a father of two, sustainability educator and the co-founder of Wearthy (previously Own Grown Organics). More importantly, Lukas is passionate about the outdoors, community sustainability, and children's development. With a background in early childcare as an Outdoor Educator, Lukas has developed and implemented successful outdoor programs that nurture sustainable development. Today, he shares these learnings at seminars, conferences and private trainings across Australia.

### ***Inclusion success: Teacher and parent insights on including a child who doesn't speak***

**Outline:** How was a beautiful clever boy, diagnosed with non-verbal autism included to ensure a socially and academically successful kindergarten year? Learn strategies – what worked and what didn't work – from his teacher...and his Mum. Practical strategies on doing inclusion WELL! Learn also of the outcomes for Jaxson, his peers and the kindergarten community, from two perspectives: parent and teacher. We will be joined by

representatives of the Queensland Collective for Inclusive Education (QCIE), themselves parents of children with disabilities. They will briefly share QCIE's role in supporting families with young children with a disability, who are interested in an inclusive education for their child.

*Age Range applicable: Kindy - Prep*

**Bio:** *Karen Mavin* has over 15 years experience working throughout Australia in both state schools, private schools and kindergartens. Karen is trained in both Early Childhood Education and Primary Education, however her special interest lies in early childhood education. She believes in the importance of early years education in setting children up to succeed in their schooling journey. She works to provide children with a supportive, play-based environment that is positive, and recognises their developmental abilities. Karen works to create smooth transitions to school, allowing children to enjoy success at school from the first day. She has been working at St James Community Kindergarten since 2006, and is proud of this centre's history of including children of all abilities.

*Sandra Chapman* is a Senior Industrial Inspector and mother of three. Her five-year-old son lives with a disability and has attended mainstream day-care and kindergarten. He is currently attending prep with his twin sister at a mainstream Brisbane State Junior School. She is a passionate advocate of inclusive education not only for her son but as a right for all children with disabilities. She believes in building strong mutually beneficial relationships with educators. Sandra will share some of her experiences with her sons' educational journey over the last three and half years and why she believes that if students, their families and very importantly educators are adequately equipped and supported inclusive education can and should be a rewarding and successful experience for all. Sandra will be sharing from a parents' perspective what positive collaboration with educators has looked like for her and her son and the successes and progress that this has bought into her family's life.

### ***Let's make fantastic fingers!***

**Outline:** How can we help children to be included, confident and involved learners with a strong sense of wellbeing? In the early years, children rely heavily on their motor skills to play and learn. Yet sadly, according to the Australian Early Developmental Census, close to 30% of five year olds are developmentally vulnerable or at-risk in the physical health and wellbeing domain. Be inspired and informed as to how you can assist children to develop strong, coordinated bodies, hands and fingers. Ingrid will provide you with a free copy of, and give you valuable insights from her music and activity resource *Songs and Games for Fantastic Fingers®*. You will be given key principles on how to successfully facilitate the development of children's motor skills which will help you in your curriculum decision-making, and day to day teaching. You will become more aware of how to identify when children are struggling or at-risk, and how you can assist through your choice of provocations, and movement based activities during transitions, group times or rotations. You will have an opportunity to explore some of the songs and activities from the resource so that you can confidently implement new ideas.

*Age Range applicable: Kindy - Prep*

**Bio:** *Ingrid King* is an occupational therapist, author and international speaker. She has worked in South Africa, the US, New Zealand and Australia assisting children at-risk and those with mild to moderate sensory and motor delays. Ingrid has her masters in occupational therapy and has conducted research on perceptual motor and fine motor programs. She has a special interest in school readiness and how to effectively prepare young children's bodies and minds for success at school. Ingrid enjoys sharing her knowledge in a user-friendly and creative way with educators, teachers and parents. She has conducted numerous workshops and her resources are used in many countries.

### ***Make a positive impact on your future: Small steps can make a BIG difference to your retirement***

**Outline:** This informal seminar is designed to simplify the complex financial services industry and will include the following topics: What is happening in the world and Australian investment markets, New superannuation changes, What you can do to improve your retirement outcomes, A picture of what your retirement could look like for you - including Centrelink, Estate Planning and how to protect your wealth and insurances from falling into the wrong hands, Review and Summary and Questions. This seminar is free to all attendees.

*Age Range applicable: Toddlers – Grade 1*

**Bio:** *Alan Sher* is the General Manager of MSF, an independent Financial Planning company and Licensee that provides advice to members of Industry Superannuation Funds, including QIEC Super, Club Super, AustralianSuper and Sunsuper. He has also been appointed as the Executive Manager, Client Services for the IFAA Group. Alan has over 20 years experience in the financial services industry, all of which have involved hands-on experience as a financial planner. Alan has worked in a variety of roles which included running his own Financial Planning practice for 12 years, and as an Advice Manager and Senior Financial Planner. He has given advice to literally thousands of Australians from influential government Ministers and wealthy individuals to ordinary hard working employers and

their staff who all have one long term goal in common. Which is to be able to achieve their personal financial objectives and retirement needs in a relatively simple and dignified manner. He holds a Masters of Financial Planning, an Honours degree in Economics, and has earned a Certified Financial Planner designation. Alan is passionate about the need for all of us to receive professional and trustworthy financial planning education and advice to allow us to make sense of the complicated and confusing legislative and investment environments we find ourselves in. Part of this includes the need to understand enough about superannuation and estate planning to ensure that our needs and wishes, and those of our intended beneficiaries, are taken care of whether we are alive to enjoy these or not. When he's not at work, you will find Alan spending time with his family or outside doing something to pump the blood faster.

### ***Observing 'what is'; the many lenses given by Steiner to observe and interpret behaviour***

**Outline:** Steiner identified developmental stages, behaviours and conditions which today would attract labels such as ASD, ADHD, RAD, SPLD. He spoke of twelve senses and gave an understanding of their valuable input to the child's development, and the detrimental ongoing effects if these twelve senses are not fully developed and mastered. We will look at the twelve senses and how we can use the many lenses Steiner gave for us to observe the children. We will explore how we can identify the needs of our children and how we can implement and integrate therapeutic exercise into the curriculum.

*Age Range applicable: Kindy - Prep*

**Bio:** Jackie Cox Taylor began her teaching career as a Teacher of the Deaf. As her five children began their journey in Steiner education she taught at a Steiner special school in the south East of England. Moving to the North she trained as a kindergarten teacher at Steiner House in London. She taught at a small Steiner kindergarten for 6 years before emigrating to Queensland. She spent the next 18 years working in a mainstream setting with children diagnosed with ASD and challenging behaviours implementing a Steiner curriculum. Her program was included in a publication in 2014 discussing Steiner education in Australia. Since 2015 she has worked as a consultant mentoring in Steiner kindergartens, primary schools and special schools. She has travelled extensively in China delivering the special needs component of the kindergarten training. Her particular interest of research is 'understanding the effects of the lower senses development on behaviours and learning, looking through the many lenses Steiner gave.

### ***Phrasing and fluent reading: Everyone should sound like a good reader***

**Outline:** When children are learning to read, we, as teachers, often focus on teaching decoding strategies or comprehension strategies, but how much time do we give to teaching the children how to sound like a 'good reader'. This workshop will examine why we need to teach children to read with phrasing, fluency and expression. It will also provide teachers with strategies to use to teach children to read in a phrased and fluent manner.

*Age Range applicable: Prep*

**Bio:** Sandra Perrett is the principal of Wulguru State School in Townsville. Sandra has been working in Queensland state schools for almost thirty years as a classroom teacher, principal and a Reading Recovery Tutor. Sandra started her career in Brisbane schools at Shailer Park and Thornlands. She has been a principal at Boulia, Helens Hill, Muckadilla, Mitchell, Charters Towers Central, Townsville Central, Prosperpine and Wulguru. Sandra worked as a Reading Recovery Tutor for eight years at Bowen and Roma, training teachers to teach children who were having the greatest difficulty learning to read. Over the last ten years, she has used her Reading Recovery background to explore how to teach reading and writing in the classroom.

### ***Provocations for play and inquiry: The role of the environment***

**Outline:** The role of the environment can never be underestimated. Engaging the lenses of play and inquiry undoubtedly shapes the way we construct learning spaces in the early years. When designed and constructed thoughtfully, learning environments have the power to provoke engagement, nourish thinking, support relationships and promote learning. This workshop session focuses our attention to the many ways educators can harness the power of provocation and the 'third teacher' in their context. Participants will explore ways to understand how learning environments: communicate values and cue behaviours, provide affordances for play and inquiry, learning and discovery, support collaboration and shared meaning making, acting as 'the third teacher'.

*Age Range applicable: Birth – Grade 3*

**Bio:** Fiona Zinn is an early childhood, primary and tertiary educator based in Hobart. Drawing on 25 years experience as an educator and pedagogical leader in schools and early learning centres, Fiona currently collaborates with educators and leaders in Australian Early Childhood contexts and International Schools around the world to provide guidance and professional learning. Her work boldly re-imagines early years and early primary pedagogy and

learning environments in response to research. She has a keen interest in collaborating with teachers to develop a 'shared pedagogy' as an authentic reflection of their culture, community and context. Much of this work focuses on aligning and re-designing educational spaces and learning processes, informed by the Educational Project of Reggio Emilia and the theories underpinning Positive Psychology. Fiona has spent the past ten years as a sessional lecturer, at the University of Melbourne Graduate School of Education, and is currently researching teachers' interpretations of the 'learning environment as the third teacher' in International Schools. In line with Tasmania's Strategy for Children, for the past 2 years, Fiona has worked as a consultant with the Tasmanian Education Department. This role includes the design and implementation of a statewide professional learning research project called 'Refocusing Teaching and Learning in the Early Years'. The project involves teachers working in the early years (0-8 Years) in 54 schools and centres around Tasmania, to strengthen practice through listening, documentation, play, inquiry, learning environments and relationships. In 2019 it will expand to include 100 schools and centres. For many years, Fiona has worked with the International Baccalaureate Organisation to support the development of global curriculum initiatives in the early years and she has been elected to the Committee of the Reggio Emilia Australia Information Exchange since 2004.

### ***The language of art***

**Outline:** Within this workshop participants will explore some visual fine art techniques and associated language as they engage in the experience of creating. Through this experiential work shop links are drawn to language and literacy for children in Kindergarten or Prep year. A set art experience will be explored, and reflections shared about creativity and language engagement.

*Age Range applicable: Kindy - Prep*

**Bio:** Archana Sinh has been working in early years education for over 25 years. She has worked as an ECT, as a Director and Assistant Director, Kindergarten teacher in Long Day Care centres in Sydney and Brisbane. As a contract and relief teacher in Primary schools in Brisbane. As well as a Trainer and Assessor in Early Childhood Education and Care in Sydney and Brisbane and more recently also as a Trainer and Assessor in Education Support for Teacher Aide Certificate courses. Archana has presented at National Conferences as well as at ECTA conferences previously.

### ***Using technology for planning and collaboration***

**Outline:** Attendees will be shown the various applications of Microsoft OneNote and ways in which digital technologies can be extensively used to streamline the teaching workload and effectively collaborate. Attendees will create a simple planning and recording document as part of the session that they will be able to take back to their workplace and implement for their specific requirements. During this process we will also explore:- the multitude of useful tools that can be used to enhance students abilities to engage with various texts, one another and teaching staff;- methods of differentiation, group planning and lesson delivery;- providing feedback, marking and recording of goals, assessment and checklists;- Collaboratively planning, moderating and taking observations as a cohort of educators;- and completing research and note taking for further studies.

*Age Range applicable: Kindy – Grade 3*

**Bio:** Matt Tolchard has been a 1-to-1 BYOD (Bring Your Own Device) teacher for the previous four years in a grade 5 classroom. In this time he co-developed the schools BYOD model and the digital pedagogies for his colleagues use as a starting point in their digital teaching journeys. This included developing streamlined processes for intervention, differentiation and collaborative planning across cohorts, PLTs and for our admin team.

### ***Why wellbeing? Why now?***

**Outline:** Participants will hear about the increasingly popular topic of wellbeing in the Australian ECEC context, with a focus on how wellbeing is viewed, understood, and experienced by leaders and educators. Participants will be invited to reflect on and share insights about wellbeing. We will identify and practice strategies that promote a sense of wellbeing for all.

*Age Range applicable: Birth - Prep*

**Bio:** Viki Rozsas is an Early Childhood Consultant, currently working in the mental health promotion, prevention and early intervention area. She graduated from the University of Szeged (Hungary) where she studied languages, from the Queensland University of Technology with a Bachelor of Education, Graduate Diploma in ECE, and M.Ed. (Inclusion). Currently Viki is a HDR candidate, researching wellbeing in ECEC. Overall, Viki has extensive experience in a wide range of education contexts in Australia and overseas. She is interested in the meaning of wellbeing and its practical applications to everyday practice in ECEC.

## Session 3: Optional Lunch Concurrent Workshops (1:45pm - 2:45pm)

### **Be You Initiative | Lets grow a mentally healthy generation**

**Outline:** *Be You* aims to transform Australia's approach to supporting children's and young people's mental health in early learning services and schools. Our vision is that every learning community is positive, inclusive and resilient – a place where every child, young person, educator and family can achieve their best possible mental health. *Be You* promotes mental health and wellbeing, from the early years to 18, and offers educators and learning communities evidence-based online professional learning, complemented by a range of tools and resources to turn learning into action. *Be You* is led by Beyond Blue in partnership with Early Childhood Australia and Headspace.

*Age Range applicable: Birth – Grade 3*

**Bio:** Susan Sharpe is a *Be You* Consultant with Early Childhood Australia. Susan works with Early Learning services to support the successful implementation of the *Be You* National Education Initiative. Before joining Early Childhood Australia, Susan worked with the Department of Education and Training Queensland Government as an Early Childhood Officer. Prior to this, she worked in various roles as a Teacher Development specialist and leadership and management consultancy with Centre for British Teachers (Cfbt). She is currently in her final year of Doctoral studies at the University of Queensland specialising in area of knowledge transfer. Susan is passionate about professional learning and regularly shares her expertise through engaging and practical presentations at *Be You* events and various Research Symposiums. Importantly, she is an experienced educator who has worked with learners of all ages and abilities, with expertise in a range of areas including; teacher training, professional learning, development and growth and knowledge acquisition.

### **Don't say 'Sound it out'**

**Outline:** This workshop will explore the behaviours and strategies young children need to know and be able to do in their journey to becoming literate and the language/prompts teachers should use to support children as they become independent readers. In addition, it will examine each element of a guided reading lesson and how guided reading can be implemented individually in a classroom or across the school.

*Age Range applicable: Prep*

**Bio:** Sandra Perrett is the principal of Wulguru State School in Townsville. Sandra has been working in Queensland state schools for almost thirty years as a classroom teacher, principal and a Reading Recovery Tutor. Sandra started her career in Brisbane schools at Shailer Park and Thornlands. She has been a principal at Boulia, Helens Hill, Muckadilla, Mitchell, Charters Towers Central, Townsville Central, Prosperpine and Wulguru. Sandra worked as a Reading Recovery Tutor for eight years at Bowen and Roma, training teachers to teach children who were having the greatest difficulty learning to read. Over the last ten years, she has used her Reading Recovery background to explore how to teach reading and writing in the classroom.

### **Educator wellbeing - You can't pour from an empty cup!**

**Outline:** Imagine a conference experience that not only entertains, but gets you thinking clearer, feeling happier, more motivated, and productive. Christopher Phoenix (Hypnotist / Mentalist) discusses wellbeing concepts through various modes of entertainment, including poignant mind reading games, magic, and fun demonstrations. Through the Educator Wellbeing Presentation, Christopher: teaches attendees how to build resilience and develop a stronger personal and professional self-image; challenges unhelpful thinking; builds team harmony, and mutual respect; shows delegates how to align their values with their goals; and teaches the Phoenix Cup's wellbeing model. If you want your conference to be truly unforgettable, the Educator Wellbeing Presentation is for you. TESTIMONIES 'Was honestly life changing.' 'loved it! Really did not want it to end.'

*Age Range applicable: Birth – Grade 3*

**Bio:** Christopher Phoenix (Hypnotist / Mentalist) is an established keynote speaker who has a keen interest in wellbeing and philosophy. His passion for mindfulness turned professional after his appearance on Australia's most popular national morning television show, Sunrise. Since then, Christopher has also featured as the Commonwealth Bank's Australian of the Day, been interviewed on Australia's most popular national radio station Triple M, and has been the subject of numerous national and international newspaper articles. Christopher is motivated to increase wellbeing practices in the early education setting and is excited to be developing programs that do just that. He spends his time traveling Australia undertaking Educator Wellbeing Workshops and Keynote Presentations. Most recently Christopher was invited to present in Las Vegas, USA.

### **Everyday steps to ensure your centre is safe, compliant and achieving best safety practice**

**Outline:** Every day, kindergarten and childcare directors and staff are confronted with a wide-ranging list of tasks dealing with the care of children, attending to their educational, physical, social and emotional needs, as well as

having time to discuss progress with parents, ensure staff have an acceptable work place, cleaning is done, records are kept, and the list goes on. Who is effectively trained to look after the overall safety features of the premises, amenities, facilities and activities? This workshop will cover common and routine tips to help staff identify their site's most pressing 'safety needs' and avoid the need for an adverse investigation. It will show how a number of regular steps can go a long way to protect the safety and well-being of children, staff and visitors and ensure your high reputation as a learning centre is protected.

*Age Range applicable: Toddler - Kindy*

**Bio:** *Bill Dodd* is a highly qualified OHS auditor who has been involved with all levels of education for more than 40 years. As an experienced teacher, educational author and safety compliance officer, he has an in-depth understanding of the needs and expectations of teaching staff and supervisors. His aim is to bring this knowledge, experience and team building expertise into the work environment to promote work safety for staff and improve the safety environment for children and visitors. His qualifications include – BA (UQ), Grad Dip Educ Admin (USQ), Dip Teaching (QUT, Dip OHS (NSCA), Auditing in ISO 14001:2004 Environmental Management and Energy Systems, OHSAS 18001:2007 OHS Management Systems and ISO 9001 Quality Management (SAI Global). Through Safetypride, he has now assisted many Centres in SE and Central Qld work towards best practice in safety and comply with the requirements of AS 4801 (2001), the benchmark to assess Occupational Health & Safety Management systems for organizations.

### ***Navigating Nundah: Transition practices after the school year has begun***

**Outline:** In this presentation, Deputy Principal Jane Newman will provide an overview of her school's transition to school program, Navigating Nundah. Prep teacher Maree Frederiksen will then focus specifically on those classroom practices that are supporting the ongoing transition of Nundah State School's 2019 Prep students and their families. Participants will hear the voices of Nundah's leaders, teachers, students and families, and be prompted to reflect on their own school's transition practices, including those that occur after the school year has begun.

*Age Range applicable: Prep*

**Bio:** *Jane Newman* has spent the past 20 years working in early years settings across a range of kindergartens and schools throughout metropolitan, rural and remote Queensland. Jane has been a kindergarten and Prep teacher, Junior School Principal and prominent leader in the implementation of Age-appropriate pedagogies. She is currently the Deputy Principal at Nundah State School leading pedagogical change across the early years and developing successful transition practices. *Maree Frederiksen* has worked for the Department of Education for the past 30 years. *Maree Frederiksen* has held a variety of roles including Prep phase-in teacher, regional Prep Facilitator and Advisory Visiting Teacher. Most recently she has led the development of professional learning materials for the statewide implementation of Age-appropriate pedagogies. She is currently a Prep teacher at Nundah State School and is passionate about supporting children and their families in successfully transitioning to school.

### ***Painting with young children***

**Outline:** From a very young age children love to experiment with colour. Colour is a source of fascination - mixing colours, unlocking colours, discovering and experimenting with paint is a kind of magic that children love. This workshop will offer educators strategies to support young children to enjoy flexible and practical ways to express with paint. Like for instance: how to use traditional tools like paint brushes and non traditional tools like sticks from the garden, sponge rollers, plastic spatulas, small pieces of sponges, wooden blocks, bits of rubber, bamboo sticks and scratching plastic combs. Participants will be encouraged to be imaginative and to freely experiment with paint. Educators will learn: How to manage a space for painting, Best ways to dispense paint for use by young children, Best papers and other alternative, Types of paint brushes and creative alternatives to apply paint including sponges, sticks, rollers, etc. - Colour Mixing, and colour unlocking, working with 6 primary colours to mix a range of colours, Creating textures using different materials like fabrics, yarns, bubble wrap and more, How to store and keep paint fresh and clean to last longer, Procedures and practical aspects of painting with young children, Motivation and engagement- How to use visual references.

*Age Range applicable: Kindy – Grade 3*

**Bio:** *Raquel Redmond* has more than 25 years extensive experience in researching, developing and teaching art programs aimed at young children and also conducts in-service programs for early years educators. She directed the Visual Art activities, Children's Art exhibitions and Artists in Residence programs for the *Out of the Box* children's festival from 1992 to 2000. Raquel has also worked with students at Queensland University of Technology School of Early Childhood's art studio. She is an active practising visual artist exhibiting her linocuts and wood cuts throughout Australia. Raquel is the Director of *Brava Art Press*, and uses this online space to share knowledge, experiences and documentation of quality practices for young children, their families and their educators.

### **Reimagining play within the standardized curriculum**

**Outline:** This presentation will report on the findings of a study which explored the realities experienced by first and second grade teachers attempting to use play pedagogies to deliver the standardized Curriculum into Classroom (C2C) planning documents in the Central Queensland Mackay Region. This study aimed to understand the realities and experiences of early childhood educators working in a system absorbed in an audit culture, and provided a platform for these educators to have their voices heard and their stories told. Successful strategies and barriers they experienced when implementing play pedagogies to deliver standardised curriculum within these grades will be shared. Attendees will benefit from using the findings of this study as a point of professional critical reflection to consider how they too may re-imagine play pedagogies in order to continue privileging them in their classrooms.

*Age Range applicable: Grade 1 - 2*

**Bio:** Dr. Jodie Riek has been involved in Early Childhood Education for more than twenty years, through a range of education environments including childcare, primary education, vocational and higher education. Jodie began her career in Australia working in childcare centres for over ten years in a variety of teaching and management positions within the sector. Transitioning to public education in 2007, she fulfilled the roles of Early Years Classroom Teacher, Teacher-Librarian, Digital Pedagogy Coach, and Head of Mentoring. In 2012 she began working in higher education as an Early Childhood and Elementary Instructor at Oklahoma State University, returning to Australia in 2016 to take up the position of Early Childhood Education Lecturer at CQUniversity – Mackay City Campus. Her current research interest areas are early literacy; the impact of pedagogical learning communities on the practices of early childhood teachers; and restoring play pedagogy in early year's primary classrooms.

### **The 2018 Australian Early Development Census**

**Outline:** The Australian Early Development Census (AEDC) is a nationwide data collection that occurs every three years. AEDC data provides a powerful evidence-base to encourage and explore ways of working together to improve early childhood development outcomes. The fourth national AEDC data collection took place from 1 May 2018 to 31 July 2018. This presentation will unpack the 2018 AEDC data. The AEDC can be used to inform planning and action through community collaboration to support children's early learning, development and transition to school.

*Age Range applicable: Kindy - Prep*

**Bio** Madeline Hagon is Queensland's Australian Early Development Census (AEDC) Coordinator for Queensland. She has responsibility for supporting the use of the AEDC by schools, early childhood services and communities to improve early childhood outcomes. Madeline has taught in early childhood education and care and school settings and lectures in early childhood and music string pedagogy at Griffith University and the Queensland Conservatorium of Music. Madeline works in the Early Learning Pathways Team, Early Childhood and Community Engagement Division, Department of Education.

### **The Scandinavian Way: Targeting executive function and repetition for language-literacy acquisition**

**Outline:** The 'Scandinavian Way' targets executive function and working memory in the frontal lobe, by using simple, repeated sequences, causing maximum shift across a young brain. The fMRI research proves neuroplasticity exists and how repetition bolsters brain function. The play-based repetitive method of the 'Scandinavian Way' develops executive function - a child's sustained attention to learning-based tasks and as research indicates this has a significant impact on learning experiences. The 'Scandinavian Way' also uses movement - 'flooding' the brain with brain-building chemicals. Research indicates these bolster brain growth, including executive function skills -which underpin all areas of cognitive development. Olwen's therapy uses movement to engage students and repeat activities using mini-tramps, music, and dance, so children are upstanding, singing or 'pretending' to be half-asleep. New concepts are added through 'layering' and children become confident, as they remember and predict what comes next. This builds attention but has benefits in terms of mental health, as with repetition, children gain success, leading to further engagement. *Jack and Jill* is commonly taught because it's simple and children can act it out repeatedly - Up the hill... Jack fell down... Jill came tumbling after! Olwen layers the task further, adding new concepts but engaging children in focused, fine motor tasks like drawing rhyming words on a glass window, or a mini-whiteboard while upstanding. Not just language-literacy acquisition - repeatedly targeting these skills while building executive function and underlying memory.

*Age Range applicable: Kindy - Prep*

**Bio:** Olwen Forker is the director of BackChat Speech Pathology based in Brisbane. Her area of specialty is working in early intervention, and with children with executive function deficits (A.D.H.D., A.D.D, and Dyslexia) that impact on language and literacy acquisition at school. In this area she has a particular interest in Reading disorders, including Working Memory-true Dyslexia with Developmental Language Disorder as a component that affects 'whole' brain function. Olwen's personal experience as a mum of a child that struggled with significant working memory

issues (true Dyslexia) and an executive function deficit, informs her practice and extensive clinical knowledge in this area. Olwen's other area of interest -and passion is her work with children living in extreme disadvantage and in foster care, including children exposed to toxic substances during the gestational period. As a consultant for 9 years with Family Day Care Australia, Olwen has worked on projects with Wynnum Family Day Care and Choices Regional Day Care, both services provide family-based day care to some of Australia's most disadvantaged children. Olwen has worked with and evaluated hundreds of children that have experienced significant neglect, trauma and abuse, but also many that have been exposed to toxic substances during the gestational period, including Alcohol and Crystal methamphetamine (ICE), resulting in severe developmental issues impacting on language-literacy. Olwen has seen first-hand the impact of neglect and trauma, but also the impact that in-utero toxin abuse has, predominantly ICE and alcohol – on a developing child's brain. Olwen works collaboratively with teams of allied health and medical specialists including the EVOLVE team and paediatricians which means a new, more medical-based model of intervention is implemented for these children based on the latest fMRI research. "Talk talk talk, Read read read, Play play play" is the BackChat clinic's motto for every child.

### Session 4: Concurrent Workshops (3:10pm-4:30pm)

#### **"No play before school" & other rules that are harming our children**

**Outline:** In West African tribes, girls around four years of age are expected to care for younger siblings as well as collect water and firewood. By the age of six, these girls are pounding grain, producing milk and butter and selling these alongside their mothers in the market. Yet in the modern developed world, in a time of unparalleled affluence and high quality education, there is a tendency to view children as incompetent and dependant. We bombard our children with rules indicating their lack of competence...don't run on concrete, don't play with sticks, etc. Yet our efforts to create a safe and happy childhood in modern Australia aren't producing great outcomes. Results in reading, mathematics and science have been declining for over a decade. One in seven children & adolescents (4-17years) experience a mental health condition. The number of deaths by suicide in young Australians is the highest it has been in 10 years and has become the biggest killer in young Australians. Join me to consider the social construct of children in modern Australia, how it influences childhood experiences, whether this is beneficial to healthy development and how we can do things differently. Our workshop will consider: What are we aiming for when childhood 'finishes'? How do we view childhood in our modern developed world? What is typical childhood development? Does play have a role in the modern world and what should it look like? A new positive construct of childhood & how do we 'sell it'?

*Age Range applicable: Birth – Grade 3*

**Bio:** *Madeline Avci* is the Director of *Jump Up For Kids* and is a huge advocate of children balancing their time in front of screens with time playing outside where they ignite all of their senses. At work and through her own children, she sees the joy in children's eyes as they rise up to meet the challenges that nature provides. *Jump Up For Kids* brings together over twenty years of Madeline's experience in Occupational Therapy, teaching and parenting, to offer children and their families a 'just right' experience in a world that often feels hurried and stressed. *Jump Up For Kids* supports children and families to develop independence and resilience in their daily lives by providing:-Occupational Therapy services, Outdoor Play programs, Professional Development programs and Parent Information programs.

#### **Building oral language acquisition and the frontal lobe - during that critical period**

**Outline:** The fMRI research indicates that during the first 1000 days of life, 1000 new brain connections can be built every single second – that is, with environmental stimulation. Here at BackChat we implement a set of joint action routines - repeatedly - maximising brain development during that critical period. This method improves language acquisition but also the frontal lobe. The frontal lobe has become a focus in fMRI studies and brain research as it "underpins all learning – cognitive skills; including language and speech, play and your ability to attend, engage and regulate" (Dr Kelly Farquharson, University of Florida – SLP). Early joint action routines focus on back and forth educator-child engagement during this critical period. As a speech pathologist interested in that "Scandinavian Way" – developing those crucial executive function and working memory skills in the frontal lobe – these routines target a young child's attention and engagement but also their memory for language-based information. Your executive function and working memory system are associated with better 'whole of life' outcomes so its development early, and not 'just' oral language development - is essential. Children learn best when concepts are repeated over and over and they master basic routines with ease. As new concepts are added and repeated further, young children – even babies- become confident because they've retained the base concept. These routines work well with all children, but especially for those children living in extreme disadvantage. A 'joint routine' is a 'joint' task with two people! A 'routine' is something you can implement daily with ease. A favourite nursery rhyme is the first step as it is accessible to all.

### *Age Range applicable: Birth – Pre-Kindy*

**Bio:** *Olwen Forker* is the director of BackChat Speech Pathology based in Brisbane. Her area of speciality is working in early intervention, and with children with executive function deficits (A.D.H.D., A.D.D, and Dyslexia) that impact on language and literacy acquisition at school. In this area she has a particular interest in Reading disorders, including Working Memory-true Dyslexia with Developmental Language Disorder as a component that affects 'whole' brain function. Olwen's personal experience as a mum of a child that struggled with significant working memory issues (true Dyslexia) and an executive function deficit, informs her practice and extensive clinical knowledge in this area. Olwen's other area of interest -and passion is her work with children living in extreme disadvantage and in foster care, including children exposed to toxic substances during the gestational period. As a consultant for 9 years with Family Day Care Australia, Olwen has worked on projects with Wynnum Family Day Care and Choices Regional Day Care, both services provide family-based day care to some of Australia's most disadvantaged children. Olwen has worked with and evaluated hundreds of children that have experienced significant neglect, trauma and abuse, but also many that have been exposed to toxic substances during the gestational period, including Alcohol and Crystal methamphetamine (ICE), resulting in severe developmental issues impacting on language-literacy. Olwen has seen first-hand the impact of neglect and trauma, but also the impact that in-utero toxin abuse has, predominantly ICE and alcohol – on a developing child's brain. Olwen works collaboratively with teams of allied health and medical specialists including the EVOLVE team and paediatricians which means a new, more medical-based model of intervention is implemented for these children based on the latest fMRI research. "Talk talk talk, Read read read, Play play play" is the BackChat clinic's motto for every child.

### ***Creating Science - Great ideas for supercharging the science in your curriculum***

**Outline:** Are you looking to re-energize your science curriculum? Get kids engaged and excited about science? Have real science happening in your very real classroom? Develop connections with experienced science teachers and online resources? Teachers will be helped to develop science activities and pedagogy that not only exposes students to real science, but gets them engaged and excited as well! *Creating Science* is more than just about all the fun of science, you will learn how great science thinking can inform your curriculum daily, how science is all around us all the time. Learn real science from a real scientist, and gather some great activities that are tried and tested to work for the early childhood audience.

### *Age Range applicable: Kindy – Grade 3*

**Bio:** *Dr. Joseph Ireland*, has a legendary passion for science that goes beyond merely "blowing things up!" Joe is the founder of *Creating Science* which is an exciting new professional development program for practising and preservice teachers that guarantees all that. He regards science as a unique and powerful tool in the quest for knowing. Dr Joseph Ireland began his career as a high school science teacher until it drove him insane, so he escaped to the comparative sanity of being a touring kindergarten science specialist. He has a doctorate in the philosophy of science education from QUT, specialising in what teachers mean when they say they're encouraging students to learn by asking questions. Dr. Joe contains a legendary passion for science that goes beyond merely "blowing things up!" Dr. Joe and the team at *Creating Science* ultimately strive to entertain and empower the youth of today with more than just the gift of scientific knowledge; but with an understanding of how science works, how to recognise what is and what isn't science, and how to do use science for themselves.

### ***Digital technology in the early years***

**Outline:** Establish your own digital technologies journey with your students. Learn practical ideas and activities for immediate use in your classroom across learning areas. The workshop will be hands on where, after short demonstrations, you will be able to explore the use of various apps, robots and websites and how to use these to foster students' creativity and problem solving. It is recommended that, where possible, you bring along an iPad. Details of Apps required for the workshop will be provided via email.

### *Age Range applicable: Kindy – Grade 3*

**Bio:** *Leanne Trace* believes in the importance of integrating digital technologies across the curriculum. She is passionate about helping other teachers to establish their own digital technology journey in a practical hands on way that can have an immediate impact on the classroom and build teacher confidence in the use of technology. Leanne holds a Bachelor of Education (Early Childhood) and Master of Education (Special Education). She is also an Apple Teacher. Leanne has taught in the early years P-Year 2 for 11 years and enjoys challenging students to be creative and solve problems with the assistance of technology as a tool to demonstrate their knowledge and understanding.

### **Emotional Intelligence: What is it? Why do we need it? How do we get it?**

**Outline:** Young people with well-developed emotional intelligence (EQ) earn higher grades, stay in school for longer and make healthier choices. In fact, emotional intelligence is a greater predictor of a child's overall success in later years (relationships, career, health, general effectiveness and quality of life) than their IQ (Intelligence Quotient). What that means is that regardless of a child's IQ, it is crucial for teachers and parents to help children develop their emotional intelligence. Neuroscience is shining a spotlight on how adults can do this. With a deeper understanding of the relationship between the brain and emotions and by helping children to develop greater self-awareness, self-management, social awareness and relationships skills, adults can help support children's emotional growth. This presentation aims to address the key questions; What is emotional intelligence? Why do we need it? And how do we get it? Melissa is looking forward to sharing some practical and effective ways to nurture the development of emotional intelligence in children.

*Age Range applicable: Prep*

**Bio:** *Melissa Strader* is passionate about helping people build strong, positive relationships with children based on empathy and connection. She has over 25 years experience working with children and continues to learn every day how to become a better parent to her own two children. In fact, it was from her personal desire to parent well and understand children better that her business, *Enjoy Parenting* was born. Melissa is a registered teacher and an Art Therapist, an authorised Parent Effectiveness Training (P.E.T.) Instructor from Gordon Training International and is Reality Therapy Certified (RTC) from William Glasser Institute of Australia. Melissa's ongoing vision is to help parents and teachers enjoy their roles more, for it is only with happier parents and teachers that we will have happier children.

### **Every child can learn to read - systematic synthetic phonics for early years**

**Outline:** Teaching students to read is one of the most complex and studied areas in education. There is now a large body of research outlining best practice for success (Hempenstall & Buckingham, 2016). A desire to implement evidence based best practices lead a small inner-city Brisbane school to implement an Action Research Study in Year One. The results demonstrated that with a systematic synthetic phonics approach to teaching reading, every student can learn to read. While "every student" is a broad term, in this context the students consisted of 45% from an EALD background, and diverse student needs including verified Speech Language Disability. In addition to every student making progress in reading, 60% of students reached the upper two bands of regional Metro reading targets. In this session participants will engage in discussion and learning around the importance of teaching students the alphabetic code and how this supports social emotional wellbeing and reading resilience in all students. The presenters will give practical, hands on demonstrations of how reading can be taught effectively to all students in ways that transcend rote sight word learning and levelled readers. In this session participants will engage in learning to: Teach the alphabetic code of English in early years classrooms, Understand what a systematic synthetic phonics approach to teaching reading looks like in an early years classroom and how differentiation can occur in a manageable way, Explore the importance of asking students to read only what they have been explicitly taught and how decodable readers supports this, Investigate the role of oral language in reading development and how it can be supported long before students arrive at school and understand how Early Childhood Centres can support the development of reading in young children.

*Age Range applicable: Kindy – Grade 3*

**Bio:** *Karene Janke* is a teacher with 15 years experience across many sectors in Early Childhood, Special Education and Primary settings. Karene holds a Masters of Education with a special interest in student's literacy development and social emotional wellbeing. In recent years Karene has worked as an Inclusion Teacher, Literacy Specialist Teacher, Guidance Counsellor and Classroom Teacher. Karene is also a parent of four children and has seen both the educator and parent perspectives of children as they developing their reading skills.

*Danielle Sanders* is a Master Teacher with experience across the Primary and Middle-schooling sectors. She has been an educator for 18 years both in Queensland schools and in Bristol, UK. In that time, she has worked as a Classroom Teacher, Support Teacher Literacy and Numeracy, Curriculum Coordinator.

### **Exploring the natural world through creative dance**

**Outline:** Creative Dance seeks to nourish imagination in children. Rather than imposing steps on the dancer it provides a framework in which the children can discover their own capacity for expressive movement. This workshop will present many practical ideas to give participants confidence starting or continuing to include dance in the early childhood curriculum. It will give an overview of the basic principles of dance, like space, time and energy, and present practical examples to illustrate the application of principles. We will put on our dancing shoes to experience examples of the following stimuli: verbal imagery, music, props, literature/narrative and movement motifs.

*Age Range applicable: Kindy*

**Bio:** *Linley Boyle* has taught Creative Dance to children aged 3 - 16 for 33 years. Trained as a secondary school teacher, she now teaches private classes, in kindergartens, primary and secondary schools, and conducts workshops for (International). She also choreographs work with children for community arts events. Her book *Bodysong: Exploring Children's Natural World through Creative Dance* was published this year through Pademelon Press.

### ***Finding the magic within: Teaching children self-care & self-regulation from a young age***

**Outline:** This interactive workshop informs and shares how to :Educate children about self-care & self-regulation from a younger age, Establish new habits for children in simple, practical and fun steps, Enhance children's positive qualities, Empower children so they can practise self-care and self-regulation by themselves, Re-enforce the messages through daily hands-on activities and access and utilise printed, online and complementary resources. By the end of the workshop, participants will be equipped with the practical knowledge, information, resources and activities to effectively implement self-care and self-regulation for the children.

*Age Range applicable: Kindy – Grade 3*

**Bio:** *Roushini Devi* is the author of the Playful Meditation for Kids publications. With over thirty-five years of experience working with children and mother of two adult daughters. Roushini has re-created the valuable messages from the traditional Charka knowledge and Mahatma Gandhi's message Be the change, you want to see in the world, into a simple and fun concept in her first self-published book: *The Magical Rainbow Inside You*. Now more than ever before, children need to learn about self-care and self-regulation. Roushini is based in Brisbane. Travels Around Australia and Overseas. [www.roushini.com](http://www.roushini.com).

### ***Incorporating Auslan (Australian Sign Language) into your program***

**Outline:** For the last three years Andrea has been developing and implementing a program at Toowong Childcare Centre, integrating Auslan into almost every aspect of our learning. You will hear about our journey so far and experiences along the way. She will share research and support the learning of Auslan as an additional language so that you can show your families that it is of benefit to all children, not only those who are Deaf. You will also learn some beginning signs to get you started implementing Auslan in your own service right away.

*Age Range applicable: Birth - Prep*

**Bio:** *Andrea Bulley* is an Early Childhood Teacher in Brisbane. She has been interested in Australian Sign Language (Auslan) from a young age and an acquired hearing loss of her own has led to an intense passion for the language. She holds a certificate III in Auslan and a Bachelor of Early Childhood. She is passionate about ensuring that Deaf and hard of hearing children have access to opportunities in Early Learning environments that are rich in their native, signed, language.

### ***Inspiring educational leaders - The practicalities of this significant role***

**Outline:** The Educational Leader role is pivotal to a successful and effective Early Childhood service. There a lots of big ideas and philosophies regarding leadership but what about the specifics of this role? We need to crawl before we can run (or leap or bound)! This session unpacks the logistics of this role in practice and how this looks in the different models of services across the country. Bring a problem... we will unpack solutions!

*Age Range applicable: Birth - Prep*

**Bio:** *Tash Trevetton* is the Co-founder of *Inspired EC* a Newcastle based Early Childhood Consultancy and Training company that supports EC services nationally and internationally. Tash is a trainer and consultant for Inspired EC and has co-authored several books. Tash also co founded *Inspired Family Day Care* and *TimberNook Newcastle*, the first TimberNook operation in Australia, a program developed by Paediatric Occupational Therapist Angela Hanscom author of the best selling *Balance and Barefoot*. Tash started her career as an untrained casual at Woodrising Community Childcare Centre(now Woodrising Natural Learning Centre). Tash spent nine years there studying and gaining experience as an Educator, Educational Leader and Nominated Supervisor of the Long Day Care service and OOSH. (Should this be OSHC?) Tash is passionate about children having access to natural, risky and engaging outdoor play spaces for children. This has lead her to become a licensed trainer for Claire Warden. Tash is an strong advocate for children's right to play. Helping people that engage with children to understand the importance of their role and ability to be a positive impact is what she lives for. Along with her professional soulmate Nicole Halton, Tash uses *Inspired EC* as a vehicle to incite excitement and passion about the Early Childhood profession that we are blessed to be a part of.

## **Printmaking for young children**

**Outline:** Card Printing and foam printing for young children. For very young children, printmaking is a source of fascination and challenge. Children love the idea of multiples, making not only one image but several. The first prints children make are normally hand prints. As they learn to cut paper they will be able to prepare a printing block/collage and they will be interested in telling stories with shapes. This workshop will offer educators strategies to support young children to enjoy flexible and practical ways to create prints using simple and inexpensive materials. Educators will learn procedures involved in printmaking such as: Sourcing and organizing the necessary materials to conduct a printmaking activity; Setting up the classroom to facilitate a printmaking activity; Creating a cardboard or foam printing block and printing multiples; The different applications of printmaking - such as production of greeting cards, printing on fabrics, paper bags and other surfaces; and how to engage and motivate young children to produce multiple images.

*Age Range applicable: Kindy – Grade 3*

**Bio:** Raquel Redmond has more than 25 years extensive experience in researching, developing and teaching art programs aimed at young children and also conducts in-service programs for early years educators. She directed the Visual Art activities, Children's Art exhibitions and Artists in Residence programs for the 'Out of the Box' children's festival from 1992 to 2000. Raquel has also worked with students at Queensland University of Technology School of Early Childhood's art studio. She is an active practising visual artist exhibiting her linocuts and wood cuts throughout Australia. Raquel is the Director of *Brava Art Press*, and uses this online space to share knowledge, experiences and documentation of quality practices for young children, their families and their educators.

## **STEM + A Detectives**

**Outline:** STEM Detectives is an innovative and comprehensive program designed specifically for the Early Years Sector. It builds the understanding and capacity of early years educators and families in the principles of science, technology, engineering and maths (STEM). Through this educators and families are better able to support children's natural dispositions for curiosity, creativity and investigative thinking. We will share our approach to STEM which is developmentally appropriate, grounded in play based learning and also integrates art and creative expression. We have designed a program that helps educators identify the STEM and arts that is already happening through everyday activities, and to further extend this thinking. STEM Detectives helps you see what children are doing through the STEM magnifying glass, identifying scientific thinking, mathematical thinking, problem solving, engineering principles and technology (and we don't just mean computers, tablets and apps!). Once you know what to look for, you will see it everywhere! We will give you the tools and strategies you need to extend these concepts and provide opportunities for children to continue to develop their interest and love of STEM! We will help you identify opportunities to integrate STEM into your existing programs without the need for extra documentation or equipment.

*Age Range applicable: Toddlers - Prep*

**Bio:** Niki Buchan is passionate about the environment, animals and people of Australia. Niki has a great love for the outdoors and has been working with both adults and young children in very consultative, naturalistic and sensorial environments both indoors and outdoors for more than 35 years. She works internationally as a conference keynote speaker, nature pedagogue, mentor and author and has been invited to work in the UK, USA, Canada, Iceland, Sweden, South Korea, Norway, Denmark and South Africa. Niki has developed a reputation as a strong advocate for children's right to a high-quality childhood with a deep concern about children's mental health and trauma. She trusts children as being capable and competent learners including their ability to assess and take their own risks.

Bronwyn Cron is passionate about education, innovation and discovering the possibilities for change through creativity, collaboration and action. She feels great satisfaction in empowering individuals and communities to make a positive impact. Her year 10 biology teacher inspired a love of science and nature and she went on to study a Bachelor of Applied Science in Environmental Management. She discovered a further love for educating and involving people in their local environment. She spent the next 20 years working with local government, communities, schools, early childhood services and businesses to think differently; build skills and knowledge; and take action towards a positive and sustainable future. I believe the future provides many opportunities for innovation and creativity, and she is excited to help people of all ages to build the skills they need to make a positive impact for both people and the planet. Learning is a lifelong endeavour, and can take many paths. Bronwyn enjoys exploring the paths less traveled.

## **The Connectedness Project - using the anti-bias curriculum in early childhood education**

**Outline:** The presentation will focus on The Connectedness Project that the kindergarten room of Margaret Cribb Early Learning have conducted in term 2, 2018. The project was inspired by the children's interest in skin colours.

During the project, many conversations regarding recognizing and respecting differences were sparked. Towards the end of the project, the children have learnt what 'harmony' means and how they could contribute 'harmony' to other people and to the greater community. This is a presentation about using the Anit-Bias curriculum in the early childhood education setting and promoting children's social and emotional learning.

*Age Range applicable: Kindy - Prep*

**Bio:** *Raphael Cooney* has been teaching at Margaret Cribb Early Learning Kindergarten for the last six years. Before this he worked in Figtree pocket, prior to studying teaching at QUT. He has a graduate degree in early childhood education, as well as an honours degree in archaeology. He has a strong focus on outdoor learning for children through a play-based learning environment. He is an advocate for nature play and engaging children with their local environment.

*Sylvana Li* has taught at Margaret Cribb Early Learning in St Lucia for the last two years. Before she worked at MCEL, Sylvana had lived in Melbourne for more than six years where she studied her Master of Teaching in early years. She then relocated to Brisbane and did casual teaching in both primary and early childhood settings. Sylvana is a strong advocate of the Reggio-Emilia approach. She is particularly interested in project learning and documentation. She recently took on the role of tertiary supervisor at the Australian Catholic University.

### ***The power of picture books: Story, books and the teaching of visual literacy in early years***

**Outline:** This workshop will walk participants through the importance of picture books in developing literacy and visual literacy skills in young readers and will provide educators with an insight into the world of picture books, authors and illustrators, how to select quality books and how to engage parents in the literacy learning of their child. Megan will outline specific skills for looking at texts which all early childhood educators can use with children and participants will spend time looking at a range of books to suit different educational outcomes and children's interests and will create a set of comprehension sticks for use in their educational setting.

*Age Range applicable: Toddler - prep*

**Bio:** *Megan Daley* is the author of 'Raising Readers', aimed at parents and educators. She is passionate about children's literature and sharing it with young and old alike. In daylight hours, Megan is a teacher librarian at St Aidan's Anglican Girls School in Queensland and was recently awarded the Queensland Teacher Librarian of the Year by the School Library Association of Queensland, as well as the national Dromken Librarians Award, presented by the State Library of Victoria. A former national vice-president of the Children's Book Council of Australia, she is currently on the Queensland chapter of the board of the Australian Children's Laureate and on the Publications Committee of the National Library of Australia. She blogs about all things literary, library and tech at [childrensbooksdaily.com](http://childrensbooksdaily.com).

### ***We all clap hands together: Reimagining group time through song***

**Outline:** Quality, live music should be seamlessly woven into the fabric of children's daily lives - so how can we reconceptualise the idea of 'group time' in order to achieve this? Discover a fresh approach to together time in early childhood settings using the principles of early childhood music education. Through this practical workshop, educators can expect to gain new perspectives on group time, and acquire the confidence and resources to integrate these into their own practise. Jen Teh facilitates a practical demonstration highlighting ways in which the principles of early childhood music education can be adapted and integrated into early childhood educational program and practice. Participants will join Jen on a musical journey as they sing, dance and play their way through lots of quality, age-appropriate repertoire. They will come away with fresh perspectives and ideas for use in their own early childhood settings.

*Age Range applicable: Birth - Kindy*

**Bio:** *Jennifer Teh* is the Founding Director of *Hush Little Baby* Early Childhood Music Classes. She strongly believes that music and singing should be a part of every child's life. Over a career spanning more than fifteen years, Jen has taught everything from primary, high school and university music, directed choirs, taught private singing lessons, presented workshops, written papers for national and international conferences and symposia in music education and carved out a career as a professional live and studio singer. As a believer that the very youngest children should receive the very best musical upbringing, however, Jen's passion lies in early childhood music education, and this is supported by a huge body of research around the positive benefits of sharing music with infants and young children. Jen holds a Bachelor of Music and Bachelor of Education from the University of Queensland as well as an Australian Kodaly Certificate in Primary Music Education. Her accolades include an Australian Government National Award for Quality Schooling and a Queensland College of Teachers Excellence Award. In addition to working extensively with choirs of all ages and backgrounds as a music director, Jen has been invited to work with numerous children's and adult choirs as a workshop facilitator and guest conductor. Jen has

developed comprehensive and highly regarded whole-centre music programs for a childcare centres in Queensland and New South Wales. Through *Hush Little Baby* she works alongside educators to ensure that every child in every room receives a minimum of one specialised weekly music class. In addition to this Jen provides consultation and professional development for centres wishing to integrate music more thoroughly and effectively into their daily practice.

### **Wellbeing and restorative practices in the early years**

**Outline:** Getting beyond - "Stop it! I don't like it!" to create an RP environment. How do we move children towards becoming more reflective at a very early age? How should we deal with conflict on the playground? What alternatives are there to time out and/or punishment? How can we communicate this to parents? This session will discuss the benefits of a restorative approach to conflict in the early years. Learn set phrases and terminology (to use with students) from someone who has experienced the creation of an RP centre, first hand. Leave with tips and tricks to start using affective language tomorrow.

*Age Range applicable: Toddlers - Prep*

**Bio:** Kelly McBurnie is currently the P-2 Coordinator at St Peters Lutheran College Indooroopilly. She was awarded the National NEiTA Award 2013 for Innovation, was nominated Brisbane Person of the Year 2013, Griffith Alumni of the Year 2014 and Positive Teacher of the Year 2015. She has published articles for Canberra's Child and The Educational Leader and spoke at the Asian Conference in Education in Kobe, Japan in October 2015 on Choice Theory. In 2018 she presented two workshops at the ECTA conference related to digital literacy and oral language competencies in the early years. She currently undertaking a Leadership Course through the Australian School of Applied Management and completing her Masters.

### **Why can't children in prep hold their pencil properly - and what you can do it!**

**Outline:** This presentation focuses on the fine motor development of preschoolers. Many prep teachers in Queensland have been commenting on how many children enter school without a consistent pencil grasp. Current research suggests that there are a number of grasps we can use to be functional, however children entering prep need to have established dominance and be using their fingers and thumb to control the pencil. Factors contributing to delayed fine motor skills will be covered as well as a practical component outlining fine motor strategies that can be incorporated into early learning programs. These strategies will cover toddler age, preschool age, and prep-age children. There will be time to have a go at some of the activities as well as to share ideas with each other.

*Age Range applicable: Toddler - Prep*

**Bio:** Sarah Cavallaro is the Senior Occupational Therapist in the Health and Wellness Clinic at the Mater hospital. This clinic is a private service for families accessing paediatric allied health. Sarah has over 15 years experience working with children with disabilities and additional needs. She has a strong passion for working with children on the spectrum as well as working with and walking side by side with families. Sarah has additional training in ASD as well as her mental health accreditation.

### **Wine & Cheese (4:30pm – 5:30pm)**

Enjoy a networking session with presenters, exhibitors and committee and attendees. With over 30 prizes to be won in a multi-draw. Just place your name tag in the bin when you arrive at the function held in the keynote area.

### **Conference Cost**

Non-Member \$345  
ECTA Individual & Graduate Members \$205  
ECTA Student Members \$105  
ECTA Concessional Members \$110  
ECTA Organisational Members \$206 first two attendees - all others \$290

### **ECTA Memberships Fees**

Individual \$95  
Graduate \$60  
EYC Student \$60 (open to Part-Time & Full-Time Students)  
Full-Time Students \$0 (Requires Student Card - no hard copies of journal access via members centre to PDF copies)  
Concessional \$20 (Requires Concession card - no hard copies of journal access via members centre to PDF copies)



## Age range applicable for each presentation

Title	Age Range
<b>Session 1: Keynote (9am - 10:30am)</b>	
Learning in relationship: When we listen, what do we hear?	All
<b>Session 2: Concurrent presentations (11:30am - 12:45pm)</b>	
Birth and Beyond: Meaningful practice for babies and toddlers	Birth - Pre-Kindy
Building executive functioning through musical experiences	Kindy - Prep
Connecting well-being, behaviour and play	Kindy - Grade 2
Curriculum Continuity Conversations – Drawing the links from the QKLG to the Foundation Year AC	Kindy - Grade 2
Developing children's capacity for self-expression and creativity through the visual arts	Kindy
Dream, draw, design, make: From STEM to STEAM in early years' education	Kindy - Grade 3
Growth Mindset: What is it? Why do you need it? And how do you get it?	Prep - Grade 3
How to create an environment that encourages prolonged learning	Toddlers - Prep
Inclusion success: Teacher and parent insights on including a child who doesn't speak	Kindy - Prep
Let's make fantastic fingers!	Kindy - Prep
Make a positive impact on your future: Small steps can make a BIG difference to your retirement	Toddlers - Grade 3
Observing 'what is'; the many lenses given by Steiner to observe and interpret behaviour	Kindy - Prep
Phrasing and fluent reading: Everyone should sound like a good reader	Prep - Grade 3
Provocations for play and inquiry: The role of the environment	Birth - Grade 3
The language of art	Kindy - Prep
Using technology for planning and collaboration	Kindy - Grade 3
Why wellbeing? Why now?	Birth - Prep
<b>Session 3: Optional during lunch break (3:10pm - 4:30pm)</b>	
Be You Initiative   Lets grow a mentally healthy generation	Birth - Grade 3
Don't say 'Sound it out'	Prep - Grade 3
Educator wellbeing - You can't pour from an empty cup!	Birth - Grade 3
Everyday steps to ensure your centre is safe, compliant and achieving best safety practice	Toddlers - Kindy
Navigating Nundah: Transition practices after the school year has begun	Prep
Painting with young children	Kindy - Grade 3
Reimagining play within the standardized curriculum	Grade 1 - Grade 2
The 2018 Australian Early Development Census	Kindy - Prep
The Scandinavian Way: Targeting executive function and repetition for language-literacy acquisition	Kindy - Prep
<b>Session 4: Concurrent presentations (3:10pm – 4:30pm)</b>	
"No play before school" & other rules that are harming our children	Birth - Grade 3
Building oral language acquisition and the frontal lobe - during that critical period	Birth - Pre-Kindy
Creating Science - Great ideas for supercharging the science in your curriculum	Kindy - Grade 3
Digital technology in the early years	Kindy - Grade 3
Emotional Intelligence: What is it? Why do we need it? How do we get it?	Prep - Grade 3
Every child can learn to read - systematic synthetic phonics for early years	Kindy - Grade 3
Exploring the natural world through creative dance	Kindy
Finding the magic within: Teaching children self-care & self-regulation from a young age	Kindy - Grade 3
Incorporating Auslan (Australian Sign Language) into your program	Birth - Prep
Inspiring educational leaders - The practicalities of this significant role	Birth - Prep
Printmaking for young children	Kindy - Grade 3
STEM + A Detectives	Toddlers - Prep
The Connectedness Project - using the anti-biased curriculum in early childhood education	Kindy - Prep
The power of picture books: Story, books and the teaching of visual literacy in early years	Toddlers - Prep
We all clap hands together: Reimagining group time through song	Birth - Kindy
Wellbeing and restorative practices in the early years	Toddlers - Prep
Why can't children in prep hold their pencil properly - and what you can do about it!	Toddlers - Prep

**Presentations applicable to Birth to Pre-Kindy**

Title	Age Range	Session
Learning in relationship: When we listen, what do we hear?	Birth - Grade 1	1 Keynote
Birth and Beyond: Meaningful practice for babies and toddlers	Birth - Pre-Kindy	Session 2
How to create an environment that encourages prolonged learning	Toddlers - Prep	Session 2
Make a positive impact on your future: Small steps can make a BIG difference to your retirement	Toddlers - Grade 3	Session 2
Provocations for play and inquiry: The role of the environment	Birth - Grade 3	Session 2
Why wellbeing? Why now?	Birth - Prep	Session 2
Be You Initiative   Lets grow a mentally healthy generation	Birth - Grade 3	Session 3
Educator wellbeing - You can't pour from an empty cup!	Birth - Grade 3	Session 3
Everyday steps to ensure your centre is safe, compliant and achieving best safety practice	Toddlers - Kindy	Session 3
"No play before school" & other rules that are harming our children	Birth - Grade 3	Session 4
Building oral language acquisition and the frontal lobe - during that critical period	Birth - Pre-Kindy	Session 4
Incorporating Auslan (Australian Sign Language) into your program	Birth - Prep	Session 4
Inspiring educational leaders - The practicalities of this significant role	Birth - Prep	Session 4
STEM + A Detectives	Toddlers - Prep	Session 4
The power of picture books: Story, books and the teaching of visual literacy in early years	Toddlers - Prep	Session 4
We all clap hands together: Reimagining group time through song	Birth - Kindy	Session 4
Wellbeing and restorative practices in the early years	Toddlers - Prep	Session 4
Why can't children in prep hold their pencil properly - and what you can do about it!	Toddlers - Prep	Session 4

## Presentations applicable to Kindy

Title	Age Range	Session
Learning in relationship: When we listen, what do we hear?	Birth - Grade 1	1 Keynote
Building executive functioning through musical experiences	Kindy - Prep	Session 2
Connecting well-being, behaviour and play	Kindy - Grade 2	Session 2
Curriculum Continuity Conversations – Drawing the links from the QKLG to the Foundation Year AC	Kindy - Grade 2	Session 2
Developing children's capacity for self-expression and creativity through the visual arts	Kindy	Session 2
Dream, draw, design, make: From STEM to STEAM in early years' education	Kindy - Grade 3	Session 2
How to create an environment that encourages prolonged learning	Toddlers - Prep	Session 2
Inclusion success: Teacher and parent insights on including a child who doesn't speak	Kindy - Prep	Session 2
Let's make fantastic fingers!	Kindy - Prep	Session 2
Make a positive impact on your future: Small steps can make a BIG difference to your retirement	Toddlers - Grade 3	Session 2
Observing 'what is'; the many lenses given by Steiner to observe and interpret behaviour	Kindy - Prep	Session 2
Provocations for play and inquiry: The role of the environment	Birth - Grade 3	Session 2
The language of art	Kindy - Prep	Session 2
Using technology for planning and collaboration	Kindy - Grade 3	Session 2
Why wellbeing? Why now?	Birth - Prep	Session 2
Be You Initiative   Lets grow a mentally healthy generation	Birth - Grade 3	Session 3
Educator wellbeing - You can't pour from an empty cup!	Birth - Grade 3	Session 3
Everyday steps to ensure your centre is safe, compliant and achieving best safety practice	Toddlers - Kindy	Session 3
Painting with young children	Kindy - Grade 3	Session 3
The 2018 Australian Early Development Census	Kindy - Prep	Session 3
The Scandinavian Way: Targeting executive function and repetition for language-literacy acquisition	Kindy - Prep	Session 3
"No play before school" & other rules that are harming our children	Birth - Grade 3	Session 4
Creating Science - Great ideas for supercharging the science in your curriculum	Kindy - Grade 3	Session 4
Digital technology in the early years	Kindy - Grade 3	Session 4
Every child can learn to read - systematic synthetic phonics for early years	Kindy - Grade 3	Session 4
Exploring the natural world through creative dance	Kindy	Session 4
Finding the magic within: Teaching children self-care & self-regulation from a young age	Kindy - Grade 3	Session 4
Incorporating Auslan (Australian Sign Language) into your program	Birth - Prep	Session 4
Inspiring educational leaders - The practicalities of this significant role	Birth - Prep	Session 4
Printmaking for young children	Kindy - Grade 3	Session 4
STEM + A Detectives	Toddlers - Prep	Session 4
The Connectedness Project - using the anti-biased curriculum in early childhood education	Kindy - Prep	Session 4
The power of picture books: Story, books and the teaching of visual literacy in early years	Toddlers - Prep	Session 4
We all clap hands together: Reimagining group time through song	Birth - Kindy	Session 4
Wellbeing and restorative practices in the early years	Toddlers - Prep	Session 4
Why can't children in prep hold their pencil properly - and what you can do about it!	Toddlers - Prep	Session 4

Presentations applicable to Prep		
Title	Age Range	Session
Learning in relationship: When we listen, what do we hear?	Birth - Grade 1	1 Keynote
Building executive functioning through musical experiences	Kindy - Prep	Session 2
Connecting well-being, behaviour and play	Kindy - Grade 2	Session 2
Curriculum Continuity Conversations – Drawing the links from the QKLG to the Foundation Year AC	Kindy - Grade 2	Session 2
Dream, draw, design, make: From STEM to STEAM in early years' education	Kindy - Grade 3	Session 2
Growth Mindset: What is it? Why do you need it? And how do you get it?	Prep - Grade 3	Session 2
How to create an environment that encourages prolonged learning	Toddlers - Prep	Session 2
Inclusion success: Teacher and parent insights on including a child who doesn't speak	Kindy - Prep	Session 2
Let's make fantastic fingers!	Kindy - Prep	Session 2
Make a positive impact on your future: Small steps can make a BIG difference to your retirement	Toddlers - Grade 3	Session 2
Observing 'what is'; the many lenses given by Steiner to observe and interpret behaviour	Kindy - Prep	Session 2
Phrasing and fluent reading: Everyone should sound like a good reader	Prep - Grade 3	Session 2
Provocations for play and inquiry: The role of the environment	Birth - Grade 3	Session 2
The language of art	Kindy - Prep	Session 2
Using technology for planning and collaboration	Kindy - Grade 3	Session 2
Why wellbeing? Why now?	Birth - Prep	Session 2
Be You Initiative   Lets grow a mentally healthy generation	Birth - Grade 3	Session 3
Don't say 'Sound it out'	Prep - Grade 3	Session 3
Educator wellbeing - You can't pour from an empty cup!	Birth - Grade 3	Session 3
Navigating Nundah: Transition practices after the school year has begun	Prep	Session 3
Painting with young children	Kindy - Grade 3	Session 3
Reimagining play within the standardized curriculum	Grade 1 - Grade 2	Session 3
The 2018 Australian Early Development Census	Kindy - Prep	Session 3
The Scandinavian Way: Targeting executive function and repetition for language-literacy acquisition	Kindy - Prep	Session 3
"No play before school" & other rules that are harming our children	Birth - Grade 3	Session 4
Creating Science - Great ideas for supercharging the science in your curriculum	Kindy - Grade 3	Session 4
Digital technology in the early years	Kindy - Grade 3	Session 4
Emotional Intelligence: What is it? Why do we need it? How do we get it?	Prep - Grade 3	Session 4
Every child can learn to read - systematic synthetic phonics for early years	Kindy - Grade 3	Session 4
Finding the magic within: Teaching children self-care & self-regulation from a young age	Kindy - Grade 3	Session 4
Incorporating Auslan (Australian Sign Language) into your program	Birth - Prep	Session 4
Inspiring educational leaders - The practicalities of this significant role	Birth - Prep	Session 4
Printmaking for young children	Kindy - Grade 3	Session 4
STEM + A Detectives	Toddlers - Prep	Session 4
The Connectedness Project - using the anti-biased curriculum in early childhood education	Kindy - Prep	Session 4
The power of picture books: Story, books and the teaching of visual literacy in early years	Toddlers - Prep	Session 4
Wellbeing and restorative practices in the early years	Toddlers - Prep	Session 4
Why can't children in prep hold their pencil properly - and what you can do about it!	Toddlers - Prep	Session 4

Presentations applicable to Grade 1 to Grade 3		
Title	Age Range	Session
Learning in relationship: When we listen, what do we hear?	Birth - Grade 1	1 Keynote
Connecting well-being, behaviour and play	Kindy - Grade 2	Session 2
Curriculum Continuity Conversations – Drawing the links from the QKLG to the Foundation Year AC	Kindy - Grade 2	Session 2
Dream, draw, design, make: From STEM to STEAM in early years' education	Kindy - Grade 3	Session 2
Growth Mindset: What is it? Why do you need it? And how do you get it?	Prep - Grade 3	Session 2
Make a positive impact on your future: Small steps can make a BIG difference to your retirement	Toddlers - Grade 3	Session 2
Phrasing and fluent reading: Everyone should sound like a good reader	Prep - Grade 3	Session 2
Provocations for play and inquiry: The role of the environment	Birth - Grade 3	Session 2
Using technology for planning and collaboration	Kindy - Grade 3	Session 2
Be You Initiative   Lets grow a mentally healthy generation	Birth - Grade 3	Session 3
Don't say 'Sound it out'	Prep - Grade 3	Session 3
Educator wellbeing - You can't pour from an empty cup!	Birth - Grade 3	Session 3
Painting with young children	Kindy - Grade 3	Session 3
Reimagining play within the standardized curriculum	Grade 1 - Grade 2	Session 3
"No play before school" & other rules that are harming our children	Birth - Grade 3	Session 4
Creating Science - Great ideas for supercharging the science in your curriculum	Kindy - Grade 3	Session 4
Digital technology in the early years	Kindy - Grade 3	Session 4
Emotional Intelligence: What is it? Why do we need it? How do we get it?	Prep - Grade 3	Session 4
Every child can learn to read - systematic synthetic phonics for early years	Kindy - Grade 3	Session 4
Finding the magic within: Teaching children self-care & self-regulation from a young age	Kindy - Grade 3	Session 4
Printmaking for young children	Kindy - Grade 3	Session 4