



ECTA Early Childhood E-Conference 2020

OPENING & KEYNOTE (8:20am-10:30am)

8:20 AM - 9:00 AM

Opening

Kim Walters ECTA President

8:45 AM - 9:00 AM

Welcome to Country

Join Quandamooka elder Wendy Watego Ittensohn and her sister Nicole Watego-Gilsenan for our Welcome to Country.

Conference Presenter: Wendy Watego-Ittensohn

9:00 AM - 10:30 AM

Strengthening children against anxiety

The early childhood environment has the potential to be one of the greatest environments of growth for young children. As much as the early learning environment can nurture and nourish all children, the very nature of it means that it can also hold many anxiety triggers, including unfamiliar people and situations, the potential for embarrassment, or separation from a loved one. As some of the most important adults in the day to day life of a child, early childhood teachers have a profound capacity to strengthen all children against anxiety. This workshop will support participants in further developing practical skills and strategies to effectively respond to children with anxiety. It will also explore ways to capture the powerful buffering role the early learning environment can play in strengthening all children against anxiety. We will explore: • the different ways anxiety can manifest in the early learning environment; • the neuroscience of anxiety - what it is and why it feels the way it does; • how to manage difficult behaviours when anxiety is the fuel; • the popular behaviour management techniques that can make anxiety worse, and what to do instead; • the relationship between anxiety and learning; • how to build high-quality relationships between children and their important adults and why this is critical to managing anxiety; • separation anxiety – what it is, why it happens, and how to manage it; • the strategies that will ease anxiety and build confidence and courage; • the conversation with parents that will make a difference; • the development of the brain during early childhood, and why this is important in understanding and managing anxiety in young children; • how to respond to anxiety in the moment to make way for calm and courage.

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

Conference Presenter: Karen Young

SESSION 1 CONCURRENT PRESENTATIONS

11:00 AM - 12:20 PM

A hands-on, interactive workshop to overcoming barriers to inquiry-based STEM learning

Little Scientists has been a strong advocate for empowering early childhood educators through inquiry-based practices in the area of STEM (science, technology, engineering and maths). The presentation features STEM inquiry as a tool to grow educators' self-confidence, self-efficacy and autonomy. This practical and fun, workshop will help you with practical suggestions for the implementation of inquiry-based STEM. Using STEM activities and covering some techniques that can be used to extend on the children's ideas and concepts, it will help you and your team get the most out of STEM learning opportunities.

Age Range: Kindy to Grade One

Australian Standards for Teachers: 1, 2, 3, 4 & 7 NQF Standards: 1, 2, & 3

Conference Presenter: Hayley Bates

11:00 AM - 12:20 PM
(MECT)

Enhancing K–2 Continuity and Alignment Program & Mentoring Early Childhood Teachers program

PART A The Enhancing K–2 Continuity and Alignment Program is a blueprint for developing strong connections between kindy program providers and schools. Its focus on children acts as an anchor for our decision-making about their learning and development with the goal of ensuring all QLD children experience a great start to learning in the early years. The purpose of the Enhancing K–2 Continuity and Alignment program is to deliver a coordinated and strategic response to alignment of (K–2) priorities leading to an enhanced continuity of learning and development for young learners and a shared approach for quality teaching and learning outcomes for QLD children. The K–2 Program ensures early learning through providing opportunities for every child to access quality kindy in the year before school; ensuring the quality and safety of early childhood education and care services through effective regulation and workforce strategies; and supporting positive transitions from home to early education and into school.

PART B Mentoring Early Childhood Teachers program (MECT)

Through implementation of the Early Childhood Education and Care Workforce Action Plan 2016–2019 stakeholders highlighted a number of issues impacting on early childhood teachers (ECTs) and ECEC services including Provisionally Registered ECTs having difficulty accessing a fully registered reviewer/mentor to support their progression from provision to full teacher registration through QCT, and pre-service ECT students not having opportunities to experience best practice or to receive mentoring during their professional learning experiences. The MECT program is available in the Central QLD and Metro regions for: -provisionally registered early childhood teachers working in an approved kindy program using the Queensland Kindergarten Learning Guideline who need support transitioning to full registration with the QCT. -preservice early childhood teachers seeking support to enhance their skills and knowledge to transition to employment in the ECEC sector. This session outlines the initiatives and strategies that have been implemented to enable these outcomes.

Age Range: Kindy to Grade Two

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

Conference Presenter: [Alexis Spencer](#), [Grant Webb](#)

11:00 AM - 12:20 PM

Identifying and supporting students with Language Disorder

One in 14 (7%) Australian children have a lifelong hidden disability known as Language Disorder, which will affect their ability to communicate, socialise and learn, but less than half will be identified by school. Without identification and support, longitudinal studies show poor outcomes in communication, academic achievement, and employment outcomes in adulthood. In addition, children with Language Disorder experience significant social emotional difficulties and are vulnerable to psychiatric disorders such as anxiety and depression as adolescents. Educators play a critical role in the identification of students with Language Disorder. They are best placed to work closely with families and allied health professionals to support intervention, as well as implement effective classroom-based intervention strategies that support children to access and participate fully in the curriculum. However, many educators report a lack of content and pedagogical knowledge, limited opportunities for sustained professional development, and minimal professional dialogue on the topic. Despite the potential for educators to support children with Language Disorder, there is limited understanding about how this occurs within everyday practices. This session will:

- Outline what Language Disorder is and how it impacts on students' ability to access and participate in the curriculum
- Introduce a multidisciplinary framework to support the learning of children with Language Disorder
- Discuss the practical pedagogy for inclusion and intervention in relation to language development
- Workshop practical strategies to support children with Language Disorder in the classroom

Age Range: Prep to Grade three
Australian Standards for Teachers: 1, 4 & 6 NQF Standards: 1, 2, 5, 6

Conference Presenter: [Lisa Quinn](#), [Raelee Randall](#)

11:00 AM - 12:20 PM

Incorporating digital devices into your teaching

So it is the start of a new year, or in my case, my first year as a teacher, and your Principal offers/hands you a classroom set of devices, what's next? Whether it is your first year, or you are a senior experienced teacher, you may find this a daunting task. It doesn't need to be. In this session, you will be shown how and where to begin your journey into the realm of digital pedagogy and how you can effectively use digital

technologies to complement your current pedagogical practices. We will explore intervention and differentiation practices, software and application intervention that can be used irrespective of the devices that you have at your disposal.

Attendees will need to log on with one computer to view the presentation and have a second digital device (tablets etc) and preferably a set of microphone equipped headphones to participate in the hands on component of the session.

Age Range: Prep to Grade Three

Australian Standards for Teachers: NQF Standards: N/A

Conference Presenter: Matt Tolchard

11:00 AM - 12:20 PM **Keeping play alive in the curriculum**

This presentation will focus on not only increasing participants understanding of the importance of play, why children play and the characteristics of play; but it will also provide practical approaches to increase play opportunities through pedagogies which support standardized curriculum. Participants will be engaged in hands-on activities and small group discussions in combination with a lecture presentation to explore the teachers role in play. Video clips will be used to illustrate concepts and ideas to prompt meaningful discussions about key ideas.

Age Range: Kindy to Grade one

Australian Standards for Teachers: 1, 3, 4, 6 & 7 NQF Standards: 1, 3 & 6

Conference Presenter: Jodie Riek, Bill Strader

11:00 AM - 12:20 PM **Leaning into health and harmony: A self-care and visioning workshop for teachers**

"I have come to believe that caring for myself is not self-indulgent. Caring for myself is an act of survival" Audre Lorde (Stanny, 2012) Teachers often start in this profession with dreams, lofty ideal and hopes for the future. Over the course of time, teachers are exposed to a wide range of challenges presenting themselves within the classroom and school setting, the education system and society as a whole. In the midst of all these challenges it is easy to lose sight of the dreams and aspirations which initially brought them to the profession of teaching. An article released in 'The Conversation' June 2019, along with many other studies, reveals alarming statistics showing severe anxiety and depression for a large percentage of Australian School Teachers. The requirement of caring for and fostering the emotional well-being for students becomes increasingly more difficult as teachers struggle with higher levels of "work-related stress, burnout and general psychological distress when compared to other occupations." In this fun and inspiring workshop Andrea introduces you to ground-breaking principles behind 'Visioning' and linking this Vision to your 'ideal self' enabling you to not only survive but thrive in the ever changing and challenging face of the current Education system. With over 30 years in the Health Industry and Advanced Qualifications in Life Coaching, Andrea brings an understanding and passion for bringing practical, easy to implement skills to Teachers who are seeking a fresh approach in managing and reducing symptoms of stress and burnout within their work and life. Workshop Objectives: - • Discover and design your Work and Life Vision • Understand and increase self-value, self-awareness, and achievement. • Explore tools which assist you to live and work creatively • Connecting Body, Mind and Spirit, enhancing well-being for yourself and your students. • Explore a fresh look at managing challenging situations

Age Range: Babies to Grade Three

Australian Standards for Teachers: 1, 4, 6 & 7 NQF Standards: 2, 5, 6 & 7

Conference Presenter: Andrea Brockbank

11:00 AM - 12:20 PM **Rhymers will be readers: how rhymes lead to early literacy**

Rhymers will be readers: using songs, rhymes, puppets, stories and books to introduce children to the magical world of reading. This hands-on, interactive workshop explores how introducing children to interesting and stimulating language experiences, specifically rhymes, will develop a life-long love of reading and stories. 'The more language a child experiences- through books and conversations- the more advantaged socially and educationally that child will be for the rest of his or her life' Mem Fox

Age Range: Kindy

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

Conference Presenter: [Sue Lewin](#)

11:00 AM - 12:20 PM **The developing brain - Understanding and responding to children from the inside out**

Never before have we been in such a strong and informed position to understand what the growing brain needs to thrive. Drawing on the most recent research and findings in neuroscience, we will explore how to best to respond to behaviour and care for children in a way that meets the changing emotional, behavioural, and developmental needs of children. Participants will learn:• what neuroscience can tell us about child development and how best to support the changing developmental needs of children;• how to respond to 'big feelings', tantrums and challenging behaviour in a way that accounts for a child's stage of development and cognitive capacities;• how to and nurture self-control and emotional self-regulation in children;• how to build relational safety and connection with all children, and why this is critical to their behavioural, emotional, educational, and social development;• how play supports optimal brain growth, and how to integrate this knowledge into practice;• why many common behaviour management techniques don't work, and what to do instead;• how resilience happens in the brain, and how to build resilience in all children;• how to build an environment that supports healthy development and the needs of the developing brain.

Age Range: Birth to Grade 3

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

Conference Presenter: [Karen Young](#)

11:00 AM - 12:20 PM **The drama of play**

"I'll be the mum and you be the baby." ; "No wait - you have to be the cat!" ; "But Batman doesn't have a cat!" Children's dramatic play is often wildly entertaining, yet it can also spark a lot of wondering and reflection. Why do children play the way they do? Why do we see recurring themes in dramatic play? Should we allow superhero play in our setting? What about gun/weapon play? How do we challenge gender stereotypes?Throughout this session, we will explore these questions and more, as well as the relationship elements of dramatic play and how, as educators, we can at times inhibit or enhance these. Participants will also consider the role of the physical environment and materials, as well as how we can observe and document this type of play in meaningful ways.

Age Range: Three to six year old

Australian Standards for Teachers: 1, 3 & 6 NQF Standards: 1 & 5

Conference Presenter: [Nicole Halton](#)

11:00 AM - 12:15 PM **The importance of our role with infants in education and care settings**

Our practice with infants in our service is vital for laying the foundations for their future. The importance of the first two years in relation to brain development and connection, cannot be underestimated. Participants will explore the importance of the relationship between adult and infant; discuss the physical considerations for a nurturing, sensorial environment; and ponder the question: what does a meaningful infant program look like?

Age Range: Babies

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

Conference Presenter: [Natashja Treveton](#)

11:00 AM - 12:20 PM **Using digital play to introduce an additional language**

This presentation will look at the way digital play helps to create a positive attitude towards learning another language. Early Learning Languages Australia (ELLA) is a key part of the Australian Government's commitment to supporting language learning. ELLA was first trialled in 2015 to provide preschool children with exposure to the basics of language other than English, to help address barriers to language education in the early years of education and to encourage further language learning in later years of schooling. More than 3500 preschools/kindergartens around Australia have registered for ELLA 2020.Using the ELLA apps to learn the words and phrases of another language can lead to a process of growth and discovery for both children and teachers. Teachers do not need previous experience in the language they choose. The ELLA

program helps motivate learning about another culture. It also provides opportunities for families to become more involved in their child's kindergarten year. Participants at this presentation will have the opportunity to explore the ELLA apps and discuss ways apps can be used to link digital play to other more traditional forms of play in preschool. Independent evaluation has shown ELLA to be effective in enabling language exposure and learning where the educator is not typically proficient in the additional language. Technology can expand young children's access to new content and when used wisely, can support learning and relationships. This presentation will encourage participants to discuss the use of digital play within kindergarten settings and how this can lead to quality practice.

Age Range: Kindy

Australian Standards for Teachers: 1, 2, 3 & 7 NQF Standards: 1, 5 & 6

Conference Presenter: [Amanda Macdonald](#)

11:00 AM - 12:20 PM **What inclusion looks like at a stand-alone Kindy for children with disabilities?**

My goal by the end of my presentation is to give the audience an idea of what inclusion looks like at a Kindy for children with disabilities and really to do this and do it well is to walk you through the logistics of our Kindy. Keeping in the back of your mind as I know you will each child with disability is different, as is their family and as each Kindy they attend. I realize when little people come to us the playing field is not equal, so we can't treat them equally, so we have to provide opportunities to level out that playing field. Another goal is for participants to walk away with the confidence to implement strategies and resources mentioned in the Inclusion Tool Box and to be able to look at what they already have. "The Inclusion Tool Box.", made available to anyone, showcases the strategies and resources we use.

Age Range: Kindy

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

Conference Presenter: [Belinda Rule](#)

SESSION 1.5 VIRTUAL SHOPPING

12:30 PM - 1:10 PM **Virtual Shopping**

Join colleagues online via webcam to view product videos and chat with sponsors about resources. Enter the Scavenger Hunt to WIN an MTA Voucher. Answers will be given during the chat/product videos.

SESSION 2 CONCURRENT PRESENTATIONS

1:30 PM - 2:30 PM **Balancing use of digital technologies for developmentally appropriate learning**

Appropriate use of technology balances and enhances the use of other learning materials, activities and interactions in the preschool. Educators are increasingly thinking more about how to provide technologies in ways that support children's play and cultural understandings. This presentation will look at how technology can promote effective learning and development when used intentionally within the Early Years Learning Framework. Importantly, technology can expand young children's access to new content. Digital and traditional play can stimulate children's imaginations and social interactions, particularly when using a combination and diversity of activities. Participants will consider how technology can support learning and relationships by integrating activities that combine both the digital and physical worlds. This further supports the implementation of digital technologies within the context of the Australian 24-Hour Movement Guidelines: Birth to 5 years, published by the Australian Government Department of Health (2017). Apps that allow children to use their imaginations and to explore their creativity are most likely to support children's learning outcomes. We will discuss the ways digital play can be linked to more traditional play types and consider access and participation for children with additional learning support needs. For some children, bringing the tablet device into coexistence with other items in their physical environment allows them to participate in the preschool program in a way that would otherwise not be available to them. As outlined in the Statement on young children and digital technologies, published by Early Childhood Australia (2018), educators must consider their own attitudes and values in understanding the role and use of digital technologies in early childhood education.

Participants will reflect on their personal beliefs in regards to using digital technology in their preschool programs.

Age Range: Kindy

Australian Standards for Teachers: 1, 3 & 6 NQF Standards: 1, 5 & 7

Conference Presenter: [Amanda Macdonald](#)

1:30 PM - 2:30 PM **Connect 4 Children: Planning together for children's wellbeing**

The Department of Education's Connect 4 Children Strategy aims to improve the wellbeing of children prior to school. Having a great start in the early years influences long-term experiences in life, including learning, employment, health, relationships and wellbeing. While the majority of children starting school are developmentally on track, Queensland children are more likely to be vulnerable than other children in Australia. Over the next five years, the Queensland Government is committed to reducing the number of children who are developmentally vulnerable on one or more domains of the Australian Early Development Census to 22% by 2025. Through participatory process, this session will provide an understanding of the Connect 4 Children Strategy, the role of ECEC services and schools in place-based approaches focused on early years and how the strategy has been enacted within one community in Queensland.

Age Range: Babies to Prep

Australian Standards for Teachers: 7 NQF Standards: 6 & 7

Conference Presenter: [Kerri Giebel](#), [Melissa Kidd](#)

1:30 PM - 2:30 PM **Connectedness in early learning – Implications for early brain development**

Connection gives meaning to our world, from the moment we are born it drives our behavior and hard wires our brain. This presentation aims to raise awareness of the importance of connection and to start the conversation about how to plan for and empower educators to be more emotionally available and attuned to infants' cues. Educators have a powerful opportunity to make a lasting difference for infants in the early learning environment. The connections formed in the early learning environment might just be the difference it takes to change the outcomes for the children that need it the most. Our goal is to help more people to understand, recognise and respond to babies and to meet children's individual social and emotional needs. We promote the power of relationships, connection and empathy when caring for and educating young children in the critical early years of development.

Age Range: Babies & Toddlers

Australian Standards for Teachers: 1, 4 & 6 NQF Standards: 1, 2, 4, 5 & 6

Conference Presenter: [Sonia Harris](#)

1:30 PM - 2:30 PM **Developing play skills in babies and toddlers in early childhood settings**

Development of play skills in early childhood precedes the development of cognitive skills such as numeracy and literacy. Play is also important for developing social skills and emotional regulation. Increasingly, babies and toddlers are spending more time in care and they have less opportunities for play at home. This presentation will guide you through play stages for this age, the types of play that should be fostered and how you can promote both fun and pedagogical play opportunities in your environment.

Age Range: Babies to Toddlers

Australian Standards for Teachers: N/A NQF Standards: 2 & 6

Conference Presenter: [Sarah Cavallaro](#)

1:30 PM - 2:30 PM **It's time to stop calling Connection-Seeking Attention-Seeking**

Discuss how re-framing unhelpful terminology like "attention seeking", "it's behavioural", and "challenging behaviour" when referring to children can provide a whole new lens for how educators and families support behavioural and social learning. Educators will be provided with powerful tools that can transform children's behaviours that challenge us by filling their Connection Cup. This session will shed light on the theoretical

approaches and research behind the tools (including Gottman's magic ratio), so that educators have everything they need to create transformative Connection Plans. Join Sandi in a fun and interactive presentation that will spark a new appreciation for the power of connection.

Age Range: Kindy to Grade Three

Australian Standards for Teachers: 1, 3 & 4 NQF Standards: 1 & 5

Conference Presenter: Sandi Phoenix

1:30 PM - 2:30 PM **Life needs balance is the new black**

Forget work/life balance, Life Needs Balance is the New Black. In 2019 Chris dazzled you with the Educator Wellbeing presentation. This year Christopher will take you to the next level. The Life Needs Balance is the new black presentation is an engaging, and 100% entertaining keynote, presented by one of the most dynamic speakers in the business. Join Chris in an entertaining and enlightening perspective on work / life balance. Reaching your potential takes intention, and the understanding of how to meet your own needs first.

Age Range: Babies to Grade Three

Australian Standards for Teachers: 6 & 7 NQF Standards: 7

Conference Presenter: Christopher Phoenix

1:30 PM - 2:30 PM **Managing anxiety and building courage and resilience in children Q&A**

The workshop will involve the practical application of the theory and strategies presented in the keynote, with a view to consolidating and expanding each participant's capacity to support children through anxiety. To facilitate this, we will begin by exploring the specific challenges participants face in relation to children with anxiety in their particular early learning environment. These challenges may include children who have difficulty separating from parents and carers, difficult behaviours such as tantrums or aggression, big feelings, or difficulties children may be facing with peers. Participants will then divide into groups, with each group choosing a particular challenge to work on. Each group will draw on the information provided in the presentation, as well as facilitator support, to develop strategies that can be applied in their specific professional context to support and strengthen the children in their care. The larger group will then reunite, with each small group presenting their ideas to the larger group. By addressing the specific challenges faced by participants, the workshop will aim to consolidate learning in a way that is deeply meaningful and relevant for participants.

Age Range: Babies to Grade Three

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

The presenter has requested to help target the session information so it is as relevant as possible to you and your specific work environment, would you please provide your answer to the following:

What are the greatest challenge/s you face in your day to day work with children. This might include challenges such as separation from parents at drop-off, peer relationships, anxiety, managing big feelings, behaviour, tantrums or other emotional responses.

Is there any other information relating to child development, child mental health, or child psychology you think might be helpful in your role as early childhood educator?

Conference Presenter: Karen Young

1:30 PM - 2:30 PM **Moving to the Forest School Philosophy from your outdoor classroom**

In this interactive workshop, educators will learn how to teach children to safely use and maintain hand tools in the (outdoor) classroom. WHAT WILL YOU LEARN? - How to create a safe tools area in your setting- How to safely use and manage a variety of tools with children in your setting including specific training in the use of Hand Saws, Bow Saws, Hand Drills, Hammers and Wood Planes- Embedding indigenous perspectives through tool use- Embedding sustainability through tool use- Suggested equipment and resources- Booklet of suggested hand tool activities and projects

Age Range: Kindy to Grade Three

Australian Standards for Teachers: 1, 2, 3, 4 & 6 NQF Standards: 1, 2 & 3

Conference Presenter: Nicki Farrell, Vicci Oliver

1:30 PM - 2:30 PM **Our kindy's journey navigating Aboriginal and Torres Strait perspectives.**

I would like participants to feel empowered to be okay with where they are with their journey around embedding Aboriginal and Torres Strait perspectives in what they do? How we started our journey? Practical ways of making a start? The simple starting ideas to build onto as educators navigate their journey. What does embedding Aboriginal and Torres Strait Islander perspectives look like at Eimeo? Moving away from Tokenism and towards meaningful connections. But we don't have Indigenous families at our service..... Challenges we faced and are still are facing. Understand that the challenges we face aren't cultural issues they are community problems. Understand that you can't expect Elders to be available it is something that continuously needs to be worked on. What next for C&K Eimeo Road Community Kindergarten?

Age Range: Kindy

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

Conference Presenter: Belinda Rule

1:30 PM - 2:30 PM **Self-care for you!**

It is so easy to put everyone else's needs ahead of your own, especially if you work in a helping profession such as teaching. Yet, when we care for ourselves we are better able to care for others. So this workshop is designed with you in mind. We will discuss some of things that lead us down the rabbit hole of burnout and how to avoid it. We will also look at how we can begin to take better care of ourselves by exploring our individual needs and how to begin meeting them. This is intended to be a fun, light-hearted and practical workshop.

Age Range: Babies to Grade Three

Australian Standards for Teachers: 6 & 7 NQF Standards: 2 & 5

Conference Presenter: Melissa Strader

1:30 PM - 2:30 PM **Traces: Transforming pedagogy and practices for babies**

During 2019, Priscilla Carmichael and Bronwyn Thomson embarked on a professional collaboration to explore the learning experiences of babies, reflecting on early childhood curriculum and its construction and the image of babies within the context of curriculum. This work was enacted through research with babies and their educators in long daycare settings during 2019, in New South Wales and Queensland. This advocacy work included exploring how the image of baby orients the relationships and curriculum that is designed with, and for, babies in early childhood settings. Working through research in long day care centres in both Sydney and Brisbane we questioned: What is the image the baby? What understandings are held of how babies learn? How is the learning of babies resourced through choices of materials? What are educator's understandings of the potentials of materials? What is the structure of curriculum for babies? The content of this presentation is offered through a series of videos and mini stories which clearly highlight the research strategies of babies, the agency of materials and the potentials of highly responsive, collaborative curriculum design. This presentation will use documentation as a strategy to illustrate the competent and capable image of the child. It will provide insight into processes of authentic collaboration and the role of educator as researcher. Key implications for changing practice will be highlighted. Session outcomes For the participant to: • Critically reflect on their image of the baby and educator • Critically reflect on their image of materials • Critically reflect on curriculum decision making for babies and implications for practice • Be inspired by videos and mini stories which honour the experience of babies Key words/themes Image of the child/transformational practice/progettazione/post humanism/agency/collaboration/documentation/learning

Age Range: Babies

Australian Standards for Teachers: 1, 2, 3, 5, 6 & 7 NQF Standards: 1, 3 & 5

Conference Presenter: Priscilla Carmichael, Bronwyn Thomson

1:30 PM - 2:30 PM

Understanding the early childhood early intervention NDIS pathway

NDIS Early Childhood Early Intervention - What does this mean for you and the families you support? Gain an understanding of the ECEI pathway in relation to the NDIS and current Early Childhood Early Intervention research. What is a developmental delay and how is this different to a diagnosis? Find out how children 0-6 years can apply for access without a diagnosis. How can initial supports help families struggling with their concerns? Why is the team around the child so crucial for Early Childhood Early Intervention? Hear stories from families and children supported by the NDIS Early Childhood Early Intervention Pathway.

Age Range: Babies to Prep

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

Conference Presenter: [Maree Bisby](#), [Donna Jones](#)

SESSION 3 CONCURRENT PRESENTATIONS

3:00 PM - 4:20 PM

Bright Start! Introducing fun new group activities.

Fun indoor and outdoor activities suitable for children of all ages to enhance neurological development, physical skills, develop confidence, problem solving and socialisation skills. Using empirical and anecdotal evidence, this presentation highlights how movement programs improve children's learning and behaviour in the early years. This presentation will include new fun practical activities for educators to use with groups to enhance sensory motor development and manage behaviour and also how to best implement them in an early childhood setting.

Age Range: Toddlers to Prep

Australian Standards for Teachers: 1, 4 & 7 NQF Standards: 1 & 5

Conference Presenter: [Maureen Hawke](#), [Julie Watts](#)

3:00 PM - 4:20 PM

Building inclusive practices through relationships between therapy providers and educators

This session is focussed on how to support children in your class who have a disability, giftedness and/or additional learning needs. It will centre around how to make the most of children's service providers who visit your centre or who have phone/email access to. Two case studies of successful partnerships between allied health service providers and educators will be presented. In addition, we will provide evidence-based tips for inclusive practices within your education setting.

Age Range: Kindy to Grade Three

Australian Standards for Teachers: 1, 3, 4, 6 & 7 NQF Standards: 2 & 6

Conference Presenter: [Sarah Cavallaro](#)

3:00 PM - 4:20 PM

Children's motor development, and the impact on their health, well-being, and learning

Join Robyn Papworth, Accredited Exercise Physiologist and Masters qualified Developmental Educator, as she shares her expertise in the area of children's motor development and learning. Follow Robyn's journey as an allied health professional, and a concerned mum for her son who has developmental delays. Discover what the current research is showing for our children's motor skills, and how you can support children with their gross motor and fine motor development, as well as how to reduce the number of trips and falls occurring in centres throughout Australia.

Age Range: Kindy

Australian Standards for Teachers: 1, 3, 4 & 7 NQF Standards: 1, 2, 3 & 6

Conference Presenter: [Robyn Papworth](#)

3:00 PM - 4:20 PM

Creating high quality environments for babies

Infant environments are often among the smallest and least resourced spaces in our early childhood services. Perhaps the assumption is that smaller children should equal smaller space! In fact, children aged birth to two need large, well resourced spaces that allow them to explore and

engage in play. Throughout this session, we will delve deeper into these stages of play and consider how our environments may support or hinder these. With meaningful, connected observation and reflection, educators will identify cues for planning environments that spark curiosity, wonder and delight.

Age Range: Babies to Toddlers

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

Conference Presenter: Natashja Treveton

3:00 PM - 4:20 PM **Leading and facilitating change to pedagogical documentation in kindy**

This lecture will examine Waterford Preschool's approach to moving from over documentation to meaningful pedagogical documentation. I will outline the challenges our team encountered leading up to a shared vision for change and how we facilitated and enacted the change over time. I will explore the myths and self-imposed expectations that held us in a traditional pattern of pedagogical documentation, as well as examining the who for, the what and the how of documentation as we currently use it. I will describe how the process of professional learning and reflection has helped our documentation to be more engaging, authentic, and organic.

Age Range: Kindy

Australian Standards for Teachers: 5 NQF Standards: 1 & 7

Conference Presenter: Fiona MacGregor

3:00 PM - 4:20 PM **Music: The lost gift to young children - rediscovering good quality music experiences**

Research shows that music can play a large role in assisting children with problem solving, self-regulation, numeracy, literacy, motor development and cognition. Yet, many contemporary educators still just view it more as a fun 'add-on'. This hands-on workshop will explore how these profile areas can be nurtured through sustained engagement with high quality musical experiences.

Age Range: Kindy

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

Conference Presenter: Sue Lewin

3:00 PM - 4:20 PM **Queensland Ballet's Kindy Moves & QUT Project Evaluation**

This workshop will explore Queensland Ballet's Kindy Moves Project, delivered in 2018 as a ten-week creative movement syllabus, specifically designed for early years learning, supported by Arts Queensland Artist in Residence Grant. This program included extensive research and evaluation by Queensland University of Technology's Creative Industries Faculty, under the leadership of Associate Professor Sandra Gattenhof. We will discuss the Evaluation Report that details the aims, outcomes, impact and key learnings from the project. Participants will then be practically guided through the course structure and exercises that explored five early years books through creative play. The course was designed to complement the Early Years Learning Framework and Queensland Curriculum Guidelines, using dance as a vehicle for learning and providing an opportunity for kindergarten children to develop early numeracy and literacy skills, express themselves creatively, feel an enhanced sense of belonging and enjoyment in going to kindergarten, and kinaesthetically explore the world around them.

Age Range: Kindy

Australian Standards for Teachers: 1, 2, 3, 4 & 6 NQF Standards: 1, 2 & 3

Conference Presenter: Martha Godber, Joseph Stewart

3:00 PM - 4:20 PM **Read it like you mean it**

Reading a book to a child sounds quite simple, doesn't it? And yet, many educators find themselves lacking the confidence to read stories in a way that engages children and maximises opportunities for conversation and connection. Nothing kills a delightful children's book like a monotone voice or flipping the pages too quickly. Likewise, nothing brings it to life quite like enthusiasm, finding the rhythm and connecting children to the story. In this practical workshop, avid reader of children's books (after 15 years in early childhood, a love of literacy and three young children of her own - how could she not be?) and author, Nicole Halton, will share simple strategies for building confidence and engaging

children in quality stories. Participants will discuss the important role of books in early childhood services and children's lives, as well as the attributes of a quality story and explore a few of Nicole's personal favourites to read with children.

Age Range: Toddlers to Kindy

Australian Standards for Teachers: 1, 3 & 6 NQF Standards: 1 & 5

Conference Presenter: Nicole Halton

3:00 PM - 4:20 PM **The four pillars of emotional intelligence**

Self-awareness, Self Management, Social awareness and Social Management are the Four Pillars of emotional intelligence. They also form the foundation of the Personal and Social Capabilities as set down in the Australian Curriculum. This workshop will delve into each of the four pillars of emotional intelligence so that participants gain a deeper understanding of each pillar before being offered specific strategies to support and nurture children's social and emotional development. Sharing interactive and fun ways to integrate the four pillars of emotional intelligence into early childhood environments, Melissa hopes to leave you with some practical tools to use in your classrooms.

Age Range: Kindy to Grade Three

Australian Standards for Teachers: 3 & 4 NQF Standards: 2 & 5

Conference Presenter: Melissa Strader

3:00 PM - 4:20 PM **We need a world where risky play is ok.**

The term risky play is often used but still either not fully understood or put into practice. What does risky play actually mean? How does it look in your service? Natural Beginnings story will inspire educators to start their own journey. During the presentation we will discuss our tears and triumphs our achievements and failures. We will address the misconceptions surrounding risk in relation to dealing with regulatory bodies. We will empower the educators to become advocates for the benefits of risky play and provide them with tools to help educate families and the wider community.

Age Range: Kindy

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

Conference Presenter: Louise Kelly

3:00 PM - 4:20 PM **Working with parents (even the 'tricky ones')..... but how?**

Would you like to learn more about how you can build better relationships with Parents? Do you have a 'Tricky' parent, that no matter what you do, you can not get it right? Come along to this interactive workshop, where you will get an opportunity to unpack your current relationship, learn how to strengthen the relationship and gain the skills and confidence to move forward to work together. This is an interactive workshop, so come along ready to interact and do small individual and group tasks. You can walk away expecting; -To have a clearer understanding of your current relationship with parents. -Ideas, inspiration and skills to work more effectively with parents -Confidence to put what you learn into practise. - Being challenged in a positive and healthy way. -Having the skills to unpack future relationships for better outcomes. Early Childhood Professionals understand the importance of working with parents. Sometimes it's harder than expected, wouldn't you love to know why?

Age Range: Babies to Prep

Australian Standards for Teachers: 7 NQF Standards: 6

Conference Presenter: Kynie Firmager

SESSION 4 Virtual Wine & Cheese Prize Draw

4:30 PM - 5:00 PM **Virtual Wine & Cheese Prize Draw**

Grab your wine and cheese and sit back and have a social chat with colleagues as we announce the PRIZE WINNERS. If you enable your webcam and microphone we can all speak.