



ECTA EARLY CHILDHOOD CONFERENCE

22 June 2024

WELCOME (9:00am - 9:20am) AEST

ALL SESSIONS ARE 90 MINUTES

KEYNOTE (9:20am -11:00am)

Yes, AI can help ... exploring new technologies and their ethics in ECE

PRESENTER ON SITE AND SHARING TO ZOOM ATTENDEES ONLINE

New technologies come with a range of emotions, some may bring excitement and others raise questions or concerns. Artificial Intelligence (AI) is one such technology – which has some significant potential for early childhood teachers, their schools, and services. In this session we will explore a framework for technology use, with a focus on AI and other tools that can enhance our work with young children and their families. We will also explore current research and ethical dimensions as we consider how to engage with, use, or not use these tools.

Age Range Birth to Grade 2



Kate Highfield is an experienced teacher, teacher educator and researcher, currently an Associate Professor in Early Childhood Education at the University of Canberra. Kate's work explores effective technology integration and use, with a focus on potential impacts on learning (for adults and children), pedagogy and play. Kate's current research (supported by a range of grants and linkage projects) explores the impact of technology as a tool with young children, parents and educators. This work specifically focusses on the use of technology in the areas of Science, Technology, Engineering, Arts and Mathematics (STEAM), with a focus on digital technologies, including AI, Interactive Screens, Tablets, iPads and smartphones; robotics and techno-toys. This work examines digital play, technology integration and how healthy media use can be used as a tool to enhance learning.

FIRST BREAK (11:00am -11:50am)

Main meal of the day

CONCURRENT SESSION ONE (11:50am -1:20pm)

Breathe in, breathe out

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This Workshop reveals that we are more anxious now than ever before. We've had to be; it's how we have survived as a species. Our in-built mechanism of fight or flight has turned into overwhelming anxiety that we soothe, avoid or numb. This workshop introduces ideas to cultivate a mind-set for dealing with anxiety by using mindfulness and the importance of breath. Our mind body and spirit needs to be enriched on a regular basis and Vicki will cultivate take-home skills and tools. This workshop will help you to cultivate hope and re-frame your relationship with anxiety that can help you to connect with the meaning and purpose of your life. Vicki is the corporate trainer of three decades and is the author of *The Book of Hope – Antidote for Anxiety*.

Age Range: Prep to Grade 2



Vicki Bennett is an author and a corporate trainer and has worked with thousands of people worldwide. She is also a life coach, artist, and author of 35 books on life change, leadership and motivation, among them I've Found the Keys Now Where's the Car? Life Smart, Making Dreams Come True, The Effective Leader, Signposts for Balance in Love and Work, and most recently, The Book of Hope – Antidote for Anxiety. She also co-produced and wrote the documentary, Never Forget Australia. She had written 5 ANZAC children's books, among them, Two Pennies, The Little Stowaway, The Flying Angel and Charlie's War. Her vision is to assist others to use, expand and share their vibrant energy level. To encourage them to find their talent and realise their full potential.

Director Vicki Bennett Training

But I can swim! Why good swimmers drown: Navigating professional burnout.

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Even proficient swimmers can face the risk of drowning due to various factors. It's important to note that swimming ability alone doesn't guarantee safety. It's crucial for swimmers, regardless of their skill level, to be aware of their surroundings, practice water safety, and be prepared for unexpected challenges. Drawing an analogy to good swimmers facing drowning risks, this workshop explores how individuals proficient in their fields might experience overwhelm. By drawing parallels between these scenarios, it highlights the importance of self-awareness, effective self-care and time management, and the development and application of appropriate recovery and coping mechanisms to prevent drowning in the overwhelming aspects of your professional life.

Age Range: Birth to Grade 2



Janine Hockley is a Behavioural Scientist, designing and delivering programs that increase employee engagement, strengthen interpersonal skills, improve leadership, and promote the wellbeing and resilience of workforces. She holds post-graduate qualifications in Positive Psychology, Faculty status at the University of Queensland and CQUniversity, and is completing a PhD focused on workforce wellbeing in nursing. She shares her passion and over 35 years' experience in health leadership, as an organisational culture and transformation specialist across public and private health and education sectors, and community and sporting groups. Janine takes an experienced, and insightful person-centred approach to cultivating positive, thriving workplaces, leading the transformation of individuals and teams. Through evidence-based, genuinely relatable content, her presentations and workshops are humorous, warm, and authentic. You will definitely learn strategies that are memorable and actionable.

Staff Wellbeing Consultant

Effects of food on children's behaviour

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Food has changed in 50 years. Ultra-processed foods are now linked to obesity, diabetes, heart disease, depression, cognitive decline, dementia, and neurodevelopmental disorders such as ADHD and ASD. They can also reduce the ability of normal, healthy children to benefit from schooling. More than 50 additives and several natural chemicals can cause problems. Some children are more sensitive than others and different children react to different food chemicals. Effects of foods can range from health problems (itchy rashes, irritable bowel symptoms, asthma) to learning difficulties and behavioural issues (irritability, restlessness, sleep disturbance, inattention, loud voice, defiance, depression, anxiety). This workshop will show how to avoid ultra-processed foods and how to use Sydney's RPAH diagnostic elimination diet, supervised by an experienced dietitian, when diagnoses such as ADHD are involved, or food is suspected.

Age Range: Birth to Grade 2



Sue Dengate BA (Psych UNSW) DipEd (Guidance UNSW) Sue Dengate is a psychology graduate and former high school teacher who became interested in the effects of food additives after the birth of her first child 40 years ago. Since then, Sue has focused on the effects of food chemicals on children's behaviour, health and learning ability. She is author of the bestselling Fed Up series, published by Random House Australia. Sue, helped by her food scientist husband Dr Howard Dengate, runs the 21,000 member Food Intolerance Network through the website www.fedup.com.au, which has had nearly 14 million visits. Howard Dengate BSc (Food Sci UNSW) PhD (Plant Sci LC) Cert Plant-based Nutrition (eCornell)

Dr Howard Dengate studied food technology at the University of NSW, then worked in research and agribusiness development for 34 years. Since 2008 his fulltime task has been consumer advocacy through the Food Intolerance Network.

Food Intolerance Network

Foundation skills: Ready for learning, ready for life!

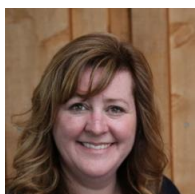
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Not all children are "ready" for a structured Primary School curriculum. If children aren't progressing as we would hope, what are the missing skills that are hindering their learning? How do we create respectful partnerships with families, so we all work together to best support our children? Join educators, researchers, authors and international presenters Carolynne and Andrea in an interactive workshop to explore foundation skills and how ECE's can implement a playful learning programme which supports the development, looking through the lens of "whole child". With over 45 years of educational experience between them, join them to explore executive function skills, fine and gross motor, oral language, visual discrimination, social/emotional competencies and how to implement a fun programme in order to promote the development of these all-important foundation skills.

Age Range: Kindy & Prep



Andrea Ford has an extensive and varied background in education, teacher, school principal, associate director of the Principals Development Planning Centre, facilitator, conference presenter, author, and coach. Her facilitation and coaching expertise have been recognized both Nationally and Internationally. Andrea has not only presented at educational conferences, but she also has, along with Carolynne, organized and hosted two highly successful New Zealand based educator conferences. Andrea is co-creator of the Ready for Learning Foundation Skills framework and co-founder of the Ready4Learning charitable trust.



Carolynne Masson - Educator in early years learning, researcher, author, and international presenter Carolynne Masson is all about creating respectful partnerships with families to work together to best support our young children. She is passionate about understanding and improving teaching and learning through collaborative projects and child-centred innovation. Carolynne is an expert in learning through play and is co-creator of the Ready for Learning Foundation Skills framework and co-founder of the Ready4Learning charitable trust.

Clarity Education (Ready 4 Learning) company directors

Numbers in Play

PRESENTER ON SITE AND SHARING TO ZOOM ATTENDEES ONLINE

Join us as we explore, unpack and inspire your exploration of numeracy in the early years. This workshop is tailored for early childhood teachers and educators, focusing on the intricate ways young learners engage in thinking and responding through early mathematical explorations. You will find practical strategies, tools and inspiration for ways to demystify and incorporate child-led numeracy-rich experiences with children. This presentation will inspire, enthuse and rejuvenate (or generate) a love of embedding mathematical concepts into children's learning. Mathematics can be a confronting topic for many educators to attempt in their teaching with young children. The stereotypes of structured and rote learning can discourage educators from attempting to weave numeracy into their everyday programs for fear of falling into those traps. So how do we incorporate numeracy in our programs with children in a way that is successful, based on educational research and theory, in line with the

Age Range: Birth to Kindy



Briana Thorne is a passionate and experienced early years education specialist who has worked across a variety of roles in early years education as an Early Childhood Teacher, Educational Leader, Centre Director, Area Manager, State Manager and General Manager. Her passion for the highest quality education and care led her to work for the Victorian Regulatory Authority supporting and assessing services practices and quality through regulatory and Assessment and Rating procedures. As an experienced leader and mentor, Briana enjoys teaching and supporting educators and leaders to build strong teams of professionals. With a Bachelor of Arts in Literature and Performing Arts, Briana has a dramatic streak and her skills in documentation and the written word support her in providing engaging and high-quality training. Briana has also completed a Masters in Early Years Education with a specialisation in Curriculum, Pedagogy and Assessment.

Phoenix Support for Educators Pty Ltd

Possibilities in a pinecone: natural loose parts Across the curriculum

PRESENTER ONLINE SHARING TO ONSITE AND ZOOM ATTENDEES ONLINE

In this fun and interactive session, we'll take your thinking OUTSIDE the box as we discuss, imagine, and discover the endless possibilities of nature's loose parts. A simple stick can be a journey stick, a talking stick, a measuring stick, a dinosaur, or just a regular stick and you can use it in so many ways to encourage and enhance literacy, numeracy, arts, play, STEM, indigenous culture, history, communication, geography and so much more. Join us as we dig deep into the natural loose parts possibilities for Literacy & Numeracy, and further expand into the areas of Dramatic Play & Creative Arts, Technology & Engineering, Culture & Community, and Wellbeing. Participants will: • Gain an overview of the theories and practice of loose parts in learning and play • Develop ideas and expand their thinking of the uses of natural loose parts within 5 key themes: - Literacy & Numeracy - Dramatic Play & Creative Arts - Technology & Engineering - Culture & Community - Wellbeing

Age Range: Toddlers & Kindy



Tania Moloney is the Founder of Nurture in Nature Australia, where she helps educators to grow their knowledge and skills, so they feel confident and supported in their nature-inspired teaching and learning practice. She presents regularly at national and international conferences; runs innovative nature programs in her mobile classroom, The Nature Bus; leads engaging professional development programs, including an annual in-person Campference Teacher Nature Conference and an online Campference: Where Nature Meets Story; and has an online professional learning community, Treehouse Educators. She's also an Award-Winning Children's Book Author of Nature Ninja Saves the Natural World and is on a mission to help children and their adults care for the planet in their own backyards, balconies, and neighbourhoods.



Katie Jacobson is nature-loving, child-at-heart, who is happiest exploring creeks, jumping in muddy puddles, and sharing the wonders of nature with young and old alike. A proud mum to two young tree-climbers, Katie has spent 15 years running environmental education and research programs across islands, deserts, country, and coastal regions of Australia. After having her girls Katie returned to university to do her Masters in Early Childhood Teaching, and while juggling her studies and motherhood she (miraculously) managed to become an internationally-accredited Forest School Leader, Bush Playgroup Facilitator, 3yo Kindergarten Teacher and public speaker. A life-long learner, she has a passion for the benefits of nature play in whole child development; embracing and embedding Aboriginal perspectives; and reconnecting families

and children back with nature.

Nurture in Nature

Supporting communication & regulation through pretend play

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If you answer YES to the following questions then this workshop is for you. - Are you interested in finding out how to support children with anxiety, behaviour or emotional difficulties, language, and communication barriers? - Are you passionate about supporting children through pretend play? - Do you view children through a lens that sees the 'whole child'? Kendra and Anthea will outline how you can use pretend play to help build strong connections, develop communication skills, and unleash creativity. Our unique framework has been developed by Speech Pathologists, OT's and teachers and challenges the traditional behavioural perspective on children's learning. The critical nature of play is highlighted throughout the session. Participants will feel empowered to continue promoting play with the evidence of science and biology behind them and feel a commitment to continue to create wonderful playful environments for children to progress in a developmentally appropriate way.

Age Range: Birth to Grade 2



For many years Anthea Abbott was a dedicated primary school teacher focussed primarily in the Early Childhood years, before moving into Admin positions including Learning Support Co-ordinator and Acting Deputy Principal roles. In 2019, needing a change of direction, she teamed with her sisters, Kendra & Sharna, to open the doors of Enhancing Learning in Mandurah WA. Since that time they have built a team of 13 speech pathologists, occupational therapists, physios, teachers, and allied health assistants who work across the Enhancing Learning Centre, schools, daycare centres and homes in the area, to support a wide range of children. As a director of the company and educational consultant the most exciting part of her job now is seeing the joy on the children's faces when they enter our centre to find therapy is done through pretend play and on a trampoline.



Kendra Bell-Hayes has worked as a speech pathologist for over 25 years. Her previous roles include Head of Speech Pathology at PMH, founder and director of Next Challenge Therapy Services, published author and developer of language/communication screening tools that are currently used by many speech pathologists and schools in WA. Kendra began a new company, Enhancing Learning, in 2019 and has designed a therapy structure which values each child as a 'whole child' and most sessions are centred around pretend play, movement (including therapy on a trampoline) and intrinsic desire/motivation. Kendra has more recently, designed a Learning framework that has fantastic implications for improved learning outcomes for all children. The underlying strategies are used extensively at Enhancing Learning and have helped many families and teachers better understand the 'hiccups' in a child's development, capacity for learning or emotional regulation. Enhancing Learning

The perfect storm: how trauma can impact the developing brain and behaviour

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Explore the intricate relationship between early trauma and the brain's development with a nuanced perspective. This presentation navigates the dual realities of trauma's profound impact and the brain's remarkable capacity for adaptation and healing. It sheds light on how the brain's response to traumatic experiences reflects not only challenges but also an incredible ability to adapt for survival and resilience. Emphasising neuroplasticity, and utilising the Phoenix Cups framework, this presentation offers a hopeful outlook for recovery, particularly in educational settings. By equipping educators with a deeper understanding of these complex dynamics, this session aims to foster a supportive environment where the potential for growth and healing is recognised and nurtured. The focus is on creating a balanced understanding that respects the gravity of trauma while embracing the possibilities of positive change and resilience.

Age Range: Kindy & Prep



Sandi Phoenix is the founding company director and Principal Facilitator at Phoenix Support. Her framework, The Phoenix Cups, has revolutionised how staff not only work with children's behaviour, but how teams view each other's behaviour. Sandi's coaching and consultancy style comes from a strengths-based perspective and is informed by a comprehensive understanding of the National Quality Framework and underpinning theory. Sandi is highly regarded nationwide as a speaker, coach, mentor and Professional Development Facilitator for the education and care sector. Sandi's qualifications include a Bachelor of Psychological Science and Cert IV in Training and Assessment. Sandi has completed Post Grad studies at Griffith University, is currently completing a Masters in Neuroscience and Mental Health at UniSC, is an Affiliate of the Australian Psychological Society and currently holds membership of the APS.

Director Phoenix Support for Educators

SECOND BREAK (1:20pm-2:00pm)

CONCURRENT SESSION TWO (2pm-3:30pm)

Bringing back the power of music to your daily program and practice

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Most Educators are not confident when it comes to adding music experiences to their program. For some of us, the music experience consists of pulling out the box of music instruments, and letting the kids go for it, or popping on a YouTube kids dance track or even paying for the occasional incursion, and that's where it stops. But music can be your third teacher and it has the ability to develop children's brains in a way that no other tool can do. Even if you're not musical at all, this fun and interactive workshop will inspire you to start creating wonderfully rich musical experiences that will transform your daily practices.

Age Range: Birth to Grade 2



Dea Mitchell is a Diploma qualified Early Childhood Educator, Yoga and mindfulness instructor, Wellness coach, and a volunteer Crisis supporter with Lifeline. She has over 18 years in the sector. She regularly delivers corporate and public self-care workshops that are both inspiring and dynamic. She is passionate about helping others make positive changes in their lives. She is a mother of 4, who loves spending time in nature, chasing adventures with her family and staying active.

Mitchell Music and Movement / Ignited Wellness

Designing calm classroom using the Brain-SET Environments formula

PRESENTER ONLINE ZOOMING TO ONLINE ATTENDEES ONLY

Brains develop over time and respond to experiences and interactions. Playful interactions in an environment that supports brain development builds security, confidence, resilience and opens opportunities for learning. Using the Brain-SET Environments Formula© we will gain an understanding of 3 levels of the brain and explore the 3 Design Pillars and 16 Elements of Design. We will use photos to examine how to create spaces that are purposefully curated to build skills using play and exploration as powerful motivators for learning. Participants will come away from this session with knowledge of: -brain development in young children - how environments can support children to experience security, feel confident and promote critical thinking -how to minimise trauma through environment design We will work on a practical 'game plan' together for designing and implementing a brain friendly classroom that is much more than where to put the furniture.

Age Range: Kindy & Prep



Dr Kathryn Murray is passionate about creating opportunities to give children the best possible start in life. She is proud to be the founder of Future Strong Education Consultancy, based in Australia. She is an international environment design expert and the creator of the Brain-SET Environments Formula©. Kathryn is an award-winning early childhood education specialist, highly sought-after public speaker, workshop facilitator, university lecturer and coach. She has written numerous articles on productive environments, teaching practices and effective parenting. Kathryn works globally and uses her 40+ years of experience, research, and intuition to support children, educators, teams, leaders and parents to be all they can be. Her global client list includes early childhood learning centres, schools, parents, child related agencies offering child health and wellbeing and organizations supporting children who have experienced trauma.

Future Strong Education

Embedding collaborative leadership in Early Childhood Education & Care

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Are you in an innovative leadership role in Early Childhood Education and Care? Do you want to network with other leaders to discuss the role and responsibilities of leadership in ECEC? The session is available for any Educators or Teachers who have a collaborative, distributive, positional, or pedagogical leadership role as a Manager, Supervisor, Coordinator, Educational Leader, or aspiring Educational Leader. The session will address leadership in ECEC with a discussion on leadership versus management. We will consider the attributes and qualities of a leader in ECEC. The significance of advocacy and professional ethics will be addressed. A discussion on the challenges of the leadership role and responsibilities will be considered. * Link to the Early Years Learning Framework - Collaborative leadership and teamwork [AGDE, 2022] * Link to the National Quality Framework - Standard 7 - Governance and Leadership [ACECQA, 2018]

Age Range: Birth to Kindy



Joanna Merton is the Founder of Inspire Me Professional Development Company and is a University Advisor at Southern Cross University. Jo has 30 years of experience in the Early Childhood Sector, including 20 years of experience in the Training and Assessment (HR) and Professional Development Sector. Jo has obtained a Master of Education, Bachelor of Education, Associate Diploma of Social Science (Child Studies), Diploma of Positive Psychology and Wellbeing, Certificate in Human Nutrition, Certificate IV in Training and Assessment, and Certificate IV in TESOL. Jo is a registered ECT in both New South Wales and Queensland. Jo's expertise includes facilitating Professional Development opportunities for the Early Childhood Sector and offers a range of topics for currency in the Sector.

Inspire Me Professional Development Company

Exploring the natural world through creative dance

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This workshop will present many practical dance ideas to give participants confidence to include creative dance in the early childhood curriculum. It will give an overview of basic principles of dance, like space, energy and time, and present many practical examples illustrating application of principles. We'll look at structuring a dance session using different stimuli to encourage improvised movements in the children. We'll put on our dancing shoes to experience each of the following stimuli: verbal images, music, props, literature/narrative and movement motifs. Participants will have an opportunity to get creative and practise generating their own ideas.

Age Range: Kindy & Prep



*Linley has taught Creative Dance to children for over 30 years. A secondary teacher, she danced in her spare time at Mangala Studios of Creative Dance. She started volunteering to teach dance in her local kindy. From there she has gone on to teach weekly classes for children aged 4-16, conducts workshops in kindergartens, and schools, gives workshops for teachers and choreographers for community dance projects. She has written a resource book for Early Childhood teachers, called *Bodysong: Exploring Children's Natural World through Creative Dance*. It features more than 20 detailed dance session plans exploring topics like Beach, Animals, Flight and Sticks. Feedback from children at Alex Mooloolaba*

Community kindergarten included: "I liked hatching out of the eggs to be turtles." "I liked pushing the boat and finding treasures" "I liked snorkelling with our masks on" "I liked the squiggly shells" "I had a lot of fun"

Bodysong Creative Dance & Yoga

How to avoid the meltdowns: Recognizing sensory triggers

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This workshop provides in-depth information about invisible disabilities for teachers who now need to integrate a multitude of factors that cause barriers to learning, (such as autism, Sensory Processing Disorder (SPD), Adverse Childhood Experiences (ACES) and C-PTSD, etc.) in their classrooms. By combining background information about how SPD presents in classroom behaviours, practical tools for both students and teachers, and classroom strategies for building inclusive classroom communities, Joanie presents possibilities for more compassionate classrooms and schools. When we can recognize the sensory triggers, we can (sometimes) circumvent the meltdowns. We can also teach our sensory students to be pro-active about their own sensory systems and teach our other students to be supportive allies.

Age Range: Birth to Grade 2



Joanie Calem is an educator, an autism parent, a songwriter, and an inclusion advocate. In both her home and in her classrooms throughout her teaching career, Joanie has had to integrate students with multiple special needs into one cohesive community, and early on learned about the need to maintain sensory friendly classrooms. Joanie leads teacher workshops, parent evenings and community conversations about equity and inclusion, with the aim of raising awareness of invisible disabilities, particularly the overlap between Sensory Processing Disorder, C-PTSD and ACES. Additionally, Joanie works in the field of mental health, leading therapeutic song circles for residents of Permanent Supported Housing buildings and teaches music in inclusive elementary school settings. She is an active participant in many local endeavours to promote awareness of equity and combat ableism in community settings.

Is it ASD, ADHD or NVLD? Raising Awareness of NVLD in Australia

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In the U.S. alone, an estimated 2.5 million adolescents and adults live with NVLD - Nonverbal Learning Disorder, but in Australia, it is hardly recognised. There is currently a submission to have it added to the Diagnostic Statistical Manual re-labelled as Visual-Spatial Developmental Disorder. With strengths in verbal language, but deficits in sensory/motor skills, executive function, understanding social cues and visual-spatial skills, these children are often diagnosed as gifted in the early years, but by mid-primary, are struggling. Many are misdiagnosed as having ASD or ADHD because the conditions share many characteristics. This session is presented by Siobhan, who has lived experience of NVLD, and her mother, an experienced early years and special education teacher. Alongside theory, practical classroom insights will be provided, with a focus on signs that were evident in the early years from birth to 8 years of age.

Age Range: Birth to Grade 2



Siobhan Wilson - With lived experience of complex social and medical trauma, severe Generalised Anxiety Disorder, PTSD, depression and NVLD (which shares characteristics with ASD, ADHD, sensory processing disorder and more), this incredible young woman offers in-depth insights into the hearts, minds and behaviours of young children experiencing a range of challenges. At just 14, Siobhan Wilson is a sought-after public speaker, conference and workshop presenter, author of 3 published children's picture books and philanthropist. She is a Youth Advocate with the QFCC and an entrepreneur, who at 10, founded the social enterprise, Our Pixie Friends, helping children feel good about who they are

and encouraging a culture of kindness and inclusion. Winner of numerous prestigious awards including Business of the Year and Young Entrepreneur of the Year as well as the Green Frog Award from Rotary at Capalaba for 'transforming lives through literacy', Siobhan is truly an inspirational speaker.



Fiona Wilson is a teacher with over 30 years' experience in Queensland classrooms. With extensive experience in the early years and additional post-graduate qualifications in special education and gifted education, she has presented at state and national conferences, with a particular focus on practical strategies teachers can implement to help the children in their care. As a parent of children with both giftedness and special needs, she brings valuable expertise to her new role as Director of Our Pixie Friends Pty Ltd, a social enterprise helping schools develop a culture of kindness by boosting self-esteem, building resilience, encouraging inclusivity, and raising money for medical research to benefit children all over the world.

Our Pixie Friends Pty Ltd

Land Art: Using clay and charcoal to create art

cancelled

Navigating conflict: building effective parent-teacher partnerships

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This session will detail how to resolve parent complaints in a proactive and positive way. Learn which steps need to be taken, in what order, to ensure issues are addressed rather than ignored. The session will include a/n: *Brief overview of the importance of strong parent-teacher relationships. *Acknowledgment of the challenges and discomfort associated with conflict. *Definition of conflict and its role in personal and professional growth. * Emphasis on the potential positive outcomes when conflicts are managed constructively. * Introduction to principles such as active listening, empathy, and assertiveness. * Discussion on the importance of approaching conflicts with a collaborative mindset. * Practical tools for effective communication. * Role-playing scenarios to demonstrate and practice conflict resolution techniques. * Q&A

Age Range: Birth to Grade 2



Kelly McBurnie has held several coordinator and deputy positions across the various sectors and has been published widely. She founded the Leaders Co-Lab through ACELQ along with the Early Childhood Network, providing in-service to early childhood providers. In previous years Kelly has won the National Excellence in Teaching Award (Innovation) and was a finalist in the Brisbane Person of the Year awards. Kelly is a fully qualified coach through Growth Coaching International and recently completed her Masters in Educational Leadership.

Cape Byron Steiner School

Sensory processing and outdoor play

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As humans, we are sensory beings. Did you know that without the right sensory input for YOUR body you cannot operate at your highest potential? It is the same for children, whose needs are as individual as they are. Outdoor play provides a multitude of opportunities for children to receive sensory input and move their bodies in the way that they need to. Have you ever watched a toddler spinning around and around in circles? Or a six-year-old who rolls down the hill again and again? Understanding the role of the senses in children's outdoor play is vital for supporting children to thrive. Participants will learn about the role of sensory integration and how core motor skills developed in the outdoors, provide benefits in other areas as well as simple, affordable ideas that link directly to the way in which children play and develop and connect to the natural environment.

Age Range: Birth to Grade 2



Tash Treveton 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. Tash is the Australian training representative for both Dr Claire Helen Warden (Mindstretchers, UK) and Angela Hanscom (Timbernook, US). Tash spent years studying and gaining experience as an Educator, Educational Leader and Nominated Supervisor of Long Day Care service and OOSH and is passionate about all children having the best opportunities provided, both by the environments they spend time in and by the adults in those environments.

Inspired EC

Slow down: Giving children time and space for their play to thrive

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We know that children learn through play. We know that play is essential to children's well-being. And yet, the lives of many children in our care are so busy, so jam packed with programs, routines, extra-curricular activities, and expectations, that they simply do not have enough time to play. As early childhood educators, we have an opportunity to slow down children's days. In this workshop, we will explore: the concept of slow pedagogy, the impact of flexible and responsive routines on children's play and their sense of well-being, and the importance of long, uninterrupted blocks of time for play.

Participants will: Gain strategies for implementing flexible and progressive mealtimes with children and learn the benefits of doing so, learn about the difference between a rhythm and a routine and reflect on how these impact on children's play, and gain insight into the developmental benefits for children of play becoming more confident to advocate for play in your setting.

Age Range: Birth to Grade 2



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 Childcare Centre (now known as Woodrising Natural Learning Centre) embracing the opportunity to guide the service in the direction of nature-based pedagogy and practice. 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.

Director Inspired EC

Sow, grow, savor: Tiny green thumbs and the sensory magic of edible gardens

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Embark on a journey with me at the upcoming 2024 ECTA conference as we delve into the transformative world of hands-on experiences with children in edible gardens. Planting the seeds of healthy habits today will blossom into lifelong memories and wellness. We will explore the cultivation of a diverse and colourful garden of nutrient-rich produce, stimulating not only a sensory symphony of textures, taste, colour, and smell but also providing a rich tapestry of essential nutrients for children's growing body, brain, mind, and spirit. Encouraging hands-on participation, allows children to feel, smell, and taste the bounty of nature, fostering a lifelong appreciation for healthy, tasty choices. The sensory symphony of growing foods lays the foundation for a lifetime of positive eating habits. Discover how nutrients are absorbed without even eating the food. Together, let's sow the seeds of a healthier and happier future for our children. Plant list provided.

Age Range: Kindy & Prep



Leonie Shanahan is passionate about growing food organically for the most nutritious, delicious, health-giving food and finding joy in it. Leonie is the founder of Edible School Gardens program mostly working in primary school but also childcare, social housing and mental health facilities. She has been in horticulture for 30 years focusing on education to grow food with permaculture and organics. Leonie is the author of 4 books including Eat Your Garden - Organic Gardening book, Lyme disease Sucks, Elevate your energy and, Sleep bliss, she has also produced a DVD – Edible School Gardens. Leonie writes for ABC Organic Gardener Magazine. She loves running workshops and speaking at events empowering people (young and older) to grow their own food, expand their palate of fresh food choices and live a vibrant, healthy life.

Leonie's priority is to grow healthy people especially children, and community - that is where my journey began 30 years ago.

Edible School Gardens

Using loose parts to support the NQF

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This hands-on session will allow educators to understand the role loose parts can have in supporting children to develop a range of skills through play-based learning. Loose parts are a fantastic resource to have in your curriculum to allow for a range of skills to be supported, with little to no cost involved, and supporting sustainability, literacy, numeracy, problem solving and a range of other areas. Through this workshop educators will develop an awareness of how to engage with children during loose parts play to support intentional and responsive teaching to occur. In addition to learning about general loose parts information will be provided on how to use loose parts for child-focused, meaningful exploration of different events.

Age Range: Birth to Kindy



Rachel Rooke has been working in the early childhood sector for over 20 years and started RARE Early Childhood Support Services in 2016 as a way to share her passion and knowledge with educators all around Australia. Rachel has worked with all different service types and understands the importance of contextualising practice within each service to reflect the needs of all stakeholders. Rachel identifies realistic and practical ways to support best practice within the service, while always advocating for the rights of the child through child-centred practices.

RARE Early Childhood Support Services

Using picture books to teach mathematics

PRESENTER ON SITE AND SHARING TO ZOOM ATTENDEES ONLINE

In this session, participants will be engaged in examining picture books and how to use them within a learning experience. There will be an introduction examining why the use of picture books can build a more effective mathematics lesson based on research and how to select a picture book to meet the learning objectives in a lesson.

Participants will examine a range of picture books titles that they could use in their classrooms and learn how to focus students' attention to different parts of text to meet the learning needs in different age groups.

Age Range: Prep to Grade 2



Naomi Helmoood works as a classroom teacher at St Peter's Lutheran College. She is also the Curriculum Leader Assistant for numeracy in the Primary Years for the College. Naomi has been teaching for 16 years and has taught in Singapore, Brisbane, and Sydney. She has a passion for inspiring a love of learning mathematics for all the students in her care and is dedicated to improving student outcomes and engagement through manipulatives and pictures books in mathematics classrooms.

St Peter's Lutheran College

What the heck is wellbeing anyway?

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Educators deserve to have their wellbeing considered a core focus of the system. This not only directly enhances the wellbeing of children and families but is also a fundamental right for every individual in their workplace. But what does wellbeing mean in the context of education? Lucy and Daisy from Abundant Education will lead educators on an experiential journey to discover what wellbeing truly feels like for them. Educators will actively participate in a brief discussion, where their voices will be heard and their experiences acknowledged. They will also be moved by Lucy's journey, a transformation from burnout to wellbeing. Daisy will then guide educators through a process of nervous system balancing that shifts them from stress to organic calm and joy. Educators will explore the five pillars of abundance in education and practical tools designed to support their wellbeing so they can teach with joy and connection. They will leave feeling heard, seen, calm, and inspired.

Age Range: Birth to Grade 2



Daisy Ramsden—International Bestselling Author and Master Wellbeing Coach. Daisy helps women, children, and families to create their lives in limitless health, love and freedom. Over the last 9 years, she has guided hundreds of clients worldwide including supporting children who experience anxiety, behavioural challenges and learning difficulties. Daisy's vision is for the empowered women and fulfilled families she helps create to become the pioneers liberating future generations and changing the world for the better. Daisy is known for her transformational group programs and served as a trusted advisor and therapist for some of the highest-level female executives around Australia. Her unique approach combines psychotherapy, mind-body coaching, Chinese medicine, and advanced healing, creating a synergy that clients often refer to as "Daisy's magic."



Lucy Murrell—With over 15 years on-the-ground experience as a teacher, childcare director and pedagogy advisor, Lucy has seen the education system from multiple perspectives. Her passion for children and educators has taken her around the world, bringing her expertise to Brisbane, Sydney, and London. Advocating for children's rights has been the heart of her practice, study, and research, as evidenced by being a finalist in the 2022 HESTA Early Childhood Education awards. Her own experience with burnout has fuelled her passion to support educator well-being. There is a long-held belief we carry as educators that we must sacrifice our time and wellbeing to ensure the best outcomes for the next generation. Through the transformative journey of my own healing, I've discovered a new way of living and teaching—one where educators can take care of our own needs first so we can give a deeper, richer level of care for the children we work alongside.

Abundant Education
