



ECTA Annual Conference

28 June 2014 Sheldon Event Centre (In Grounds of Sheldon College)
Registrations online from 1 April and by personal invitation to members on 12 March 2014
Conference Fee Structure at end of document

Keynote (Everyone attends – no booking required)

Title: *We all want 'more play' in our setting - so what's putting us off?*

Presenter: *Marc Armitage Target: 0-8 years*

The Keynote Presentation looks at the most common barriers that settings face when trying to provide 'more playing' as part of their day, and explores a number of possible solutions. Marc will explore what it is our children truly want in a play environment and how we can overcome the barriers we perceive as stopping us from doing just that. He will show participants how to overcome what they believe are the barriers ... the things that are currently getting in their way. This is an inspiring presentation which empowers the participants to achieve with confidence what we know is the best environment in which our children can spend their time. It shows them how they can go away following the presentation and begin to achieve such an environment now!

Session 3 Presentations (Choose one session during online registration – give your admin 3 preferences)

Title: *Art in early childhood: using a project approach Session 3*

Presenter: *Kathleen Reilly Target: 3-6 years QCT Standards 1,2,3,4*

Creating an artwork is a process. It grows from a simple concept, theme or idea and, with exploration, develops into its finished potential. But, in a world that demands a compulsion for immediacy and replaceability, how do we encourage children to slow down and take a creative journey when making art? During this session, you will focus on process and building or constructing an artwork in stages over a period of time. This allows children the opportunity to open up, ask questions and be aware as they embark on their creative endeavours, step by step. It evokes curiosity, conversation and a sense of wonder and achievement as they reflect, not only on their finished masterpiece, but also on the processes implemented to build their artwork along the way. In this workshop, you will look at visual examples and discuss the processes and resources you can use when facilitating an art project with children in Early Childhood.

Title: *Conducting challenging conversations Session 3*

Presenter: *Sylvia Bowles Target: 0-8 years QCT Standards: 1,2,3,4,5,6,7*

On a regular basis in the areas, in which we work, we find ourselves trying to talk our way through challenging communication situations. These situations are normal and natural, occur in all walks of life and, when two or more people disagree with one another, can lead to conflict.

Today's session will explore a variety of ways to communicate in situations which challenge us all. These situations could include dealing with staff issues, working towards understanding between educators and parents and having discussions with those who may challenge your early childhood programme. Communication is about understanding our own needs in certain situations. It is also about understanding what might be motivating the people with whom we are communicating.

By the end of the session you will have a toolkit of strategies which should help you to communicate and negotiate your way through your next challenging conversation.

Title: *Discover the music within – how and where do I begin? Session 3*

Presenter: *Kath Lloyd Target: 3-5 years QCT Standards: 1,2,3,4,5,6,7*

A hands-on workshop for beginner teachers who are keen to implement music within and throughout their program, not just at set aside music/mat time. Discover through active participation how music is not just a means of playful communication. It is also a helpful tool in the classroom e.g. redirecting focus, connecting with individuals and within the group, cultivating a caring environment, supporting other areas of your teaching e.g. numeracy, literacy and classroom/seasonal themes. Learn some great repertoire which you can 'pull out' at any time i.e. songs, rhymes, fine motor and gross motor accompanied musical games, dramatic play and hand percussion, so you won't be so reliant on the use of pre-recorded music. Enrich your program, the day-to-day experience of those children who have been placed in your care, and your own enjoyment of this vital role that you play in their lives.



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Title: How do leaves eat? The next step: embedding science in early childhood Session 3 & 6

Presenter: Tui Benson Target: 3-5 years QCT Standards: 2,3

This workshop will explore and provoke new thinking about ways to arouse curiosity in children through exploration and wonderment. Science in early childhood is often about what educators already do, and we only need to be able to identify what this is, and get excited about it. It could be cooking, making a garden, using a digital microscope, mixing paint, using clay, provoking thinking, or asking questions. 'Is it living or non-living?' 'What makes it change?' 'Where does it live?' and my favourite question recently, 'How do leaves eat?' Celebrate the language of science, have fun and laugh a lot.

- Begin with what you know.
- What is the educator's role and expectation?
- What do educators consider the most important?
- Why even consider science?

Together we will take a step from finding and identifying a 'spider' to reproducing it across curriculum areas while meeting all outcomes from EYLF.

This workshop will encourage educators to step out of 'doing science' and become immersed in 'science' with humour, fun and practical applications.

Title: How might we make it better? Using feedback in the early years to improve student learning Session 3

Presenter: Victoria Kerlin Target: 3-8 years QCT Standards: 1,2,3,5,7

From box construction to building with blocks, sandpit castles and beautiful collages. We all know young children love making and creating! But how can we extend this learning? How might we make it better? This workshop will explore feedback in the early years classroom as a tool to extend children's learning. Feedback is no longer viewed as a tick on a paper or a 'great job' remark. It is specific and guides the student to improvement. Research tells us that effective feedback has a big impact on student achievement. This hands-on workshop will provide practical examples and strategies to assist with implementing and documenting feedback in the classroom.

Just think... if creative learning can be extended through feedback, what positive effect could feedback have on more structured learning like writing and number work?

Title: I remember it well Session 3 (Masterclass)

Presenter: Iain Hodge Target: Prep-3 QCT Standards: 1,2,3,5

Our working memory is where conscious thought occurs and tasks are performed. This Masterclass explores in a very practical sense how children learn new things and how they remember what they have learnt. How we can maximise the retention, and streamline the retrieval of concepts will be the focus of the session. Some implications for literacy and numeracy will be discussed during the session.

Title: Integrating digital literacy in the early childhood classroom Session 3

Presenter: Adele Amorsen Target: Prep-3 QCT Standards:3,6

In this workshop we will review expectations of current relevant early childhood curriculum documents for the inclusion of digital texts and ICT's in early childhood classrooms (ACARA and the Australian Curriculum). We will look at the skills, strategies and knowledge (traditional and 'new') required for effective use of digital texts and consider ways in which teachers can incorporate digital texts into the daily program for maximum literacy benefit. We will also explore a range of digital applications (web based and apps) to support English programs in the early years.

The practical part of the workshop will require participants to bring along a digital device (laptop, ipad) with some prior preparation. i.e. Specific Apps (TBC) or PowerPoint installed along with a sequence of images stored on device. Requirements will be confirmed before the event. Participants should have basic computer and internet skills and the ability to upload photos. Please click the following link to download full session ICT requirements. http://www.ecta.org.au/dbase_upl/Digital_literacies_workshop_preparation.pdf

Title: Keeping kids cool, calm and connected in Prep 2014 Session 3

Presenter: Anne Pearson Target: Prep QCT Standards: 3,4,6,7

With frequent newspaper articles on behaviour issues in Prep (even to the extreme stage of suspension), we need to consider what has changed in Early Years classrooms. It seems there has been an increase in expectations on children to complete 'academic' tasks without being provided with opportunities for following personal interests, reflection, social time and movement. Moreover, teachers are being pushed to meet targets and unrealistic visions of what an early years learning environment 'should' look like.

What has happened? How can we bring back a focus on the child and prepare children for a successful, positive school career?

During this workshop, we will look at current research and how this can be reflected in classroom practice, By the end of the session, you should have learned about ideas that support calm and positive Prep classrooms while meeting the needs of the Australian Curriculum.



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Title: Linking fine and gross motor with the early years/Prep curriculum Session 3 & 6

Presenters: Julie Wright and Natasha Rogers Target: 3-6 years QCT Standards: 1,2,3

Despite the many benefits of being active, research has shown that many young children are failing to meet the recommendations for physical activity. Sedentary behaviours and the use of small screen recreation have been increasing in recent years. Delays in fine and gross motor skills are evident within many classrooms. How can this be addressed in your program?

This workshop will help you understand what fine and gross motor skills are and assist you to identify skill levels. Students can be helped to develop these important foundation skills as part of your daily program.

The focus will be through (1) Obstacle courses and (2) Table rotations. Not only can fine and gross motor skills be developed through such activities but literacy and numeracy can be incorporated into these motivating tasks.

This is a visual, hands-on workshop.

Title: Looking through the third eye: Indian people and their culture Session 3

Presenter: Roushini Devi Target: 0-8 years QCT Standards: 1,2,3,4,5,6,7

The participants will gain valuable knowledge about Indian people, their culture, traditions, religions and social programming. This session also provides participants with the skills and knowledge to become mindful about global inter-generational and cultural identity loss. The first-hand experience and insight into the vast culture, gives the participants realistic and valuable information. This will enhance participants' knowledge; heighten confidence to communicate with families; and provide optimum programming and care for the children.

Title: More than just a vegie patch: embedding sustainability for NQS Session 3

Presenters: Charlotte Bowley and Jenny Clarke Target: 0-5 years

ACECQA states that only 55% of services are meeting or are above Quality area 3 in the NQS. Services are clearly struggling with how to embed sustainability in their service. In this fun and interactive workshop More than just a vegie patch, we will explore many facets of sustainability so that you can confidently approach your Assessment and Rating. In this session you will investigate the following:

- What is sustainability?
- Why the current interest in sustainability?
- What can it look like in a service – the big picture
- How to conduct a sustainability audit
- NQS requirements
- What does the EYLF have to say?
- How does sustainability fit into other legislation?
- Barriers and solutions
- The concept of leadership and championing the cause
- How to 'self' Quality Area 3 to Assessors

Prepare to have fun and to get some dirt under your finger nails as you participate in a practical experience around environmental sustainability.

Title: Pretend play and children with autism Session 3 (Masterclass)

Presenter: Professor Karen Stagnitti Target: 0-8 years

Children with autism have difficulty understanding social situations and understanding the play of others. This presentation focuses on children with autism at school, so higher functioning children with autism. These children often have many skills but can also show characteristics such as rigidity, literalness, and lack of understanding of social situations with peers. Children with autism also have delays in their pretend play. This presentation goes through the skills children need to pretend in play and how to engage children with autism in play in order to build their play ability. As a result of building play skills, children with autism also show increases in language, narrative language and social interaction.

Title: Self-regulation: the what, the why and the how – understandings and strategies Session 3

Presenter: Desley Jones Target: 0-5 years QCT Standards: 1,4,6,7,8,10

Self-regulation is an essential component of social and emotional development (Infants and Early Childhood Social and Emotional Wellbeing Conference 2013), and plays a significant role in children's mental health. Supporting a young child's mental health has ramifications for his or her later living and learning.

How do we understand self-regulation? Why is it important to children's social and emotional wellbeing and subsequent mental health? How can self-regulation be enhanced in early childhood settings?

This workshop will encourage participants to reflect on their understanding of self-regulation, and to share, and build upon, their practical strategies.

Links will also be made with both the Early Years Learning Framework (EYLF) and the National Quality Framework.



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Title: Sensory savvy classrooms Session 3

Presenter: Danielle Bull Target: 0-8 years QCT Standards: 1,2,3,4

Sensory processing helps us to understand and function in the world around us and to react and interact appropriately. It is the foundation for all development. Our senses receive information from both outside and inside our body and provide us with the information we need to cope with the demands of our environments. To be able to learn, children need to be at the right level of alertness or arousal. Sensory dysfunction interferes with a child's ability to attend, participate and learn in their various environments (i.e. home and school) and will have a major impact on their social and academic development. Course Objectives:

The workshop aims to provide participants with an overview with regard to:

- An understanding of sensory processing
- Knowledge of how sensory processing affects social and academic performance
- Identifying sensory processing dysfunction in their students
- Practical strategies that can be used in classroom and child care environments

Whilst there has always been a strong association between Autism Spectrum Disorder (ASD) and Sensory Processing Dysfunction (SPD), we are now finding that many children are now presenting with SPD who are not on the spectrum.

Therefore, this workshop is beneficial for teachers, aides, learning support staff, and childcare staff.

Title: The role of the adult in children's play: the play cycle Session 3 (Masterclass)

Presenter: Marc Armitage Target 0-8 years

Aimed at all levels of staff working in ECE in both the school and non-school sector, this session explores the role of the adult in children's play and tackles the tricky question of when and how to intervene when children are playing. It also looks at the cycle of the playing child from an initial invitation, or 'play-cue', from the child to the 'play return' from the fellow playmate or the adult.

Session 6 Presentations (Choose one session during online registration – give your admin 3 preferences)

Title: Art in early childhood: using a project approach Session 6

Presenter: Kathleen Reilly Target: 3-6 years QCT Standards 1,2,3,4

Creating an artwork is a process. It grows from a simple concept, theme or idea and, with exploration, develops into its finished potential. But, in a world that demands a compulsion for immediacy and replaceability, how do we encourage children to slow down and take a creative journey when making art? During this session, you will focus on process and building or constructing an artwork in stages over a period of time. This allows children the opportunity to open up, ask questions and be aware as they embark on their creative endeavours, step by step. It evokes curiosity, conversation and a sense of wonder and achievement as they reflect, not only on their finished masterpiece, but also on the processes implemented to build their artwork along the way. In this workshop, you will look at visual examples and discuss the processes and resources you can use when facilitating an art project with children in Early Childhood.

Title: 'Art music' the littlies love! Using recorded music appropriately and creatively. Session 6

Presenter: Kath Lloyd Target: 3-5 years QCT Standards: 1,2,3,4,5,6,7

An active workshop where you will experience how to use recorded music beyond random running about with scarves, sleep-time or background white-noise. I will share with you a selection of my favourite recorded, mostly classical, music and show you how I use it to actively engage children aged 0-5 years in 'art music' activities, for example: exploring the contrast of dynamics (soft vs loud) and tempo (slow vs fast); expressing mood, emotions, dramatic play and imagination; demonstrating the 'shape' of the music and differentiating an individual melodic 'thread' within a tapestry/wall of sound; recognising the melody of a well-known song; experiencing the difference between beat and rhythm; following directions to gain an understanding of form and patterning; learning how to stop and knowing when to start i.e. cultivating the children's listening skills, self-discipline and self-regulation. Be prepared to move and to have a lot of laughs!

Title: Collaborative partnerships: teacher and assistant Session 6

Presenters: Rachael Oliver-Chapman and Tapisii Holden Target: 3-5 years QCT Standards 3,6,7

This workshop discusses the importance of collaborative partnerships between a teacher and assistant. Teamwork is paramount within the National Quality Framework guidelines – for optimal performance and fostering a supportive culture in early childhood learning communities. Children flourish best when the adults caring for them are on board together navigating the ship! This is because the relationship is built on mutual trust in the others' ability, which requires both flexibility and the valuing of each other's skills. This blending of roles can add richness to early childhood services, by utilising the strengths of each team member.

Having an assistant on board able to pick up the lead at times, both supports and allows the teacher to fulfill their role best. By the same token, having the teacher help with chores that occur throughout the day supports the assistant in their role. Sometimes, in a collaborative environment, it may be difficult to differentiate who is teaching or assisting.

Building a culture of collaboration and sharing of roles within early learning services is worth it. Seeing each other with mutual respect and fostering a truly broad sense of shared care comes across both to the children and families that utilise the service - and creates both a warm and pleasant working and learning environment.



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Title: From garden to grub: how to implement an effective gardening and cooking program Session 6

Presenter: Nicky Leonti Target: 0-8 years QCT Standards: 2,3,4

This session is all about making use of your vegetable and herb garden. You will learn how to develop an engaging structure within your program to get children involved in the maintenance and harvesting of their vegetable garden. You will learn how to truly utilise the harvest into an exciting cooking program, teach children about different cooking techniques and encourage them to make fresh food choices.

Teaching children what nourishes their body is a most important topic as they are fed many conflicting messages through media. Teaching them about how fresh food grows, how it is prepared and the special ritual of sharing a meal with a group should be a main element of any early years program. You will walk away with an actionable list of how to bring this into your classroom and how to get families and the community involved.

Title: How do leaves eat? The next step: embedding science in early childhood Session 3 & 6

Presenter: Tui Benson Target: 3-5 years

This workshop will explore and provoke new thinking about ways to arouse curiosity in children through exploration and wonderment. Science in early childhood is often about what educators already do, and we only need to be able to identify what this is, and get excited about it. It could be cooking, making a garden, using a digital microscope, mixing paint, using clay, provoking thinking, or asking questions. 'Is it living or non-living?' 'What makes it change?' 'Where does it live?' and my favourite question recently, 'How do leaves eat?' Celebrate the language of science, have fun and laugh a lot.

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Title: Investigating places: Australian Curriculum: Geography in Prep – Year 2 Session 6

Presenters: Caroline Hollis and Debra Ybarlucea Target: Prep-2 QCT Standards: 1,2,3,5,6,7

In Prep to Year Two in the Australian Curriculum: Geography, children explore the geography of their lives and their own places. While the local place should be the initial focus for learning, children are also aware of and interested in more distant places and begin to develop a mental map of the world. Children are introduced to the concept of interconnections when learning how they are connected to places throughout the world.

Children's spatial thinking starts by learning about direction and distance. They become aware of why the environment needs to be cared for and consider how they can contribute to this, laying the foundation for active citizenship. Children learn to comprehend and compose graphical and visual texts through working with maps, tables and photographs.

This workshop will provide teachers with strategies for implementation of the Australian Curriculum: Geography in Prep – Year 2 classroom.

Participants will have the opportunity to:

- develop knowledge and understanding of the Australian Curriculum: Geography in the context of the early years classroom
- explore the QSA curriculum and assessment resources for the Prep – Year 2 classroom co-developed with teachers to support implementation of the Australian Curriculum
- review practical classroom strategies and resources for developing geographical skills to focus on geographical concepts

Title: Konfident kids in the classroom Session 6

Presenters: Elaine Bull and Siobhan Gordon Target: 0-8 years QCT Standard: 1

We see a lot of different behaviours in a single classroom. Acting out, poor attention, hiding away, the dreaded meltdowns! But how can you tell if behaviours you're seeing are actually showing you 'I'm just not coping?' Children learn best when they are confident, calm and feel able to meet the demands of being in the classroom setting. This presentation will help you identify factors that place some children at risk of difficulty coping. You will come away with practical ways to build the capacity of all children in your classroom to cope into the future. Strategies to help set up a calm environment, support friendships, incorporate emotional language and behaviour management, utilise meaningful activities and incorporate relaxation will be covered. Attention will also be given to children with additional/special needs.



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Title: Less is more when using ICT with kindergarten-aged children Session 6

Presenter: Robyn Mercer Target: 3.5-4.5 years QCT Standards: 2,3,4,6,7

Making curriculum choices when using Information and Communication Technology (ICT) with 3.5 – 4.5 year olds is sound pedagogical practice. This workshop will focus on early learning environments and explore the considerations for choosing hardware and software to support, extend and enrich young learners.

Sound professional judgment, awareness and understanding of the principles and practices of Early Years Learning Framework inform the curriculum decisions around strategies to support educators to implement and embed ICT into a program. The number of apps and software available for young children is varied and overwhelming. Robyn's experience as a C&K Early Childhood Advisor has required her to consider What, Why, and How ICT is being used effectively with young children. Less can be more as children engage, revisit and collaborate with their peers, teachers and educators and more deeply explore the opportunities for learning with a few apps or programs.

As educators frequently ask for recommendations, some of the more frequently used software applications for iPads and Interactive LED screens in C&K Kindergarten programs will be shared.

Title: Linking fine and gross motor with the early years/Prep curriculum Session 3 & 6

Presenters: Julie Wright and Natasha Rogers Target: 3-6 years QCT Standards: 1,2,3

Despite the many benefits of being active, research has shown that many young children are failing to meet the recommendations for physical activity. Sedentary behaviours and the use of small screen recreation have been increasing in recent years. Delays in fine and gross motor skills are evident within many classrooms. How can this be addressed in your program?

This workshop will help you understand what fine and gross motor skills are and assist you to identify skill levels. Students can be helped to develop these important foundation skills as part of your daily program.

The focus will be through (1) Obstacle courses and (2) Table rotations. Not only can fine and gross motor skills be developed through such activities but literacy and numeracy can be incorporated into these motivating tasks.

This is a visual, hands-on workshop.

Title: Math Extravanzas for the early years Session 6

Presenter: Heidi Clausen Target: Prep-3 QCT Standards: 1,2,3,7

Maths Extravanzas are a great way to get students enthusiastic about mathematics. Mathematics activities are designed in collaboration with class teacher and student feedback as well as school-based data and Year 3 NAPLAN results. Every class from Prep to Grade 3 participates in maths activities that are real world, hands-on and modifiable to the abilities of the students. Each staff member is assigned an activity to 'lead' while the students move from one activity to another at their own pace. The positive engagement and enthusiasm of student participation; time for teachers to reflect on students' ability in a different learning context and highlighted areas of mathematical strength and weakness are frequent reflection statements. This session will showcase a variety of Maths Extravanza activities for participants to experience as well as sharing planning and paperwork so bring along a memory stick.

Title: Pretend play and literacy Session 6 (Masterclass)

Presenter: Professor Karen Stagnitti Target: 0-8 years

This presentation goes over the evidence for the links between pretend play, language, narrative and literacy. This presentation also goes through the development of pretend play and links this development to narrative language and literacy. Practical activities are also suggested to give teachers ideas of how to combine play with literacy in the classroom.

Title: Teaching maths in Kindergarten: one way or many ways Session 6

Presenters: Desley Jones and Sue Southey Target: 3-5 years QCT Standards: 1,2,3,4,5,6

How do we build children's mathematical understandings? Is there one way, or many ways? This workshop will investigate mathematical understandings for young children and present two different kindergarten programs in which maths are a fundamental aspect of children's experiences. This workshop will help you to examine teaching mathematical thinking from two perspectives: capitalising on children's play experiences and teaching mathematical concepts with intent. Come and share the strategies, characteristics and strengths of two teaching styles to gain a range of ideas and strategies for teaching early childhood maths.

Title: The big 3: the secret trio to management success Session 6 (Masterclass)

Presenter: Sally Foley-Lewis Target: 0-8 years

As a leader, a centre director, you are often faced with a spectrum of annoyances and frustrations. Although you can celebrate the successes and milestones, you know the frustrations and annoyances can seem (more often than not) impenetrable. When it comes to managing people, there are three big challenges you will need to deal with at some time. If:

- you struggle with your team getting their work done, the way you expected it to
 - you are in first and out last and you take work home (you've almost forgotten what your family look like)
 - you are dealing with negative or selfish attitudes, subtle aggressions or sabotage, or you can't seem to get staff performance to improve
- then you must attend The Big 3 Masterclass. Sally will show you how you can smoothly and easily rise above these frustrations and productively and effectively manage your people.



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Title: The power of storytelling Session 6

Presenter: Jenny Christensen Target: 0-8 years QCT Standards: 1,2,3,6,7

Engagement in real life activities such as cooking, gardening and craft, intertwined with stories, song and dance, give children's active minds and bodies hands-on experience of success and accomplishment. A natural environment can inspire children to be creative, social and self-managing people. Daily storytelling is a key factor here and should have a place in every early childhood program.

This workshop will outline the underpinning theory that supports this approach; demonstrate how to bring childhood favourite stories alive and give hints and tips for props, embellishments and routines to enhance this special time.

Title: Write ready Session 6

Presenter: Danielle Bull Target: 4-7 years QCT Standards 1,2,3,4

Every teacher has known a child who struggles with handwriting. Handwriting is one of the fundamental means of communication for school aged children. Children who find handwriting difficult cannot always finish their work on time and may try to write as few words as possible. Some children end up focusing on the mechanical aspects of handwriting and then cannot attend to the cognitive content. Inadequate handwriting can impair academic performance.

This workshop will focus on some of the foundation skills required for the complex task of handwriting.

Common problems in pre-prep and school-aged children will also be discussed along with practical solutions to use in the classroom. This workshop is a must for anyone who wants to make handwriting easier for their students.

Course Objectives:

The workshop will provide an overview with regard to:

- Identification of students with handwriting difficulties
- assisting students to develop functional handwriting
- specific intervention strategies to assist students throughout their schooling
- specific intervention strategies to implement a handwriting program.

The workshop aims to be practical in nature, providing participants with strategies that encompass the whole class, small groups and/or individuals.

Title: Yoga for kids. Healthy body, healthy minds Session 6

Presenter: Tracey Lenarduzzi Target: 0-8 years QCT Standards: 6,7,8

The benefits of yoga have been known for centuries, but have never been more relevant than in the hectic pace of modern society. Through introducing yoga to children from a young age, children can begin to experience the benefits of stronger, healthier bodies and minds. Through teaching breath awareness and physical postures, children can learn ways to calm themselves and regulate their emotions whilst also building a strong foundation to carry them through life. This workshop will provide participants with fun, practical ways to introduce yoga to the children in their care. Participants will learn different physical postures that are simple and appropriate for children, in addition to specific sequences designed to energise or calm. Participants will also learn how to develop breath awareness in children, using games and activities. Practical suggestions will be provided to enable the inclusion of yoga into daily activities through movement breaks, stories, meditation, games and music. Throughout the workshop, there will also be guidance for those who work with children with special needs. This will be a very practical workshop, designed to leave participants feeling energised and enthusiastic about sharing yoga with children of all ages.

Lunchtime presentation (Choose one session during online registration – give your admin 3 preferences)

Title: Networking and Shopping

You do not have to attend the lunch time sessions. They are given as an option to networking and shopping at trade exhibition sites.

Title: AEDI: a snapshot of early childhood development

Presenters: Dr Mary Lincoln and Ms Lynden Lauer (Office for Early Childhood Education and Care, Department of Education, Training and Employment) Target: 4-8 years

Australian Early Development Index (AEDI) data is collected nationally every three years and provides a snapshot of how children are developing by the time they reach school. By providing a common ground on which people can work together, the AEDI results can help build and strengthen communities to give children the best start in life.

In this presentation, Mary Lincoln and Lynden Lauer will deliver a presentation about the AEDI and how to access and understand the data. The presentation will also showcase a range of strategies that schools and communities have implemented across Queensland to respond to their AEDI data.



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Title: An Australian approach to designing Reggio Emilia inspired early learning spaces

Presenter: Rachel Towill Target: 0-5 years QCT Standards: 1,9

In this workshop, architect, Rachel Towill, will discuss the process involved in creating a Reggio-inspired, sustainable kindergarten at St Paul's to a budget set by the State Government. Discussions will revolve around:

- workshopping with both staff and children at the school to understand what they wanted in a kindergarten
- understanding core Reggio principles
- applying all of this information to design a kindergarten suitable for the Queensland climate, using as many local, recycled and recyclable materials as possible
- the process of working with builders to get the kindergarten built.

Other items to be discussed will include:

- how architecture can give teachers the ability to easily change the learning environment for children
- the importance of natural light and ventilation in educational spaces
- visual and physical connection to the outdoors
- designing environments using sustainable materials which are both highly tactile and safe for children.

By attending this workshop, participants will gain a greater understanding into the collaborative process involved between architects and teachers as they worked together from concept through to completion. They can then apply this knowledge if they need to work with an architect on a project in the future.

Title: Bollywood bling: fun team building

Presenter: Roushini Devi Target: 0-8 years QCT Standards 1,2,3,4,5,6,7

This fun session will promote participants' creative skills and gets everyone working as a team. They will work in pairs and use variety of colourful beads and elastic to create hand and foot jewellery. Participants will take home what they have created.

Title: Put on your oxygen masks

Presenter: Jane Taylor Target: 0-8 years QCT Standards: 4,6,7

Early childhood services and professionals have a critical role to play in promoting children's social and emotional health and wellbeing. Therefore, it is crucial that early childhood professionals have the ability to maintain their own emotional health and wellbeing as this is the fuel for their fire and passion.

However, professionals in the early childhood field often feel hurried and stressed, and that they don't have time to slow down and care for themselves. In this workshop participants will learn how to take care of themselves and increase their emotional wellbeing, so that they can better foster children's emotional health and wellbeing within their early childhood settings.

During this interactive session the following topics will be addressed:

- recognising your strengths
- mindfulness
- five ways to increase wellbeing
- building resilience.

Participants will walk away with a range of practical tools and strategies that will assist them to take care of themselves and maintain their emotional wellbeing as well as foster the emotional health and wellbeing of the children they care for on a daily basis.

Title: Sustainability and the environment

Presenters: Anne Marlay, Joanne Sorensen & Margaret Sear Target 0-5 years

Three experienced teachers from various settings will give ideas about how they have set up their educational environments to be more sustainable. There will be time allocated for questions.

Registration Fees

Individual ECTA Members: \$195

Organisational ECTA Members first two staff: \$196

Organisational ECTA Members remaining staff: \$280

Concessional ECTA Members: \$110

Student ECTA Members: \$105

Non-Members \$315