

Aboriginal Early Childhood Education Conference

"BOORI PATHWAYS"

20-22 April 2010



WORKSHOP SELECTIONS

v This form can also be found on our website: www.atsiecsag.org.au

Please complete the form on the last page as follows:

- 1) Participants must be registered before they can make their workshop selections. Participants are to number their workshop preferences beside each workshop name.
- 2) Participants are to complete their workshop preferences for each day in each session.
- 3) Please number all boxes.
- 4) Only one person per form, please make copies if you have more than one person attending the conference.
- 5) Please return to this form AT-SIECSAG Secretariat no later than **Thursday 1st April 2010**.

We will do our best to ensure that participants are enrolled in their chosen workshops, however this cannot be guaranteed as the workshop enrolments are on a "first-in, best-dressed" basis. The sooner we receive your selections, the better your chances of being enrolled in your preferred workshops.

Please note:

- Workshops are limited to 30 people per workshop.
- No more than two people per service are to enroll in any workshop.
- If all the boxes are not numbered to your preference, you will be placed into workshops where space is available.

Thank you!

Every effort will be made to ensure that the conference program will run as advertised, however AT-SIECSAG reserves the right to alter the Workshop program and/or presenters without further notice.

HELPING CHILDREN WHO HAVE SPEECH AND LANGUAGE DIFFICULTIES

Gwendalyn Webb

Gwendalyn Webb, speech pathologist, will discuss some common difficulties that children may have in speaking and listening. Some intervention strategies will be described and examples given. Following this, the workshop participants will have an opportunity to discuss how they might best help some children with difficulties communicating in the early childhood setting.

The Best Start Assessment and Preschool Settings The NSW Department of Education

Cheree Dean

This assessment has many possible impacts (positive and negative) on the preschool setting, involving the children, parents and staff. This workshop will begin to examine some of these impacts along with viable strategies to address them. It will also discuss how the preschool setting can contribute to the Best Start Assessment and transitions into kindergarten.

Belonging, Being and Becoming

Cheree Dean

A strategy to enhance local Aboriginal community perspectives Belonging, Being and Becoming: The Early Years Learning Framework for Australia is now being utilised across Australia in early childhood settings. This workshop will look at this new national framework and how it acknowledges the Aboriginal child. It will then discuss how the framework can enhance local Aboriginal perspectives and community partnerships.

Early Words

Kaye Crook

After looking at some background research information about the importance of Early Literacy learning in the first five years, this workshop will explore the "Five top tips for the first Five Years" that were developed in the Early Words programme.

Participants will be given and share ideas and activities for each of the Top Tips which both professionals and parents can easily use to support children's early literacy development.

Jolly Phonics

Janet Jensen & Roslyn "Lotti" Moseley
Dalaigur Preschool

An easy sound and language program to assist children in their speech and literacy, which any staff member can teach to the children. We will discuss the skills children need to develop a better understanding of language, and explore simple games, design to assist children in the process of language.

Key Learning Areas (Child Activity Centres)

Janet Jensen & Roslyn "Lotti" Moseley
Dalaigur Preschool

We expand on the child's knowledge and interests by setting up and linking the key learning areas to engage and broaden the child's senses, intellect and curiosity.

Kinship Game

Laurel Williams

This activity is an interactive session which gives the participants a simulated experience of the diversity of Aboriginal traditional kinship games, using a modified version of the "Walpiri" kinship system. The activity provides an example of what happened to many Aboriginal communities throughout Australia, when policies of removal were implemented. Participants will observe how parents and children were affected by family and cultural destruction.

Relaxation and Quiet Times for Children

Patrice Thomas

For participants to recognise the causes of stress in young children and their reactions to stressful situations. A range of simple and enjoyable techniques that are easily integrated into the early childhood curriculum will be explored (Breathing, exercise, visualisation, creative expression). Participants will discuss how to start a relaxation programme in the centre/school and learn important teacher qualities and environmental considerations for successful implementation of these techniques. To share ideas for capturing 'moments for quiet and stillness' during the day.

Storytelling

Maureen Silleri
Perth City Council

A practical storytelling workshop giving participants ideas for telling a story with an Aboriginal Perspective.

Story – sharing information through talking and listening.

Lee Townsend

The aim of the workshop is to assist in the celebration of culture, through the use of oral communication skills developed with the introduction of the innovative communication tool *Let's have a Yarn with Yarn*. We will look at the value of taking and listening to each other in today fast moving world and how important our inter connection is to one another.

Australian Aboriginal culture has a base of oral communication. Today, many Aboriginal people still feel very comfortable with this communication process, as does the wider community. This program has an Aboriginal cultural base, but is cross cultural in its use. The skills used and learnt within the Yarns are transferable and universal.

Yarn 2 . Spun Tread – Wool

Lee Townsend

The Yarn is a communication tool to assist people in sharing their voice, knowledge and experiences. Then, just as in traditional ways, the knowledge will become a part of each person's individual information bank, which in turn gives individuals alternative solutions, options, choices and power in their everyday lives.

Parent and Community Engagement

Lea Sutherland and Amanda Tighe
Little Yuin Preschool

During our presentation Amanda and I will take you through the Little Yuin journey, from the closure of the preschool in 2006 to winning the Premiers award in 2009. Our presentation begins with a digital slide show that showcases why Little Yuin Preschool and Family Centre is fast becoming the hub of the Wallaga Lake community. We will share successful strategies with participants and show how increased community involvement is leading to better educational outcomes for our children.

KIS—Keeping it Simple 1

Catherine Chen

ATSIECSAG

In the first workshop Catherine will cover the fundamentals of proper filling of records that is keeping it simple, Catherine will also use this session for bookkeepers to network and exchange ideas on other software like CIDS and Starcare.

KIS—Keeping it Simple

Catherine Chen

ATSIECSAG

In the second workshop Catherine will cover the budgeting and how to maintain a live budget so you can use the budget for decisions making.

Laura Stone

Kids and Traffic

Road Safety Programming in Emergent

How can we plan and document road safety leaning an emergent curriculum? Discover how to program practical and fun road safety learning experiences using everyday opportunities.

Becca Meldrum

Wikispace for preschools (and how to use photo story

In my presentation, I will demonstrate how the visual page editor is as easy to use as a work processor. It lets you format your text, insert images and files, add widgets and link to other pages using a simple toolbar.

Tools and Strategies to help preschool children develop higher order thinking skills

I will use Blooms Revised Taxonomy and the Department of Education's Quality learning Model as a basis to help preschool children develop higher order thinking skills

Small play spaces Workshop 1

Annette Sax & Priscilla Reid-Loynes

Recycled textured and patterns materials, a collection of gumnuts, a small felt doll, small wooden animals, open ended resources are you inspired and enticed to join us in our workshop?

Be creative, imaginative, resourceful, go exploring, be a storyteller, be inspired are these the words that represent the foundations of your practice?

Shells, silky fabric, a rock, glass beads, a shiny button, an embroidered doily how can these treasures inspire children in their imaginative play?

Join us in this hand on workshop to discover how to create small play spaces for children.

We ask participants to bring a treasure from their centre to use in the workshop.

Create a piece of art to use in a small play experience and return to your program inspired!

Spin a Yarn—Workshop 2

Annette Sax & Priscilla Reid-Loynes

Spin a Yarn was developed to share culture and to continue to connect Indigenous children to culture. It maintains the tradition of storytelling and was influenced by my life experiences of hearing my family share stories.

Spin a Yarn tiles are illustrated by the art works of contemporary Koori artist Annette Sax also the managing director of Yarn Strong Sista. Annette's support was key in the development of this project.

Spin a Yarn has been used in early childhood settings, primary schools – educating across the class room, specialist children services, speech therapy and adult education.

Join us to Spin a Yarn and be inspired to bring out the storyteller in you!

**Emma Beckett and Ruth Davis
Awabakal Preschool**

This presentation will look at a collaborative and innovative project aimed at providing prevention and early intervention for children within the local Aboriginal community. The workshop will discuss the establishment of this project and how the partnership works across 3 different Awabakal early childhood services.

It will also explore the history of connections that this community had with the local early childhood intervention service and the frustrations for all involved that led to seeking specific support for the community to provide prevention and early childhood intervention to children within their own settings

Included in the workshop will be an explanation of how the project runs, excerpts of training that the project offers to the community as well as insights and perceptions from indigenous service providers of the project's implementation so far

**Multi-sensory systematic synthetic phonics - a case study with indigenous preschoolers
Timothy Doherty**

Synthetic phonics simply is learning to sound-out unfamiliar printed words from the letter-sounds in the word.

For example, letter **c** has the /k/ sound, letter **a** has an /ae/ sound (like in apple) and letter **t** has a /t/ sound. These sounds can be blended together to read aloud the printed word cat as /kaet/.

In a nut-shell, synthetic phonics is all about letter-sound association, letter recognition and the skill of blending those sounds.

Synthetic phonics is the best way to teach the *alphabetic principle*, i.e., letters in written words stand for the small sounds in spoken words. Acquiring the alphabetic principle is the key to early reading success.

Systematic simply means using some sort of order to teach, rather than just in a willy-nilly fashion. For example, teaching the easier letter-sounds first and continue using those letter-sounds.

Multi-sensory techniques such as gesturing, moving, singing and feeling make phonics training a fun play-like experience for preschoolers. But importantly, these techniques greatly help the youngsters learn.

In the case study, the multi-sensory systematic synthetic phonics program, Jolly Phonics was adapted for use with urban indigenous pre-school children in an inner-city Sydney crèche.

Maureen Sillieri
Penrith City Council

1: Cognitive Development – presented by Maureen Sillieri

This workshop is a practical workshop where the participants will be creating their own set of Matching/Snap/Memory cards; these cards will be used to foster the development of the children's thinking ability, their processing ability, their planning ability and their interpretations of these thoughts.

Throughout this workshop the participants will have to use their own creative skills to develop the cards that will get the children's brain working

2: Aboriginal Song and Dance – presented by Maureen Sillieri

This workshop is a practical one where the participants will be given:
A handout with 3 sections (as below), but the words have been adapted to fit into our Aboriginal Song and Dance workshop – wear comfortable shoes, as we will be kicking up a storm in our workshop.

Handout has 3 sections:

- 1: Finger play: Great Big Frog becomes - Great Big Tiddalick
- 2: Koori rhyme: Duck, Duck, goose becomes - Emu, Emu, Kangaroo
- 3: I am being swallowed by a Boa constrictor becomes I am being swallowed by a Rainbow Serpent.

Neville Dwyer
Resilience Strengthen
Strengthening the Human Spirit - a journey through resilience.

What can we, as parents do to promote resilience in our children? Remember, resilience is the process of adapting well to adversity; 'bouncing back' from difficult experiences.

As carers, educators, parents and community how do we create environments that enable children and families build resilience. What are the essential ingredients to build resilient children and families. This presentation includes links to the National Early Years Learning Framework. What pathways do we give children to succeed, to learn and become to the person they can be.

This workshop is an emotional journey, recognising where we have come from ourselves and the journeys we all make to get where we are today.

Connectedness - building a sense of community.

"Verb: bring together or into contact so that a real link is established"

The National Early Years Framework suggests that if we are to create the very best opportunities for young children, then strong connections and understandings about the child, their family, their culture and the broader community is essential.

Hillary Rodham Clinton wrote about the notion of a "Village raising the child" a concept that comes from Kenya, but common around the world in many cultures. She spoke about the shared responsibility we all have in raising and nurturing children and their families so that the opportunities for success come from sharing ideas and parenting across the community.

This workshop explores how one children's service has connected across the broader community, how it connects with families, other agencies, other early childhood services, schools and communities. It looks at it through its vision, mission statement and values and how these are articulated into practice.

New ways of thinking. (this is a complex workshop and usually runs for around 3 hours, it can be done in 90 mins but it is very dense in detail)

The National Early Years Learning Framework "Belonging, Being Becoming" and Curriculum frameworks draw on many theoretical models of working with children from Reggio Emilia, Experiential Education, High Scope, through to Te Whariki and many others.

So what do they tell us and what can we borrow and why would we? What are some of the key underpinnings that are similar across early childhood frameworks? What are some of the critical components we know are essential in supporting young children's development in the early years? What does an emergent curriculum look like? What is intentional teaching?

This session makes references to many early childhood frameworks, research studies from around the world as a preliminary discussion about where the Australian Early Years Learning Framework fits within our world. Not every thing is new, sometimes we borrow good ideas and build them into our context. It will most likely leave you with more questions than answers.

Value of Play - a place for creativity and its critical role in learning.

Within the National Early Years Learning Framework, and indeed Curriculum frameworks across the country, 'Play and its importance in learning', has been identified as a key quality component within quality programs.

If play is so critical to learning what has happened at school and why do we focus so strongly on getting children ready for school - when maybe it should be, 'are schools ready for children?' So what can play look like and how does it link to emergent curriculum, outcomes for children and intentional teaching.

This workshop will set the scene for play, through exploration of what children are doing as they play and our role as early childhood educators as play facilitators.

Place Stories – Digital Story Telling Project

Aboriginal Early Years initiative in Guringai and Dharug - Northern Sydney Region.

The Benevolent Society is continuing their work alongside Aboriginal families through a new service being established throughout Guringai and Dharug - Northern Sydney. The Aboriginal Early Years Project, 'Pathways', is designed to improve the well being of young children and their families who are from Aboriginal backgrounds. An Aboriginal Early Years Worker has been engaging the communities and providing parenting support and access to services and support groups, recording visual **Place Stories – Digital Story Telling** as a means to capture families'/carers participating in the project.

The service focus is on the "doing and showing" and the development of practical life skills to support the families in raising their preschool aged children.

DOCS
Keeping Them Safe

Keep Them Safe – Key changes to the child protection system in NSW in 2010

Janet VICKERS

A central theme arising from the Special Commission of Inquiry into Child Protection Services in NSW is that care and protection for children and young people is a shared responsibility – not just the domain of Community Services. Other government agencies, courts, oversight agencies, families and communities all have an important role to play in effective child protection.

In line with the Commission's recommendations, *Keep Them Safe* aims to reshape the way family and community services are delivered in NSW so that vulnerable children, young people and their families are supported earlier and problems addressed before they escalate. *Keep Them Safe* recognises the important knowledge and cultural expertise that Aboriginal staff, kin and Elders have when it comes to working with Aboriginal families.

Significant legislative changes were introduced in January 2010 with a change to the child protection reporting threshold from risk of harm to '**risk of significant harm**'. There are also amendments to the legislation, including changes to the way agencies can share information. **Child Wellbeing Units** have been established in key Government Agencies and a **Keep Them Safe Support Line** has been established to assist mandatory reporters in non-government organisations to determine whether a matter meets the threshold for suspected risk of significant harm and in understanding the changes under *Keep Them Safe*.

This workshop will be of benefit to all early childhood practitioners involved in working with Aboriginal children and their families. It will also be a good opportunity to explore what 'a shared approach to child wellbeing' and collaboration means in the context of early childhood educational services.

Darren Parker
Using Visuals in the Classroom

Using visual communication supports in the classroom enhances *all* children's language development and makes us as role models, teachers and carers more effective communicators. This workshop will identify what visuals are, why they are effective and how they can be used as part of our daily classroom programs. Participants will see a large selection of visual resources that are being used successfully across a diverse range of childcare settings.

Angela Webb – Senior Program Manager –KTS (AbSec)
Aboriginal Consultation Model – KTS

The workshop will inform participants of the Special Commission of Inquiry into Child Protection Services in NSW (2008) and recommendation 8.5 - that the NSW Government develop a strategy to build capacity in Aboriginal organisation/s to enable one or more to take on a role similar to that of Victoria Lakidjeka Aboriginal Child Specialist Advice and Support Service (ACSASS). The model will result in development of a pilot Aboriginal Child Specialist Advice and Support Service appropriate to NSW (ACSASS). The pilot will aim to advocate and support Aboriginal children, young people and families to understand the child protection process they are involved in.

Establishment of Family and Child Care Centres
Janet Schorer

The establishment of the nine Aboriginal Child and Family Centres in NSW is part of a number of Closing the Gap initiatives on Indigenous disadvantage. The context for these initiatives sits within the broader Council of Australian Governments' reform agenda in the areas of health, early childhood development, schooling and housing.

The Indigenous Early Childhood Development National Partnership Agreement provides for joint funding to States and Territories to establish integrated Child and Family Centres. The Centres will also aim to address the needs of Indigenous children and families in relation to Maternal and Child Health Services, Antenatal Care, Pre-pregnancy and Teenage Sexual and Reproductive Health.

In NSW, integrated Aboriginal Child and Family Centres ('the Centres') will be located in Blacktown (two Centres), Campbelltown, Ballina, Gunnedah, Nowra, Toronto, Brewarrina and Lightning Ridge.

The establishment and operation of the Centres provides a real opportunity to think differently about the needs of Aboriginal children and families and contribute to the Closing the Gap targets. Chief amongst these is to provide a seamless integrated service to meet the needs of Aboriginal families.

This presentation will focus on the establishment of the Centres in the first three locations particularly at the way local decision making has been supported and nurtured through Local Reference Groups. Local Reference Groups set up in the first three locations has helped guide the establishment of the Centres specifically in relation to design of Centres, service mix and community engagement and consultation. The presentation will explore the challenges and the opportunities of this process.

Smart Board
Darren Smith

Information not Provided

Noeleen Briggs Smith
Aboriginal Language

Information not Provided

Workshop
Tammy Anderson

Information

