

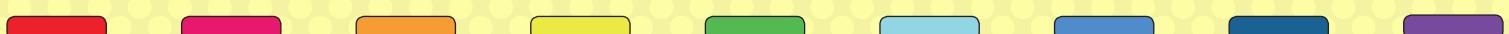


# Early Years in Education Society

## ANNUAL CONFERENCE 2017

*Let's Talk  
About It*

May 19<sup>th</sup>-20<sup>th</sup> 2017  
Pan Pacific Hotel Perth



## REGISTRATION BROCHURE

Welcome to the

# 2017 EYES Conference

Welcome to our new-look EYES Conference!

We have responded to your requests for an increased number of concurrent sessions, more opportunity to network, and attendance flexibility.

The theme of the conference, ‘Let’s Talk About It’, focuses attention on the importance of developing oral language competence in the early years - for learning, the establishment of relationships and well-being. Invited speakers include speech pathologists, language specialists and teachers who have developed and implemented programs that enhance oral language. One highlight of the conference will be the opportunity to learn about Talk4Writing, a powerful 3-stage program that trains children to orally imitate the language needed for creation of a text before analysing it and innovating on it. Several presenters will address communication strategies for those with learning disorders and disabilities, while others will discuss the use of oral skills in specific Learning Areas.

The theme also focuses attention on the importance of teachers talking about their professional areas of concern and their successes. Presenters will address topics such as resilience, mental health, social skills, the use of digital technology, boys in education, learning through play and connection with nature, and provision for students with special needs (including giftedness). This year there will be increased opportunity to speak with fellow educators and invited speakers in longer sessions, presentations by schools on exciting and innovative programs and practices, the Sundowner and the interactive session that will follow it.

A concern of a number of teachers is the expectation of implementation of the National Quality Standard without adequate training. To this end, EYES is providing in the conference program NQS modules that will equip teachers to implement the Standard’s 7 Quality Areas and their elements with understanding and confidence.

We welcome presenters from interstate and WA new to EYES conferences and some popular speakers from previous conferences. This year, Exhibitor Presentations will be run throughout both days, giving you the opportunity to learn about and explore products. As always, there will be opportunities to order or purchase materials from the exhibitors and to win great prizes!

If you have a great idea, let’s talk about it!

Michelle, Shirley, Pene and Jodie

## CONFERENCE CONVENORS



## EYES Business Partners

EYES would like to thank the following business partners for their continued support.

Please support the organisations supporting us.



# Conference Information

## DATE AND VENUE

This year's EYES Conference will be held on Friday May 19 and Saturday May 20 at the Pan Pacific Hotel on Adelaide Terrace in Perth.

## CONFERENCE PROGRAM: LET'S TALK ABOUT IT!

The 2017 EYES Conference Program provides variety and choice for delegates including sessions on Friday, Friday evening and Saturday. Delegates can register for these as combined packages or as individual components to suit their professional development needs and availability. All options are available at member and non-member rates. The overall program will be interactive and features specific sessions on speech and language development, play, books and literacy, digital technology, boys' education, science and maths, child development, the NQS and much more. Prices exclude GST and card transaction fees.

Registration Options	Members	Non Members
WHOLE CONFERENCE PACKAGE <i>Includes program and catering for Friday, Friday Evening and Saturday</i>	\$495	\$555
FRIDAY PROGRAM ( <i>concludes at 4:45pm</i> ) <i>Includes program and catering for Friday only</i>	\$320	\$380
FRIDAY EVENING PROGRAM <i>Includes program options and catering from 5pm onwards</i>	\$120	\$150
SATURDAY PROGRAM <i>Includes program and catering for Saturday only</i>	\$320	\$380
FRIDAY AND FRIDAY EVENING COMBINATION <i>Includes program and catering for Friday and Friday Evening only (excludes Saturday program)</i>	\$390	\$450
FRIDAY EVENING AND SATURDAY COMBINATION <i>Includes program and catering for Friday Night and Saturday only (excludes Friday until 4:45pm program)</i>	\$390	\$450
FRIDAY DAY AND SATURDAY COMBINATION <i>Includes program and catering for Friday until 4:45pm and Saturday only</i>	\$425	\$485
NQS Module 1 Friday Sundowner / Dessert	\$115	\$145
NQS Module 2 Saturday Breakfast	\$115	\$145
NQS Module 1 Saturday Lunch	\$115	\$145
NQS Module 2 Saturday Lunch	\$115	\$145

## MEMBERSHIP

Delegates wishing to establish or renew membership can do so using the online conference registration page and therefore be eligible for the above member rates. Membership costs \$50 plus GST.

## PARKING & TRANSPORT

Parking is limited close to the Pan Pacific Hotel. It is recommended that you use the public transport traveling along Adelaide Tce, or if driving, that you allow yourself plenty of time to locate a parking space. If you are interested in public transport details please contact Events WA.

## TRADE EXHIBITION

Throughout the Conference, delegates will have excellent opportunities at morning tea, afternoon tea and lunch to meet EYES Business Partners and event sponsors at the Trade Exhibition. Dedicated time slots have also been scheduled during the program to view the latest products and ideas, make purchases / orders, and check out services that may be of use in your school.

## NETWORKING

The Conference program includes catering and networking breaks to enable delegates to meet with colleagues and expand professional networks. The Friday evening Sundowner will be a wonderful opportunity to talk about the presentations that have inspired you, the changes you plan to make to your teaching practice and any challenges you face. It is also an opportunity to build networks that will support you. Finger food and drinks will be served. Conference presenters and exhibitors have been invited to come along so that you can ask those questions that are particular to your situation.

# Program Outline

Friday Program	7:30	Registration
	8:20	Conference Opening & President's Address
	8:45	<b>Concurrent Session 1</b> <i>Select one session from the list</i>
	10:15	Morning Tea
	11:00	<b>Concurrent Session 2</b> <i>Select one session from the list</i>
	12:30	Lunch
	1:15	<b>Concurrent Session 3</b> <i>Select one session from the list</i>
	2:45	Afternoon Tea
	3:15	<b>Concurrent Session 4</b> <i>Select one session from the list</i>

Friday Evening	4:00	Evening Registration		
	5:30 -6:45	Feature Speaker A: Dr Kate Highfield      OR      Feature Speaker B: Natalie Smith	5:00 -8:00	Unpacking the NQS: Module 1 <i>includes catering</i>
	6:45	EYES AGM		
	7:00	Networking Sundowner <i>includes catering</i>		
	8:00	Discussion Panel: Let's Talk About It - How is your reporting developing?		

Saturday Program	7:15	Registration with Coffee on Arrival			
	8:45	<b>Concurrent Session 5</b> <i>Select one session from the list</i>	7:30 -10:45	Unpacking the NQS: Module 2 <i>includes breakfast</i>	
	10:45	Morning Tea	10:15	Morning Tea	
	11:00	<b>Concurrent Session 6</b> <i>Select one session from the list</i>	OR	11:00	Video Presentation: NQS at Your School
	12:30	Lunch	11:30 -3:15	Unpacking the NQS: Module 1 <i>includes lunch</i>	Unpacking the NQS: Module 2 <i>includes lunch</i>
	2:30	<b>Concurrent Session 7</b> <i>Select one session from the list</i>			
	4:00	Afternoon Tea, Reflection, Prize Draw and Conference Close			

# Friday Day Program

7:30	Registration	
8:20	Conference Opening & President's Address	
8:45	<b>Concurrent Session 1</b> Select one session from the list	
	<b>Session 1A: Emily Jackson - Storytelling, Rhymes and Writing: Talk for Writing in Kindergarten and Pre-Primary</b> <i>Talk for Writing is an exceptionally effective instructional approach for both oral language and early writing development. Its effectiveness stems from an emphasis on oral language development (including storytelling and rhyme), with gradual progression to teaching students to create oral and simple written texts. This presentation will overview Talk for Writing and include practical activities to demonstrate the program's progression.</i>	
	<b>Session 1B: Yvonne Sawers - Ways of Teaching with Picture Books</b> <i>Teachers have been expected to be more and more explicit in early childhood instruction with the expectation that children should be experiencing drills and skills. This can narrow the curriculum and may achieve only short term gains. This session is about the historical connection to different ways of teaching, of which explicit teaching is only one. This session focusses on how to use the four main approaches to teaching with examples focussing on picture books.</i>	
	<b>Session 1C: Christine Robinson and Dee O'Connor - The Future of Play: Challenges and Opportunities</b> <i>It is widely accepted that play-based approaches within early childhood afford children the optimal context for learning. However, implementing a play-based approach to the early years is not without its challenges. With challenges though, come opportunities; opportunities to positively change current practice; to enhance children's trajectories; and to advocate for play-based approaches. As educators, our task is, whilst recognising the challenges, to embrace the opportunities. In this session we will explore some of the challenges current educators are experiencing in implementing play-based approaches and how these can be viewed as opportunities to enact positive change.</i>	
	<b>Session 1D: Dolly Bhargava - Communication Strategies for Children with Sensory Processing Disorder</b> <i>Do you find your child is very sensitive to noise? Do they have a very high or low threshold to pain? Do they struggle with buttons or climbing the stairs?</i> <i>Sensory processing refers to the way our central nervous system receives information from our senses (movement, touch, smell, taste, vision and hearing), organises that information and then turns it into appropriate responses.</i> <i>Sensory Processing Disorder (SPD) is a result of neurological disorganisation that affects the information received, organised and processed by the central nervous system. Children with SPD may have difficulty sitting, be overly sensitive to noise, clothing or touch and/or have social and emotional problems. SPD also affects a child's ability to complete everyday tasks such as learning, bathing, dressing, eating, going to the toilet or participating in leisure activities.</i> <i>In this practical and interactive workshop Dolly will provide information on various communication strategies that can be used to support children with Sensory Processing Disorder.</i>	
	<b>Session 1E: Daniel Burton - The Power to Transform: Using tools to develop independence and resilience</b> <i>The ability to build and create provides opportunities to develop confidence and independence. Developing an "I can" attitude and saying "Yes" to children encourages self-sufficiency and autonomy which translates to other areas of school and home life. This workshop empowers teachers to confidently use hand tools and other technical equipment in structured and open-ended learning experiences to enhance student creativity and engagement. Practical skills are accompanied by development of risk management techniques and safe practices.</i>	
	<b>Session 1F: Frank Pansini, Aubin Grove Primary School - The Impact of Visible Learning at Aubin Grove</b> <i>Aubin Grove was awarded the WA Primary School of the Year in 2016 acknowledging its achievement of excellence across all aspects of the school's operations, including its early childhood learning and teaching program.</i> <i>The school is currently engaged in a rigorous examination of its teaching and learning practices, conducting a thorough reflection through the lens of Visible Learning.</i> <i>Visible Learning means an enhanced role for teachers, as they become evaluators of their own impact on student's learning and progress. This has led to a change of focus on learning rather than on teaching. According to Professor John Hattie, Visible Learning and Teaching occurs when teachers see learning through the eyes of their students, with the intention of helping them to become assessment capable learners and ultimately, their own teachers.</i> <i>This session outlines the journey that Aubin Grove has been on for the past two years, with particular emphasis on its application in Kindergarten to Year 2. Staff from the school will discuss the powerful impact this has had on their student's learning and how they enact it in an early childhood setting.</i>	
10:15	Morning Tea	

# Friday Day Program

11:00	<b>Concurrent Session 2</b> Select one session from the list	
	<b>Session 2A: Shelley Blakers and Deborah Silverlock - Oral Language Development: Why is it important? When to worry and what to do</b> <i>The session will provide a brief overview of oral language in the early years and the critical links to social and emotional development and ongoing academic learning. Some intervention and strategy ideas will be highlighted (others will be detailed in the handout) with links made to signs of delay or disorder and when to start worrying. If participants are interested in accessing documents electronically, we can start a 'Connect Community'.</i>	
	<b>Session 2B: Denise Ansingh - SELF (Sequential Early Literacy Framework) Belief</b> <i>This practical workshop gives participants the opportunity to engage in games and meaningful, interactive experiences for three and four-year-old children to practise key auditory, visual and kinaesthetic skills which form the foundation for early literacy. It will provide an overview of these skills (which include discrimination, sequencing and memory, for example, and are developed prior to introducing phonological and alphabetic awareness and other more formal learning). The workshop will highlight how educators can optimise the learning potential of each child by implementing this Sequential Early Literacy Framework (SELF). Educators can monitor the acquisition of these skills to identify strengths and weaknesses in children and highlight the need for further intervention or challenge.</i>	
	<b>Session 2C: Fiona Smith - Understanding and nurturing gifted four to eight year olds in their quest for challenge in their learning</b> <i>EYES recognises that early childhood education is developmental and provides for the child's physical, social, emotional, intellectual and cultural development. In this session talking, and sharing thoughts and feelings about the gifted children you have encountered in your classrooms, will be encouraged. The presenter aims, as a psychologist, to listen to your concerns and offer practical suggestions regarding social, emotional and intellectual issues that may arise around:</i> <ul style="list-style-type: none"> <li>• identifying the gifted children in your care / class and helping provide for their unique thinking and learning needs</li> <li>• understanding that sensitivity and intensity responses can be heightened by frustration and that social and emotional maturity can be a slippery concept</li> <li>• finding coping strategies for the times when reactions become extreme - building mood kits</li> <li>• looking out for invisible gifted children and for gifted children who may have a learning difficulty</li> <li>• avoiding misinterpretation of a gifted child's behaviours and reactions</li> </ul> <i>This is a hands-on session with active participation through the sharing of ideas and stories.</i>	
	<b>Session 2D: Barbara Bosich - Philosophy: Learning to think in the Early Years</b> <i>Learning to think, question and argue a point of view with supporting ideas, is the basis of using philosophical enquiry with young children aged 5-10 years. Traditionally, philosophy is the discipline which is primarily concerned with logical, critical and reflective thinking, the development of reasoning competence and the analysis of meaning. By basing the program in quality literature, it allows teachers to start at a known base and explore features of the world that often baffle young people. Many of the essential features of philosophy are made tangible by picture books where authors and illustrators find inventive ways to present genuine philosophical puzzles. Creating a philosophical mindset which includes learning about the rules of discussion, students articulate and support their own views through group investigation and dialogue. How to get started, where to get support and hands-on interaction with materials and ideas are the format for this session.</i>	
	<b>Session 2E: Karina Barley - The Secret Language of Behaviour</b> <i>Behaviour! As teachers, you have to deal with a variety of student behaviours on a daily basis. You can have the perfect lesson plans, great organisation, and even the best resources, but if you have one or more behaviour issues in your classroom, the classroom's entire rhythm can be thrown into disarray. Children behaving negatively can cause a myriad of problems for all teachers and understanding these behaviours means that you will not only create a more harmonious classroom environment, but you will also be able to provide better learning experiences for ALL students.</i>	
	<b>Session 2F: Julie Richards, RIC Publications - Numero®: Having fun developing number skills</b> <i>(presentation with commercial interest)</i> <i>Numero® is a mental maths resource suitable for all years of primary education. Numero® can play an important role in developing the proficiency strands of Australian Curriculum Mathematics, especially in the areas of Fluency, Problem-solving and Reasoning. Numero® is a mental maths card game that is highly enjoyable and allows children to play at their own level of understanding. It is the perfect tool for introducing and reinforcing both simple and more advanced maths concepts within a game situation. Join this session for a hands-on introduction on how to play Numero® with early years' students - so be ready to have fun and play!</i>	
12:30	Lunch	

# Friday Day Program

1:15

**Concurrent Session 3** Select one session from the list

**Session 3A: Holly Miller and Rachael Durston - Narrative Development in the Early Years**

*The development of strong oral narrative skills forms the foundation of children's ability to write good narratives. This workshop will outline the strategies we have found to be effective in getting boys within the early childhood setting talking and confidently telling detailed, sequential stories full of exciting adjectives and description. In particular, we will cover the use of story bags, story stones and traditional, familiar tales.*



**Session 3B: Lee Musumeci and Kristy Tomlinson - Better than Postcode Results... Challis Way**

*In recognition of the importance of early intervention and the pivotal role parents play in the child development, Challis Community Primary School launched the Challis Parenting and Early Learning Centre in 2009. The Centre delivers primary health care, education and social support in an increasingly responsive, integrated and client-centred service system. Services are purposefully designed to meet specific needs along the early childhood trajectory—from birth to four years old. Tailored programmes are delivered alongside informal interventions to address a range of areas across this trajectory. The Centre maintains a central client record to allow client information to be appropriately shared with families and service providers, and facilitates a consistent, streamlined triage, assessment and intervention process. The Centre also enables better access to relevant and accurate information (for clients, carers, family members and service providers) while accelerating appropriate referrals for external services. To date, improvements across multiple domains have been attributed to the Challis Parenting and Early Learning Centre. These include improved child development, as measured by the Brigance Developmental Assessment Screen, improved school readiness, as measured by the Performance Indicators in Primary School (PIPS) and Australian Early Development Census (AEDC), and a notable reduction of the 'gap' between Indigenous and non-Indigenous performance in school attendance, literacy, numeracy, and health outcomes. This session will provide insight into the services that can significantly improve outcomes.*



**Session 3C: Professor Cate Taylor - Setting Children up for Success in the Early Years: Promoting language and literacy development**

*Language is a tool for life and a central focus in early years policies and strategies. The early years hold great promise for shaping children's language and literacy trajectories. In the past decade, large population-based longitudinal studies of Australian children have provided unique insights into the processes of language growth and change. These studies have widened the lens through which we view language development and shed new light on how to configure early years opportunities to produce lasting benefits for all children. The aim of this presentation is to share lessons learned from these Australian studies as a basis for configuring early years opportunities to produce lasting benefits for all children.*

**Session 3D: Mary Rice - Joey Maths: Building the Ten Essential Foundational Maths Concepts**  
(presentation with commercial interest)

*Love maths? Hate maths? No matter what our attitude is to maths, we owe our children the best opportunities for future educational success. Mathematical progression builds on the development of previous learning and if children fail to grasp basic concepts it can hinder them in later schooling. In this fascinating Joey Maths presentation you will gain practical information and demonstrations as to how the 10 essential foundational maths concepts can be integrated into the routines, conversations and play experiences of a busy early learning centre.*



**Session 3E: Maree Whiteley & Samantha Wynne - Talking Time: Can you tell me more?**

*In this session we will explore everyday experiences to explain, evidence and extend children's thinking through quality conversations. Maree will demonstrate this by providing some simple, yet effective questioning frameworks (guided by the WA HASS Curriculum) using objects, fairy tales and nursery rhymes to actively engage in historical literacy and reasoning. Samantha will then unpack her early years classroom programs, Talking Time and Personal Timelines, as evidence of this approach with more hands-on activity time.*



**Session 3F: Mark McClements - Talk for Writing: A Whole School Approach**

*Over the past two years Challis Community Primary School has successfully implemented Talk for Writing as a whole school approach. In this session, Mark McClements will share how the program was introduced, has evolved and the results achieved. This includes his school's views on the strategies that need to be in place to ensure the successful introduction of Talk for Writing and how best to support staff whilst continually monitoring ongoing effectiveness. This session is ideal for teachers and administrative staff new to Talk for Writing, and who are considering taking on this exceptionally effective approach in their own school.*

2:45 Afternoon Tea

# Friday Day Program

3:15 Concurrent Session 4 Select one session from the list

**Session 4A: Professor Leon Straker - Small Screens and Small Children: What are the physical development implications?**

*This session will provide an overview of the history of screen use by children. Concerns which have been raised regarding screen use will be discussed. Current knowledge and gaps in knowledge will be reviewed and practical advice for early childhood teachers and families considered.*

**Session 4B: Dr Pauline Roberts - Fostering Inquiry-based Science Learning through Play**

*Science is something that young children take part in every day and from a very early age. They are naturally curious and always looking at how things work, exploring and asking Why? When interacting with children, it is important that educators are able to capitalise on this natural sense of wonder to provide opportunities and foster the Science learning through hands-on inquiry-based approaches that can naturally occur in playful situations. This session will provide some background information about Science in the Early Years as well as some models of inquiry that may be of use. It will also provide opportunities for the attendees to be involved in some exploration of their own as a catalyst for further exploration with young children.*

**Session 4C: Shirley Houston - Talking About the Books You Send Home**

*When you send a book home for a child to read, it is sometimes with the express purpose of developing oral language and/or comprehension. Parents can play an important role in this development but they don't always know how to do so. This workshop presents a model for talking about books in a way that stimulates oral language and increases comprehension. The Language of Learning Model, created by Blank, Rose and Berlin, is often used by speech pathologists. It is sometimes referred to as the Blank Levels of Questioning, with four levels of questions, moving from concrete to abstract, that can be used to talk about books or play. Questions about a specific book, composed using the levels, can be sent home on a card that accompanies a book or can be stuck on to the book's pages. Participants will receive an easy-to-read parent guide. This will be a very practical workshop.*

*Participants are asked to bring to the workshop a pad of post-it notes, a reading book they send home and a questioning mind.*



**Session 4D: Jocelyne Taylor - Dance and Develop: Easy and effective integration of dance education**

*This workshop will explore both why and how early childhood teachers incorporate dance in their classroom program and the barriers that prevent them from creating opportunities for movement with their students. Participants will explore the creative elements and outcomes of the dance curriculum to discover how simple it can be to integrate dance with common classroom topics. At the end of the session each participant will have independently created their own choreographed sequence and have greater confidence in approaching dance with their students.*

*Please dress in something comfortable that won't restrict movement to attend this session.*



**Session 4E: Chrissy Kelly - Oral Narrative Instruction**

*This session will explore current theory and evidence based practice with regards to oral narrative instruction. The session will cover the development of both macrostructure and microstructure elements, and investigate practical strategies for the explicit teaching of these. A range of programs and resources will also be discussed.*

**Session 4F: Megan Roberts - Learn, Connect and Develop with Puppets (presentation with commercial interest)**

*Exposure to the Arts improves children's sense of enjoyment, purpose and identity. It can engage them mentally, physically, and emotionally. Puppetry and puppet making are potent vehicles for Arts education, encouraging creativity, imagination and collaboration as well as meeting design and technology outcomes. Puppetry can give young children a voice. In this session, the Executive Producer of Spare Parts Puppet Theatre, Megan Roberts, will give participants insight into the potential of puppetry in K-3. There will be opportunity to develop some of your own puppetry skills.*



# Friday Evening Program

4:00	Evening Registration
	<p><b>Unpacking the National Quality Standards: Module 1 - QUALITY AREAS 1, 2, 5, &amp; 6</b> includes catering Convened by Vanessa Alanlz</p> <p>The NQS modules will deliver hands-on, collaborative guides to unpacking the NQS within your educational sector. The modules will explain the core principles behind the NQS and how you can apply a process to achieve the requirements of the NQS without stress. Attendees will explore the NQS Quality Areas with practical examples, evidence from the presenters of how they have reflected on and met the Quality Areas, and through the sharing of personal NQS journeys. Because reflection and documentation forms a critical role in providing insight, attendees will be guided through NQS reflection templates, documents and tracking sheets to apply within their own setting. The modules will assist educators in improving their practice and making learning visible to a range of individuals including families, statutory bodies and children. The modules aim to shed light on the challenges involved with NQS answering the questions:</p> <ul style="list-style-type: none"> <li>• What is quality NQS practice and evidence?</li> <li>• What is required as part of the National Quality Standard?</li> <li>• How much is enough?</li> <li>• What forms of documentation should we keep?</li> <li>• How do we support each other in the process of meeting the demands of NQS?</li> </ul>
5:00 -8:00	<p style="text-align: center;"><b>***SESSION WITHDRAWN***</b></p> <p><b>Unpacking the National Quality Standards: Module 2 - QUALITY AREAS 1, 3, 4, &amp; 7</b> includes catering Convened by Fiona McBeath</p> <p>The NQS modules will deliver hands-on, collaborative guides to unpacking the NQS within your educational sector. The modules will explain the core principles behind the NQS and how you can apply a process to achieve the requirements of the NQS without stress. Attendees will explore the NQS Quality Areas with practical examples, evidence from the presenters of how they have reflected on and met the Quality Areas, and through the sharing of personal NQS journeys. Because reflection and documentation forms a critical role in providing insight, attendees will be guided through NQS reflection templates, documents and tracking sheets to apply within their own setting. The modules will assist educators in improving their practice and making learning visible to a range of individuals including families, statutory bodies and children. The modules aim to shed light on the challenges involved with NQS answering the questions:</p> <ul style="list-style-type: none"> <li>• What is quality NQS practice and evidence?</li> <li>• What is required as part of the National Quality Standard?</li> <li>• How much is enough?</li> <li>• What forms of documentation should we keep?</li> <li>• How do we support each other in the process of meeting the demands of NQS?</li> </ul>
5:30	<p><b>Feature Speaker A: Dr Kate Highfield - Children as Creators not Consumers</b></p> <p>Increasingly children are consuming media, whether that be watching television, streaming videos or playing games. Further, many “educational” games and technologies scaffold learning and only allow children to “consume” small bites of information or promote reward patterns that may not promote deep cognitive engagement. This presentation explores opportunities for learning and suggests ways that children can be given agency in learning as they create and communicate knowledge. The session will examine research in practice and explore web technologies, media and apps that enable learning to be both fun and effective.</p> 
6:45	<p><b>Feature Speaker B: Natalie Smith - Nurturing Boys In Early Childhood Settings</b></p> <p>The aim of this presentation is to discuss research based information on boys' brain and body development, their social and emotional needs and interests, and provide practical strategies that educators and carers can take away to help adapt their classrooms, centres and programs to effectively cater for boys' needs and learning styles. All strategies presented will assist educators in understanding, supporting and connecting with the boys in their care, and to build capacity within them to learn, grow and flourish in ECE settings.</p> 
7:00	<p><b>Networking Sundowner</b></p> <p>The Sundowner will be a wonderful opportunity to talk about the presentations that have inspired you, the changes you plan to make to your teaching practice and any challenges you face. It is also an opportunity to build networks that will support you. Finger food and drinks, both alcoholic and non-alcoholic, will be served. Conference presenters and exhibitors have been invited to come along so that you can ask those questions that are particular to your situation.</p>
8:00	<p><b>Discussion Panel: Let's Talk About It - How is your reporting developing?</b></p> <p>Dessert and Coffee will be served.</p> <p>Across the educational sectors, what changes have been made in early childhood settings to reporting procedures and formats in the last year or two? What further changes are needed? What is the real purpose of reporting and how successfully do a five point scale, letter grades, etcetera, address this? How can teachers most effectively show the progress and achievement of the learning goals of very young children in reporting? It appears that in some states, such as Victoria, there is a greater degree of autonomy and flexibility in how schools report than in WA. What can be learned from other states? What ‘alternative’ methods of reporting are approved by SCSA? This session will be an opportunity to share your experiences, observations, concerns and recommendations with fellow educators, and to learn from each other. Focus questions and report samples will be provided to guide discussion by delegates and a panel of experts from each of the educational sectors and some teacher training institutions. You will have opportunity to ask your questions of the panel.</p>

# Saturday Program

7:15	Registration with Coffee on Arrival
7:30 -10:45	<p style="text-align: center;"><b>***SESSION WITHDRAWN***</b></p> <p><b>Unpacking the National Quality Standards: Module 1 - QUALITY AREAS 1, 2, 5, &amp; 6</b> <small>includes catering</small>  Convened by Vanessa Alaniz  <i>Please refer to Friday Evening Program for description</i></p> <p><b>Unpacking the National Quality Standards: Module 2 - QUALITY AREAS 1, 3, 4, &amp; 7</b> <small>includes catering</small>  Convened by Fiona McBeath  <i>Please refer to Friday Evening Program for description</i></p>
8:45	<b>Concurrent Session 5</b>
	<p><b>Session 5A: Emily Jackson - “The Three I’s”: Talk for Writing in Years 1-3</b>  <i>Talk for Writing is an exceptionally powerful approach that teaches students how to become successful writers through a gradual, scaffolded process: ‘Imitate, Innovate, Invent’. This presentation will provide an overview to teachers of students in years 1, 2 and 3 the three-stage process of Talk for Writing, with opportunities to participate in hands-on activities.</i></p>
	<p><b>Session 5B: Dr Kate Highfield - Is a Screen a Window? Using screens to extend learning</b>  <i>Screens offer enormous opportunities in the classroom. They can promote Sustained Shared Thinking, provide opportunities for joint engagement and allow young learners to communicate their thinking in new ways. This session examines ways in which we can use screens, small and large, to document and extend learning. Drawing on play based philosophies this session will explore the idea of screens as windows into learning.</i></p>
	<p><b>Session 5C: Emma Lawrence - Why is Great Play Important?...let's not forget there's more than the physical benefits</b>  <i>The physical development that occurs as a result of moving during play is easy to see. Somewhat more subtle is the progression of other developmental areas. This session will take a look at some of the psychosocial benefits that are important to be aware of when considering the benefits of play. For those who supervise play, or plan for play, the session will provide tips to keep in mind and help guide decision making.</i></p>
	<p><b>Session 5D: Heather Kerr - Sustainability in Early Childhood Settings: Beyond compost and worm farms</b>  <i>How can we create engaging learning spaces for young children? This presentation will go beyond compost bins and worm farms and introduce you to using natural and man-made material whilst embracing the principles and outcomes of the EYLF and exceeding elements of the NQS. Delegates will be provided with lots of opportunities to handle materials, create learning experiences and be inspired to embrace sustainability across all aspects of your classroom practice.</i></p> 
	<p><b>Session 5E: Esther White - “Concrete - Graphic Representation - Abstract” Playshop: Making Big Ideas Real!</b> <small>(presentation with commercial interest)</small>  <i>“Big ideas”, or key foundations are necessary for a student to be able to grasp what they are doing - and when to use a particular maths operation in everyday life. If these key foundations are missed early in their education, the gap only widens as new instruction is given and students start seeing themselves as “dumb” or “just not good at maths”. As a result, many children are denied the opportunity to understand and enjoy maths, merely because they are not taught according to the way THEY learn. Time-tested research shows that maths must be taught using a “concrete-to-abstract” framework, incorporating all learning styles. During this work/ play shop, participants will experience the ease of maths mastery as they learn how they can teach maths simply and effectively, using just one set of integer blocks. Leave equipped with simple-to-use tools and methods to teach place value, addition, and subtraction.</i></p> 
10:15	Morning Tea
11:00	NQS At Your School: Video Presentation
11:00	<b>Concurrent Session 6</b>
	<p><b>Session 6A: Suze Leitao - Identifying Difficulties and Promoting Strong Foundations in Speech, Language and Early Literacy</b>  <i>This interactive workshop will focus on:</i></p> <ul style="list-style-type: none"> <li>• Presenting the current research on the interaction between speech, language and early literacy development;</li> <li>• Evidence based methods of observing, assessing and analysing speech, language and early literacy skills;</li> <li>• Evidence based approaches to promoting development, and strategies to support those identified as ‘at-risk’.</li> </ul> 

# Saturday Program

## Session 6B: Karina Barley - Using the iPad for Students with Diverse Needs

Karina discovered that the majority of her students with diverse needs were extremely competent using technology. This was an area in which progress could be made and abilities developed. Karina has spent the past 6 and a half years researching the use of iPads, applications that work best in the classroom and how to use them. This presentation is a reflection of her research and illustrates what applications and strategies work, how to use them and ultimately how to increase educational and behavioural outcomes for clients or students. This session will also explore the importance of ensuring that all technology is used purposefully and with specific outcomes in mind.

## Session 6C: Natalie Smith - Insight into Boys' Play

This session will provide an insight into Boys' Play, its themes and nature and how important it is in the development of a young boy. It will explore the physical, social and intellectual development of young boys and discuss the links between how the nature and themes of boys play, fosters and enhances this development. Play topics such as sensory, role play, weapon, war and superhero play and the physical nature of these themes will be explored, linking the role these 'boy typical' styles play in nurturing the development of boys in early childhood. Early Childhood carers, educators and advocates will be prompted to challenge their ideas and preconceptions on the value of this play, in fostering growth and self-concept in young boys.

## Session 6D: Nicola Carr-White - Meeting Individual Student Needs with Parent Power (presentation with commercial interest)

Imagine being able to spend ten minutes a day with each and every student, remediating, consolidating or extending their classroom learning or focusing on their individual needs. The content would be completely personalized and could include gross motor skill exercises, individualized spelling, mental maths strategies, extension sight words or the phonics sounds with which they're struggling. Through the power of parents, the new mastery learning folder homework strategy puts this level of differentiation within your reach. Join me to make your own sample folder and learn how to implement the strategy with selected students or your whole class.



## Session 6E: Megan Mentz & Anne Pettit - Let's Talk about Getting 'hands-on' in Nature

This presentation will explore the meaning of sustainability using 'ecological footprint' and 'social handprint' tools, to help sustainability become a lived reality for all people and embedded from children's early years. There are many useful and simple ways we can get started or extend our current practices, and through a discussion of activity samples and case studies, this presentation will highlight ways children can become aware of nature every day, get hands on and practical with it and learn to love and nurture nature in their own settings, whether at home or in early years services.



## Unpacking the National Quality Standards: Module 1 - QUALITY AREAS 1, 2, 5, & 6 includes catering Convened by Vanessa Alaniz

Please refer to Friday Evening Program for description

11:30  
-3:15

## Unpacking the National Quality Standards: Module 2 - QUALITY AREAS 1, 3, 4, & 7 includes catering Convened by Fiona McBeath

Please refer to Friday Evening Program for description

12:30

Lunch

1:15

## Exhibitor Concurrent Session

### Exhibitor Session 1: Rosemary Irons (Origo) - Many Mathematics Stories: The relevance of mathematics language (presentation with commercial interest)

Mathematical learning begins naturally in each child's interactions and explorations of daily life. Books and stories are part of the rich early childhood environment. This presentation and workshop will present ideas for supporting mathematical concepts through stories and activities related to those stories an early childhood educator's confidence in reading stories and asking reasoning questions provides the best opportunity for children's beginning development of mathematical concepts. Eight different books emphasising mathematical concepts will be presented using appropriate and specific related mathematical language. Activity ideas accompany each book as teacher support and participant's ideas are also encouraged.

### Exhibitor Session 2: Joelle Greenway and Alyson Bezuidenhout (Scholastic) - Key Links Guided and Shared Reading (presentation with commercial interest)

In this session we will look at Key Links Shared and Guided Reading Resources and how they can be used as key components of the Daily Literacy Block and provide you with best practice strategies to support students to become enthusiastic and effective readers.

### Exhibitor Session 3: Marlene Rattigan (Kids Fiz Biz) - Music and Language Go Hand in Hand (presentation with commercial interest)

Music is another language. Studies show that children exposed to lots of music from a young age, especially with singing and playing an instrument, generally have greater cognitive ability across the board, not just in language. They also tend to have better concentration. It makes sense, then, to include lots of music in the early childhood classroom. Not all children will take instantly to playing instruments and singing, however. So how do we engage them musically? Through drama and dance. In this way we are story-telling, and story-telling is the basis of developing language. In this workshop we will be moving creatively, interpreting the music and moving appropriately, enacting the story the music is telling us. This approach is fun and the children will be engaged. What is more, no musical background is required of the teacher. The music is the teacher.

# Saturday Program

**Exhibitor Session 4: Sue Lambert and Iola Knight (Magic Boxes) - Spelling in the Early Years**  
(presentation with commercial interest)

Iola Knight and Sue Lambert will outline important features of guiding children in the early years of school through the fundamentals of learning to write and spell using their program 'Magic Boxes'. 'Magic Boxes' is an explicit, structured, sequential and highly effective program designed to take children from the early stages of spelling through to knowledge of English morphology. The program is based on latest research and, as well as being compatible with the Australian Curriculum guidelines for English, is received enthusiastically by both students and teachers. Participants in this session will experience playing a selection of the activities and have time to look thoroughly through the program.



**Exhibitor Session 5: Wendy Duddridge and Frank de Rooy (Modern Teaching Aids) - Creative Environments**  
(presentation with commercial interest)

Modern Teaching Aids is the largest supplier of early childhood, primary and secondary school resources, teacher resources, school supplies, childcare supplies and classroom resources in Australia. Play encourages creativity, imagination, perseverance and development of language and social skills.

In this session you will have the opportunity to look at and play with resources that will help you to develop the creativity of your students.

**2:30 Concurrent Session 7**

**Session 7A: Greg & Kate Mitchell - The Architecture of Resilient Brain Development**

Have you ever wondered about how a resilient brain develops? During this brilliant workshop you will have the opportunity to play a game about the powerful role of relationships on early brain development. The Brain Architecture Game is a tabletop game experience that builds understanding of the powerful role of experiences on early brain development - what promotes it, what derails it, and the consequences for society.



**Session 7B: Sandra Hesterman - A Pedagogy of Multiliteracies in the Early Years of Schooling**

The term 'multiliteracies' embraces the notion that there are multiple modes of representation that communicate meaning much broader than language alone. Participation in 21st-century technological life-worlds requires a flexible repertoire of visual, aural, gestural, spatial, tactile, and linguistic (oral and written) understandings to design and communicate a wide range of text types. This session examines how teachers can accommodate cultural and linguistic diversity through a pedagogy of multiliteracies to promote a classroom culture of creativity and innovation.



**Session 7C: Rebecca Flanagan - The Arts and The Expressive Child**

(presentation with commercial interest)

In this session you will gain ideas and inspiration for: Engaging young learners by integrating music and the arts into the learning space. Movement for mat time, transitions and spontaneous moments. Materials to support you to become a magic maker!



**Session 7D: Richard Korbosky - Get Them Talking Through Maths Card Games and Maths Board Games** (presentation with commercial interest)

The mathematics card games and mathematics board games played in this session are linked to the AC Content and the Proficiency strands. This set of maths games gives students the opportunity to see the same concept of mathematics in a variety of ways and develops in the student a range of different thinking strategies. These games also focus on essential number mathematics ideas, language of maths and ideas associated with partitioning and flexible thinking. They also support teaching and assessment principles, co-operative learning, thinking skills; student centered learning classrooms, independent learning and differentiation of the mathematics learning environment. As students play the games they have to think mathematically, they have to justify their reasoning and communicate this knowledge to other players.



**Session 7E: Vanessa Wintoneak - The Language of Clay**

Would you like to learn more about creativity and The Hundred Languages of Children? In this interactive session you will have the opportunity to learn about providing clay as a visual arts medium for children in early childhood settings (ECS). You will use paperclay and everyday objects as tools during the session and be given information on basic clay techniques and projects. Discussion will focus around how the inclusion of clay in ECS enables children to make their ideas visible using this medium.



**4:00 Afternoon Tea**

**4:00 Conference Close and Prize Draw**

# Accommodation Bookings

Events WA will make and confirm all reservations on your behalf via your online registration.

For delegates staying overnight, the Hotels have advised that you may check in upon your arrival. Hotel staff will transfer your luggage to your room as it becomes available. Check out time is by 12 noon.

For shared accommodation bookings, please contact the person with whom you would prefer to share, to coordinate your intentions prior to completing your registration online. Each will pay 50%.

Events WA has reserved rooms at the following 2 hotels for bookings made via the registration process.

*Rates are per person per night, room only.*

## PAN PACIFIC HOTEL

**Private Room: \$180.00    Twin Share: \$90.00pp**

Overlooking the Swan River and foreshore parks, the Pan Pacific Hotel offers a great location only a short walk from the city's main shopping, dining, and entertainment districts.

Beautifully appointed, our 486 guest rooms and suites are a great place to relax, work or play. Many offer a postcard view of the Swan River and thoughtful touches such as high speed internet access are offered in every room.



## QUALITY HOTEL AMBASSADOR PERTH

**Private Room: \$140.00    Twin Share: \$70.00pp**

The Ambassador Hotel has 24 hour reception and is a five minute walk from the conference venue. It offers air-conditioned accommodation with free internet access. The property features a sauna, a restaurant and a bar.

All rooms include a TV, a refrigerator and tea and coffee making facilities. The private bathrooms each contain a hair dryer, fluffy towels and a bathtub and shower.



## COMFORT INN & SUITES GOODEARTH PERTH

**Private Room: \$140.00    Twin Share: \$70.00pp**

Ideal for couples and families, the Comfort Inn & Suites Goodearth Perth offers great value apartment-style accommodation in the City. Choice of spacious hotel rooms and apartment suites, most with fully equipped kitchenettes for a convenient stay. Enjoy the free Wi-Fi internet access, Foxtel, movies-on-demand, restaurant, lounge bar, beauty salon, 24-hour reception and limited free car parking. Short walk to the Swan River and city centre.



# Registration

- 1 Read the Registration Brochure and select the components of the Conference that you wish to attend including your accommodation and concurrent session selections
- 2 Decide if you are going to pay by credit card when you register online or if you wish to receive a Tax Invoice and pay later by cheque / EFT
- 3 Register online at [eyes.org.au/conferences](http://eyes.org.au/conferences) or via the link sent to you by email
- 4 Delegates will receive an email reply to say that your registration has been received successfully
- 5 Delegates will receive a Tax Invoice / Receipt by email from Events WA. Tax Invoices will include details of payment methods. Credit card payments are **only available** when you register online  
**Payments are to be made in full by May 11.** If your school is paying for your registration you will have to pass the Tax Invoice/Receipt to your accounts personnel. Shared payments (school/personal) are acceptable
- 6 Delegates will receive a Delegate Confirmation letter by email from Events WA to confirm details of your registration and advise further information about the Conference

*Cancellations will be assessed on a case by case basis. Full refunds will only be granted if replacement registrations are received. Refunds will exclude accommodation, food and beverage costs once confirmed, due to contractual arrangements with venues and suppliers.*

*Book early to avoid disappointment and to register your session selections as some sessions are limited.*

**CLOSING DATE IS 11<sup>TH</sup> MAY, 2017 OR UNTIL SOLD OUT!**

**BE EARLY TO AVOID DISAPPOINTMENT AND TO REGISTER YOUR SESSION SELECTIONS.**



## Enquiries

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