

8th National Conference – Workshops



Thursday 20 May

Workshop Series 1 - 11.15 am

Supporting complex language development in preschool children

Vocabulary learning and complex language production is a critical foundation for 3-5 year old children and important for later reading comprehension. This workshop will discuss language development expectations and provide techniques and practical strategies to promote language learning in the home and in early childhood education settings.

Presenter

Jennie Cusitier

*Paediatric Team Leader
Speech Pathology
Rainbow Cottage, Liverpool
Hospital*

Jennie is a self-professed literacy warrior, currently completing her PhD in pre-literacy interventions for at-risk children.

Nurturing Australia's little multilingual minds: A home and foreign language extension program for early childhood

We introduce our Little Multilingual Minds (LMM) program which aims at supporting and extending home language maintenance and foreign language learning during the early, formative years, using evidence-based principles, structure and guidelines. It operates in close partnership with established early childhood settings, such as daycare centres, preschools, playgroups, or primary schools.

(<http://www.dynamicsoflanguage.edu.au/lmm/>)

Presenter

Paola Escudero is Professor in Linguistics and Australian Research Council (ARC) Future Fellow at Western Sydney University where she started in 2011, after a research position at the University of Amsterdam and a Visiting Assistant Professorship at the University of California in Los Angeles. She is also a Chief Investigator within the ARC Centre of Excellence for the Dynamics of language

Enriching language through practice

The presentation will show the benefits for ECEC services working collaboratively with families to support children's language from an early age. The presentation introduces participants to the Enriching language through practice project which implements the 3a - Abecedarian Approach Australia in four ECEC services in the Shellharbour LGA in 2019-2021,

Presenter

Donna Bartley

Donna is an ECTARC Project Officer, delivering the Enriching Language Through Practice Project in Education and Care Services in the Shellharbour LGA NSW

250 stories before Christmas

The presentation will explore how the Children & Family Services Interagency Champions group in Wollongong NSW took the information from their 2018 AEDC and developed this project, what resources they developed and how the pilot has gone within a variety of Early Childhood Organisations.

Presenters

Michelle Toms

Michelle is an Indigenous woman from the South Coast of NSW. She has been in Local government for just over 2 years and her primary role is Community Engagement. Michelle is passionate about Indigenous lives, and advocates for their injustices.

Tracey Kirk-Downey

Tracey has been in the early childhood sector for over 30 year. She is passionate about the early years She holds the position of the Children & Family Services Community Development Worker at Wollongong City Council.

PAINT THE TOWN REaD UNIFORMly... An Annual Community Reading Day With a Difference.

What to do when social isolation is mandatory! Journey with us as we show how we tackled the problem. Participants will experience snippets of a virtual reading day, after which the concept and the activities will be explained. Opportunity will be given to experiment with the ideas.

Presenters

Rhonda Brain – Founder of PTTR and the Board's Creative Director as well as being an active member of Paint Parkes REaD.

Shonel Redfern leads Paint Parkes REaD, from her role as the Early Childhood Worker in Family Support Service at Neighbourhood Central Parkes NSW

Workshop Series 2 - 3.30 pm

Time to play: Enhancing opportunities to support early development and literacy for children and families who have experienced refugee trauma

Children from all cultures play. It forms the foundation of how children develop physically, socially and emotionally, interact and learn. Many children from refugee backgrounds have had disruption to their development due to trauma, and families may not know the best way to support their children with these issues. This interactive experiential workshop will also address issues of engaging parents and grandparents in exploring the stories, songs and games families have in their own culture that address development and trauma related issues. Participants will use a variety of mediums such as gross motor and sensorimotor activities, songs, stories and music to explore skills in cultural responsiveness, attuning to the child, managing emotions, limit setting and use of stories in practice. This in turn will enable participants to assist the family to remember activities from their own culture, and support their

Bridging the Literacy Gap Through Culturally Embedded, Language Enriched Play Spaces.

This workshop is a case study of the Guring Gang Playgroup, a supported playgroup for Aboriginal and Torres Strait Islander families in Canterbury Bankstown NSW.

Throughout this presentation we will look at the structure of our playgroup program and explore how we foster a welcoming and language enriched environment. We will share the resources, activities and strategies that enable us to embed aboriginal perspectives into all aspects of our weekly program and discuss how activities encourage literacy and language development in children. Participants will have the opportunity to look at the cultural resources used in our program.

*Presenter
Julie Bertram
Julie is primary teacher who spent 30 years with the Department of Education in both mainstream and special schools. She has a passion for children's literature and one of her greatest delights is to share stories and see children develop a love for reading and writing. In 2008, Julie joined BCRG to*

Forked Tongues Multilingual Storytelling Collective –sharing strategies for engagement, language acquisition, cultural legitimation and pluralism in early childhood settings.

The LOST IN BOOKS multilingual kids' bookshop and creative hub established the Forked Tongues Multilingual Storytelling Collective in 2017 to develop and celebrate the linguistic diversity of South Western Sydney; to help local women to gain new, employable skills; to enable cross-cultural exchange and appreciation; and to bring multilingual stories to audiences of all ages.

This workshop will share strategies for engagement, language acquisition, cultural legitimation and pluralism in early childhood settings

*Presenters
Lillian Rodrigues-Pang
Lillian Rodrigues-Pang is a professional bilingual storyteller who works with Lost In Books to mentor our Forked Tongues multilingual storytelling collective. She holds a Masters in TESOL, is an educator and trainer for DET Community Language Schools, the Starlight Foundation, SCARF and has run independent programs for language acquisition and*

Revved up for Reading: engaging fathers with picture books

Participants in this workshop will learn more about the wonderful world of books about cars and trucks and things that go – and how to engage fathers with reading using community reading role models who drive, build, lift and shift in their daily work.

*Presenters
Margaret Robson Kett
Margaret is a Melbourne-based writer, editor and publisher. As a children's librarian in big and small libraries in Victoria and Western Australia, she has had 40 years of interest in, and accumulated knowledge of, picture books for under 5s. She was a member of the Better Beginnings Family Literacy Program team in WA for seven years, and has been a judge for the Children's Book Council of Australia awards. Margaret writes about children's books for magazines and has a blog 40 Years of Picture Books. In 2019 she published A Construction of Cranes with Kettlestitch Press.*

Andrea Folkard is a PTTT

Promoting Early Literacy Through Family Partnerships

Through the use of street and centre libraries, take-home literacy bags, special reading days and literacy-focused events, we have been able to build valuable partnerships with families both at our services and in our local communities. Through our partnerships, we work to empower families to build resilience and understand the value of their role in early literacy development for children.

We will share our journey of how we use these easy to implement literacy programs to promote early literacy development and its lifelong impacts. We will also share how to take opportunities to support families through targeted information sharing that is discreet and suited to the diverse needs of our families.

*Presenters:
Catherine Harding currently facilitates Penrith City Councils Mobile Playvan. Catherine is an Early Childhood Teacher with 25 years' experience in the Early Childhood Profession. Natalie Gallop is the Director*

child's development and learning in culturally appropriate ways.

Presenters

Rosemary Signorelli

Rosemary is employed as the Senior Early Childhood Counsellor at STARTTS. She has extensive experience as a music therapist, psychotherapist and occupational therapist across the lifespan and different settings: in early childhood, special education, disability, trauma recovery, adult rehabilitation, and aged care.

Rachelle Coe

Rachelle is a School Liaison Officer at STARTTS. Her role is to build the capacity of schools to support their students and families with refugee experience, with the aim of improving students' school environment and overall participation in learning. Rachelle has particular interests in the use of movement and play opportunities as interventions for children who have experienced trauma.

develop and facilitate a Transition to High School program for Aboriginal children. In 2009, she began facilitating the Guring Gang playgroup and now also facilitates the Deadly Beginnings-Deadly Futures project for children in years K-6.

storytelling skills. She tells and shares stories with people of all ages, all backgrounds and all abilities. Her work is dedicated to the truth that sharing, listening and telling stories builds community.

Jane Stratton

Jane is the CEO of the Think+DO Tank Foundation and Lost in Books

Champion from WA – integral in establishing Paint Kwinana REaD and Paint Wanneroo REaD.

of Blue Emu Children's Centre. Natalie is an Early Childhood Teacher with 19 Years' experience in the Early childhood profession.

Friday 21 May

Workshop Series 3 – 1.00pm

Overcoming isolation in 2020: How GoGo The Gecko and Sing&Grow Australia used Facebook to “Talk, Sing, Read and Play With Your Child Every Day From Birth.”

The introduction of public health restrictions due to COVID-19 in April 2020, resulted in the closure of community services offering face to face early learning and play opportunities for preschool aged children and their families. This presented an unprecedented challenge but also a unique opportunity to innovate and develop new ways to reach families using the social media platform, Facebook.

Paint Liverpool REaD has been engaged in high quality early literacy activities in the local area for nearly ten years. Their mascot GoGo the Gecko is a well-known and recognised figure in this community. When Paint Liverpool REaD moved their activities online, it proved to be an excellent opportunity for Sing&Grow to collaborate and build on the existing efforts of Paint Liverpool REaD to promote early literacy to local families and further support the message, “Talk, Sing Read and Play with Your Child Every Day

A journey of creating Aboriginal enriched learning spaces

Trina and Stacey will share their journeys on how they have created Aboriginal enriched learning spaces for children 0-12 years.

Trina will share her inspiration on how they have created an outside learning path and area for children with Dalmarri Aboriginal Art.

Participants will come away with practical ideas and suggestions to engage with the local community and authentically share culture with a focus on language and literacy.

Presenters:

Trina Horder is a Dharug woman, an Early Childhood Teacher and the Cluster Director at Tandara and Carita Children’s Centre’s. Trina has over 25 years’ experience in the Early Childhood field.

Stacey Horder is a Dharug woman, an Early Childhood Diploma educator at Jamisontown Children’s Centre. Stacey has over 10 years’ experience in the Early Childhood field.

Amanda Collins is the Children’s Services Development Officer at

Enhancing early literacy in CALD families: the role of siblings

The purpose of our workshop is to share our findings from the action-research of our ‘Woodville Sib-Links’ group, an after-school, mixed-age group to support young family members to improve family and sibling connections. And to discuss the practices we used to enhance early digital literacy within CALD communities and how the siblings were instrumental in that process.

Presenters:

Manik Gadre Manik is a practicing early childhood teacher with passion for working with children from vulnerable families. She’s a proud migrant and is currently working at Woodville Alliance as the project lead on the Integrated Children’s Services Project, which is using creative ways to provide early childhood experiences through playgroup and outreach to children and families who would not otherwise have access to early education.

Books for Boori – A literacy based Early Intervention for Aboriginal families

The positive impacts of early literacy intervention for Aboriginal families cannot be underestimated, particularly for ‘closing the gap’ in lifelong outcomes. This research contributes to the field by highlighting an emerging program that has had positive outcomes for Aboriginal families in a regional area of Australia. This workshop will investigate the design of the Books for Boori (B4B) project – a literacy based Early Intervention for Aboriginal families with children 0-3 years funded under DCJ Targeted Earlier Intervention.

Presenter

Brooke Hardy is a Masters of Philosophy student at Western Sydney University and the Community Capacity Building and Engagement Lead for EACH Southwest Sydney. She has over 10 years’ experience working in community development roles, and developed the Books for Boori program as an early literacy intervention

from Birth”.

This presentation will demonstrate how this collaboration helped to continue delivering high quality early literacy activities in the local community throughout 2020.

Presenter

Samantha Schoeler-Jones

Samantha is a Registered Music Therapist, classroom music specialist and concert flautist. She has worked in both the education and not-for-profit sectors as a music therapist in Germany as well as Australia. As part of the National Music Teachers Mentoring Program, inaugurated by the late Richard Gill, she guided special needs teachers on how to implement music in the classroom to support educational outcomes as well as the social and emotional needs of students. Samantha currently works as a clinical specialist and community partner with Mission Australia.

Penrith City Council, an Early Childhood Teacher and Paint Penrith REaD champion and advocate. Amanda has over 25 years' experience in the Early Childhood field supporting families through innovative programs

She has worked in a variety of early childhood services including Brighter Futures, to better support the families of 'at-risk' children. As an educator, she has extensively worked with CALD community, especially newly arrived families. She's a TAFE academic as well, teaching various courses within early childhood education & care sector. Finally, Manik is a strong advocate for the rights of children from refugee & refuge-like backgrounds.

Stephen Villon

Stephen is a project officer for Woodville Alliance's Strong Minds Program - an early intervention program supporting good mental health & wellbeing of children, young people (up to 18 years) and their families. He has experience working in both the education and not-for-profit sectors. Stephen is passionate about improving the mental health and wellbeing of young people, particularly adolescent boys and young men.

to support Aboriginal families. Her thesis will examine constructions of the role of social and community-based workers in the transition to school ecology. Brooke has a strong interest in the ecology of transition to school, early literacy, parenting and early childhood development, and in exploring the nexus between education and community development.