



ECAWA STATE CONFERENCE

ORDER OF EVENTS



Curtin University

- 8.20 Arrival and Registration - 210.101 Elizabeth Jolley Lecture Theatre Foyer
- 8.45 Conference Welcome: Dr Pauline Roberts - 210.101 Elizabeth Jolley Lecture Theatre Foyer
- 8.55 Welcome to Country - Aunty Tina
- 9.10-9.25 Hon. Sabine Winton MLA, Minister for Early Childhood; Child Protection; Prevention of Family and Domestic Violence; Community Services
- 9.25-10.25 Professor Pasi Sahlberg, University of Melbourne - **Let The Children Play**

10.35-11.10

3 Concurrent Sessions

Dr Amelia Ruscoe
**While The Children Play:
The Secret Ambitions of
Children**

210.102 Norman Duffy Lecture Theatre

Dr Amie Fabry
**Enhancing Play-Based
Learning Through Leadership:
A Tale of 3 Schools**

210.101 Elizabeth Jolley Lecture Theatre

Be You
**Children's Empowerment
in Play to Promote Mental
Health**

213.104 Tim Winton Lecture Theatre

11.10-11.35

MORNING TEA - Creative Corner

11.40-12.10

Concurrent Sessions #1 - See attachment

12.15-12.45

Concurrent Sessions #2 - See attachment

11.40-12.45

Concurrent Sessions #3 - See attachment

12.45-1.15

LUNCH - Creative Corner

1.20-2.00

Associate Professor Hayley Christian, University of Western Australia;
Telethon Kids Institute - **Active Play: An Essential Yet Often Overlooked Aspect of Early
Child Health and Development** - 210.101 Elizabeth Jolley Lecture Theatre

2.00-2.45

Panel - The Power of Play for Diverse Learners - 210.101 Elizabeth Jolley Lecture Theatre Foyer

- Dr Kay Ayre, Edith Cowan University
- Rosie Paine, Wonfutha (Yilda) / Noongar / Yamatji Woman and Deputy Principal
- Associate Professor Hayley Christian, University of Western Australia / Telethon Kids Institute
- Sarah Pillar - Clinikids
- Kendra Bell-Hayes - Speech Pathologist

2.45-2.50

Conference close

Concurrent Sessions #1 - 11.40pm to 12.10pm

Gillian Smith (Edith Cowan University) - 501.102

Hopeful Insights from Teachers regarding challenging behaviours in play.

How do teachers uphold relational, play-based pedagogies for young children with challenging behaviour? How can leadership best support teachers to respond positively when the complex demands of challenging behaviour intersect with play-based learning? Explore insights from a survey of over 100 early childhood teachers in Western Australia, which bring to light the crucial link between teachers' perceptions of challenging behaviour and their ability to advocate for play. This session gives voice to teacher perspectives, sharing thought-provoking and hopeful insights that will amplify our collective determination to enable teachers to provision play-based learning in inclusive environments, empowering every child's right to play.

Kristy Howson (Carlisle Primary School) - 501.117

Play meets the WA Curriculum: Creating rich learning experiences through play in a school context.

How do you facilitate rich play to meet the expectations of the WA curriculum? In this session I will share photos, videos and stories of planning and implementing play within the context of a Pre-primary / Year One classroom to provide play-based experiences that are child-led, culturally responsive, engaging and rich in learning.

Melissa Gleeson and Nadia Wilson-Ali (Nido) - 501.116

Promoting learning, development and wellbeing through play in Early Childhood Education and Care (ECEC) settings.

This hands-on workshop will discuss and provide practical examples of how to intentionally promote children's learning, development, and wellbeing through play. Participants will have the opportunity to share everyday play experiences in the life of a child attending ECEC settings and explore the concepts being promoted through these experiences. The role of educators and their impact on play will be considered.

Cath Fitzhardinge - 501.201

The changing state of outdoor play. How early learning environments can influence child health and wellbeing.

As an Occupational Therapist, I collaborate with Landscape Architects, Schools, Early Learning Centres, and Local Councils in the creation and activation of outdoor play spaces. I advocate for children (and adults) living in urban areas to have access to nature, and to embed nature into their everyday lives. This presentation will explore how children's access to free play outdoors has changed over the years, and highlight the universal opportunities that early learning environments can offer children to connect with nature, with others, and with themselves to foster competence, confidence, curiosity and kindness.

Olivia Long (Craigie Early Learning Centre) - 501.202

Embedding our Reconciliation Action Plan through Play – The 300 Hearts Project.

Join us while we share with you our experiences embedding our reconciliation action plan through play with our little people. With a focus on educating our little people about the Uluru Statement from the Heart, we will share with you how one small idea grew bigger and bigger, resulting in us sending 300 polymer clay hearts to the Prime Minister of Australia!

Fiona Fraser (Guildford Grammar School) - 501.203

Play and Agency: creating a play-based environment that respects children's voices and supports wellbeing.

We think of agency as being able to make choices and decisions to influence events and to have an impact on our world. Supporting children's agency is about recognizing that all have the right to make choices and decisions and are capable of initiating and directing their own life and learning. Play promotes children and youth's agency by providing them with opportunities to organise themselves, take initiative, negotiate, and make choices, among other skills. This presentation follows our journey in Prekindergarten at Guildford Grammar where we are learning to recognise and create an agentic culture in our context to support the children's identity and sense of belonging and wellbeing.

Concurrent Sessions #2 - 12.15pm to 12.45pm

Jo Hansen (Comet Bay Primary School) - 501.102

Leading Play through Influence and Inspiration.

Leading staff through change to an effective blended pedagogy of learning based play in a school is achievable when the journey is a shared common thread in a diverse fabric of influence and inspiration. Using my experience and expertise in this area will enable me to share my journey across many schools where I have had opportunities to implement, lead and inspire authentic, rich play-based learning through a collaborative and child centered approach. Answering the questions around what children need and what role does play have and what do we need is the beginning to understanding that Play is not only life essential for children, but it is a necessity for the well-being of children.

Katarina Bavcevic (Parkerville Primary School) - 501.117

Play opportunities in multi-aged classrooms.

This workshop session will be covering catering for play spaces in classrooms with limited space, making the most of what you have to maximise play opportunities and ideas on how to cater for play in multi aged year level classrooms and beyond. The workshop will also guide early childhood professionals through photo inspiration and some reflective questions & processes to help educators ponder.

Danica See (Little Bloom Consulting) and Hannah Warren (Childhood Rising) - 501.116

From observers to co-players: The role of the adult in play.

In our workshop we will explore the therapeutic power of play and the concept of being IN play with children. We'll then juxtapose this with the power of being OUT of play with children. Our discussion will explore the purpose of play for children, how an adult lens can shift how we support play, being intentional with our presence around play and tease out the differences between play-based learning and authentic play. We'll also provide tangible strategies for being both IN and OUT of play with children.

Tammy OHare (Goodstart) - 501.201

Enabling environments

Enabling Environments allow young children to lead their own play, either as an individual or in a small group. It offers children an array of experiences that support their learning needs and can act as a 'third teacher.'

Pauline Roberts (Edith Cowan University) - 501.202

Selecting respectful First Nations resources

This workshop will take you through the AIATSIS guide for evaluating Aboriginal and Torres Strait Islander resources for use in your education programs to ensure your choices are respectful.

Trudi Bennett (Educated by Nature) - 501.203

Empowering Children: Saying Yes to Risk.

Educated by Nature are intentional about creating space and actively supporting children to experience risky play. We model positive, empowering and confidence-building language that supports children to take risks. This is coupled with the provision of time and space for children to experience their environment and make necessary decisions to navigate risk. When we trust in children's abilities and provide opportunities for investigation and engagement with risk, they unlock their innate learning potential. This workshop explores the concept of risk in children's play and parent perceptions of risk. Ellen Sandseters' six types of risky play are outlined with discussion about the ways in which these can be used in various child-based settings to support deep engagement and authentic play opportunities. The hands-on section of the workshops allows for discussion on benefit-risk assessment preparation and challenges in implementation of risky play.

Concurrent Sessions #3 - 11.40pm to 12.45pm

Rebecca Duncan (AISWA) and Supreeya Megharfi (Al-Hidayah Islamic School) - 501.204

Playful STEM in K-2 through ramps, blocks and pathways.

This practical workshop illustrates playful ways of empowering children with the STEM knowledge, skills, capabilities and dispositions they need now and into the future. A small group of WA Independent Schools investigated how simple materials (blocks, marbles and homemade ramps) cultivated complex and engaging STEM learning in K-2 classrooms. The educators' stories shared in this presentation are powerful examples of practice, which demonstrate that play-based learning is vital in every early childhood classroom and reveal an exciting approach to make it happen! Ways of extending and assessing learning within play contexts will also be shared.

Jane Nicholas (Baldivis Gardens Primary School) - 501.218

Windows and Mirrors through Music and Picture Books.

This workshop will engage participants in musical activities to link to picture book based learnings for developing cultural understandings and identities for students with and without First Nations ancestry. The picture books referenced will include 'Summer Rain' by Ros Moriarty and illustrated by Balarinji, 'We All Sleep' By Ezekiel Kwaymullina and Sally Morgan, as well as 'Warna-Manda Baby Earth Walk' by Susan Betts and Mandy Foot. Links to local Noongar culture will also be included through Jane's connections with local First Nations musicians, artists and community.

