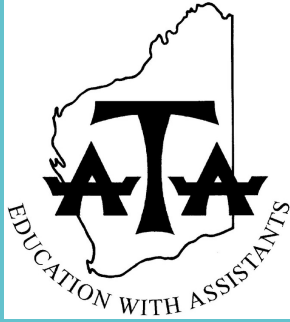


The West Australian Association of Teacher Assistants Inc.



2018 CONFERENCE

**3RD TO 5TH AUGUST 2018 AT RENDEZVOUS HOTEL,
SCARBOROUGH**

Friday 3rd August - Registration from 5.30-6.30pm

Saturday 4th August - Registration from 7.30-8am.

Friday 3rd August - Sip 'n' Chat in the Mentelle Room from 6.30-8pm.

SATURDAY 4TH AUGUST 2018

SESSION 1 8:30 - 10:00

1: Developing Numeracy through Card and Dice Games

Martine Thurkle

Learn to play Snap to 10, The Array Game and see just how versatile BINGO can really be. Through discussion and practice of card and dice games, participants will develop skills and confidence to engage with students in mathematical experiences.

2: Synthetic Phonics Instruction

Shirley Houston

This workshop will outline the principles of Synthetic phonics instruction and provide an opportunity to explore strategies and resources. It is really important to get reading right. Synthetic phonics instruction has been mandated in the UK since 2007 as the Rose Report indicated that Synthetic Phonics “offers the vast majority of children the best and most direct route to becoming skilled readers and writers”.

3: Exploring our Senses

Sue Charlick & Leanne Sharp

Children explore their world by using their senses. Our senses bring us to harmony with nature, will warn us of danger and sharpen our awareness of people. Sensory play encourages language, imagination, communication, co-ordination, balance and social skills. It can be calming and can help children to manage their emotional response to sensory output. In this session, you and your colleagues will be inspired to create sensory learning experiences and opportunities to encourage children to think about their senses of: see, touch, feel, hear, taste. You will leave with skills & knowledge to help children develop and actively participate in sensory play.

4: Challenging Behaviour

Dolly Bhargava

This practical and interactive workshop will address the:

- Introduction to challenging behaviours
- Causes of challenging behaviours
- Internalised and externalised challenging behaviours
- Utilising the positive behaviour support framework to identify proactive, active and reactive strategies

MORNING TEA 10:00 - 10:30

SESSION 2 10:30 - 12:00

1: School and learning through the eyes of WA students

Commissioner Colin Pettit

This presentation will show you the key findings from the Commissioner's major education consultation with 1,800 WA school students. This consultation explored the factors that influence a student's level of engagement in school and the complex interplay these factors have on each other and their overall engagement.

This work is important and has helped many students, but by listening to the voices of children and young people, it is clear there is more to be done to create a truly responsive and equitable education system.

2: Sensory Processing - Focus and Behaviour in the classroom

Hayley Willis

This session aims to provide Education Assistants with an increased understanding of sensory processing difficulties and how they can affect engagement, behaviour, participation, and performance in the classroom and schoolyard.

This session will cover the theory of sensory processing as well as strategies to assist with different sensory regulation difficulties in the classroom. It provides a different perspective on common classroom behaviours and offers effective ways to manage the sensory behaviours more appropriately.

3: Teaching Kids affected by trauma

Dolly Bhargava

A greater number of children who have experienced abuse, neglect, and victims of household dysfunction are entering our childcare centers, preschools, schools and community settings. In the brains of children who have experienced such traumatic events, neural pathways associated with fear and survival responses are strongly developed.

This practical and interactive workshop aims to develop an understanding so that people supporting them can adapt their teaching practices to promote a sense of safety, build trust and address their needs.

4: Selective Mutism & Quiet Quirks – Kids Who Can But Can't Speak

Rochelle Castine

Imagine being able to yabber all you want at home and some places, but then being unable to speak at all at school or other places. That's what it's like for kids with Selective Mutism, though it's not a conscious choice! These kids are misunderstood and stick out. Boys are seen as difficult and naughty, girls as shy and stupid. Obvious approaches – like bribes or punishment – simply don't work. In fact, they generally make the situation a whole lot worse! Such kids "choose" to miss out rather than risk failure, and they do miss out, both socially and academically.

Mutism may be related to anxiety, but it's so much more than that. Selective Mutes are strong-willed and tough to manoeuvre and manage when they're worried about risking doing something. The problem grows for parents too, as they deal with comments, criticisms, blame, and helplessness. It grows further still for teachers and teaching assistants trying to teach and assess them, and other professionals trying to assess or help them.

This presentation is about just that: giving you a glimpse of some of these quiet quirks and hopefully a useful and positive, constructive approach to helping these truly amazing, albeit challenging cases.

LUNCH 12:00 - 1:00

SESSION 3 1:00-2:30

1: STEM-LEGO

1: (a) LEGO® Technic Workshop

Rachel Koo

This workshop will provide a brief introduction to our Bricks 4 Kidz® LEGO® programs which focus on STEM concept and its benefits for children, followed by a mock-up school incursion structure with hands-on experience for all the teacher assistants.

1: (b) MINDSTORMS® EV3® Coding Workshop

Christopher Meow

This workshop will provide a brief introduction to our Bricks 4 Kidz® Robotics program using MINDSTORMS® EV3® robots and application. All participants will have hands-on experience to program the various Pre-build robots provided.

2: Personal and Social Capability Skills

Susanne Line

This session will provide participants the opportunity to consider how explicit resilience teaching and a safe, caring learning environment can increase students' connection to a school, academic achievement and success in life.

We will also look at exploring the Personal and Social Capability skills – self and social management, self and social awareness and consider a range of effective teaching and learning strategies that can be easily transferred into the center or classroom to develop students' knowledge, skills, attitudes, and values.

** Workshop participants will receive a free resource after participation (please allow 2 weeks)**

3: Protective Behaviours

Holly-ann Martin

Children with disabilities are up to seven times more likely to be sexually abused than their non-disabled peers (Briggs, 2006).

This presentation will provide attendees with practical strategies. Areas that will be covered are; teaching Public and Private as a whole concept, Safety, Feelings, Early Warning Signs, Safety Teams, Saying No and Secrets.

The resources being presented have been designed to make teaching Abuse Prevention Education in a realistic, topical and engaging way without trying to scare children. They have been developed out of a need for having functional, customised tools for delivering the essential concepts to children of all developmental abilities.

The broad range of topics covered is intended to teach children multi-faceted strategies for protecting themselves, but also the importance for children to take risks, which is how children learn.

SESSION 3 CONTINUED

4: (a) SNEA/Teacher Case Study of ODD/ADHD from Mainstream Kindy to Year 1

Nadia Reynolds and Celeste Spencer

This session is about one student's journey towards gaining acceptance and understanding in a mainstream setting, demonstrating the effectiveness of early intervention.

We will establish how a team-based approach (including Special Needs Coordinators and Social Workers) were used to help develop a knowledge and understanding of not only of ODD and ADHD, but also the child within, enabling the best outcomes for the student and the class.

We will explore the core elements of what makes for successful planning and support in a mainstream setting; knowing your student, maintaining positivity, using structure and motivators and working collaboratively with parents, leadership and whole school community.

It will also highlight how documentation of daily outcomes can enable a thorough analysis of what is working and what needs to be evolved further and how it assists with handovers with new staff.

We also highlight how the behaviour management program used for one student has the benefit of creating an emotionally intelligent classroom.

4: (b) Education on Type 1 Diabetes

Bec Johnson

The Telethon Type 1 Diabetes Family Centre has developed education for educators, helping teachers, Education Assistants, and other school staff to support children with type 1 diabetes in the school setting. This talk discusses type 1 diabetes in schools, and showcases the elements of the Family Centre's program, helping WAATA members feel supported and informed when encountering type 1 diabetic children in their classrooms

AFTERNOON TEA 2:30 - 3:00

KEYNOTE SPEAKER 3:00 - 4:00

Autism Research

Professor Andrew Whitehouse

Andrew Whitehouse is an international leader in the area of autism research. Autism is typically diagnosed between 3 and 5 years of age, which is when behavioural symptoms are able to be clearly identified without ambiguity. A major problem with this relatively 'late' age of diagnosis is that by the time a child has been identified as having autism, many of the best opportunities to provide lasting change to the developing brain has already passed by.

But what if we threw out the rulebook of rigid diagnoses, and created a new paradigm in which we identified infants as young as 12 months of age as being 'at risk' of autism, and provided preventative therapy? Could this new paradigm prevent infants 'at risk' of autism ever developing the disability usually associated with the condition?

ANNUAL GENERAL MEETING 4:00 - 5:00

****All financial members can nominate and are encouraged to vote at the AGM****

WAATA COMMITTEE ROLES:

WAATA is seeking interested financial members who enjoy professional fulfillment in the company of like-minded individuals to join our committee for a strong future for our association. Executive positions must be filled at AGM.

View position descriptions at <http://waata.asn.au/members/committee/> and please contact us <http://waata.asn.au/contact/> if you would like further information about any of the roles.

WAATA ANNUAL GENERAL MEETING:

Why should I attend AND what goes on?

The AGM commences at 4 pm on Saturday 4th August and will conclude at 5 pm. The Executive committee invites and expects all Conference delegates to attend as this is your association and without your attendance and input WAATA cannot thrive and grow into the future.

BUSINESS OF THE AGM:

- Receive, confirm and amend where appropriate the minutes of the 2017 AGM.
- Receive the Annual Report, Reviewed Balance Sheet and Financial Statement for 2017.
- Conduct the election of Office Bearers of the Association for 2018-19.
- Consider and if appropriate, adopt (with or without modification) amendments to the Constitution of which due notice has been given.
- Consider any notice of Motion which due notice has been given in accordance with the Constitution.
- Approve the remuneration of the Reviewer for the previous year.

WAATA Committee run a special raffle drawn at the conclusion of the AGM for all attendees.

DINNER - GRAND BALLROOM 7:15

Dinner Speaker: Karen Warren-EA of the Year 2017

Doors open at 7 pm for a 7.15 pm start.

DJ will provide music until midnight.

SUNDAY 5TH AUGUST 2018

SESSION 4 / 8:30 - 10:00

1: (a): Cerebral Palsy -A Parent's Perspective – school journey from Kindy to Yr 12 Wendy Langford

This 45-minute session will present one parent's perspective of a special needs family's journey through the school system. The presenter is the parent of a child with cerebral palsy, intellectual disability and epilepsy, who has attended both mainstream schooling and Education Support Centers.

The session will discuss the impact that education assistants have had on this student's educational journey, in the context of a family living with special needs and attempting to navigate all the ups and downs which that brings, at home, school and in the wider community.

1: (b) What is XYY Syndrome and how can you help as an Educator

Amber Gilkes

- What is XYY Syndrome
- How XYY Syndrome is diagnosed
- Associated traits
- Sharing helpful tools and resources from specialists and teachers that have worked with her son and other XYY students.
- Sharing the experience with living and caring for a child with XYY Syndrome as well as strategies utilised at school to engage and get the best out of the students.
- Emphasize the importance of communication between the teacher, EA, and parent in relation to the needs of each individual child.

2: Basic Bio-Mechanics to creating a healthier spine

Chloe Potter

In this session, we will learn about the main muscles of the body involved in creating a healthy spine & what state they should be in for optimum balance. We will look at the body holistically to gain an understanding of how muscles, joints, tendons, ligaments, and bones work together to create movement & function.

You will walk away from this session with the knowledge of how to provide self-care & maintenance of your spine.

****Delegates to bring their own Yoga Mat or towel for this session****

SESSION 4 CONTINUED

3: Supporting Emotional Regulation in the Classroom

Olivia Firth

To be able to pay attention, participate, retain information and learn, students need to be in a state of emotional and sensory regulation. However, we know that children can experience a wide range of emotions throughout their school day! For some children, understanding these emotions, the impact the emotion has on their body and how to best support themselves, can be particularly challenging.

Join Olivia Firth in this hands-on session to learn how to:

- Support students to identify a range of emotions and the impact these emotions have on their body using the Zones of regulation
- Gain a better understanding of the impact sensory regulation can have on managing a range of emotions.
- Develop a range of practical tools your students can use within the school setting to support their emotional regulation.

4: Supporting students in literacy with Dyslexia like problems

Rebekah Ozanne

Dyslexia is a specific learning disability in reading. Kids with dyslexia have trouble reading accurately and fluently. They may also have trouble with reading comprehension, spelling, and writing.

In this session we will cover:

- What does dyslexia look like in the classroom?
- How can I best support the student?
- What will not help this student?

PLENARY 10:30 - 11:30

Dealing with Disposition and Differentiation in Mathematics

Dr Paul Swan

Teacher Assistants play a vital role in supporting students in learning mathematics. Many of these students find mathematics challenging and so they display a negative disposition toward mathematics. A further challenge is that when working with groups of students is that some students need more support and others less support. In this session, Paul will share some low floor high ceiling tasks that may be adjusted to the needs of these students.

CONFERENCE CLOSURE

DELEGATES:

We would appreciate your lanyard being returned to designated boxes in the foyer.

Conference Certificate for your Professional Development Portfolio can be collected from the foyer.

Many thanks from 2018 WAATA Committee.

PRESENTERS

KEYNOTE SPEAKER

Professor Andrew Whitehouse

PLENARY SPEAKER

Dr. Paul Swan

DINNER SPEAKER

Karen Warren EA of the Year

SESSION PRESENTERS

Martine Thurkle

TDS Allendale Primary School Teacher

Shirley Houston

Get Reading Right

Leanne Sharp & Sue Charlick

Little Ones- Early Learning Experiences

Dolly Bhargava

Behaviour Zen Pty Ltd

Commissioner Colin Pettit

CCYP

Hayley Willis

Bright Minds Occupational Therapy

Rochelle Castine

Perth Psychological Services

Rachel Koo & Christopher Meow

Bricks 4 Kidz

Susanne Line

SDERA School Drug Education and Road Aware

Holly-ann Martin

Safe4Kids

Bec Johnson

Telethon Type 1 Diabetes

Nadia Reynolds & Celeste Spencer

EA and Teacher - Catholic Education

Amber Gilkes

XYY Syndrome Assoc.of Aust Inc

Wendy Langford

Parent - Cerebral Palsy/ID and Epilepsy

Chloe Potter

Chloe Potter Yoga

The 2018 WAATA Conference Team

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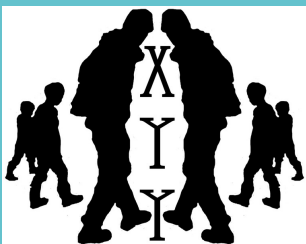
GOLD



SILVER



BRONZE



WAATA PATRON

Maggie Dent is an author, educator, and parenting & resilience specialist with a particular interest in the early years and adolescence.

