

WAATA News

Conference Edition

CHAIRPERSON'S REPORT

The past year has been a very exciting and interesting year for me, culminating in the WAATA 25th Anniversary Conference.

Taking on the roles of Chairperson and Conference Coordinator, having never have done either role before, was in hindsight, a little overly ambitious!

Especially as I already have a day job!

However, the experienced Committee members who knew WAATA inside out and back to front, especially our Treasurer Lyn and Secretary Sue, guided me in my role of Chairperson with lots of support.

The whole committee have been positive and encouraging and have made me feel confident that we are bringing WAATA into a new and exciting era.

I am looking forward to continuing as Chairperson for 2017-2018.

Nadia Reynolds



WAATA

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Many thanks to this years Conference sponsors



LADS
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2017 WAATA CONFERENCE

Organising a conference for over 200 delegates, with great presentations, food, drink and celebrations is quite an undertaking, especially with lots of new members and non-members joining us for the first time.

I have definitely discovered that a Conference Coordinator needs a Conference Secretary to discuss and decide on specific things and I am so grateful to Lawana Williams as she is a fantastic Conference Secretary.

Lawana went above and beyond to ensure the smooth running of our Conference this year. Thank you Lawana for all that you do!

Lyn Worth, our Treasurer, also gave a huge amount of time to ensure the financial side of things was managed and a myriad of other things too.

We have been looking at our marketing strategies to improve knowledge of WAATA in school communities, especially our conference.

Sue Collins, WAATA Secretary, has worked so hard to get our new website up and running and this is an important first step.

All non-Executive Committee members helped with the conference, including our fantastic hand-made decorations on our 20 ballroom dinner tables, table place names for VIP's and Life Members, Conference Bags (Angie Williams) and lots of other 'behind the scenes' things.

Thanks also go to Julie Corich, Vice-Chair, for the quiz! It was a great complement to our theme, "Supporting Students to Reach for the Stars!"

In short, our conference was a success because all 11 committee members put their heart and soul to make the 25th Conference Anniversary extra special.

Our wonderful Conference Presenters and VIP's were happy to be a part of such a great event and have assured us that WAATA is a valued asset to EA's.

WAATA Patron, Maggie Dent, also made us appreciate how valuable we are!!

Many presenters have offered to come back and present again!

I have learnt so much this past year and have challenged myself in many different ways and I know many of the committee have done the same. It feels really good to do something outside of family and work, being united in a common cause. I am so proud of the 10 ladies who joined me on the committee last year and I'm even more excited that we have a full committee this year. Long live WAATA!

Nadia Reynolds

All new members are invited to view the WAATA constitution via the Members page on our website www.waata.asn.au

Sip “n” Chat

Friday the 25th August saw WAATA members gather together to celebrate our 25th Anniversary at Sip n Chat. Many took the opportunity to catch up with people from previous conferences or to make new friends, and for some it was simply a night just to catch up and socialise with other Education Assistants.

Many friendships have been formed since WAATA began and it was so nice to see so many familiar faces. Laughs and memories were shared that night whilst the drinks flowed and the food came out. Many shared stories about their memories about WAATA , their roles, and about how long they had been members for. Some shared stories about their schools and the students they work with. It was nice to hear people talking about previous conferences and about workshops that they had attended. Members mingled around the room winding down from a hard day work. **Congratulations WAATA on “Reaching for the stars” and celebrating 25 years.** Thank you to the many Committee Members past and present, that previously have, and that now freely give up their time to make this possible. Looking forward to many more celebrations.





Barrier Games

The word I would use to describe these two presenters is amazing. Leanne Sharp and Sue Charlick provided a fun, educational and interesting session. Play is such a vital part in a child's physical, intellectual, emotional and social development. Unfortunately many students are not given enough time in the busy curriculum.

Barrier Games had Education Assistants taking on the role of students by experimenting, communicating and having fun whilst learning through play. All of these games could also be used to achieve students IEP goals. They could be adapted to suit all student's needs and levels in the classroom. We all had fun interacting and as we rotated around the room we got to experience many different games. It was great to watch the ladies having fun communicating and following the instructions whilst learning through play. Leanne and Sue gave us a handout, gave us Facebook sites and clear instructions to guide us when we are using this in the classroom. They even had kits made up to assist us to prep in our classrooms. Thank you for a wonderful session ladies, it was thoroughly enjoyed by all who attended.

Maria Cox

Developing Reasoning through Early Geometry PP - 3

Presenter: Richard Korbosky

Richard is a very passionate Mathematician. He presented some great hands on Math activities that had all delegates participating in during this session. His biggest statement was that we need to teach students the proper "talk" for math eg: Slide, flip, turn should be translate, reflect and rotate and teach students how to spell math words like triangle, square etc.

Delegates also spent about 10 minutes designing/drawing with the Mathomat.

Kerrie Wann

Committee Member Country



Explicit Teaching of Vocabulary

Presented by Rosemary Collis

The presentation Rosemary gave at the 2017 Conference was extremely useful and evidence based. She explained in detail just how important it is to teach the value of vocabulary. Rosemary also emphasised the need for all students, from early in their learning, to constantly develop their vocabulary. This will assist them with both their reading comprehension and writing skills.

The presentation was divided into three parts:

- Why teach vocabulary?

- The research

- Practical activities

The secret to expanding students' vocabulary is to teach at a subject specific level. For instance, if the student is learning about the solar system, then using a word wall to build vocabulary around the subject of space will increase their knowledge of space, as well as their vocabulary knowledge. Using fun ways to learn, as always, engages the students and thus increases their learning outcomes.

Rosemary also provided us with various hands on templates and activities to use in the classroom setting as well as the opportunity to download further templates and activities to our USBs. These activities were not only designed to assist low literacy students, but EALD students as well.

Rosemary has been teaching English for almost 20 years and has a Master of Arts in Applied Linguistics. During this time, she has had a range of roles related to literacy including working with Aboriginal students at Fitzroy Crossing DHS, ESL coordinator at Kent St SHS and in her current role at Belmont City College as an English and EAL/D teacher. Last year, Rosemary was invited to work with a working party from SCSA to define the grade descriptors for the Year 11 and 12 English Foundation Course and she set the Externally Set Task for the Year 12 English Foundation Course (2017).

Sue Collins



Number Sense – Supporting Students who have a Specific Learning Difficulty in Maths.

Presented by Shirley Houston

In this presentation Shirley explained reasons why children may have problems in maths. Reasons could include stress caused by previous bad experiences, anxiety with right or wrong answers, being an ESL student or a learning disability known as **Dyscalculia**.

Dyscalculia is sometimes referred to as 'the mathematical equivalent of Dyslexia'. It is a specific learning disability in Mathematics affecting the ability to acquire arithmetical skills, difficulty understanding simple number concepts and symbols and to count and do simple arithmetic with accuracy and fluency.

Dyscalculia is believed to be caused by a neurological development in the parietal lobe of the brain and is also a hereditary factor. Children affected by foetal alcohol syndrome are also at risk of having Dyscalculia.

The key characteristics of Dyscalculia are:

- Struggle with working memory
- Lack of number sense (counting, identify numbers)
- Difficulty in learning and recalling number facts and procedures
- Identifying maths symbols
- Slow development and understanding of number lines and place value
- Uses fingers as a counting strategy. Cannot identify five fingers is automatically 5.
- Difficulty counting across decades, counting backwards, skip counting, telling time and counting money
- Weak mental arithmetic skills
- Slow processing speed and inability to judge reasonableness of answers

Dyscalculia is a disorder on a continuum. It is not attributed to intellectual disabilities.

Intervention Strategies:

- Use visuals and tangible objects – beads, cereal
- Draw maths problems to assist in solving questions
- Identify counting in chunks or groups with rods or number strings
- Teach addition as counting on and subtraction as complementary addition eg $15 - 10 = ?$ Count on from 10 to 15, to get answer.
- Use colour to differentiate place value.
- Teach time initially as a 0-60 number line in intervals of 5.
- Explicitly teach the key facts and strategies for calculation –
- Key facts = + or – 1, + or – 2, components of 10, doubles
- Key strategies = partitioning, bridging through 10.

This was a very informative presentation on ways to identify the Dyscalculia characteristics and learning difficulties in maths and strategies in which to help these children.

Lawana Williams



Richard Korbosky Session 2 Geometry 4-6

The session was Richards second of the conference and proved to be a very hands on experience for those of us lucky enough to attend.

Richard opened with a brief family history where we learned of his Polish heritage.

Richard has an extensive knowledge of Maths and gave delegates an opportunity to use the Mathomat. The Mathomat is a newly redesigned tool that enables students to accurately draw and develop creative thinking in geometry.

Richard gave us the challenge of naming a series of shapes with the correct title...not an easy task for the majority. It certainly made me more empathetic of my students ! When they say "I don't Know, its too hard!!!"

I learned a few things in the short session:

1. The term **Faces** is used for 3D Objects and **Sides** for 2D shapes
2. There are 37 ways to unfold a Cube Net
3. A Tetrahedron has faces all the same size

and few a others but I'm sure many delegates learned more than I did.

Jan McCagh.



Dr Michele Toner- ADHD Coach

Supporting students with ADHD in the classroom



Dr Michele Toner spoke passionately on behalf of LADS, a research based professional advisory board which is non government funded. LADS works with children, teenagers and adults living with ADHD and associated conditions, their families and partners. ADHD is not recognised a disability in Australia and is the most commonly diagnosed mental health issue in children. In addition, most students with ADHD will have at least one co-existing condition such as autism, anxiety and depression, ADHD always brings a friend. Children with ADHD do not have the emotional maturity of their peers. There is a commonly held misconception that ADHD is relatively new yet it is one of the most researched childhood conditions with research dating back to the 1700's. Dr Toner's presentation gave a better understanding of the three types of ADHD being, hyper, inattentive and combined and explained those experiencing ADHD have emotions which flood the brain and it is hard for them to move forward. In the classroom we should expect inconsistency and sometimes it is necessary for children to fidget in order to focus but this should be discreet and **not** fidget spinners. Medicating is a very personal thing and whilst for some it can give a window of opportunity to focus, pills don't give skills. Dr Toner believes the world is only set up for the average brain and encouraged delegates to show empathy and view those with ADHD as having an exceptional brain which is in a constant state of mental restlessness. LADS also supports those who treat, teach and work with people living with ADHD and learning differences their website is www.lads.org.au.

Thank you Michele for you enjoyable and informative presentation that encouraged us to embrace the LADS motto: **help them learn, see them strive, watch them thrive.**

**Cheers
Karen**

Introduction to the Mastery Learning Folder Strategy for K-12

Presenter: Nicola Carr-White

As Education Assistants part of our role is to deliver specialised learning programs to our student's individual needs. Nicola explained the most important factor in learning is to engage the students. The Mastery Learning Folders are a great tool to help students to remember as it exercises their working memory, it's fun to do and is a visual prompt for students to take in new learning.

All delegates at the session made a Mastery Folder which also included a Toolkit Flash Card pack. Nicola demonstrated the process on how to use the folder and where to find free online information to support the session.

www.masterylearninggroup.com.au

Thank you, Nicola, for a very informative session and I'm looking forward in using this valuable resource to the classroom.

Lyn Worth



Looking at Coding & Robotics – Beginners PP-6: Helen Oke

Helen, of Scitech; Digital Technologies Curriculum, spoke of how rapid change is & our need to be resilient. 50% of jobs will be lost in the next 5yrs – but how many more will be created? We need to understand how technology works; rather than be consumers – be creators!

75% of future jobs will involve STEM subjects. At present our 15yr olds are - 42% not proficient in maths; 35% not proficient in science & 35% not proficient in technology. Our curriculum must encourage problem solving, opportunities for discovery, exploration learning & engaging students to find solutions; to be innovative.

We learnt that Computational Thinking was; breaking down (decomposing) a problem into smaller parts; recognising patterns & attributes; deciding what attributes are relevant & irrelevant & finally, algorithm, making step-by-step instructions to follow to achieve the goal.

The algorithm is the program that tells the computer what to do.

Helen challenged us with a 'Guess Which is a Computer' quiz – choices were a toilet, car, dog & shopping. Then we each had to make a duck out of a set of 6 Lego pieces (I doubt that any 2 were the same), and written Computational Thinking to add all the numbers 1 to 200. After this we were informed about coding languages 3 common features; logical sequencing; loops (or iteration) & branching (or decision making). Finally we had the opportunity to program Beebots & check out all of the other exciting equipment that Helen had brought to the session.

Check out –

Book or YouTube – 'Grace Hopper, Queen of Computer Code' by Laurie Wallmark.

www.helloruby.com – there is a story book, but it is so much more, with free online activities.

Coding Languages – Image/Picture eg *ScratchJr* & *Foos*

Block or Bubble eg *Blocky* & *Scratch*

Real Programming Languages eg *Python* & *JavaScript*

Jan McCagh

Mindful Classrooms

Keeping your Cool even when Kids go Rogue

Rob Tiller

Counsellor, Relationship Educator and Workshop Presenter

This session wasn't quite what we all expected but Rob was a very interesting and entertaining presenter, drawing lots of laughs and input from his audience. His Texan accent and "fun" attitude won the audience over. The session focused on how we, as Educators, find / use strategies to keep ourselves calm in the face of students' crisis.

The majority of attendees realized that we all have our own individual ways of dealing with situations and that it is human to feel like screaming, ranting and even crying when we get to breaking point. Sometimes even humor can minimize the situation to a bearable point.

One of Rob's questions was "What would you really like to say to a Rogue student?" Some anecdotes from delegates were very memorable to say the least again eliciting lots of laughs.

Kerrie Wann

Country Committee Member



CV and Application Writing

Presenter: Jackie Watt

Jackie made a lot of the delegates realise that we all need to update our CV's. There are some great Free Word CV's that we can access on the internet. Have everything in a file such as : Competency Framework For Special Needs EA's (from the intranet site): Focus 2017: JDF: advertised job printed out so you can refer to as you write your application.

Cover letter to cover 2 criteria. Text should be Arial 10 with 1cm margins.

On the resume include E number: WWCC number: Name address contact info; Summary about yourself short 3-4 paragraphs; qualifications Senior First aid is a great one to include; Work History/Employment starting with present day and only going back approx. 10 years; including dot points for each; Include Volunteer Work; Professional Affiliation: Professional Learning; Skills / competency; 2 referees.

Make sure proof read and ask someone else to proof read. Read out loud. No "I" statements and the word "believe"

Kerrie Wann

Toby- Autism and AutismWest

Presenters: Tania Rodwell and Louise Sheehy

Tania talked about the conception of and demonstrated the TOBY app

TOBY Autism Therapy is a unique, therapist-and-parent designed Early Intervention application for children with Autism. TOBY's iPad tasks co-ordinate with off-iPad tasks to help your child learn skills in the real world. TOBY stands for Therapy Outcomes By You, because it aims to empower parents to commence early intervention to maximize your child's development.

One lucky delegate was asked to assist on the dais to demonstrate the app.

Louise Sheehy spoke about Autism West, who provide unique opportunities for kids, teenagers and young adults to gain skills and experience that enable them to connect successfully with others and the world around them.

The social groups reflect the diversity, individuality, interests and the rights of individual members, which is why the groups are developed, planned, and facilitated with active involvement of **group members** and Autism West staff.

It was amazing to see how these groups all work together to engage youth members to participate in activities.

Kerrie Wann

Committee Member Country



Aboriginal Engagement in Perth Metropolitan Region.

The two presenters - Mikayla King and Preston Culbong, shared their knowledge and a range of experiences working with primary and secondary schools, community, Aboriginal students and families that span years. Both are leaders running an active and empowering program in their own field.

We learnt about the direct impact of Relationships, Identity and the Learning Environment on Aboriginal students and their families. In our role as Education Assistants, we need to be aware of how to create a good working relationship that is strong, positive, nurturing and supportive with the Aboriginal students. It is not always the quality of the teaching that prevents the Aboriginal students' learning but very often, it's the quality of the relationship between the teacher and the student, not to mention, the school community. Aboriginal students often associate their replies with their cultural groups, their country and information on family culture history. Without them, the children are unable to respond or answer, become lost, very reserved and shut down. The two presenters opened doors and pathways to overcoming some of these obstacles to help students and their families in their educational journey. Ultimately, the importance of Aboriginal Education is a "whole school focus".

Throughout the whole session, both Mikayla and Preston had the audience enrapt and captivated. The questions kept coming and unfortunately due to time constraints, further communications are encouraged through electronic media. Louise.

Fetal Alcohol Spectrum Disorders (FASD): Dr Amy Finlay-Jones.

In this session we were given some very worrying & sobering statistics by Dr Amy relating to the rise of FASD, (it is more prevalent than autism) not only in Australia, but world-wide. This neurodevelopmental disorder is often misdiagnosed or not diagnosed till late. The brain functions are affected in various ways and these are lifelong and may include poor growth, birth defects, brain damage, delayed development, both social & behavioural problems and learning problems.

We can identify learning difficulties and other challenges that a child may face. Assist by encouraging consistent techniques (to help the child learn in a stress free environment) used in both the home and school. Offer Ed Support. Carers too need support as stress levels are high & often there is a stigma attached to the condition.

8 Magic Keys to learning:

- | | |
|---|--|
| 1) Use concrete terms. | 2) Consistency – same environment, visual clues & prompts. |
| 3) Repetition. | 4) Routine – changes may cause anxiety. |
| 5) Simplicity -receptive language problems. | 6) Use specific language. |
| 7) Structure – helps them to cope. | 8) Supervision. |

There is a strong connection between binge drinking (=more than 4 standard drinks in one sitting) and unplanned pregnancies, with ½ in Australia unplanned. Most women stop drinking when they learn that they are pregnant; 93% recognising that even moderate alcohol consumption can harm the baby; 20% still continue to drink.

The Telethon Kids Institute continues to do research in FASD to improve diagnoses for early support and management & to develop resources and training in all professional areas. The best policy is no alcohol pre conception or during a pregnancy.

Dr Amy would love to hear about any personal experiences you have had.

Email: amy.finlay-jones@telethonkids.org.au or check out the website: telethonkids.org.au

Jan McCagh
Country Committee Member



Keynote Speaker – Maggie Dent

Dare to be exceptional as an Education Assistant

Maggie Dent is affectionately known as the queen of common sense and is the proud patron of WAATA. We were delighted that Maggie agreed to be keynote speaker at this year's conference and her speech was both inspiring and amusing. Maggie began by stating that she believed Education Assistants are the unofficial angels of education. Maggie shared a brief history of her journey in education, beginning as a new graduate at Albany Senior High School and concluded by sharing her six top tips to encourage us all to be exceptional.

Tip 1 – Be interesting and value play. Pique their curiosity.

Tip 2 – Help each child to find their unique talents and gifts. Light the flame and keep it burning.

Tip 3 – Teach children how the brain works: water, movement, rest.

Tip 4 – Practise “kaizen” – have fun!

Tip 5 – Have the courage to care and connect.

Tip 6 – Believe in the highest potential for yourself and your students.

Thank you

Maggie for your valuable insight into the role we as Education Assistants play and acknowledging our desire to learn and up skill.

Karen

Suicide Prevention and Technology Support for Social and Emotional Learning

Topic 1: Using Drumming in Suicide Prevention

by Grace Trusso from Drumbeat@holyoake.org.au

Boom! Boom! Boom! Boom! Boom! Boom!

7 pairs of hands busy at the drums beating to the rhythmic instructions given by Grace Trusso from Drumbeat. Nobody was left idle. The rest of the class had to use their hands and clap to the rhythm of the beat. Those without an instrument used parts of their body. The end of the exercise left everybody smiling and having a ball beating to different tempos and chanting animal sounds as the drumming got progressively faster beating in time with their hearts.

Grace Trusso then draws our attention to the brain, some of the symptoms on mental issues and the aspects of drumming to mental and physical health. Through the Drumming exercise, we discovered that Drumming demanded focus on listening skills, inwardly as well as outwardly to the beat. This self awareness draws the inner soul of rhythm, develops self-control, patience, co-operation and non-verbal freedom of expression breaking down social barriers. Drumming stimulated all of us and at the end of it all we were left with a feeling of happiness and well-being.

Topic 2: How Technology is used to Support Social and Emotional Learning

by Rebecca Stewart from Holyoake

Is playing computer games a waste of time? Many of us would have answered, “Yes”. Technology, specifically games, are powerful tools for engaging, motivating and building social and emotional learning. Rebecca Stewart converts you into seeing that specific computer games actually empower the students to set their own learning pathways. Students are able to build their own Avatar, set their own learning pathways in their own virtual world, play virtual games with other competitors. They can set their own rules, work collaboratively between or with other gamers, improve social interaction, be a leader in their own field and have proud ownership of their own success. These Iteration skills are skills of tomorrow's students. The students need to fast track or process information and prioritize situations, interpret and negotiate elements within a game and to be quick to adapt to suit the situation. These developed skills are then transferable from the virtual world into their own world.

Louise Rhodes



Friendships & Learning

Helping Kids to not Sweat the Small Stuff

Presented by Claire Orange – Best Programs 4 Kids

Claire Orange presented a really informative and dynamic session highlighting the importance of children's peer relationships in the school environment.

'A child's friends and friendship ALWAYS trump learning.'

Claire discussed how friendships change between Stage 1 (3-6 years), Stage 2 (5-9 years) and Stage 3 (7-12 years) concerning social boundaries, relationships, negotiation, assertiveness, social order, empathy, conflict resolution and self-regulation.

Children are filling their buckets with learning how to focus, manage distractions, stay on task, plan, organise, become confident, persist, work towards goals and become resilient.

Social issues such as an argument with Mum on the way to school, their best friend sitting with another group, feeling hungry or not getting a party invite can cause a hole in their buckets.

Many students have developmental, learning, health, emotional and social issues to deal with and if you add poor sleep, diet and poverty you can really understand that some children really have a 'battle to learn'.

Thinking styles in children can range from Supa Thinking, Straight think in or Stink in Think in.

Being left out or excluded, social anxiety, low resilience, poor problem solving and conflict resolution can inhibit Supa Thinkin so we need to help kids to decatastrophise – a really important life skill.

Decatastrophising requires 'brain power' from the pre-frontal cortex (PFC). This executive functioning part of the brain helps children to calm down, make responsible decisions and gain control when 'bumps' occur.

As EA's we can assist students by discussing friendship issues as normal and model how not to always react like a 'drama llama' or 'angry ant'.

We need to teach students breathing, brain and body calming strategies for emotional self-regulation.

Managing our own thoughts about what you say about and to yourself will ultimately become your own reality so 'practice what you preach!'

Nadia Reynolds



Managing Challenging Behaviour in The Classroom.

By Dolly Bhargava.

In her presentation Dolly discussed behaviour involving students with ADHD, Oppositional Defiant Disorder and children with or without special needs within our classrooms.

Dolly started by saying that:

“If students are labelled the naughty one, the evil child, the child believes he is to behave that way. They believe that’s how they should perform.”

She explained reasons why children misbehave and gave us examples about children and their behaviour, which were all relatable to many of us in our classes, and gave suggestions on how to deal with them.

Suggestions in dealing with challenging behaviour:

- Always follow through with what you say or the discipline you have warned them about.
- Morning routines need to be changed slightly each day to keep it interesting and not boring.
- Don’t expect students to sit on a mat if agitated or bored. They will seek out something interesting. With ADHD children, sensory input can be provided—deep pressure massage, fidget bags or weighted lap cushions.
- Change the way you interact with the child and how you communicate with them.
- Change their environment – choose seating in the class to face a quiet area with nothing too visual around them or not facing a window with lots of movement. Limit distraction with ADHD children.
- Limit demands / expectations of the child.
- Limit verbal instructions. The student may not understand too many instructions.
- Replace verbal instructions with visual instructions.
- Always give a choice – Do you want me to help you now or do you want me to help you in 5 minutes?
- And always pick your battles.
- Avoid toxic shame – the feeling of failure in what they do. Students will raise a barrier to block anything that causes them shame.

Remember, behaviour change can take up to 21 days. Children who don’t want to change will take longer.

Dolly is an inspirational presenter who answered many of the questions we had regarding queries with our challenging children in the classroom. It was great to have suggestions on behaviour that had been used with students and variations applied for individual students.

Dolly has a website called Behaviour Zen in which you can find other courses and resources on Behaviour Management.

Lawana Williams



The Importance of Movement in the Early Years

Presenter Dr Deborah Callcott

Dr Callcott opened her presentation by firstly telling us that “she is a woman of many things”. She is a teacher, has a PHD, loves sport and plays golf - and has a new puppy. From her handbag she showed us things that she carries around, to represent all of her “loves”. But the thing that is most important, and that she holds close to her heart, relates to “Movement in the Classroom”.

There is an underestimation of the contribution of movement in the physical, affective, social and cognitive domains and how we can improve on what we currently do. The continuum of movement development starts from birth -with reflexive movement when crawling, walking and running. Children do not automatically acquire efficient movement skills.

Maturation only means that they will be able to execute most movement skills at a low performance level. The curriculum doesn't support boys or girls learning, so early intervention is needed. A lot more push for free play needs to be done.... children do need it!! Around 90% of children enjoy play and “go nuts” - but around 10% of children can't play. ie Lookout for children who “play” in the sandpit day-after-days they are too scared to play anywhere else. Give these children extra encouragement to try different equipment and ways to play.

A child has to share elements of space, take turns and cooperate with others. “Life is tough”, so teach children to be good winners but to be good losers, too. Movement is a good example for children to practice these elements - because it's a natural, nice thing to do! There is risk taking to “cope with” and embrace healthy competition between peers and also experience being part of a team.

NB: Children don't learn these aspects mentioned by sitting at desks! (in Early Childhood)

Most Education Assistants are “doers” but we are currently part of the “worksheet curriculum” of children doing tasks at desks. The “whole body” is an instrument of learning. Developing motor skills – opening gladwrap, opening packets and lunch boxes we show (not do it for them) the children how to open packets, peel mandarins and unscrew their drink bottle lids. Let children fall over (bruises). We have too many rules! Let them take off their shoes, for sensory learning. Many, many children in the 2 – 4 year old range don't have the basic skills.

At this workshop we learnt some new songs, how to work with partners and saw some very alarming statistics but Dr Callcott's most passionate advice was...

“BRING MOVEMENT BACK INTO THE CLASSROOM!”

Audrey Tasker



WAATA 2017 Continuous Membership Certificates and Badges

5 Year Certificates/Badges

Sue Eather
Lisa-Anne Quinn
Tania Crick



10 Year Certificates/Badges

Angela Wyllie
Lesley Boshhammer

15 Year Certificates/Badges

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Janet Knox
Pat McLeod
Jenny Munro
Julie O'Brien
Louise Rhodes



20 Year Certificates/Badges

Laurel Godfrey
Barbara Ilich
Julie Della-Bosca
Cheryl Eaton



WAATA MEMBERSHIPS:

Membership forms can be downloaded at
www.waata.asn.au/membership

WAATA'S NEW POSTAL ADDRESS:

PO BOX 583,
Willetton, 6955

waata.chairperson@waata.asn.au
waata.secretary@waata.asn.au
waata.treasurer@waata.asn.au

Please excuse the lateness of this edition of the Conference Newsletter as my Dad has not been well.
Sorry for any inconvenience this may have caused.
Thank you for your patience and understanding.

I can not believe how fast this year is going. Just wanted to say thank you for all the praise and lovely comments during my reign as Newsletter Editor. It has been a learning journey and pleasure providing the Newsletter for you all. Thank you for being part of WAATA's 25th Anniversary celebrations.
Maria Cox-
Newsletter Editor.

