

Opening Address

[Inclusion Mindset](#)

Ian May Stuart Kitto

This opening address considers the Department's current understandings of inclusion, how we can make a difference for our students, and challenges our mindset around inclusion in our schools and preschools.

Keynote Presentation

Wellbeing tools for people working in Education [Part 1](#) [Part 2](#) [Part 3](#)

Madhavi Nawana Parker

Learn simple methods to engage in **evidence-based** wellbeing strategies that won't feel like hard work and will fit in with your busy schedule in Education. Madhavi Nawana Parker's practical session will look at **self-care** that benefits your emotional, mental and physical health based on her latest book, 'Educator Wellbeing: Practical Solutions to Reset, Recharge and Recover.'

Recorded Presentations

[Maintaining a High-Quality Curriculum – Know Understand Do](#)

Julia Goldsworthy Andrew Fewster

Maintaining a high-quality curriculum helps ALL students grow. Before teachers can think about differentiation, they need to be clear about what they want students to Know Understand and Do. This recorded presentation is the first of four presentations Julia and Andrew are producing on the HOW of differentiation, including:

A review of 'What is Differentiation?'; exploring 'The Glue' that is key to planning a respectful differentiated program; and describing clear learning goals, Know Understand Do (KUD), that are key to ensuring that all students have access to high quality curriculum. Participants will undertake tasks during the presentation to consolidate their understanding of KUD.

[Introduction to ABLES 2021](#)

Rachel Scheuboeck

This training is to support educators in their understanding of Abilities Based Learning and Education Support (ABLES). ABLES provides a suite of, assessments, curriculum, teaching and reporting resources that guide educators to accurately identify students' individual learning goals and track their progress over time. It is recommended that students who are not yet working in Foundation in English and Mathematics have an ABLES assessment. To gain access to ABLES please watch this training and then contact the Special Education Resource Unit via email: seru.admin@schools.sa.edu.au if you need support to log in.

[Our Journey towards Trauma Informed Practice at Hendon Preschool](#)

Aella Leaver Katie Sciberras

This presentation outlines the journey of Hendon Preschool, in Partnership with Student Support Services, towards trauma informed practice between 2018 and 2020.

[Using data to identify Functional Need and inform effective adjustments](#)

Kymerly Louise

This workshop will support viewers in learning how to make decisions about data which enable viewers to:

- 1) Identify a student's barriers to learning.
- 2) Determine what the student needs in order to overcome those barriers.
- 3) Make adjustments that are targeted to the functional needs.
- 4) Monitor change over time to determine the efficacy of your adjustments.

Positive Behaviour Support Approach

Katie Sciberras

This presentation has been developed as a partnership between Student Support Services and the Engagement and Wellbeing Directorates, within the Early Years and Child Development Division for Department for Education. Behaviour Support Coaches are encouraged to use as a basis for promoting discussion with educators about:

- the Department's positive behaviour support approach.
- the research and evidence that underpins this approach.
- the resources available to support schools in implementation.

What are the Evidence Informed Practices for working with students on the Autism Spectrum.

Lexie Dryden

During this session, Lexie will outline the broad range of Evidence Informed Practices that can support a range of outcomes for students on the autism spectrum in the classroom setting.

She will provide information on how it is vital to consider an individual's needs, assess the context and to be upskilled in the application of practices to ensure success.

Play is the Only Way - Developing Social and Functional Play for Children with Autism [Part 1](#) [Part 2](#)

Helen Kowalenko

It is anticipated that by improving the ability of a child with autism to play more functionally will lead to an increased awareness and interest in other people. Our early childhood settings provide these children with multiple opportunities to develop these play skills.

This workshop will explore how we as educators can facilitate and teach the fundamentals of play that will enable them to participate in a wider range of play and social experiences.

Hearing Loss ATSI students: Current research & teaching strategies

Jasmine Darrie Ben McNicholl Hannah King

This session, is a collaborative presentation, delivered by three Teachers of the Deaf in varying roles across South Australia, representing the Australian Association of Teachers of the Deaf- South Australia.

It will highlight the prevalence of ear disease, identified risk factors and indicators, critical to the prevention, management and understanding of hearing loss in metropolitan, regional and rural Indigenous populations. It will also unpack the effect of conductive hearing losses and describe the multifaceted potential implications for cognitive development, speech perception, expressive language development, social skills, curriculum access, engagement, and wellbeing. The presentation will also address the accommodations required to provide equitable access to education.

Dyscalculia – What is it and strategies to support students

Amanda Michalanney

This presentation introduces participants to the specific learning difficulty known as Dyscalculia. Dyscalculia impacts approximately 5% of the population and effects their ability to learn a number of skills associated with mathematics in particular their ability to understand numbers and what they represent. The session aims to develop the understanding of educators and provide some strategies to support in the classroom.

Introduction to Sensory Processing

Emma Garonne

This presentation introduces participants to the 8 sensory systems, sensory processing and the impact on student arousal level, behaviour & learning. Increased understanding will support educators to understand how arousal levels impact regulation which further impacts participation and learning in the classroom.

Movement in the Classroom to Support Regulation

Crystal Thiel

Strategic use of movement can be used to support students and educators to be more regulated and ready to learn. This session is aimed at primary school educators and provides theory for the benefits of movement, and multiple strategies to easily be implemented into the classroom.

Mindfulness in the Classroom to Support Regulation

Kate Hubl

Mindfulness is a strategy that can be used to support students and educators to be more regulated and ready to learn. This session is aimed at primary school educators and provides theory for the benefits of mindfulness, and multiple strategies to easily be implemented into the classroom.

[The Trick with Sticks – For those who walk to the beat of their own drum](#)Linda & Grace Cawley
Bronnie Whitelaw

This interview with Linda and her daughter Grace, unpacks their journey as a family prior to and including diagnosis of Autism and then how they came to support their relationship and friendship challenges with the analogy of a pile of stick. This led to the creation of the book *The Trick with Sticks* which has been beautifully written and illustrated to help children and young people understand the many complex elements of friendship.

[Lived Perspective: Adjustments I wish my teachers had used in school](#)

Phoebe & Lexie Dryden

When in school, especially my early years, I was often referred to as “Naughty” “disorganised” “disruptive” or “difficult!”. I went from a child who loved & was good at school to one who hated it & did not want to attend. Fortunately, I had a teacher in year 7 who was structured, organised & open-minded enough to see I needed teaching and support, not punishment & negative labels. This helped me to learn the skills I needed to achieve my full potential.

Learn what did & did not work for me & what I know will help others on their autism journey.

[Education and Children in Care](#)

Deidre Lockley

In this session Deidre will outline information and data about children in care and how their experiences in care impacts their progress in education. It will include information about the resources available for schools to support children in care and a description of the Children in Care service. In conclusion Deidre will provide examples of best practice when working with children in care in schools.

Creating Partnerships with Parents and Carers

Rachel Scheuboeck

This session is aimed to support educators in understanding department policies that underpin our work with parents. A number of tips for working effectively with parents will also be covered.

10 Steps to be an Ally to Students with Disability

Leanne Longfellow

Being an ally means using your position and capacity to address structural inequality that works against the inclusion of students with disability. In this session, participants will be introduced to the following ten steps to being an ally to make their classroom a safe, welcoming space for students with disability.

- 1. SELF-REFLECTION**
- 2. ROLE MODEL**
- 3. INTERNALISED THOUGHTS**
- 4. BUILD CAPACITY**
- 5. BE A RESOURCE**
- 6. ACKNOWLEDGING TENSION**
- 7. ACCOUNTABILITY**
- 8. DISCUSS EQUITY**
- 9. NOT A BYSTANDER**
- 10. BUILD RELATIONSHIPS**