THE INAUGURAL
EARLY START CONFERENCE

WOLLONGONG, 28-30 SEPTEMBER 2015

Improving Children's Lives:
Translating Research for Practice,
Policy and Community

OFFICIAL CONFERENCE PROGRAM

UNIVERSITY OF
WOLLONGONG
AUSTRALIA

CELEBRATING
40
YEARS OF
INDEPENDENCE

Proudly hosted by:

UNIVERSITY OF WOLLONGONG
AUSTRALIA

CELEBRATING
40
YEARS OF INDEPENDENCE

TOP 2%

TOP 2% OF WORLD UNIVERSITIES
Academic Ranking of World Universities (ARWU) 2015
QS World University Rankings 2014/2015
Times Higher Education World University Rankings 2014/2015
U.S. News Best Global Universities Ranking 2014
Leiden Ranking 2014

5 STARS

GLOBALLY RATED A FIVE STAR UNIVERSITY
QS World University Rankings 2014
Good Universities Guide 2016

50 UNDER 50

GLOBALLY RANKED AS ONE OF AUSTRALIA'S BEST MODERN UNIVERSITIES
26th in the world – QS Top 50 Under 50 Rankings 2014
31st in the world – Times Higher Education Top 100 Under 50 Rankings 2015

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WELCOME MESSAGE FROM THE VICE CHANCELLOR

It is my pleasure to extend a warm welcome to all participants and presenters at the inaugural Early Start conference.

The University of Wollongong (UOW) is delighted to be able to bring many of the world's leading experts in early childhood development together with such an outstanding gathering of sector leaders in early childhood education, care and health from across Australia and the Asia Pacific.

The catalyst for this first Early Start conference is the opening of our world-class Early Start research, teaching and community engagement facility here at the University of Wollongong. This state-of-the-art facility, built in partnership with the Australian Government and The Abbott Foundation, was officially opened in July 2015 and has 'hit the ground running', already hosting a startling number of partnerships between our scholars and their academic, government, industry and community collaborators from across Australia and around the globe.

In keeping with UOW's strategic focus on tackling "global challenges", our Early Start partnerships are concentrating their efforts on tackling some of the most complex developmental challenges facing young children as they progress through the vital early years of life. As a relatively 'young' institution UOW prides itself on the global reputation it has gained over its short 40-year history as an institution that forges strong partnerships and delivers research of significant impact. Indeed, our place amongst the top 30 modern universities in the world in global ranking systems is a testament to our reputation and impact.

It is wonderful to see such an engaging conference program, and I would like to thank our invited speakers and presenters for giving of their valuable time to travel to Wollongong for this special event. I would also like to acknowledge the Early Start conference organising committee for promoting the importance of sharing leading-edge research, policy and practice in early year's development by hosting this conference. It provides a wonderful opportunity to openly exchange ideas and insights across the all-to-infrequently crossed boundaries of academia, policy and practice and, I am sure, will act as a springboard to more fruitful collaborations in the future.

I hope you will find the conference personally and professionally fulfilling, and that you will enjoy your visit to Wollongong, one of the hidden jewels of the stunning eastern coastline of Australia.

Sincerely,

Professor Paul Wellings, CBE

Vice Chancellor
University of Wollongong, Australia

TRADITIONAL WELCOME TO COUNTRY

The conference organisers acknowledge the traditional custodians of the land upon which this conference is taking place - the Elouri, Wadi Wadi and Dharawal peoples. They pay their respects to the Elders, past, present and future, and extend that respect to all Aboriginal people present at the conference. As we share our own knowledge, teaching, learning and research practices within this Conference may we also pay respect to the knowledge embedded forever within the Aboriginal Custodianship of Country.

The Welcome to Country Ceremony will be performed by Traditional Custodian Jodi Edwards. The Australian national anthem will be sung in the Dharawal language by the Illawarra Flame Trees, an all young women's Aboriginal Performance and Leadership Group. The Illawarra Flame Trees originated from The University of Wollongong as a result of a PhD. The group was founded on the idea of being reconnected to culture and being able to share this with others.   The group started to build up a repertoire of dances, based around traditional Dreaming Stories of their Land.

IMPROVING CHILDREN'S LIVES – TOGETHER!

On behalf of the Early Start initiative, I warmly welcome you as a delegate of the Inaugural Early Start Conference, here at the beautiful Wollongong campus of the University of Wollongong.

The Early Start Conference is a 2015 marquee event for the Australian early childhood sector and celebrates the opening of the world-class Early Start research, teaching and community engagement hub at the University of Wollongong. The conference theme nicely articulates the Early Start mission: "Improving Children's Lives: translating research for practice, policy and community".   In close collaboration with its many academic research, government and industry partners, Early Start will radically transform educational, health, social outcomes in regional, rural and remote communities by providing a core facility that will connect 41 initial Early Start Engagement Centres across NSW and the ACT.

The inaugural Early Start Conference provides a unique opportunity for innovative interdisciplinary research findings and practice to be shared and aims to encourage ongoing dialogue around reframing policy and practice in areas such as school readiness, physical activity and health, information and communications technology, literacy and numeracy, social inclusion and Aboriginal education.

It would be remiss of me not to thank our wonderful partners and supporters. First and foremost, to the Australian Government and the Abbott Foundation, for sharing the Early Start vision and providing the financial support to help bring this important vision to fruition. To our foundation partners - the Early Start Engagement Centres, IMB Bank, Big Fat Smile, Illawarra Child Care Services and Goodstart Early Learning - for their substantial ongoing commitment to partnering with Early Start to have a positive impact on children's lives.   To our other conference sponsors and supporters – the Creswick Foundation, Shire Child Care Services, Community Child Care Co-operative (NSW), HESTA Super Fund, Playgroup NSW, Early Childhood Australia, KU Children's Services, Pademelon Press, Harper Collins Publishers, Oxford University Press, the Independent Teachers Union, and Destination Wollongong – without whom this conference would not have been possible.

I also thank you again for taking part and wish you a wonderfully stimulating and inspiring conference experience!

Sincerely,

Professor Tony Okely

Chair of Early Start Conference Organising Committee,
Director, Early Start Research Institute
University of Wollongong, Australia

ABOUT EARLY START™

Early Start is a major social change initiative of the University of Wollongong and its strategic partners. It brings communities and practitioners together with our academics from across many disciplines including education, psychology, public health, social work, human geography and the applied social sciences in strategic collaboration for teaching, research and community engagement. Each arm of Early Start helps and facilitates the others, creating an interdisciplinary network that works together towards a common goal of driving positive social change.

Early Start Facility

The Early Start building is a $44M teaching, research and community engagement facility that will produce a new generation of graduates to work with children (0-12 years), young people, their families and communities. Early Start is designed to facilitate educational, health and social outcomes in regional, rural and remote communities. Located on the main campus in Wollongong, the Early Start Facility incorporates innovative design principles that encourage engagement and collaboration in teaching, learning and research. Areas that integrate face-to-face experiences with an online and virtual learning environment will provide a medium for enriching student access and engagement, particularly for those who aspire to higher education in regional, rural and remote areas. Research facilities are designed to enhance collaboration while virtual access will help to bridge the barriers of distance.

Early Start Discovery Space

A hands-on, creative learning venue, the Early Start Discovery Space is an exciting new destination, specifically designed for children from birth to 12 years and their accompanying families, carers, educators and teachers. The Early Start Discovery Space offers more than a dozen interactive playful experiences that inspire imagination and ignite a love of learning. Based on strongly grounded evidence that play in integral to children's learning and development, The Early Start Discovery Space will act as a partner for families, early childhood centres and schools, by enhancing the value that children gain through play-based experiences.

Early Start Engagement Centres

The 41 Early Start Engagement Centres (ESECs) form a network of early childhood and family services situated in areas of recognised social and economic disadvantage across the state of New South Wales and the ACT. These centres provide portals into their communities and will facilitate multidirectional interactions, grounding teaching and research in real life settings and providing authentic learning opportunities for students and researchers across many disciplines.

ABOUT THE CONFERENCE

This conference will address the challenges that exist in policy and practice for children, families and educators by exploring current approaches to research in the early years of life and proposing strategies for the future that will both inform and improve work in the field. Target audience: researchers with a focus on investment in young children from the perspectives of education, health, law, psychology, sociology, economics, policy, indigenous affairs, social work and other related areas as well as practitioners and policy specialists.

Improving Children's Lives: Translating Research For Practice, Policy And Community
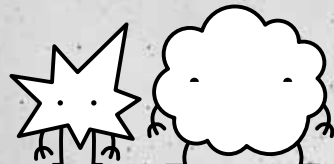
At the core of the Early Start mission is the goal of improving children's lives. Its research efforts are founded on a commitment to bringing together academics from across discipline boundaries and working closely with government and the sector to improve early childhood policy and practice. Presentations have been invited under five key thematic streams:

Stream A: Social Inclusion

Stream B: Healthy Lifestyles

Stream C: Pedagogy and Education Policy

Stream D: Cognitive Development

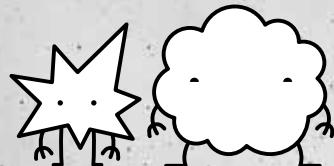Stream E: Digital Literacy and Learning

CONFERENCE PROGRAM-AT-A-GLANCE

DAY 1 - MONDAY 28TH SEPTEMBER			
11.00-11.30	**DELEGATE REGISTRATION** The Conference Registration & Information Desk will be open from 11 am - 5.15 pm Venue: McKinnon Building Foyer (Bld67)	**EARLY START TOURS** 11 am - 3.30 pm McKinnon Building Foyer (Bld67) Tours depart from the Conference Registration and Information Desk	
11.30-12.00			
12.00-12.30			
12.30-1.00		**WORKSHOP 1** Venue: 67.101 [12.30pm to 2.30pm] "Supporting Intentional and Relational Pedagogy in Early Childhood Settings using the SSTEW scale" Prof. Iram Siraj, UCL Institute of Education [Chair: Dr Cathrine Neilsen Hewett]	**WORKSHOP 2** Venue: 67.102 [12.30pm to 2.30pm] "How to self-assess the nutrition and physical activity environments in early childhood education and care services and make changes based on the results" Prof. Dianne Ward, University of North Carolina [Chair: Prof. Tony Okely]
1.00-1.30			
1.30-2.00			
2.00-2.30			
2.30-3.00		**AFTERNOON BREAK - FREE TIME**	
3.00-3.30		**WORKSHOP 1** REPEAT SESSION Venue: 67.101 [3.00 to 5.00pm]	**WORKSHOP 2** REPEAT SESSION Venue: 67.102 [3.00 to 5.00pm]
3.30-4.00			
4.00-4.30			
4.30-5.00			
CONFERENCE WELCOME, KEYNOTE ADDRESS & RECEPTION GUEST REGISTRATION AND NETWORKING FROM 5.00PM			
5.30-6.00	**CONFERENCE OFFICIAL OPENING** Venue: Hope Theatre (40.153) Master of Ceremonies: Professor Tony Okely - Conference Convenor Welcome to Country: Jodi Edwards, Traditional Custodian & The Illawarra Flame Trees Welcome to UOW: Vice Chancellor Paul Wellings CBE		
6.00-7.00	**CONFERENCE KEYNOTE ADDRESS** Venue: Hope Theatre (40.153) Keynote Speaker: Professor Catherine Snow Patricia Albjerg Graham Professor of Education Harvard University "How do we improve quality in early childhood classrooms? The role of teachers, curriculum, and professional development." Vote of thanks: Professor Eeva Leinonen, Deputy Vice-Chancellor (Academic), UOW		
7.00-8.00	**WELCOME RECEPTION** Venue: McKinnon Lawn (Bld67) Drinks and canapes will be served Live Music: Wollongong Conservatorium Jazz Band		

IMPROVING CHILDREN'S LIVES: TRANSLATING RESEARCH FOR POLICY, PRACTICE AND COMMUNITY

DAY 2 - TUESDAY 29TH SEPTEMBER					
7.00-9.00	**DELEGATE REGISTRATION -** McKinnon Foyer (Bld67) [Hotel Shuttle drop off outside Early Start at 8.15am]				
9.00-9.45	**PLENARY SESSION 1**				
	Invited Speaker: Professor Iram Siraj "Effective practice in the early years: long term impact in Maths and English to end of primary school and beyond" Delegate Welcome and Vote of Thanks: John Steele - Executive Dean, UOW Faculty of Social Sciences Venue: Hope Theatre (40.153)				
9.45-10.00	**SESSION TRANSITION TIME**				
10.00-11.00	**CONCURRENT SESSION 1**				
	STREAM A: Social Inclusion Venue: 67.107 (Chair: Irina Verenikina) Transition of children with disabilities into early childhood education and care centres - Dr Jane Warren What are the experiences of mothers living with a diagnosis of mental illness? A narrative study - Kristen Burriel "Mind the gap: Framework for disseminating an early intervention program (ESDM) for pre-school children with autism." - Elizabeth Fulton	**STREAM B:** Healthy Lifestyles Venue: 21.G08 (Chair: Bridget Kelly) When two worlds collide…. Maximising the effectiveness of Educators and Researchers working together to achieve common aims - Dr Rachel Jones Implementation of the Munch & Move program in NSW early childhood services - Amanda Lockeridge Methods of Baseline Data Collection across Early Start Engagement Centres - Dr Franca Mackie	**STREAM C:** Pedagogy & Education Policy Venue: 67.104 (Chair: Cathrine Neilsen-Hewett) Learning through play, Australian educators' perspectives, and the Early Years Learning Framework - Dr Yeshe Colliver The 'how' of high quality child-educator interactions in play-based mathematics - Dr Amelia Church Transforming pedagogical practice at Goodstart - Heather Finlayson	**STREAM D:** Cognitive Development Venue: 67.101 (Chair: Ted Melhuish) Antecedents of Self-Regulation in Early Childhood - David Hammer Combined cognitive and neurofeedback training for children with AD/HD - A/Prof Stuart Johnstone Understanding Emotional Development: potential for shifts in perspective, policy and practice - Dr Rachel Wilson	**STREAM E:** Digital Literacy & Learning Venue: 25.107 (Chair: Elisabeth Duursma) Mapping Early Language, Literacy and Technological Resources: A survey for caretakers of pre-schoolers (age 3 - 5) - Dr Sumin Zhao A diversity of digital smartness: A case study of children's uses of Information and Communication Technology in an early childhood education setting - Simon Archard A 'transformative' perspective in using technology in early childhood education - Dr Maria Hatzigianni
11.00-11.30	**MORNING TEA- VENUE: MCKINNON FOYER**				

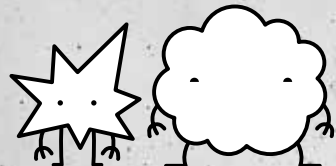| DAY 2 - TUESDAY 29TH SEPTEMBER					
11.30-12.30	**CONCURRENT SESSION 2**				
	STREAM A (I):	**STREAM B:**	**STREAM C:**	**STREAM D:**	**STREAM A (II):**
	Social Inclusion Venue: 67.107 (Chair: Valerie Harwood) Approaching inclusive early childhood education from a social relational understanding of disability - Meike Mackenzie Planning for Belonging: An authentic inclusion of children's voices - Selma Wastell Strengthening children's early maths learning through creating supportive environments and enhancing relationships. - Anne Hampshire	Healthy Lifestyles Venue: 21.G08 (Chair: Rute Santos) Do organised play activities, television viewing, and sleep in early childhood influence non-verbal cognition at 6/7 years of age? - Dr Dylan Cliff Stronger culture, healthier lifestyles: what activities can Aboriginal children engage in afterschool to strengthen connections with culture and healthy lifestyles? - Dr Rebecca Stanley Awaking the sleeping elephant in the room: Translating sleep science into sleep practice in Early Childhood Education and Care - Dr Sally Staton	Pedagogy & Education Policy Venue: 67.104 (Chair: Judy Daunt) Who cares? Infant educators' responses to professional discourses of care - Belinda Davis Visual art pedagogy in early childhood contexts: The tangle of educator beliefs and practice. - Gai Lindsay Beach Friends Marrang Gamarada - A Nature Play Program at KU Wombarra Preschool - Fiona Harris	Cognitive Development Venue: 67.101 (Chair: Fred Paas) Trajectories of teacher-child relationship quality during primary school in children with and without communication impairment and student outcomes at age 12-13 - Prof Sue Walker Learning Language - Developmental Trajectories and the impact of Early Childhood Education - A/Prof Patricia Eadie ACTive Kids : What does a mindfulness-based child therapy program add for families engaging in a parenting program. - Mark Donovan	Social Inclusion Venue: 25.107 (Chair: Amy Conley Wright) Panel Session (60mins): Supported Playgroups: current programs and practice, future research agenda. - Dr Amy Conley Wright, Dr Jane Warren, Lynda Sinnott, Kath Jones, Kristen Burriel
12.30-1.30	**STANDING BUFFET LUNCH & INTERACTIVE POSTER SESSION A - VENUE: MCKINNON FOYER & 67.101**				
1.30-2.15	**PLENARY SESSION 2**				
	Invited Speaker: Professor Michael Wald, Stanford University "A System for Strengthening and Supporting Parenting in Families with Multiple Barriers" Introduction & Vote of Thanks: Dr Amy Conley Wright, Senior Lecturer, UOW Faculty of Social Sciences Venue: Hope Theatre (40.153)				
2.15-2.30	**SESSION TRANSITION TIME**				

DAY 2 - TUESDAY 29TH SEPTEMBER					
2.30-3.30	**CONCURRENT SESSION 3**				
	STREAM A:	**STREAM B:**	**STREAM C:**	**STREAM D:**	**STREAM E:**
	Social Inclusion Venue: 67.107 (Chair: Amy Conley Wright) Panel Session (60mins): Evaluation of the Kids Together Program: Establishing transdisciplinary approach to inclusion that starts at the Early Childhood Education and Care Centres - Ginger O'Brien, Prof Kathleen Clapham Dr Claire Manning	Healthy Lifestyles Venue: 21.G08 (Chair: Rachel Jones) Compliance with IOM physical activity and sedentary behaviour recommendations in young children in childcare - Yvonne Ellis The relationship between physical activity levels, childcare environments and children's sedentary behaviors: A cross sectional study. - Michele Peden Correlates of Children's Physical Activity and Sedentary Behaviour in Early Childhood Education & Care - Karen Tonge	Pedagogy & Education Policy Venue: 67.104 (Chair: Gai Lindsey) "Twinkle, twinkle, little star. Ready? 1, 2, 3...": A social semiotic analysis of sessions for babies and toddlers at public libraries - Dr Emilia Djonov Early childhood educators' views on teaching and learning phonics in prior-to-school contexts - Dr Stacey Campbell Preparing Early Childhood Educators for Inclusive Classrooms - Prof Karen Applequist	Cognitive Development Venue: 67.101 (Chair: Stewart Vella) Promoting Print-Related Talk: The Rhyme and Reason for Why Genre Matters - Jessica Johnston Preschool Children's Use of Aggression and Socio-Psychological Outcomes - Cara Swit Green space and wellbeing among Australia children: a longitudinal study - Dr Thomas Astell-Burt	Digital Literacy & Learning Venue: 25.107 (Chair: Shirley Agostinho) Supporting the imagination of young children through digital play - A/Prof Irina Verenikina Kangeroo, rainbow and door: Language skills among 4- and 5-year-olds from Early Start Engagement Centres - Dr Elisabeth Duursma Replaying television through apps: The CBeebies apps - Fiona Scott
3.30-4.00	**AFTERNOON TEA BREAK - VENUE: MCKINNON FOYER**				
4.00-4.45	**PLENARY SESSION 3**				
	Invited Speaker: Professor Ted Melhuish, Oxford University "Early Experience, Self-regulation and long term development" Introduction & Vote of Thanks: Heather Finlayson - General Manager - Strategy, Planning & Development, GoodStart Early Learning Venue: Hope Theatre (40.153)				
4.55	**SHUTTLE BUS DEPARTS EARLY START BUS BAY FOR HOTEL DROP-OFFS**				
	GALA DINNER Venue: City Beach Function Centre, Marine Drive, Wollongong				
6.00-7.00	Pre-Dinner Canapés & Drinks Pre-Dinner Music: Live string quartet - Clear Strings				
7.00-UNTIL LATE	**CONFERENCE DINNER** MC: James Valentine Dinner: Two-Course Sit Down Dinner After Dinner Music: Live band - The Motown Crowd				

DAY 3 - WEDNESDAY 30TH SEPTEMBER				
6.00 - 7.00	**SOCIAL EVENT: "MORNING-AFTER-THE-NIGHT-BEFORE" COASTLINE RECOVERY WALK**			
	Venue: Starting and finishing at the Northbeach Surf Lifesaving Club (opposite the Novotel Northbeach) Walking Guide: Professor Tony Okely, Conference Convenor … and resident health & fitness guru!			
8.00-9.00	**DELEGATE REGISTRATION - MCKINNON FOYER (BLD67)**			
	[Hotel Shuttle drop off outside Early Start at 8.15am]			
9.00-9.45	**PLENARY SESSION 4**			
	Invited Speaker: Professor Dianne Ward, University of North Carolina "Innovative and evidence-guided ways to promote healthy eating and physical activity in early childhood settings" Introduction & Vote of Thanks: Professor Tony Okely, Director, Early Start Research Institute Venue: McKinnon Theatre (67.107)			
9.45-10.00	**SESSION TRANSITION TIME**			
10.00-11.00	**CONCURRENT SESSION 4**			
	STREAM A(I):	**STREAM B:**	**STREAM C:**	**STREAM A(II):**
	Social Inclusion Venue: 67.107 (Chair: Marc de Rosnay) Early Childhood Intervention to Enable the Integration of Children with Autism into Mainstream Childhood Services - Lidija Balaz Engagement and embedded intervention - Dr Jane Warren & Caitlin Townsend HewettInvestigating the Knowledge, Issues, and Support Needs Parents of School-aged Children with Autism Spectrum Disorder (ASD) - Dr Amanda Webster	Healthy Lifestyles Venue: 21.G08 (Chair: Ian Wright) Employing social ecological frameworks for understanding and building capacity with families with young children in terms of better health and developmental outcomes - Dr Alice Brown Measuring effects of adenotonsillectomy on academic performance in children - Sarah Maessen Project Air Strategy approach to increasing parenting sensitivity towards children who are vulnerable - Dr Marianne Bourke	Pedagogy & Education Policy Venue: 67.104 (Chair: Karen Tonge) Balancing the Being and Becoming - Margaret Gleeson The Early Years Learning Framework: One framework, multiple understandings? - Rachel Flottman Paint the Town REaD – Collective Impact in practice – bringing the community together to improve our childrens literacy levels - Tracey Kirk-Downey	Social Inclusion Venue: 25.107 (Chair: Rebecca Stanley) Clearing a space to hear the voices of emergent bilingual children in transition - Dr Kathryn Harden-Thew Learning and Maintaining Heritage Languages: What matters - Laila Hafez Preschool Children's Foreign Language Vocabulary Learning by Enacting Words Through Physical Exercises and Gestures - Myrto Mavilidi
11.00-11.30	**MORNING TEA - VENUE: 67 FOYER**			
11.30-12.30	**CONCURRENT SESSION 5**			
	STREAM A(I)	**STREAM A (II)**	**STREAM B:**	**STREAM C:**	**STREAM E:**

DAY 3 - WEDNESDAY 30TH SEPTEMBER					
	Social Inclusion	Social Inclusion	Healthy Lifestyles	Pedagogy & Education Policy	Digital Learning
	Venue: 67.107	Venue: 67.102	Venue: 21.G08	Venue: 67.104	Venue: 25.107
	(Chair: Sam McMahon)	(Chair: Cathrine Neilsen-Hewett)	(Chair: Dylan Cliff)	(Chair: Jane Warren)	(Chair: Sue Bennett)
	Building the capacity of family day care educators to promote children's social and emotional wellbeing: results of an exploratory cluster randomised controlled trial - Dr Elise Davis Exploring influences in the social worlds of children of mothers with intellectual disability - Dr Susan Collings Promoting resilience and empowerment for parents of children with additional needs through advocacy and peer support - Dr Amy Conley Wright	A collaborative initiative working towards closing the education and health gap in remote Aboriginal communities - Dr Cathrine Neilsen-Hewett Playgroup participation in the Longitudinal Study of Indigenous Children (LSIC) families: Patterns of engagement and relations to child, parenting, and community outcomes. - Dr Kate Williams Indigenous Australian children's language use, maintenance, and experiences - Prof Sharynne McLeod	'[I learnt] how to look at ads differently...': Lessons from an Australian alcohol media literacy program - Chloe Gordon Outcomes of infant regulatory problems at child age 24 months: follow-up of the Baby Business randomised controlled trial - Dr Sherryn Tobin The role of mindfulness in attachment and early infant interaction - Judy Pickard	The quality and quantity of educators' talk to infants during meal-times: Opportunities lost and gained. - A/Prof Sheila Degotardi The quantity and qualities of educator-infant conversations in long day care nurseries - A/Prof Jane Torr Using the window of opportunity – evidence-based pedagogies to enhance preschoolers' oral language - Sandra Lennox	Community Literacy Project - A/Prof Kaye Lowe Understanding primary students' ICT literacy practices - Tiffani Apps Early Services through Teleintervention: Putting the virtual into reality - Katie Neal
12.30-1.30	**STANDING BUFFET LUNCH & INTERACTIVE POSTER SESSION B - VENUE: 67 FOYER & 67.101**				
1.30-2.15	**PLENARY SESSION 5**				
	Invited Speaker: Professor Susan Danby, Queensland University of Technology "Open wide, come inside, it's screen time" Introduction & Vote of Thanks: Karen Bevan, CEO, Playgroup NSW Venue: McKinnon Theatre (67.107)				
2.15-2.30	**SESSION TRANSITION TIME**				
2.30-3.30	**CONCURRENT SESSION 6**				
	STREAM A(I)	**STREAM A (II)**	**STREAM B:**	**STREAM C:**	
	Social Inclusion	Social Inclusion	Healthy Lifestyles	Pedagogy & Education Policy	
	Venue: 67.107	Venue: 67.101	Venue: 21.G08	Venue: 67.104	

DAY 3 - WEDNESDAY 30TH SEPTEMBER					
	(Chair: Franca Mackie)	(Chair: Mitch Byrne)	(Chair: Heather Yeatman)	(Chair: Tracy Kirk-Downey)	
	Building capability to reach out, include and support vulnerable children and families in early childhood settings - Penny Markham CareSouth: Homework Hub: Pilotting a Homework support program for children in OOHC - Karen Wilcox 'No discipline is an island': Scaffolding support to maximise family engagement - Katie Neal	Strategies that support and sustain the inclusion of vulnerable families in early childhood services - Dr Loraine Fordham Children@Melbourne: Improving the lives of children and young people - Dr Elise Davis Improving outcomes for children through strategic reframing: Effectively communicating the science of early childhood development - Megan Keyes	Increasing childrens physical activity in the playground environment. - Dr Anne-Maree Parrish Variation in leisure-time physical activity among Chinese children: who, where and when? - Dr Xiaoqi Feng Promoting resilience in children as an early intervention and prevention program; Working with the St George Illawarra Dragons in schools - Sarah Tillott	Negotiating gatekeepers in research with disadvantaged children - Dr Susan Collings Photo Evaluation Method: Reflecting on environments using photographs to improve quality in Japan - Prof Kiyomi Akita Theory of Mind: More than words and sounds? - Danielle Slack	
3.30-4.00	**AFTERNOON TEA BREAK - VENUE: 67 FOYER**				
4.00-4.45	**PLENARY SESSION 6**				
	Invited Speaker: Professor Fred Paas, Erasmus University				
	"Mind your Body: The Essential Role of Body Movements in Children's Learning"				
	Introduction & Vote of Thanks: Dr Shirley Agostinho, UOW School of Education				
	Venue: McKinnon Theatre (67.107)				
4.50	**AIRPORT SHUTTLE DEPARTS EARLY START BUS ZONE**				
4.45-5.30	**CONFERENCE CLOSING DRINKS**				
	Venue: 67 Foyer				

CONFERENCE ORGANISERS

Chair of the Conference Organising Committee

Professor Tony Okely, Director of the Early Start Research Institute

Conference Organising Committee Members

Amy Conley Wright, Senior Lecturer in Social Work

Brad Braithwaite, Director of Business and Professional Development

Cathrine Neilsen-Hewett, Senior Lecturer in Early Childhood Education

Elisabeth Duursma, Senior Lecturer in Early Childhood Literacy

Grant Hughes, Early Start Operations Manager

Jarene Colless, Research Coordinator

Judy Daunt, Community Links Coordinator - The Early Years

Karen Tonge, Doctoral Candidate

Katrina Gamble, Executive Manager

Lisa Kervin, Associate Professor in Language and Literacy

Marc de Rosnay, Professor and Academic Head of Early Start

Pauline Lysaght, Associate Professor and Associate Director of Early Start

Sarah Andrews, Marketing Officer

Steven Howard, Lecturer in Educational and Cognitive-Developmental Psychology

Tamara Raso, Project Manager

Ted Melhuish, visiting Research Professor

Volunteers

The organising committee would like to gratefully acknowledge the support of our many volunteer doctoral students from the Schools of Education, Health and Society and Psychology.

CONFERENCE DELEGATE INFORMATION

Venue

The Early Start Conference will be hosted by the University of Wollongong, at two main conference venues on the main campus in Wollongong:
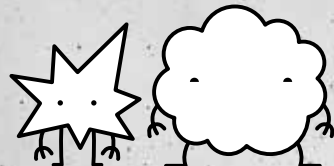
MCKINNON BUILDING (BUILDING 67)

- Delegate Registration and Information Desk
- Workshops
- Keynote and Invited Speaker Sessions
- Concurrent Sessions
- Interactive Poster Sessions
- Morning and Afternoon Tea (Foyer)
- Lunch (on the McKinnon Lawn)
- Early Start Expo

EARLY START FACILITY (BUILDING 21)

- Concurrent sessions
- Early Start and Discovery Space Tours

MEDIA & CREATIVE ARTS BUILDING (BUILDING 25)

- Concurrent sessions
- (see venue map on page 16)

IMPROVING CHILDREN'S LIVES: TRANSLATING RESEARCH FOR POLICY, PRACTICE AND COMMUNITY

SESSION VENUES

	Main Venue
Pre-Conference Workshops:	
Workshop 1	67.101
Workshop 2	67.102
Welcome and Keynote Address	67.107
Plenary Sessions:	
Invited Speakers	67.107
Concurrent Sessions:	
Stream A: Social Inclusion	67.107
Stream B: Healthy Lifestyles	21.G08
Stream C: Pedagogy and Education Policy	67.104
Stream D: Cognitive Development	67.101
Stream E: Digital Literacy and Learning	25.107
Poster Sessions:	67.102

Registration and Help Desk (McKinnon Foyer)

Monday 28 September	11am to 5pm
Tuesday 29 September	7.00am to 5pm
Wednesday 30 September	8am to 5pm

Speaker Preparation Room

A speaker preparation room (Room 102) is located next to the Registration and Information Desk in the McKinnon Building (Building 67) foyer. If you have not sent your presentation via email to Earlystart-2015@uow.edu.au prior to the 25th of September, you will need to check your presentation with the Speaker Room Technical Officer – preferably immediately after completing delegate registration. Software used for the presentations will be Microsoft PowerPoint.

Speakers are requested to meet their Session Chairs in the session venue 15 minutes before the session.

SESSION VENUE MAP
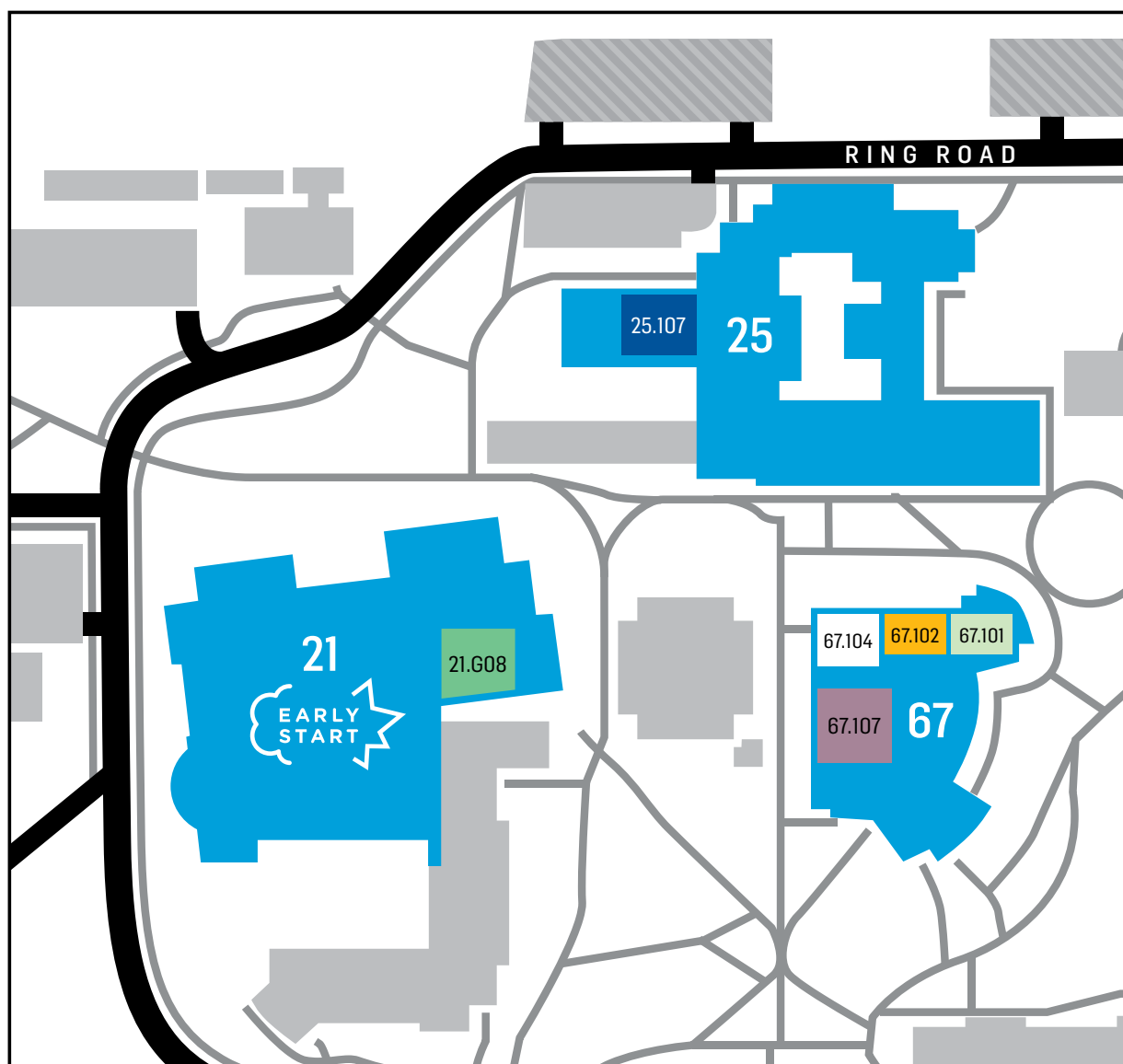
Venue Key

67.102 — INTERACTIVE POSTER SESSIONS

67.107 — KEYNOTE AND PLENARY SESSIONS

21.G08 — STREAM B: HEALTHY LIFESTYLES

67.101 — STREAM D: COGNITIVE DEVELOPMENT

EARLY START

67.107 — STREAM A: SOCIAL INCLUSION

67.104 — STREAM C: PEDAGOGY AND EDUCATION POLICY

25.107 — STREAM E: DIGITAL LITERACY AND LEARNING

IMPROVING CHILDREN'S LIVES: TRANSLATING RESEARCH FOR POLICY, PRACTICE AND COMMUNITY

Session Chairs

Session Chairs are requested to be available 15 minutes before for the beginning of the session in their respective session venues to check facilities with the AV Technician, and to meet the speakers. As the Session Chair, you will be responsible for introducing each speaker, timing the talks and ensuring all speakers keep to a strict schedule so your session stays on time. If you have any problems please speak to the AV Technician, who will provide you with technical assistance to keep sessions on time. Chairs are also asked to remind the audience to turn mobile phones off or to silent mode prior to the session beginning.

Oral Presentations

Each Oral presentation is limited to 15 minutes plus 5 minutes for questions and discussion. Speakers are to meet in the session venue 15 minutes prior to their session, to check their slides and meet the Session Chairs. Presentations must have been uploaded prior to this in the Speaker Preparation Room prior to the session. No speaker (apart from invited speakers) will be permitted to use his or her own computer for the presentations.

Poster Presentations

Posters will be located in Room 101 in the McKinnon Building (Building 67). Student helpers will be on hand to assist with poster mounting.

There will be two interactive poster sessions coinciding with lunch (standing buffet in the Building 67 foyer) on the Tuesday and Wednesday of the conference. Additional presentation opportunities may occur during morning and afternoon tea breaks. Poster presenters should stand by their poster to discuss the content with delegates.

Posters need to be mounted on the afternoon of Monday 28 September or the morning of Tuesday 29 September, and must be removed on the final day of the conference. Each poster will be allocated a poster board and posters should be mounted and removed by the presenters themselves. Mounting times are:

Monday 28 September   12pm–4pm

Tuesday 29 September   7am–11am

Free Wireless Internet Service

Free wireless Internet will be available for delegates at the University of Wollongong. To access the service, please use the login and password details provided at the Registration and Information Desk.

Lunch & Refreshments

Stand-up lunch, morning tea and afternoon tea will be served in the McKinnon Building (Building 67) foyer, Level 1. Please wear your name tag to confirm that you are a delegate when receiving your lunch. Lunch can be enjoyed either outside on the terrace of McKinnon Building (Building 67) or whilst viewing Posters in Building 67 Room 101.

Security at UOW

24 Hour Security Hotline 4221 4900.

Transport Details

An Early Start Conference Transport Officer is located at the Registration and Information Desk and will be available to help you with your travel around Wollongong.

The free Gong Shuttle public bus service now operates 7 days a week around Wollongong city. This includes a high frequency loop service from Wollongong Station to the University of Wollongong, travelling in both directions. Buses can be caught from any specially marked green Gong Shuttle bus stop. The service operates between 7am and 10pm from Monday to Friday; every 10 minutes during peak (7am–9am and 3pm–6pm) and every 20 minutes off-peak.

We encourage you to use the Gong Shuttle throughout your stay in Wollongong, as it is a good way to get a feel for central city/inner-city areas, as well as get from your hotel to the conference, to cafes, pubs and the beach.

For more information visit the Shuttle Buses website.

Social Program

Full participation in the Early Start Conference social events is encouraged to ensure a fruitful exchange of ideas and to foster collaborative networks.

Monday 28th September

Conference Opening Ceremony

5:30pm–6pm in the McKinnon Building theatre (Room 107) – included in Registration

Conference Keynote Address

6pm–7pm in the McKinnon Building theatre (Room 107) – included in Registration

Welcome Reception

7pm –8pm in the McKinnon Building foyer – included in Registration

Tuesday 29th September

Conference Dinner

6.30 pm – 9.30 pm at City Beach Function Centre, Marine Drive, Wollongong (contact Sarah Andrews sandrews@uow.edu.au or see the Registration Desk to purchase tickets)

Wednesday 30th September

Grand Pacific Walk

6.00 am – 7.00 am. Meet Conference Chair Tony Okely at North Beach Surf Club for a social walk along Wollongong's stunning coastline.

IMPROVING CHILDREN'S LIVES: TRANSLATING RESEARCH FOR POLICY, PRACTICE AND COMMUNITY
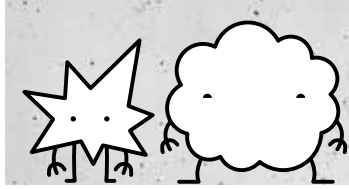
EARLY START CONFERENCE

INVITED SPEAKERS

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Professor Catherine Snow

Patricia Albjerg Graham Professor of Education

HARVARD
UNIVERSITY

BIOGRAPHY-IN-BRIEF:

Catherine Snow is the Patricia Albjerg Graham Professor of Education at Harvard University, Boston, USA. She received her Ph.D. in psychology from McGill University in 1971, and subsequently worked for several years at the Department of General Linguistics at the University of Amsterdam. Since 1979 she has been on the faculty at the Harvard Graduate School of Education, teaching and conducting research on topics related to language and literacy development, primarily among children placed at educational risk by poverty and/ or language minority status. Snow chaired the National Academy of Sciences Committees on the Prevention of Reading Difficulties in Young Children and on Assessment of Young Children, as well as the Carnegie Corporation's Advisory Council on Adolescent Literacy. Most recently she has been working with the Strategic Education Research Partnership to evaluate the effectiveness of discussion-based curricula in promoting middle-grades students' literacy outcomes. She is Visiting Professor at the University of Oslo, University of Johannesburg, and East China Normal University, appointments that are enabling her to study early childhood education from a comparative perspective.

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ABSTRACT:

How do we improve quality in early childhood classrooms? The role of teachers, curriculum, and professional development

Efforts to promote quality in early childhood classrooms depend on achieving some consensus about how to define quality. Definitions range widely across nations: lots of free play vs. lots of well-structured learning, mostly peer interaction vs. mostly adult-directed activities. I will argue that, in nations that are grappling with severe gaps in academic outcomes related to ethnicity, first language, family income, and parental education, the definition of quality must include procedures to ensure access to rich language and literacy experiences for all children, especially those most at risk. So then the question arises whether providing such rich language and literacy experiences is best achieved by recruiting a particular type of person to the early-childhood teaching force, providing rich, detailed curricular resources, or providing professional development to the extant teaching force. Evaluations of curricular and professional development efforts in Chile, the U.S., China, and Norway will be drawn on for evidence about their relative effectiveness.

Professor Iram Siraj, OBE

Professor of Education

**UCL**
Institute of Education

BIOGRAPHY-IN-BRIEF:

As Professor of Education at University College London, Institute of Education, and a visiting professor at the University of Wollongong, Iram's recent research projects have included the major DCSF 17-year study on Effective Pre-school, Primary and Secondary Education (EPPSE 3-16, 1997-2014) and the influential Researching Effective Pedagogy in the Early Years project (REPEY). She has led longitudinal studies/RCTs as a principal investigator in a number of countries including the UK, Australia and Ireland. She has always been particularly interested in undertaking research which investigates disadvantage and gives children and families from these backgrounds a better start. She is a specialist, early years advisor to governments and ministers in the UK and overseas. She has published widely and been a specialist adviser to the House of Commons Select Committee on Education. Recently she undertook a review of the Implementation of the Foundation Phase for the Welsh Govt. and is currently reviewing the early years workforce for the Scottish Govt. She was awarded an OBE in the Queen's New Years honours list in January 2015 for her services to early education.

ABSTRACT:

Effective practice in the early years: long term impact in Maths and English to end of primary school and beyond

This keynote uses evidence from longitudinal studies across the UK and especially from the renowned Effective Provision of Preschool, Primary and Secondary Education (EPPSE 3-16) study to show the power of early education and care experiences on children's long-term well-being and development. This presentation unpacks the effects of family, pre-school quality, home environment and primary schools; it will look at how these experiences interact to support or constrain learning in the early years of life and beyond. The EPPSE study has been following over 3000 children from the age of about 3 to identify the influences that shape their academic and social-behavioural outcomes. Good pre-schools benefit all children but high quality is especially important for children who have special educational needs, mothers with low qualifications or come from less stimulating homes. The research confirms the importance of early experiences and the powerful combination of home, pre-school and primary, secondary school in improving children's learning. The results clearly demonstrate the importance of investment in early years; especially for children from disadvantaged backgrounds and those who go on to primary education of poorer quality. The research has provided a unique insight into the enduring impact of early experiences, especially the home learning environment (for children age 3 -4) and the quality of pre-school. It also shows the importance of the primary school attended, especially its academic effectiveness. It confirms the importance of the overall quality of teaching for academic progress. The project has also revealed that the relationship between disadvantage and educational experience is complex and that multiple disadvantages interact and are key sources of inequality.
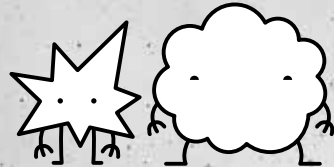
Professor Michael Wald

Jackson Eli Reynolds Professor of Law, Emeritus

STANFORD
UNIVERSITY

BIOGRAPHY-IN-BRIEF:

Michael S. Wald is the Jackson Eli Reynolds Professor of Law, Emeritus, at Stanford University. He joined the faculty in 1967. His teaching and research focuses on public policy towards children and families. He also had appointments (by courtesy) in the School of Education and the Public Policy Program and served as Director of the Stanford Center on Child, Youth, and their Families. Professor Wald has extensive experience designing and implementing public policy related to parents and children, including holding a number of government positions at the federal, state, and local levels connected to social services for children and families, and has helped author legislation related to child welfare at the federal and state levels. He has also been invited to serve on a number of commissions charged with developing research-based recommendations for improving the wellbeing of children and families, including the World Economic Forum's Global Agenda Council on the Welfare of Children, the Board of Directors Chapin Hall Children's Center, University of Chicago, and the Carnegie Foundation's Commission on Children 0-3. He is currently a member of the National Academy of Sciences Committee on Supporting the Parents of Young Children. Wald has published extensively on issues related to state regulation of, and involvement with, children and families. His most recent publications include invited chapters for books focusing on various aspects of public policy and parenting.

ABSTRACT:

A System for Strengthening and Supporting Parenting in Families with Multiple Barriers

In this talk, Michael outlines four outcomes for children that should be the primary focus of public policy-safety, mental health, social competence, and academic success. He will then examine factors that influence these outcomes, with particular focus on parenting, especially of children 0-3. Michael I will then discuss key parenting behaviours that influence whether children attain the outcomes and review the evidence on the effectiveness of parenting programs in influencing these behaviours. Finally, he will discuss the elements needed in order to create a system of support for children in the most vulnerable families.

Professor Edward Melhuish

Research Professor

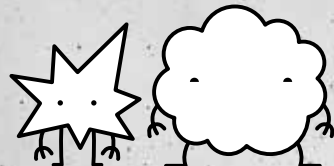UNIVERSITY OF OXFORD

Birkbeck
UNIVERSITY OF LONDON

BIOGRAPHY-IN-BRIEF:

Edward Melhuish is a professor at the University of Oxford, and Birkbeck, University of London, and a visiting professor at the University of Wollongong. He was involved with the National Evaluation of Sure Start, the Effective Pre-school, Primary and Secondary Education (EPPSE) project and the Effective Pre-school Provision in Northern Ireland (EPPNI) project and is currently undertaking studies in Norway, European community, UK, and Australia. His research influenced the 1989 Children Act, the 2005 Children Act, 2006 Childcare Bill and policy on childcare, early education, child poverty and parental support in the UK and other countries. He has served as an expert witness to several House of Commons Select Committees, and been a scientific advisor to research councils and governments in Norway, Finland, Portugal, South Korea, Chile, Australia, and Canada. He also is a consultant to the European Commission, OECD and WHO.

ABSTRACT:

Early experience, self-regulation and long term development

Much evidence has accumulated in recent decades that the child's experience in the early years has profound consequences for later life. Recent evidence from large-scale studies in the UK indicate how differing patterns of experience in the early years, both in the home and outside the home can have long-term impact on children's educational and socio-emotional development. In particular the home learning environment and pre-school experience in the early years continue to have an impact upon children's development many years later. One critical component in this pattern of development is the child's self-regulation, which appears to act as a mediating variable linking early experience with later development. Evidence relevant to these ideas are presented from longitudinal studies.

Professor Dianne Ward

Professor of Nutrition

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

BIOGRAPHY-IN-BRIEF:

Dianne Ward is Professor of Nutrition in the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill. Her research focuses on preventing childhood obesity through home, school, and community interventions that promote healthy eating and regular physical activity in children and families. Dr. Ward led the team that developed the highly regarded policy and environmental intervention for child care, NAP SACC (The Nutrition and Physical Activity Self-Assessment for Child Care). The second generation of NAP SACC, called GoNAPSACC, includes an updated self-assessment for centers and family child care homes, and an online, interactive version of the original program. Dr. Ward is co-directing a National Institute of Health-funded project to test a three-component intervention designed to increase healthy nutrition and regular physical activity in children enrolled in family child care homes (KEYS to a Healthy Family Child Care Home). Her other NIH projects include Caring and Reaching for Health, a worksite intervention for child care workers, and a social marketing intervention for child care centers (Our Year of Healthy Living). Dr. Ward is very active in leadership positions among early care and education researchers including the ECE workgroup sponsored by the Robert Wood Johnson Foundation and the ECE Special Interest Group of the International Society for Behavioral Nutrition and Physical Activity.

ABSTRACT:

Innovative and evidence-guided ways to promote healthy eating and physical activity in early childhood settings

Early care and education programs are critical contributors to a young child's development, including providing support for developing good eating and activity habits. Although parents are the dominant influence in their children's lives, child care teachers exert significant impact in two ways: one, directly by providing educational and behavioral support to children and two, indirectly through their interactions with parents. Evidence suggests that some child care teachers do not feel suitably prepared to provide the leadership needed to develop healthy eating and activity patterns in young children because they have low confidence in their abilities and believe that their own eating and activity practices are lacking. This presentation describes strategies for creating healthy environments for young children, how such efforts might contribute to teachers' own health, and how teachers in early care and education settings can engage parents in an important partnership for raising healthy children.

Professor Susan Danby

Professor of Early Childhood Education

QUT

**Queensland University of Technology**

BIOGRAPHY-IN-BRIEF:

Susan Danby is Professor in Early Childhood Education at Queensland University of Technology (QUT), and Program Leader of the Health, Wellbeing and Happiness program within the QUT Children and Youth Research Centre in Brisbane, Australia. Her research explores the everyday social and interactional practices of children, showing their complex and competent work as they build their social worlds within school settings, homes and communities. She has published in the areas of qualitative research, helpline interaction, home and classroom interaction, early childhood pedagogy, and doctoral education. She is currently an Australian Research Council Future Fellow investigating young children's everyday use of mobile technologies in home and school contexts.

ABSTRACT:

Open wide, come inside, it's screen time

Screen time has been in many children's lives for decades although recent times have brought a new level of interrogation of children's engagement with screen time. Within a context that reflects concern about adverse consequences, and endorsement of the new affordances, this presentation asks the question, what can screen time offer young children. I draw on ethnographic studies of family and school life to explore the multiple ways that children interact with and around digital technologies and with family members, peers and teachers. Far from muting children's capacity for active exploration of their everyday worlds, the digital screen supports a multitude of opportunities for children communicate with others and build relationships; to gain access to local, community and global knowledge; and to develop technological awareness. Such understandings invite us to consider afresh screen time in children's learning lives, and within a social access and justice framework.
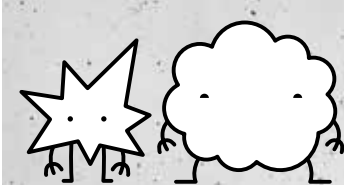
Professor Fred Paas

Professor of Educational Psychology

ERASMUS UNIVERSITEIT ROTTERDAM

BIOGRAPHY-IN-BRIEF:

Fred Paas is professor of educational psychology and chair of the educational and developmental psychology program at Erasmus University Rotterdam in the Netherlands, and professorial fellow at the Early Start Research Institute of the University of Wollongong. He holds a Master in human movement sciences from Maastricht University and a PhD in instructional technology from Twente University in the Netherlands. Professor Paas was one of the pioneers in the field of educational psychology in the early 1990's when he started to apply cognitive load theory principles to the design of instructions, multimedia and training of complex cognitive skills. His research focuses on the design of effective and efficient learning environments by applying current multidisciplinary scientific knowledge about the human cognitive system and covers a wide spectrum of areas from education to psychology and cognitive science. His ground-breaking work on measurement techniques for cognitive load, on instructional efficiency and uncovering the variability effect, the cognitive aging effect, the human movement effect, and the collective working memory effect not only extended the existing instructional theories, it also provided a framework for understanding a range of learning phenomena in different educational domains. His current research focus is on the effects of human movement on learning and performance of young children.
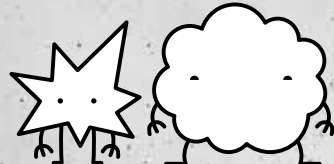
ABSTRACT:

Mind your Body: The Essential Role of Body Movements in Children's Learning

There is no doubt that movement is essential for human life. Body movements not only have substantial health benefits, but also cognitive and academic benefits. Our recent research, which uses the theoretical framework of embodied cognition, shows that expressing information in movements or observing someone expressing information in movements can positively affect children's learning performance, especially when movements are infused into the classroom and integrated into the learning task. In this presentation I will discuss the promising role of human movement in children's learning, provide an overview of recent research into movement and learning, and show how part- and whole-body movements can be used in children's learning environments to exploit the high plasticity of brain function in the younger years.

EARLY START CONFERENCE
PRESENTER ABSTRACTS

(BY STREAM AND IN ALPHABETICAL ORDER BY SURNAME)

STREAM A: SOCIAL INCLUSION

Children's development and well-being are influenced by their opportunities to participate in supportive environments and relationships, as well as the social connections and support available for their families. Social inclusion is defined by the Australian Government as people having the resources, opportunities and capabilities they need to learn, work, engage with others and have a voice in decisions that affect them. Research into social inclusion recognizes that individuals and communities can be co-creators of their reality, rather than passive recipients of outcomes. It also recognises that policies and structural and physical environments contribute to the health and well-being of individuals, families and societies. Conference sessions in the Social Inclusion theme feature multidisciplinary research and innovative practice about empowering individuals, families and communities to enable social connections and meaningful participation. This theme has a particular focus on overcoming barriers associated with disadvantage and investments in capabilities.

Presenter:	**Lidija Balaz**
Organisation:	School of Psychology, University of Wollongong
Co-authors:	Mitch Byrne
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Early Childhood Intervention to Enable the Integration of Children with Autism into Mainstream Childhood Services"

Abstract: The purpose of this research is to extend on the award winning project "Understanding our Peers". It aims to break down barriers and assist typically-developing preschoolers in understanding and engaging with their high functioning autistic peers in mainstream education centres. This research is particularly pertinent in light of the shift in legislation and cultural attitudes toward increasing opportunities of equal education and training for children with disabilities. Children diagnosed with ASD often struggle to cope with the social, emotional and communicational demands of inclusive education settings. Peer victimization and rejection are commonplace experiences. The goal of this research is to increase the number and quality of interactions and engagement between typically-developing peers and children diagnosed with autism, and simultaneously to decrease bullying, victimization, isolation and hostility. To achieve this, researchers will utilize and expand on principles from manuals used in previously successful research with adolescence (Understanding our Peers), to create a series of children's books. The 6 story and picture books will follow characters as they learn key principles pertaining to autism, including celebrating differences, social skills, and communication skills. The children will then be encouraged to use these principles during play, and group activities in the classroom. The success of this research, determined by increased engagements, interactions and communication, will be measured by naturalistic behavioural observations of the children both inside and outside the classroom, pre and post intervention. If successful, the intervention has the potential to be broadly replicated across early childhood education centres throughout the country.

Presenter:	**Kristen Burriel**
Organisation:	University of Sydney
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"What are the experiences of mothers living with a diagnosis of mental illness? A narrative study"

Abstract: There is current local, National and International (WHO, 2009, 2014) information that confirms that mothers who have a diagnosis of mental illness find it extremely difficult to access appropriate services for their own health issues as well as that of their families (SANE, 2011 and 2012).There remain strong issues of stigma and negative community perceptions in the treatment of mothers with a mental illness that prevent them from receiving appropriate support and access to mainstream services (Sayce,1998). This presentation describes the research focused on the narratives and the experiences of mothers living with a diagnosis of a mental illness (2010-2015). The mothers who volunteered to participate in this project were recruited from supported playgroups that are located in different geographical locations in Australia. The research study was developed as a result of several years of social work clinical experience of working with mothers who had a diagnosis of mental illness and who also experienced multiple social stressors in relation to their mental health and the well being of their children. The study has a qualitative orientation and is informed by different ontological perspectives including the medical, social causationist and social constructionist understandings of mental illness. The narrative analysis of the experiences of mothers has demonstrated individual and collective strengths in terms of social understandings. Key findings include mothers' challenges in finding support and assistance from the existing services. This research supports the positive role that supported playgroups have as an effective and socially inclusive model of care.

Presenter:	**Allison Cameron**
Organisation:	University of Wollongong
Stream:	Stream A: Social Inclusion
Format:	Interactive Poster
Title:	"School-Readiness Through Music: The implementation of music classes in a Schools As Community Centre as part of the Transition to School Program"

Abstract: High quality pre-school experiences are important in the school-readiness and socio-emotional outcomes of children of families from disadvantaged backgrounds. For such children, music may be used as a vehicle to promote the ability to self-regulate, work in a group and sustain attention, which contribute to school-readiness. A Schools As Community Centre (SACC) Coordinator selected eight four and five year old children from disadvantaged families beginning school in 2015, who had not previously attended pre-school, to participate in the year-long SACC Transition to School Program in 2014. The author facilitated eight weekly music classes of 45-minute duration as part of this program in Term 4 2014. The classes aimed to promote language, social, cognitive and musical skills. Parents remained at the SACC while classes were conducted and were within earshot, but did not participate. The facilitator and SACC Coordinator observed the following trends in the behaviour of children who regularly attended: increased ability to manage transitions, more effective group participation, improvements in listening to and following instructions and increased concentration span. The SACC Coordinator had worked with the children for the previous three terms and the trends were beyond her expectations. Her observations of the children in class and discussions with parents and class teachers suggested the children transitioned smoothly into school in 2015. Therefore music classes may be effective in helping children from disadvantaged backgrounds develop school-readiness and provide such children with experiences they might not otherwise have access to. The author is seeking to conduct further research in this important area.

Presenter:	**Susan Collings**
Organisation:	University of New South Wales
Co-authors:	Susan Collings; Rebekah Grace; Gwynnyth Llewellyn
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Exploring influences in the social worlds of children of mothers with intellectual disability"

Abstract: Aim: The literature suggests that mothers with intellectual disability are at risk of social isolation but the impact of this context on the social experiences of their children is not known. A study was conducted to addresses this gap by exploring the social worlds of these children in middle childhood from their perspective to better understand the influences that shape their lives. Method: Seven primary-school aged children in NSW took part in semi-structured guided interviews and two creative activities, photography and drawing, to explore experiences at home, school, with peers and in neighbourhoods. A narrative approach was employed to analyse children's stories about what was important in these social worlds to understand how they perceived influences in their lives. Findings: The social world of home influenced social interactions in other settings. When children perceived their home as predictable and secure, they spoke more confidently about exploring social interactions elsewhere. Children from homes that lacked predictability and another significant adult were more pessimistic about social interactions and experienced peer difficulties such as bullying. However, children whose homes lacked social support could counteract this by maximising the opportunities afforded at school. Formal services could occupy the role of significant adult for children from isolated homes when they adopted a child-focused approach. Conclusion: The social worlds for children are not inevitably restricted when their mothers have intellectual disability, even if they are socially isolated. The findings challenge an assumption frequently found in the literature that mothers with intellectual disability provide less optimal environments for their children.

Presenter:	**Amy Conley Wright**
Organisation:	University of Wollongong
Co-authors:	Jane Warren; Ginger O'Brien; Debra Jeffris
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Promoting resilience and empowerment for parents of children with additional needs through advocacy and peer support"

Abstract: The Parent Room is a new program that offers parents of children with additional needs new connections with other parents and new ways to learn about accessing services for their children. Parents can access peer support group meetings, connection with an experienced mentor parent, and advocacy training, either in person or via technology. The goals are to increase parents' sense of empowerment, perceived social support and use of appropriate services, and decrease stress. This program is being developed and evaluated through a collaborative partnership of parents and staff from Noah's Shoalhaven and researchers at the University of Wollongong who have expertise in social work and early childhood intervention. This presentation will describe how the program model was developed based on research on peer support and parent advocacy as well as consultations with parents about their needs. An overview of the research designed to assess the effectiveness of the model will be presented, which includes: self-reported questionnaires at intake and after 6 months of participation; videotaped advocacy scenarios prior to and after advocacy training; and observation during peer support meetings. Preliminary findings will be reported. With the implementation of the new National Disability Insurance Scheme (NDIS), parents will be required to plan goals and access services for their children and act as their advocates. At the same time, there is potential for a gap around the needs of parents for support, since funding for services is allocated to the individual with additional needs. The Parent Room model is a promising approach to support parents while equipping them to act as the voice of their children.

Presenter:	**Elise Davis**
Organisation:	University of Melbourne
Co-authors:	Andrew Mackinnon; Lara Corr; Margaret Sims; Linda Harrison; Kay Cook; Helen Herrman; Cathrine Mihalopoulos; Kim-Michelle Gilson; Anna Flego; Rahila Christian; Bernie Marshall; Elizabeth Waters
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Building the capacity of family day care educators to promote children's social and emotional wellbeing: results of an exploratory cluster randomised controlled trial"

Abstract: Objectives: To present the results of an exploratory cluster randomized controlled trial that was used to pilot Thrive, a capacity building program for family day care educators. Statement of Findings: Participants were educators and co-ordinators from one FDC service in Melbourne, Australia. Data collection consisted of a survey including information on costs, an in-home quality of care observation and process evaluation. Data was collected over 12-months (2011-2012), at baseline and one, six and twelve months post intervention. Positive caregiver interaction scores increased over time for the intervention group $F(3,51.69)=3.08$, $p<0.05$, and detached interaction scores decreased over time $F(3,51.19)=2.78$, $p<0.05$. Educators' knowledge and confidence of children's social and emotional wellbeing showed no significant change. Key Conclusions: Thrive gives important information about the challenges FDC educators face in implementing changes in their education and support. Key findings emerging from the data have highlighted: a) difficulties and complexities in FDC educators being involved in this type of program; b) elements of the program that appeared to run successfully and be received positively by educators; c) low cost of the program; and d) feasibility of the outcome measures. For a program like Thrive to be successful in engaging educators, a stronger framework for supporting additional learning activities at both the FDC organisational and scheme level is warranted.

Presenter:	**Elise Davis**
Organisation:	University of Melbourne
Co-authors:	Elizabeth Waters; Collette Tayler; John Hattie; John Tobin; Tony Barnett; Lisa Gibbs; Louise Harms; Cathy Humphreys; Sarah Wise
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Children@Melbourne: Improving the lives of children and young people"

Abstract: Objectives: The Children@Melbourne Research Initiative aims to make a positive difference to the lives of children and young people (0-18 years). Children@Melbourne is a new interdisciplinary, cross-sectoral program, working in partnership with children and young people, to understand the challenges experienced by children and young people growing up in the 21st Century, and to identify and test potential solutions to these challenges. Our team includes researchers from public health, education, law, social work and medicine. High-level external engagement is used to identify and tackle the most pressing issues for children and young people today. Statement of Findings: Children@Melbourne is underpinned by the concept of a rights based approach, where children and young people's evolving capacities and expertise are valued. Children@Melbourne aims to make children, young people and their families more visible as research participants and use innovative developmentally appropriate methodologies to engage children and young people. Key Conclusions: Researchers across fields such as public health, epidemiology, law, early childhood, education, social work, government, social and environmental policy, communications, and digital technologies, must come together with their respective industry and community partners, and children and young people themselves, to generate contemporary evidence which will inform policies and practices to improve the lives of children and young people.

Presenter:	**Loraine Fordham**
Organisation:	Charles Sturt University
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Strategies that support and sustain the inclusion of vulnerable families in early childhood services"

Abstract: Objectives The Early Years Education Program (EYEP) is a research-based program targeted at young children experiencing significant family stress and social disadvantage. Operating in a low socio-economic, high-need area of Melbourne, the EYEP is determining the impact of high quality education and care on children's long-term social and educational outcomes. Program features include high staff to child ratios; qualified staff; attachment-focused and trauma-informed care; relational pedagogy based on the EYLF; integration with family support services; support from infant mental health professionals, and partnerships with parents. This paper describes the practices and relationships that parents experience daily, together with strategies that support and sustain families' engagement with the program. Methods This study utilised ethnographic methodologies to understand the lived experiences of the participants. Data collection techniques involved i) observations of educators interacting with children and parents and ii) interviews with parents, documenting their experiences and perspectives of the EYEP. Findings Data have been analysed in terms of belonging, being and becoming for parents (DEEWR, 2009). Strategies that facilitate parental belonging include an extended period of orientation to the program, and purposeful greetings and farewells. Parents' positive experiences of being are enhanced by educators' skills, knowledge and values, and the overarching program philosophy of parental inclusion. Parents and educators co-create children's learning goals during 12-weekly reviews of each child's progress, whereby parents are empowered to become pro-active, informed and engaged in decisions that affect their children's learning, development and well-being. Key conclusion High quality early childhood education and care practices that are underpinned by a relational pedagogy appear fundamental in supporting and sustaining the inclusion of vulnerable families with early childhood services.

Presenter:	**Elizabeth Fulton**
Organisation:	University of NSW & KU Marcia Burgess Autism Specific Early Learning Centre
Co-authors:	Valsama Eapen
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Mind The Gap: A Framework For Disseminating An Early Intervention Program (Esdm) For Pre-School Children With Autism."

Abstract: Background: Autism Spectrum Disorder (ASD) is a major public health concern given its early onset, lifelong persistence, and significant impairment. The value of early intervention is widely recognized with studies showing better outcomes with earlier treatment. However, the availability and accessibility of empirically evaluated treatment programs are limited. One such model available for children aged less than 30 months is the Early Start Denver Model (ESDM). It is an intensive, manualised, comprehensive intervention for children aged 12-60 months that integrates Applied Behaviour Analysis into a developmental and relationship-based approach. With a reported prevalence of more than 1% and the evidence base suggesting early identification and intervention for better outcomes, costly and resource intensive clinic based interventions are unsustainable. Given the brain plasticity in the first years of life, early intervention offers the best potential and consequently evidence based intervention should not be restricted to exclusive settings, but available to all children with ASD across Australia, regardless of their location and socioeconomic background, via flexible service delivery modes. Community dissemination of the ESDM, using a multi-faceted approach might offer a sustainable solution with significant clinical and economic benefits in resource constrained environments. KU MB ASELCCwas established in 2009 under the Helping Children with Autism package and has been delivering ESDM successfully since. Grounded on the research evidence generated through our research demonstrating its effectiveness in the Group setting and in clinic settings, a sustainable dissemination model has been developed. This model covers urban and remote as well as autism-spectrum.

Presenter:	**Laila Hafez**
Organisation:	University of Wollongong
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Learning and Maintaining Heritage Languages: What matters"

Abstract: This paper explores the factors that influence the learning and maintenance of the heritage language of primary school age children from Non-English Speaking background residing in Illawarra. It presents findings from a qualitative study of three Community Language Schools (CLS) which teach Arabic, Macedonian and Vietnamese. Data were collected through parents', teachers' and students' interviews, as well as focus groups interviews and class observations. An ecological framework was used to provide a description of issues impinging on the CLSs, such as the socio-political context, cultural identity, family expectations in relation to community languages and the CLSs, teachers and students' experiences, issues of social inclusion and demographic factors. The research results show overwhelming support from parents and teachers for the maintainenance of children's heritage languages, as it is strongly connected to and the carrier of social and cultural identities, and family and community values. Both internal and external factors were identified to influence the sustainability to CLSs. They include the potential of CLSs and the uptake of languages; the imperative need to resources to improve the schools' capacity to meet the children's heritage language maintenance needs; and for an improvement in the relationship between the CLSs and mainstream schools. This study will contribute to an understanding of learning and maintaining heritage languages and speak to government policy which impacts CLSs; their success in realising parents' and children's expectations and their survival.

Presenter: **Anne Hampshire**

Organisation: The Smith Family

Co-authors: Bob Perry ; Ann Gervasoni

Stream: Stream A: Social Inclusion

Format: Oral

Title: **"Strengthening children's early maths learning through creating supportive environments and enhancing relationships."**

Abstract: Let's Count is an early maths program that aims to enhance the maths skills and dispositions of disadvantaged children aged 3 to 5.It works to strengthen relationships between parents/educators and their capacity to support children's maths development.It began in 2009. A 3 year evaluation has been completed.   Objectives   Assess the impact of Let's Count on: "¢Children's maths knowledge and dispositions. "¢Families' confidence and knowledge to support their children maths development. "¢Educators' knowledge, interest and confidence in maths learning and teaching.   Methods   A mixed methods approach: i.Children participated in a Mathematics Assessment Interview,prior to,and following,participation in Let's Count,to assess growth across 9 domains.Similar children who didn't participate in Let's Count were also assessed,forming a quasi-experimental control group.460 participated.   ii.Parents participated in 3 interviews over 12 months.50 participated.   iii.Educators participated in 3 interviews over 12 months.They completed surveys at 2 points in time.80 participated.   Results   "¢Let's Count children experienced strong growth in their maths.The extent of growth is reinforced by comparing their results with a similar group of children who did not participate.   "¢Let's Count positively impacted on relationships between parents and early years educators and their capacity to support their children's maths development.   Key conclusions   "¢Let's Count had a strong positive impact on children, parents and educators.   "Early maths skills and dispositions of disadvantaged children can be strengthened through enhancing home learning environments and parent-educator relationships.   "¢Let's Count can enhance children's social inclusion and cognitive development.

Presenter: **Kathryn Harden-Thew**

Organisation: University of Wollongong

Co-authors: Kathryn Harden-Thew;

Stream: Stream A: Social Inclusion

Format: Oral

Title: **"Clearing a space to hear the voices of emergent bilingual children in transition"**

Abstract: Transition to school has become an area of great interest for teachers, policy makers and researchers alike, as the data available suggests that successful transition is closely related to later academic success. The purpose of this qualitative study, using narrative inquiry, was to explore the transitions of emergent bilingual children from home to school, children generally considered outside the "˜mainstream' in Australian educational settings. Informed by a Symbolic Interactionist perspective, this study evokes the essence of the lived experiences of six children and their families, using data collected from extended family conversations, collected artefacts, teacher interviews, classroom observations, policy documents and set within the literature. The data reveals the agentic nature of both the young children and their families during transition to school as well as the attitudes and knowledge of the teachers. In this presentation I focus on the collected small stories of these children and their families as they prepare for and enter school for the first time. These stories reveal the resources and capabilities of the children and families during the crucial period of transition to school. Critically, they highlight the lack of opportunities afforded these children and their families to reveal their cultural, linguistic and literate capital "" their funds of knowledge - in the classroom setting as they enter school. This presentation centres on the importance of teacher knowledge, the building of meaningful home-school relationships and the impact these can have on effective social inclusion during transition to school.

Presenter:	**Megan Keyes**
Organisation:	Centre for Community Child Health, Murdoch Childrens Research Institute
Co-authors:	Megan Keyes; Vikki Leone
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Improving outcomes for children through strategic reframing: Effectively communicating the science of early childhood development"

Abstract: Objectives The ability of the early years sector to communicate the need for quality practice and programs supported by evidence-based policy has important implications for children's outcomes, particularly our most vulnerable. To date, support for good public policy has been obstructed by dominant patterns of reasoning employed by the Australian public about the early years that diverge with expert understandings. The Centre for Community Child Health, with peak body and government support, engaged the FrameWorks Institute to conduct a series of studies that documented the challenges inherent in translating the science of early childhood development. The research also empirically explored and tested a set of tools that could be used to translate this science and increase support for evidence-based programs and policies. Methods The research consisted of: (1) a series of in-depth interviews with experts and members of the Australian public. (2) a large, nationally representative experimental survey of the Australian public. (3) a series of on-the-street interviews. (4) a series of persistence trials. Statement of findings The research found a number of significant gaps in understanding between experts and the public about developmental processes, including the barriers to positive development. However, it was determined that public support for evidence-based policy and quality programs can be increased using strategic framing techniques. Key conclusions By appealing to Australian values, and using empirically tested explanatory metaphors and other reframing techniques, the importance of the early years can be communicated more effectively. This research has implications for the sector's ability to advocate collectively for good policy and practice.

Presenter:	**Meike Mackenzie**
Organisation:	Engaging Interventions
Co-authors:	Kathy Cologon; Marianne Fenech
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Approaching inclusive early childhood education from a social relational understanding of disability"

Abstract: Education of young children who experience disability often focuses on changing the child, and neglects to acknowledge the role environments can play in disabling children. This approach is based on a medical model understanding of disability. However, when approached from a social model view, disability is not something that exists within a person, but rather as something is experienced when a person encounters unaccommodating environments, behaviours or attitudes. When a social model understanding of disability is applied to inclusion, the focus becomes on modifying early childhood environments in ways which reduce children's experiences of disability, rather than focussing on changing the child. However, there is limited consideration of social and medical model approaches to inclusive early childhood education.   In this research, the attitudes and behaviours of staff at a Melbourne based early childhood centre were investigated in light of the social and medical models of disability. This centre is known for it's inclusive practices and was including a child labelled with Autism at the time of this research. Research methods within this study included document analysis, staff and parent interviews, and centre observations. Analysis revealed ways in which the adoption of a social model perspective to disability facilitated the inclusion of all children in this centre, as well as having implications for the inclusion of families and staff. In this presentation, the implications for facilitating inclusive early childhood education are discussed, with consideration of the impact of a social model approach in which the focus becomes on changing the environment and engaging in an ongoing process of critical reflection and action towards greater inclusion.

Presenter: **Claire Manning**

Organisation: University of Wollongong

Co-authors: Kathleen Clapham; Ginger O'Brien; Margaret Sutherland

Stream: Stream A: Social Inclusion

Format: Oral

Title: "Evaluation of the Kids Together Program: Establishing transdisciplinary approach to inclusion that starts at the Early Childhood Education and Care Centres"

Abstract: Using the Early Childhood Centres as the starting point for providing trans disciplinary services Noah's Shoalhaven developed the Kids Together program in 2013. The Kids Together program is an innovative trans disciplinary model of service delivery for early intervention targeting children with additional needs/disabilities aged 0-8. The Kids Together model aims to deliver early education, therapy and family support services in a mainstream pre-school or day care centre settings. The University of Wollongong in collaboration with Noah's Shoalhaven conducted an independent evaluation of the Kids Together Program in 2014.   The collaborative evaluation model utilised included formative evaluation, process and outcome elements. A logic model and evaluation framework was developed and both qualitative and quantitative data collected using a variety of methods with various stakeholder groups at 16 early childhood education centres.   The panel discussion will present the main findings of the 2014 evaluation of the implementation of Kids Together across 15 early childhood centres in the Illawarra region. All stakeholders highlighted the trans disciplinary model as providing valuable opportunities for strong relationships to be developed between children, parents/carers and centre staff through coaching and the practical application of all aspects of the program. The benefits of sharing of skills amongst the members of the Noah's Shoalhaven trans disciplinary team was seen as critical part of the program. Following the findings presentation there will be discussion of future directions for the program.

Presenter: **Penny Markham**

Organisation: Goodstart Early Learning

Stream: Stream A: Social Inclusion

Format: Oral

Title: "Building capability to reach out, include and support vulnerable children and families in early childhood settings"

Abstract: Significant evidence demonstrates that not all children start life with the same opportunities. A fact that is borne out by the results of the 2012 Australian Early Childhood Index as well as the knowledge that children may also be exposed to risk factors such as abuse and neglect, domestic violence, low income and poor health and well-being that effect their life outcomes.   As a not-for profit early learning provider operating 644 centres Australia-wide, Goodstart Early Learning recognises this and is driven by the vision for all of Australia's children to have the best possible start in life. A key driver in achieving this vision is Goodstart's Social Inclusion Strategy. This paper will describe Goodstart's approach to enhancing children's outcomes (EChO) by using its base of universal services on which to build new service models. The presenter will describe Goodstart's approach including the foundations required, the service model and selection of centres.   The paper will conclude with case study examples of two services in which Goodstart has invested in intensive, integrated service models. The case studies will include a description of our approach to the development of new services, how we have engaged educators and families, the services being delivered and the associated research design.

Presenter:	**Myrto Mavilidi**
Organisation:	Early Start Research Institute, University of Wollongong
Co-authors:	Anthony Okely; Paul Chandler; Dylan Cliff; Fred Paas
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Preschool Children's Foreign Language Vocabulary Learning by Enacting Words Through Physical Exercises and Gestures"

Abstract: Research suggests that integrating human movement into a cognitive learning task can be effective for learning performance due to its cognitive and physiological effects. In this study the effects of enacting words through gross movements in the form of physical exercise and subtle movements in the form of gesturing on learning a foreign language vocabulary were investigated. Participants were 111 preschool children of 15 childcare centers, who were randomly assigned to one of four conditions. Participants were taught 14 Italian words in a four-week teaching program, and tested on their memory for the words during, directly after, and some time after the program. The way in which children learned differed between conditions. In the integrated physical exercise condition, children enacted the actions indicated by the words to be learned by physically exercising. In the non-integrated physical exercise condition, children performed physical exercises at the same intensity during learning, but these were unrelated to the learning task. In the gesturing condition, children enacted the actions indicated by the words to be learned by gesturing while remaining seated. In the conventional condition, children verbally repeated the words while remaining seated. Results confirmed the main hypothesis, indicating that children in the integrated physical exercise condition achieved the highest learning outcomes. Theoretical, educational, and health implications of integrated physical exercise programs in preschool children are discussed.

Presenter:	**Sharynne McLeod**
Organisation:	Charles Sturt University
Co-authors:	Sarah Verdon
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Indigenous Australian children's language use, maintenance, and experiences"

Abstract: Indigenous Australian children have rich cultural and linguistic traditions and their speech and language competence is promoted through family, community and educational experiences. The language use, maintenance, and experiences of 692 Indigenous Australian children participating in Footprints in Time: Longitudinal Study of Indigenous Children (LSIC) was examined and 580 children's data were available for longitudinal comparisons over 3 years. The children spoke between one and eight languages. Children who spoke Indigenous languages or creoles were more likely to live in moderate to extreme isolation; whereas children who spoke English, a foreign language, or sign language lived in less-isolated places. The children's language environments were rich, with many family members and friends telling oral stories, reading books, and listening to the children read. Some children also used Indigenous languages when swimming, cooking, shopping, playing computer games, and participating in art and musical activities. Indigenous language maintenance was influenced by parental use of an Indigenous language and level of isolation. Gender, grandparent care, and parental concerns about their child's speech and language were less influential on children's maintenance of Indigenous languages. Almost a third of families highlighted the importance of their cultural language, and many indicated that they would like their child to learn an Indigenous language at school.

Presenter:	**Katie Neal**
Organisation:	The Shepherd Centre
Co-authors:	Sara Luscombe
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"No discipline is an island': Scaffolding support to maximise family engagement"

Abstract: Vulnerable children and families with minimal support networks are often excluded from health services due to complexities and barriers to inclusion and engagement. This presentation will discuss a transdisciplinary model that focusses on active engagement to support the life outcomes for children with hearing loss. The journey towards this framework will be discussed through the experiences of a not-for-profit early intervention service. Case studies will be used to examine how this model works to enhance outcomes, reduce disincentives to access services and creative service delivery models which can be adapted for providers at all points along the early intervention pathway. Challenges to this model of cross collaborative service for organisations and families and will be identified and explored. Experiences of reaching vulnerable families by addressing the whole family system as partners has resulted in increased engagement and overall progress towards improved outcomes. The inflexibility of the traditional medical model creates barriers that families often cannot readily overcome resulting in a perpetuating cycle of non-accessed opportunities and reduced potentials. By changing services to promote social connections and support to families, gains can be made towards changing these families lives. Significant changes in early intervention service provision have demonstrated how families can make a transition from passive recipients of outcomes to active decision makers in their own journey. A collaborative framework between families, services, the community and policies which encourage consideration of the whole family environment leads to the shaping of positive health and wellbeing outcomes for all children and those around them that scaffold their growth.

Presenter:	**Cathrine Neilsen-Hewett**
Organisation:	University Of Wollongong
Co-authors:	Marina Papic
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"A collaborative initiative working towards closing the education and health gap in remote Aboriginal communities"

Abstract: The Australian political and social context has borne witness to numerous socially driven initiatives over the past decade, none more pronounced than the focus on Indigenous peoples and communities This presentation provides an overview of the research that informed a collaborative and integrated community-based early childhood educational project* designed to address Indigenous disadvantage in Australia and work towards closing the gap in Indigenous health and educational outcomes. The program is unique in design in that it is built on a history of relationships established over a four-year period with early childhood and health practitioners, integrates both health and early childhood educational services, is collaborative and flexible in design responding to community needs, and is culturally sensitive and inclusive of children and families. The presentation examines a research-based model on how organizations in remote communities can collaboratively plan and implement an effective education program focused on mathematics and science that simultaneously improves the quality of early education, connects families with their children's education, and provides vital access to health information and services.

Presenter:	**Joanne Tarasuik**
Organisation:	Playgroup Victoria
Co-authors:	Vivienne Cunningham-Smith
Stream:	Stream A: Social Inclusion
Format:	Interactive Poster
Title:	"Playgroup practice building communities and strengthening families."

Abstract: Playgroups, community and supported, build parental confidence and capacity and support children's learning. Playgroups can be consciously and purposefully planned and implemented within communities to build social capital; develop trust, create common goals and a common sense of community for the families, parents and children that attend. Strong, healthy and productive family relationships are at the core of positive and effective social capital and, in turn, children growing up in families and communities with high levels of social capital have greater learning benefits in the early years. For practitioners planning and implementing models of family support, playgroup provides a platform for whichever practice model is considered most appropriate for the target. A strengths practice focuses upon building the resilience and strengths needed to build capacity to transition playgroups to self management. It ensures that as practitioners, we do not leave families where we found them and do not set them up to fail by expecting them all to fit them one model. Research indicates the need for community and facilitated playgroups to cater to the range of children, families and communities who can benefit from them. Throughout the planning process it is important to consider the child, the parent and the community in context and playgroups need to be seen on the continuum of strengths that families have to participate.

Presenter:	**Jane Warren**
Organisation:	University of Wollongong
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Transition of children with disabilities into early childhood education and care centres"

Abstract: My recently completed doctoral research was titled "~Transition of Children with Disabilities into Early Childhood Education and Care Centres', and sought to understand, in the New South Wales (NSW) context, the factors impacting on the transition into early childhood education and care centres for children with disabilities. Underpinned by Bronfenbrenner's ecological theory, this study used a mixed-method design involving questionnaires, interviews and focus groups, to determine the perceptions of key stakeholders in the process of transition into early childhood education and care centres for children with disabilities. An initial questionnaire for parents of children with disabilities was followed by focus groups to gain insight into the lived experience of participants in relation to this transition for their children with disabilities. Three significant issues provided the focus for the discussions, namely, factors that contributed to positive transition experiences, negative experiences that occurred during transitions, and the main concerns parents held in relation to enrolling in an early childhood education and care centre. Questionnaires distributed to early childhood education and care centres were followed with interviews with ten educators to gain more in-depth understanding. Issues explored in the interviews were areas of disability educators found more challenging, educator attitudes to enrolling children with disabilities, procedures that had been used during transitions, what educators wished they knew more about, and their experience of communication with parents. Findings from the research will be discussed, as well as a number of recommendations in relation to policy and practice.

Presenter: **Jane Warren**

Organisation: University Of Wollongong

Co-authors: Caitlin Townsend

Stream: Stream A: Social Inclusion

Format: Oral

Title: "Engagement and embedded intervention"

Abstract: Since the introduction of the National Quality Framework in 2012, all early childhood education and care (ECEC) centres are required to incorporate the principles, practices and learning outcomes of the Early Years Learning Framework (EYLF). The principles within the framework reflect "~contemporary theories and research evidence concerning children's learning and early childhood pedagogy' (DEEWR 2009, p. 12). These principles are significant in authentic engagement of all children, irrespective of individual background, circumstance or additional need. For children with disabilities, providing quality participation, and embedded intervention in the early childhood environment addresses these principles. It is essential that children with disabilities are provided with additional support to be fully engaged in the early childhood environment, so they are offered the wide range of opportunities other children are able to access.   This presentation will explore these key principles, which need to underpin practices to ensure that children can progress in the learning outcomes identified in the EYLF. In addition, current research regarding engagement and embedded intervention (McWilliam 2008 -2014) will be explored. We will build the presentation around a specific child with multiple and complex disabilities who is included and engaged in his local early childhood education and care centre. Being included in the centre not only benefits him, but enriches all those involved.   His inclusion in this centre aligns strongly with the social inclusion conference theme of empowering individuals, families and communities to enable social connections and meaningful participation.

Presenter: **Selma Wastell**

Organisation: Macquarie University & Hunter TAFE

Stream: Stream A: Social Inclusion

Format: Oral

Title: "Planning for Belonging: An authentic inclusion of children's voices"

Abstract: Workshop submission for Theme 3: Social Inclusion   Planning for Belonging: An authentic inclusion of children's voices Belonging is a term popularised in recent years by both mass media and academic discourse. It became synonymous with the early childhood sector in Australia when the Early Years Learning Framework placed it as a central component of its vision: Belonging, Being and Becoming. This workshop explores what the concept of Belonging means to young children in the light of recent research that investigated the possibility that children may have an interpretation that challenges existing adult constructions.   The presentation will include a brief overview of the existing literature highlighting the lack of consultation with young children around this topic. The range of data collection methods that were ustilised to document and record the views of children will be examined. This will highlight how children's complex ideas can be recorded and their sense of agency promoted even when their use of language may be limited. New ideas emerging from the research "" some conceptual, some practical will be introduced.   Key conclusions cover: A conceptual framework that helps explain how different elements of Belonging such as place, relationships and agency come together to give the concept meaning for young children. Practical and easy to implement strategies that can be incorporated into everyday practice which will enhance young children's experience of belonging in a service.   The presenter is a lecturer with Hunter TAFE Higher Education programme and a research student with Macquarie University. (Supervisor: Dr Sheila Degotardi.)

Presenter:	**Amanda Webster**
Organisation:	Griffith University
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Investigating the Knowledge, Issues, and Support Needs Parents of School-aged Children with Autism Spectrum Disorder (ASD)"

Abstract: Parents of children with ASD often report feeling disempowered schools in decision-making processes. Parents also relate they lack knowledge of evidence-based practice in schools and need support to advocate for their child. Research has established that parent participation in education programs is critical to the success of children with ASD, but little research has been conducted on parents' self-efficacy in this area. This study was conducted in order to ascertain parents' satisfaction with school programs and collaborative processes as well as their own self-efficacy in developing and evaluating education programs for their children.   An online survey for parents was developed to assess parents' satisfaction with school support, self-efficacy in assessment, goal setting, decision-making and evaluation of outcomes for their child, and training and support needs.   Parents indicated varying amounts of satisfaction with schools, identifying communication and collaboration with school as key issues. Parents also schools were not addressing their child's ASD related needs. Parents were confident in their own abilities to assess, set goals and evaluate outcomes for their children, but stated they often rely on professionals for these areas, and struggle with choosing the best practices for their children.   This study served as an initial pilot to ascertain the needs of parents of school-aged children with ASD in working with schools and service providers to implement effective education plans that will allow their children to achieve outcomes. The results have informed a large-scale study investigating the development and impact of a model to empower parents of children with ASD to guide their child's education towards a vision.

Presenter:	**Karen Wilcox**
Organisation:	CareSouth
Co-authors:	Danielle Woolage
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"CareSouth: Homework Hub: Pilotting a Homework support program for children in OOHC"

Abstract: Children and young people in OOHC generally have poorer educational outcomes compared to their same age peers (Harvey and Testro 2006; Wise 2010. According to research from the Pyjama Foundation 92 per cent of children in care are below the average reading level at age seven and 75 per cent of these children do not complete schooling (Pyjama Foundation). CareSouth, an OOHC service provider in southern and Western NSW, are currently pilotting a new program to address educational disadvantage experienced by children in OOHC; the Homework Hub. The program involves matching volunteer tutors and students, to provide one on one tutoring and homework supervision once a week, in a community-based premise. In this program, tutoring is driven by the student's needs, and tailored to the issues that arise from their classroom issued homework. Tutors are either teachers or education students. The program will be evaluated on completion, and learnings addressed. This practice presentation outlines the development and implementation of the Homework Hub, highlighting early learnings and feedback from both students and the volunteer tutors. The Homework Hub pilot is potentially replicable across other services involved in work with children in care, and with educationally disadvantaged children, generally. References Harvey and Testro 2006, Australian Children and young people in care: report card, CREATE Foundation. Pyjama Foundation 2014, "˜The Love of Learning Program Evaluation Report', Pyjama Foundation Wise 2010, "˜Education for all: Narrowing the learning gap for children in out-of-home care', Teacher, Nov: 52-55.

Presenter:	**Kate Williams**
Organisation:	Queensland University of Technology
Co-authors:	Donna Berthelsen; Jan Nicholson; Maria Viviani
Stream:	Stream A: Social Inclusion
Format:	Oral
Title:	"Playgroup participation in the Longitudinal Study of Indigenous Children (LSIC) families: Patterns of engagement and relations to child, parenting, and community outcomes."

Abstract: Across Australia, national and state policy initiatives support playgroup participation for families with young children. Playgroups are designed to support children's early learning and improve social connections for parents. This study uses data from the Longitudinal Study of Indigenous Children (LSIC) to describe patterns of playgroup attendance over time and associations with child, parent, and community outcomes for Aboriginal and Torres Strait Islander families. The analysis involved 839 children and their parents from the Baby Cohort of LSIC and utilised data from three waves of data collection, when children were 2, 3, and 4 years of age. Overall, 11% of children had attended playgroup at both 2 and 3 years of age; 23% had attended playgroup at either 2 or 3 years of age; and 66% had not attended playgroup at either age. For child outcomes, playgroup attendance at 2 years was associated with positive emotional development at 3 years and increased language skills at 4 years. For parents, playgroup attendance was associated with increased book reading and other home learning activities with children; and increased parental engagement with teachers when children were aged 4 years. At the community level, playgroup participation was associated with lower community levels of child developmental vulnerability (Australian Early Development Census; AEDC) and higher rates of parent reported trust in the community. While current evidence on the value of supported playgroups remains relatively limited, this study provides important findings that playgroup participation can provide support for Aboriginal and Torres Strait Islander families on a range of outcomes.

Presenter:	**Carolyn Wilson**
Organisation:	KU Children's Services
Co-authors:	Glen Newman
Stream:	Stream A: Social Inclusion
Format:	Interactive Poster
Title:	"Meaningful Inclusion in Early Childhood Education and Care Services"

Abstract: There is much talk about the term inclusion, along with an expectation that educators and other professionals are all talking about the same thing. Definitions and statements about inclusion are often quite long and complex and so don't always help educators to clarify their questions about what inclusive practice looks like for an ECEC service. Inclusion is more than a child just having access to a service, it is about a child having the opportunity to participate in a meaningful way in the service, which can be quite different. Inclusive practice supports children to: (1) Try new things, develop and pursue interests (2) Make choices about activities, relationships and learning (3) Experience independence (4) Contribute to the life of the service in a way which honours and respects their diverse ways of knowing and being. The presentation will explore examples of good inclusive practice through a series of short case studies from the work of Inclusion Support Facilitators. It will focus on the understanding that inclusion is not just about an individual child, but about all children, educators and families as they grow and change to understand and embrace diversity. A poster that incorporates statements about inclusion from the perspectives of the child, the family and the educator will be used to link the case studies together. Link to poster: http://www.nissp.com.au/isf-hub/isf-resources/june-2015/inclusion-matters.

Presenter: **Shirley Wyver**

Organisation: Institute of Early Childhood, Macquarie University

Co-authors: Anita Bundy; Jo Ragen; Kassia Beetham; Michelle Villeneuve; Geraldine Naughton; Paul Tranter; Grace Spencer

Stream: Stream A: Social Inclusion

Format: Interactive Poster

Title: **"Learning to take responsibility through play: A cluster trial of an intervention in Sydney primary schools for children with disabilities."**

Abstract: Current discussions and policy relating to disability, including evidence for recent Australian Government reforms such as the National Disability Strategy, the National Disability Insurance Scheme and the NSW Disability Support Reform, recognise the urgent need for change to ensure all efforts are made to support individuals with disabilities to participate as equal citizens. While current reforms are laudable, work is also needed in school and clinical contexts to shift the intervention focus from mainly ameliorating deficits to increasing children's ability to take responsibility for their own actions. Case studies of high achieving individuals with disabilities generally show that a significant feature of their developmental history includes adults who were supportive of their early risk-taking. We are currently conducting a cluster repeated measures trial in six primary schools for children with disabilities to examine the combined effects of a playground intervention which involves introducing large loose parts as play objects, and risk-reframing sessions for teachers and parents. The aim is to examine the impact of this simple, cost-effective approach in areas such as children's coping, quality of play and adult tolerance of risk. Early results from the first two schools will be examined during this presentation.

STREAM B: HEALTHY LIFESTYLES

This area of research includes understanding factors associated with the development of healthy lifestyles among young children and their families. It also encompasses interventions to promote better health and developmental outcomes. Integral to the success of interventions is an understanding of how effective programs can be translated into policy and practice and to ensure that approaches are inclusive of socio-economic evidence. As such, this area includes social marketing research that seeks to better understand how children and their families receive and negotiate messages they receive around their health; and the politics of health policy agenda setting and implementation. Conference sessions in the Healthy Lifestyles strand examine how relevant stakeholders can take up and can be engaged to inform practice, policy, guidelines and programs.

Presenter: **Marianne Bourke**

Organisation: Project Air Strategy for Personality Disorders, Illawarra Health and Medical Research Institute, University of Wollongong

Co-authors: Kye McCarthy; Kate Lewis; Heidi Jarman; Brin Grenyer

Stream: Stream B: Healthy Lifestyles

Format: Oral

Title: **"Project Air Strategy approach to increasing parenting sensitivity towards children who are vulnerable"**

Abstract: Breaking the cycle of intergenerational mental health illness is paramount in addressing the wellbeing of Australian families. Parents with mental illness deserve support, particularly those with personality disorder, who suffer considerable stigma and challenges that impact on parenting capacity due to core features such as impaired sense of self and the capacity to relate to others. In addition, children in the care of those that suffer personality disorder are at significantly higher risk of inherited genetic vulnerabilities and increased risk of experiencing environmental stressors that contribute to poor mental health outcomes. In addressing the complexities that arise from parenting with personality disorder, Project Air Strategy developed and trained health professionals (N = 170) from Community Mental Health, Drug and Alcohol and Justice Health, in a targeted parenting intervention that focused on skills designed to separate personality disorder from parenting, and strategies targeted at strengthening family relationships, communication patterns and caregivers sensitivities in relating to children. Evaluations of staff acceptability of the program indicated that 100% of trainees would recommend the training to a colleague, 95% found the training helpful in improving treatment, 85% reported the training as useful in improving their knowledge, and 88% found the training useful in improving their clinical skills. The dissemination and use of these skills are not only helpful in increasing parenting capacity, but also in reducing mental health burden and in the protection of vulnerable children in care.

Presenter: **Alice Brown**

Organisation: University of Southern Queensland

Stream: Stream B: Healthy Lifestyles

Format: Oral

Title: **"Employing social ecological frameworks for understanding and building capacity with families with young children in terms of better health and developmental outcomes"**

Abstract: Raising children is a collective undertaking, one that is integrally linked to multiple places and networks of people, yet families and their domestic spaces are still at the heart of this endeavour. They are understood to be a critical leverage point for the establishment of early development, health behaviours, practices and values. While conducting quality research and collecting data to understand the status of the health of children and young families is a vital part of the intervention process, just as important is having an effective lens in which to interpret these findings. Based on a social ecological framework, this presentation unpacks a conceptual model referred to as the Parental and Micro-Environmental Model (PMEM). This model is helpful for practitioners and researchers to more fully explore the multiple environments and factors that impact on early adult/child relationships, behaviours and practices. A research example is unpacked that showcases the use of the PMEM model to explore parents support for active play within the home environment and the pervasive influence that multiple factors exert on parental practices, understandings and values. The presentation builds upon existing ecological theory and frameworks by offering a model that allows for a more comprehensive understanding of the contextual nuances that operate on and are embedded in the lives of individuals and give meaning to their thoughts and actions. The presentation concludes by encouraging participants to discuss the model in terms of its value in supporting efforts in researching and working together more effectively to build capacity with families with young children in terms of better health and developmental outcomes.

Presenter: **Dylan Cliff**

Organisation: Early Start Research Institute, University of Wollongong

Co-authors: Stewart Vella; Steven Howard; Jade McNeill; Tony Okely

Stream: Stream B: Healthy Lifestyles

Format: Oral

Title: "Do organised play activities, television viewing, and sleep in early childhood influence non-verbal cognition at 6/7 years of age?"

Abstract: Objective: To examine if organised play activities, television viewing (TV), and sleep at 4/5 years were associated with non-verbal cognition at 6/7 years. Methods: Children (n=4262) participating in the Longitudinal Study of Australian Children completed non-verbal cognitive assessments (matrix reasoning). Parents reported children's participation in organised play activities (individual and team sports, music groups), TV, sleep problems, and sleep duration (Time use diary). Linear regression models examined associations, adjusting for socio-demographic characteristics (age, sex, main language spoken at home, Indigenous status, maternal education, SEIFA), early life risk factors (birth weight, gestational age, breastfeeding, maternal alcohol consumption and smoking during pregnancy) maternal health behaviours (smoking, alcohol), and parent-reported home learning activities. Findings: Females, non-Indigenous children, and children who lived in more advantaged areas, had a higher birth weight, were breastfed, and whose mother didn't drink or smoke during pregnancy had higher non-verbal cognition scores (p<0.05). Independent of these factors, children who participated in individual sports (ĀŸ=0.04, p=0.02), and music groups (ĀŸ=0.05, p<0.01), and who slept more (ĀŸ=0.04, p=0.03), and watched less TV (ĀŸ=-0.03, p=0.03) at 4/5 years had higher non-verbal cognition scores at 6/7 years. Conclusion: In addition to important maternal health behaviours, and socio-demographic and early life risk factors, participation in organised play activities, higher sleep duration and lower levels of TV viewing at 4/5 years were associated with higher non-verbal cognitive ability among 6/7 year-old children.

Presenter: **Yvonne Ellis**

Organisation: University of Wollongong
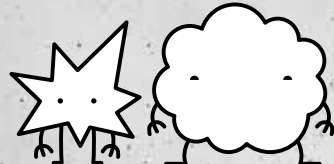
Co-authors: Tony Okely; Dylan Cliff; Xanne Janssen

Stream: Stream B: Healthy Lifestyles

Format: Oral

Title: "Compliance with IOM physical activity and sedentary behaviour recommendations in young children in childcare"

Abstract: Objectives The purpose of this study was to report compliance with the Institute of Medicine Recommendations for i) sedentary behavior (SB), limit sitting or standing <30 minutes ii) physical activity (PA), step >15 minutes every hour for children at childcare and iii) examine if compliance differed by sex, age, weight status and socio-economic status. Methods Cross-sectional data from 301 children (48%boys; mean age=3.7Â±1.0years) across 11 childcare services within the Illawarra and Shoalhaven Regions of New South Wales, Australia were used. Sitting, standing and stepping time during childcare were objectively assessed using an activPAL accelerometer over 1-5 days. Meeting the IOM recommendation was operationalized as: SB, no sitting and standing bouts >30min, and PA, >15min/h of stepping. Differences between sex; age-category (1-2y and 3-5y); weight-status; SES groups were reported. Logistic regression was used to test for differences in meeting IOM recommendations, adjusted for childcare service. Results Young children accumulated an average of 2sitting/standing bouts >30min per 5days. 56% and 16% of children met the IOM SB and PA recommendations, respectively. Girls (odds ratio[OR]; 95%CI=0.27;0.13 to 0.55), pre-schoolers (0.18;0.09 to 0.36) and children from middle SES (0.46;0.22 to 0.97) areas were less likely to meet the IOM PA recommendations compared to boys, toddlers and children from low SES. There were no significant differences by demographics for IOM SB recommendation. Conclusion The majority of young children in childcare are not meeting the IOM recommendations for SB or PA. Strategies to replace bouts of sitting/standing with PA are warranted, particularly in pre-school children.

Presenter:	**Xiaoqi Feng**
Organisation:	University of Wollongong
Co-authors:	Thomas Astell-Burt
Stream:	Stream B: Healthy Lifestyles
Format:	Oral
Title:	"Variation in leisure-time physical activity among Chinese children: who, where and when?"

Abstract: Objectives: To assess the contributions of person, household, community and provincial-level determinants of leisure-time physical activity (LTPA) among children living in China. Methods: Data on samples of children of pre-school age (0-6y, n=2622) and school-age (6-18y, n=5826) was extracted from waves 2004, 2006, 2009 and 2011 of the China Health and Nutrition Survey. LTPA for pre-schoolers was measured with the question: "~Usually, do you do any physical exercises in preschool facilities, athletic schools, or at home?' LTPA for school-age children was measured with the question: "~Do you participate in any physical exercises before or after school or on the weekend, including relatively intense physical exercises?' Contributions of age, gender, car ownership and urbanisation were assessed using multilevel logistic regression. Results: Among pre-schoolers, 13.3% of variation in LTPA manifested at the provincial scale (Median Odds Ratio (MOR) 2.12), 14.0% between communities (MOR 2.16) and just 2.3% between households (MOR 1.36). LTPA was higher among children aged 5-6y, those in households owning cars (OR 1.50, 95%CI 1.06, 2.13) and in rural areas (OR 0.50, 95%CI 0.36, 0.70). Car ownership and rurality accounted for 27% of provincial and 16.6% of community variation. Among school-age children, only 2% of LTPA manifested between provinces, 9.9% between communities and 8.3% between households. Gender differences manifested by age, with older boys more active than girls. Children in car owning families (OR 1.24, 95%CI 1.00, 1.54) and in rural areas (OR 0.47, 95%CI 0.39, 0.57) were more likely to engage in LTPA. Conclusions: Poorer households, rural communities and adolescent girls ought to be targets for interventions to encourage physical activity among children in China.

Presenter:	**Loraine Fordham**
Organisation:	Charles Sturt University
Stream:	Stream B: Healthy Lifestyles
Format:	Interactive Poster
Title:	"Nutrition as intervention: The power of a carefully crafted nutrition program in promoting healthy lifestyles to vulnerable children and their families"

Abstract: Objectives The Early Years Education Program is a research-based program targeted at vulnerable children experiencing significant family stress and social disadvantage. Operating in a low socio-economic, high-need area of Melbourne, it is determining the impact of high quality education and care on children's long-term social and educational outcomes. Six components constitute the program logic: attachment framework; early years education pedagogy; parental involvement; wrap around family services; infant mental health consultation; and nutrition. This paper focuses on the program's nutrition practices. Methods Ethnographic data collection techniques included i) observations of educators interacting with children and parents ii) separate interviews with parents and staff documenting their perspectives of the program, and iii) photos of the food. Findings The nutrition program aims to provide the children with 75% of their daily nutritional needs but in reality provides more than 80%. Strategies contributing to the promotion of healthy lifestyles include: i) Delicious food beautifully presented with care and respect; ii) Healthy options such as fruit and vegetable platters always available; iii) Menus and recipes shared with families; iv) Parents welcome to stay for meals; and v) Educators acting as positive role models at mealtimes; using sensitive language that encourages children to try new foods; explaining each food's nutritional benefit; and introducing cooking activities that extend children's knowledge and interest in healthy foods. Conclusion A carefully crafted, respectful, inclusive and instructive early childhood nutrition program can reap rewards in terms of developing and nurturing healthy lifestyles of vulnerable children and their families.

Presenter:	**Chloe Gordon**
Organisation:	University of Wollongong
Co-authors:	Sandra Jones; Lisa Kervin; Jeong Kyu Lee
Stream:	Stream B: Healthy Lifestyles
Format:	Oral
Title:	"[I learnt] how to look at ads differently"': Lessons from an Australian alcohol media literacy program"

Abstract: Objectives Given the harms caused by underage drinking, the influence of the media on children's alcohol related attitudes and behaviours is an important issue to address. While alcohol media literacy (ML) programs in the US have proven effective, no such programs have yet been implemented and evaluated in Australia. We conducted a pilot study to examine the feasibility and potential impact of a program developed and delivered in an Australian context.   Methods Data came from thirty-seven 5th and 6th grade students from one school in the Sydney region who participated in ten ML lessons. An embedded mixed method design was used. Pre and post-questionnaires were analysed to measure program outcomes; teacher interviews and observations, student exit slips and work samples and a researcher reflective journal were examined to understand program implementation factors.   Results The program proved effective in increasing students' ML skills and understanding of persuasive intent; decreasing interest in alcohol branded merchandise; and lowering perception of drinking norms. Key factors in implementation were the importance of school context; attainment of learning outcomes to differing extents; program's useability providing flexibility; perceived complexity and achievability of the lessons and program's engagement and relevance for the students.   Key conclusions An Australian alcohol ML program appears feasible and has potential to lead to measurable outcomes. This research is significant as it focuses on early prevention, to empower students to respond to alcohol advertisements and reduce future alcohol related harms.

Presenter:	**Megan Hammersley**
Organisation:	Early Start Research Institute, University of Wollongong
Co-authors:	Tony Okely; Rachel Jones
Stream:	Stream B: Healthy Lifestyles
Format:	Interactive Poster
Title:	"Parent-focussed Childhood Overweight and Obesity Interventions Using eHealth: A Systematic Review"

Abstract: Introduction: eHealth interventions have shown promise in assisting with lifestyle behaviour change and offer the advantage of broad-reach access. A 2011 review of electronic interventions for obesity and overweight prevention and treatment in children and adolescents found that many studies demonstrated positive results in relation to weight, physical activity or diet. A gap identified was the lack of interventions that were parent- focussed.   Objective: The objective of this systematic review was to review the evidence for eHealth overweight and obesity interventions for children and adolescents aged 0-18 years, where parents/carers are an agent of change. Methods: Seven databases were searched from 1995-2015. Randomised controlled trials which reported BMI / BMI z-score were included. Secondary outcomes included diet, physical activity and screen time.   Statement of Findings: Eight articles on seven eHealth interventions, using the mediums of internet, interactive voice response and telemedicine were included. Participant age ranged from 5-15 years and study size ranged from 35-1013 dyads. One study reported a significant improvement in weight/adiposity (waist-to-hip ratio). Three studies demonstrated significant improvements in at least one dietary measurement and three studies showed significant improvements in at least one physical activity measurement.   Key Conclusions: While over half of the studies demonstrated significant improvements in diet or physical activity, only one found a significant change in weight/adiposity. As many studies were small, they may have been inadequately powered. There were no studies on children under the age of five. It is recommended that larger studies be conducted, particularly those which target younger age groups.

Presenter:	**Rachel Jones**
Organisation:	University of Wollongong
Co-authors:	Fay Gowers; Tony Okely
Stream:	Stream B: Healthy Lifestyles
Format:	Oral
Title:	"When two worlds collide": Maximising the effectiveness of Educators and Researchers working together to achieve common aims"

Abstract: Early Childhood Education and Care (ECEC) within Australia has experienced noteworthy changes over the last 10 years; namely the introduction of the National Quality Standards and Early Years Learning Framework. Over this same period, the quantity of research within the sector has escalated. Young children and their families benefit most from research when it is used appropriately and thoughtfully in combination with the insights from experienced educators to create "˜gold standard evidence-based best practice'. However, our own experience suggests that researchers and educators often work in parallel as separate entities to attain this "˜best practice', rather than working collaboratively in a mutual professional collaboration. In 2014, we had the opportunity to develop, what we would term, a mutual professional collaboration with a few ECEC educators. This collaboration has underpinned the development and implementation of a physical activity intervention for ECECs in areas of disadvantage across New South Wales, Australia. This mutual collaboration has been invaluable to both the researchers and educators involved. Therefore, the aim of this presentation is to discuss potential processes for researchers and educators for facilitating mutual professional collaborations and inturn "˜gold standard evidence based best practice'. Using examples from our own experiences as researchers and educators, questions, such as the following will be discussed: How can researchers and educators work together to improve child and educator outcomes; How should researchers approach research within ECECs?; How can research, that is relevant and applicable, to ECECs be prioritized?; and How can researchers contextualize current research for educators?

Presenter:	**Amanda Lockeridge**
Organisation:	NSW Office of Preventive Health
Co-authors:	Christine Innes-Hughes; Chris Rissel
Stream:	Stream B: Healthy Lifestyles
Format:	Oral
Title:	"Implementation of the Munch & Move program in NSW early childhood services"

Abstract: Objectives Munch & Move is a NSW Ministry of Health initiative which promotes and supports healthy eating and physical activity habits in young children aged birth to 5 years. The program provides educator training, resources and support to NSW early childhood services. In 2012 the National Quality Framework (NQF), a national legislative framework, was established. The NQF seeks to raise quality and drive continuous improvement and consistency in early childhood education and care services across Australia. The introduction of the NQF created an opportunity for the Munch & Move program to support services to meet their requirements under the legislative framework. Methods Since 2008, 3,181 (90%) centre-based services in NSW have completed Munch & Move training. For effective implementation of Munch & Move a whole-of- service approach is encouraged. To assist in this approach local health promotion officers support services to adopt 15 program adoption indicators (referred to as practices). Currently over 73% of all services are adopting 70% of the relevant program practices. Results This paper will present an overview of the implementation of these practices over the last 4 years and an interpretation of the findings including outcomes, acceptability and addressing equity. Key conclusions The strong links between Munch& Move and the NQF have resulted in good adoption of healthy eating policy and practices, however, the lack of a policy imperative in the NQF around physical activity may contribute to lower physical activity practice adoption.

Presenter:	**Franca Mackie**
Organisation:	Early Start Research Institute, University of Wollongong
Co-authors:	Eva Craig; Elisabeth Duursma; Dylan Cliff; Steven Howard; Stuart Johnstone; Bridget Kelly; Edward Melhuish; Iram Siraj; Anthony Okley
Stream:	Stream B: Healthy Lifestyles
Format:	Oral
Title:	"Methods of Baseline Data Collection across Early Start Engagement Centres"

Abstract: Objectives: The Early Start Engagement Centres (ESECs) are early childhood education and care services that are situated in areas of recognised socioeconomic disadvantage. The overarching goal of this project is to strengthen communities by supporting early childhood educators in shaping better outcomes for children. This project gathered information on areas of early childhood development, health status, service provision, household and parental demographic characteristics from the children and families at each ESEC. Methods: There are three components to the data, which was collected from October 2014 to April 2015. The child component included assessments of height, weight, blood pressure, physical activity, fine and gross motor skills, executive function, language, and brain activity. The parent/family component consisted of a survey that collected information on general demographics, home learning environment, dietary information and a parenting stress index. The director component gathered information on the provision of physical activity, sedentary behaviour and nutrition (NAPS SACC) and the behaviours of participated children (Strengths and Difficulties Questionnaire; SDQ). Results: 35 ESECs participated, resulting in 802 consented children, a 58% response rate (mean age 4.29 years; 424 boys, 378 girls). Of the consented children, 33% identified as Aboriginal and/or Torres Strait Islander. There was a 54% response rate on the parent component, and an 85% response rate on the director component. Key conclusions: The outcomes from this project will help guide future actions in identified areas of priority. This project will also be used as a benchmark for improvements on the collaborative relationships between Early Start and the ESECs.

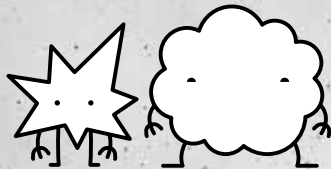| Presenter:	**Sarah Maessen**
Organisation:	University of Otago
Co-authors:	Elizabeth Schaughency; Patrick Dawes; Carmen Lobb; Barbara Galland
Stream:	Stream B: Healthy Lifestyles
Format:	Oral
Title:	"Measuring effects of adenotonsillectomy on academic performance in children"

Abstract: Sleep disordered breathing (SDB) in children is caused primarily by obstructive tonsils and adenoids, and has well-documented negative associations with cognitive performance and behavioural functioning. There is also some evidence that SDB may impair a child's progress and achievement in school. Removal of tonsils and adenoids (AT) can lead to improved cognitive and behavioural outcomes, but no studies to date have used measures of academic achievement intended for short term treatment evaluation in this population. The current study investigates the suitability of a number of numeracy and literacy curriculum-based measures for evaluating the effects of adenotonsillectomy on school performance. Twenty children aged between 3 and 12 undergoing AT will be assessed at three time points alongside matched controls. Data will be analysed descriptively to identify changes in growth trajectories as well as overall improvements across the school year in both cases and matched controls. Results from initial case-control pairs suggest that these measures are sensitive to academic growth across the school year, and differences in growth trajectories may be observed between surgical and control children. Findings from data comparing baseline and the post-surgery time point will be presented. This initial trial will evaluate the sensitivity and utility of the numeracy and literacy measures for evaluating response to intervention in a health context. If supported, subsequent future research may use this methodology to investigate the mitigation of potential deleterious effects of health issues, such as SDB, on children's academic progress.

Presenter: **Jade McNeill**

Organisation: University of Wollongong

Co-authors: Stewart Vella; Steven Howard; Dylan Cliff; Tony Okely; Ian Wright; Marc de Rosnay; Douglas Angus; Megan Kelly

Stream: Stream B: Healthy Lifestyles

Format: Interactive Poster

Title: "Do active play and electronic media use influence social, emotional, and cognitive development and cardiovascular health in preschool children?"

Abstract: Objectives: To provide an overview of the Preschool Activity, Technology, Health, Adiposity, Behaviour and Cognition study (PATH-ABC), which will investigate associations between physical activity, electronic media use, social, emotional, and cognitive development and cardiovascular health in preschool children aged 3-5 years. Methods: 400 children aged 3-5 years will be recruited from 20 preschools within the Illawarra region of New South Wales (NSW) from April to September 2015. Assessments at baseline and 1 year follow-up include objectively measured physical activity (accelerometry), anthropometrics, executive functions, a psychosocial test battery (Test of Emotion Comprehension; Theory of Mind; Bryant Empathy scale), heart rate variability (HRV; electrocardiogram) and vascular health (retinal images). Parents report children's active play (organised/non-organised) and screen-based media use (TV, tablets and computer games) through diaries. Educators report on children's social development and behavioural regulation. Results: To-date 5 centres and 190 children have been recruited into the study. Of those, 181 (95%) have agreed to wear an activity monitor, and the following have completed: anthropometric measurements (188, 99%), cognitive assessments (183, 96%), psychosocial assessments (185, 97%), HRV (174, 91%), and vascular health assessments (153, 81%). Key Conclusions: PATH-ABC aims to provide a better understanding of the influence of health behaviours on developmental and health outcomes during the critical developmental period of early childhood.

Presenter: **Anne-Maree Parrish**

Organisation: University of Wollongong

Co-authors: Tony Okely; Marijka Batterham ; Dylan Cliff; Christopher Magee

Stream: Stream B: Healthy Lifestyles

Format: Oral

Title: "Increasing childrens physical activity in the playground environment."

Abstract: Children should accumulate 60 minutes of physical activity daily (WHO 2013), however, research suggests that children spend large portions of their day being sedentary (sitting) (Pate, et al 2011). The school environment is ideal for promoting children's physical activity and reducing sedentary time as it is a medium providing access to most children Australia wide (Council on School Health 2013, Naylor & McKay 2009). Evidence suggests that outdoor environmental changes can increase children's school recess physical activity levels (Ridgers et al 2012, Parrish et al 2013) and both internal and outdoor environments can reduce sedentary time. Reducing sedentary time and increasing physical activity can provide positive health and cognitive benefits for children (CDC 2010). Our research investigated which psychosocial and environmental variables impact children's physical activity levels and subsequently the effects of an intervention to promote physical activity in the school playground environment. These studies indicate that environmental and policy changes are promising strategies for promoting health-enhancing physical activity during school break-time.

Presenter: Michele Peden

Organisation: Early Start Research Institute, University of Wollongong

Co-authors: MIchele Peden; Rachel Jones; Yvonne Ellis; Tony Okely

Stream: Stream B: Healthy Lifestyles

Format: Oral

Title: "The relationship between physical activity levels, childcare environments and children's sedentary behaviors: A cross sectional study."

Abstract: Objective: To investigate the relationship between the childcare environment, physical activity and sedentary behaviors of toddlers and preschoolers. Method: Data from 68 toddlers (1.0-2.9 years) and 233 preschoolers (3.0-5.9 years), recruited from 11community childcare services in New South Wales. The childcare environment was directly observed using the Environment and Policy Assessment Observation System (EPAO) and services were categorised into low, medium and high based on their EPAO total scores. In addition, activPAL accelerometers objectively assessed the proportion of time children spent stepping, standing and stepping against the three categories derived from the EPAO data. Results: For toddlers physical activity levels against the three EPAO categories was non significant. For preschoolers there was a significant difference among the EPAO category for physical activity [$F=(2,230)=6.15$,$p=0.003$,$?2=0.051$], post hoc comparisons indicated that those services in the high EPAO category spent a significantly lower proportion of time sitting and a higher proportion of time in physical activity than children in the low and medium EPAO categories. Aspects of the preschoolers environment showed the greatest differences across the EPAO categories were active opportunities [$F=(2,8)=2.39$,$p=0.15$] and the presence of portable play equipment [$F=(2,8)=3.54$,$p=0.079$]. Key Conclusions: Among preschoolers, the results indicate particular aspects of a supportive environment relating to physical activity can significantly increase physical activity behaviors in children. Environmental attributes such as the presence of portable play equipment and the promotion of active opportunities should be prioritised to heighten children's physical activity levels.

Presenter: Judy Pickard

Organisation: Illawarra Health and Medical Research Institute, University of Wollongong
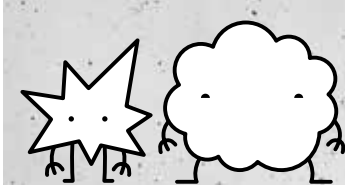
Co-authors: Brin Grenyer; Michelle Townsend

Stream: Stream B: Healthy Lifestyles

Format: Oral

Title: "The role of mindfulness in attachment and early infant interaction"

Abstract: The importance of positive early experiences with primary caregivers in the formation of secure attachment patterns and subsequent developmental outcomes is well established (Bowlby, 1982; Sroufe, Egeland, Carlson, & Collins, 2005a). Previous research has reported a propensity for attachment styles to cross generations despite an underlying assumption proposed by Bowlby (1982) that attachment styles are transactional in nature and have potential for change. The following study investigated 41 mothers and their babies from the Illawarra Born cross-generational health study during the prenatal and postnatal periods of attachment. Pre-natally mothers were interviewed regarding their own parented experience, pre-natal attachment, emotional regulation and dispositional mindfulness. At approximately 7-10 weeks post partum a video recorded feeding session was scored using the NCAST feeding scales (Summer & Spietz, 1994) to explore early social interaction and responsiveness between mother and child. Mindfulness and emotional regulation measures were again collected. It is proposed that mothers who score higher on mindfulness and emotional regulation measures will demonstrate more positive social interaction and responsiveness to infant cues despite their own attachment history, indicating mindfulness as a mediator between attachment and maternal caregiving. Mindfulness is then proposed as an important therapeutic intervention in the development of positive parenting; potentially influential in the process of change across the transmission gap (Fonagy & Target, 2005; Van Ijzendoorn, Juffer, & Duyvesteyn, 1995).

Presenter:	**Judy Pickard**
Organisation:	Illawarra Health and Medical Research Institute, University of Wollongong
Co-authors:	Brin Grenyer; Michelle Townsend
Stream:	Stream B: Healthy Lifestyles
Format:	Interactive Poster
Title:	"Investigating the relationship between attachment history and depression: the mediating role of mindfulness."

Abstract: Despite evidence supporting the cross generational transmission of attachment styles (Main & Goldwyn, 1984), research has to date failed to provide an adequate understanding of the mechanisms underlying this process. This has been referred to as the "transmission gap" (Van Ijzendoorn, Juffer, & Duyvesteyn, 1995). The importance of investigating the transmission gap lies in the previously identified link to poor psychosocial outcomes attributed to attachment style, namely depression (Besser & Priel, 2005; Sroufe, Egeland, Carlson, & Collins, 2005a). More specifically, preoccupied and fearful attachment styles have been associated with a higher propensity for postpartum depression, raising concern for infant development, (Lee & Koo, 2015). Internal working models are considered instrumental in perpetuating attachment styles and directing attachment behaviour (Cassidy, Jones, & Shaver, 2013) whereas mindfulness offers an opportunity for one to learn new and novel information regarding self and other, choose more helpful behaviours and hence may mediate the relationship between attachment style and depression. The following study investigates the role of mindfulness as a mediator in the relationship between parental experience, attachment style and depression, in a sample of 151 psychology students at the University of Wollongong. DASS mean depression scores (18.68, S.D 9.45), indicated a moderate level of depression for the sample (Lovibond & Lovibond, 1995). Results support mindfulness as a mediator between one's parental experiences and attachment style as well as the subsequent experience of depression. Mindfulness is hence proposed as an important therapeutic intervention in interrupting the effect of parented experience and attachment on depression.

Presenter:	**Rebecca Stanley**
Organisation:	University of Wollongong
Co-authors:	Ruth Crowe; Cindy Holmes; Yasmine Probst; Bronwyn Carlson; Tony Okely; Lyn Phillipson
Stream:	Stream B: Healthy Lifestyles
Format:	Oral
Title:	"Stronger culture, healthier lifestyles: what activities can Aboriginal children engage in afterschool to strengthen connections with culture and healthy lifestyles?"

Abstract: Objectives Current statistics show a 10 year life expectancy gap between Aboriginal and non-Aboriginal Australians. We need to have a better understanding of how we can promote healthy lifestyles in Aboriginal communities and contribute to reducing this gap. One approach is to collaborate with Aboriginal communities to find ways to promote healthy lifestyle behaviours among children during the afterschool period. The aim of the research was to explore perspectives of Aboriginal children, parents/caregivers and local elders on activities that connect children with Aboriginal culture, as well as healthy lifestyle choices.   Methods Focus group discussions were conducted with Aboriginal children aged 5-12 years (8 focus groups), parents/caregivers (4 focus groups) and local Elders (1 focus group) residing in four communities in the Shaolhaven. All focus groups were audio-taped and transcribed verbatim. Data were analysed for key themes using Nvivo software. Initial coding was iterative, involving segments of similarly coded text being grouped for analysis. Resultant themes were reviewed and refined until agreement was reached between coders.   Results This study is currently in progress. Results from these focus groups will be presented.   Key conclusions Very little data exists to provide a strong understanding of how to promote healthy lifestyles among Aboriginal children, particularly in the afterschool period. This study will contribute to our understanding of Aboriginal children's afterschool activities, eating behaviours and cultural experiences. This information will be the basis for the development of an Aboriginal afterschool cultural activity program which aims to connect children to Aboriginal cultural and healthy lifestyle choices.

Abstract: Emerging evidence from sleep science highlights the substantial impacts of children's sleep patterns on immediate and longer term learning, behaviour and health. Disruptions to sleep can have profound effects not only for children, but also for their families. The importance of providing adequate opportunities for sleep, rest and relaxation is currently recognised in the Australian National Quality Standard for Early Childhood Education and Care (ECEC). How this standard is enacted, however, is complex and varies substantially across the early childhood sector. We present findings from a series of studies conducted by the Sleep in Early Childhood Research group in Queensland. Our research focuses on awakening the sleeping elephant in the ECEC room; by translating current sleep science into practice in ECEC and providing the first comprehensive evidence base to inform sleep policies. Using a range of methodologies, including direct observations, physiological measurement, longitudinal tracking, and qualitative reports, our research identifies the impacts of current sleep practices in ECEC for children, families and educators. Our findings highlight the complexity of supporting sleep health within early childhood settings, where individual, child, service and family needs may not always align.

Abstract: While most children cease napping between the ages of 2 and 5 years, the allocation of a naptime is a common, and often compulsory, feature of the daily routine in Early Childhood Education (ECE) programs for children of this age. Evidence regarding the developmental effects of napping is limited but, beyond age 2, is consistently associated with delayed night sleep onset and increased number of awakenings; factors that may affect family functioning. To date, no research has examined parental preferences regarding napping in ECE. We analysed quantitative and open-ended questionnaire data from a large, longitudinal study of the effectiveness of Australian early education programs (E4Kids). Participants were 750 parents of children, aged 3-5 years, attending a representative sample of Australian early childhood programs across metropolitan, regional and rural sites in 2011. Statistical analyses examined parent preferences and demographic correlates while thematic analyses were employed to identify parent's rationale for this preference. The majority of parents (78.6%) preferred that their child did not regularly sleep while attending ECE. The dominant explanation provided by parents was that regular naps were no longer necessary and adversely impacted their child's health and development. The results highlight a disjuncture between parent preferences and current sleep policy and practices in ECE. They direct attention to the need for a stronger evidence base concerning the health, development, learning and social impacts of naptime in ECE to guide practice and inform parent-educator communication.

Presenter:	**Sarah Tillott**
Organisation:	University of Wollongong
Co-authors:	Paul Everill
Stream:	Stream B: Healthy Lifestyles
Format:	Oral
Title:	"Promoting resilience in children as an early intervention and prevention program; Working with the St George Illawarra Dragons in schools"

Abstract: The Resilience program being presented aligns with the core principles of health promotion for children and helps to build social and emotional wellbeing along with values. Health promotion in educational settings has become an important element within the HPE syllabus. Promoting wellbeing entails that students maintain mental, emotional and spiritual health which conversely promotes optimism, resilience and respect. The program being presented aligns with the ACARA Health and Physical Education goals and is currently delivered by the St George Illawarra Dragons (NRL) in local Primary Schools. This program addresses the key areas of a national health priority area in Australia, mental health, and aligns with the Department of Education and Community School Research priority areas. With a representative from the St George Illawarra Dragons, a demonstration on how this program works along with the benefits and preliminary findings from the PhD study will be discussed. This model is simple, effective, engaging and empowering.

Presenter:	**Sherryn Tobin**
Organisation:	Centre for Community Child Health
Co-authors:	Harriet Hiscock; Fiona Mensah; Roger Cook
Stream:	Stream B: Healthy Lifestyles
Format:	Oral
Title:	"Outcomes of infant regulatory problems at child age 24 months: follow-up of the Baby Business randomised controlled trial"

Abstract: Objectives: Regulatory problems such as crying, sleep and feeding difficulties are reported by 20-40% of parents in the first year of life and such problems can persist. Few studies have explored outcomes of persistent regulatory problems, and none have explored their impact on child and family quality of life. We aimed to address these gaps. Methods Design: Longitudinal study within the Baby Business randomised controlled trial. Questionnaires completed at infant age four weeks, four, six, and 24-months. Participants: Families attending routine health check in Melbourne, Australia. 503 families were included at 24 months (75% of those who consented to follow up at baseline). Outcomes (24-months): Child behavior (CBCL), child and family quality of life (PedsQL) parent mental health (DASS) and parent fatigue. Predictor: Number of persistent problems from crying, sleeping and/or feeding problems from the first six months of life to 24 months (range 0-3). Analyses: Linear regression models for each outcome adjusted for early problems and potential confounders. Results Persistent regulatory problems were experienced by 44% of the children whose parent reported a problem at four and/or six months of age, with 30% having one; 11% two; and 3% three persistent problems. Poorer child and family functioning were associated with number of persistent regulatory problems. Conclusions: Early infant regulatory problems frequently persist to 24 months and are associated with poorer child behaviour, child and family quality of life, and parent mental health. Clinicians should routinely ask about and address regulatory problems that persist beyond the first year of life.

Presenter: **Karen Tonge**

Organisation: University of Wollongong

Co-authors: Tony Okely and Rachel Jones

Stream: Stream B: Healthy Lifestyles

Format: Oral

Title: "Correlates of Children's Physical Activity and Sedentary Behaviour in Early Childhood Education & Care"

Abstract: Objectives: Opportunities for children to participate in physical activity in Early Childhood Education and Care (ECEC) environments are important for children's learning, development, health and wellbeing. However, the influences on physical activity and sedentary behaviour within ECEC are not well known. The aim of this study was to systematically review the correlates of children's physical activity and sedentary behaviour in ECEC environments. Methods: A literature search of papers was conducted in 8 databases between May and November 2014, using four key terms (physical activity, sedentary behavior, preschool, correlate). The search included retrieving articles from the date of creation of the database. Papers were included if they were peer reviewed, reported data from ECEC and used an objective measure of physical activity and/or sedentary behaviour. Statement of Findings: Twenty-five studies met the eligibility criteria. Using a social ecological framework, 66 potential correlates were identified and grouped into four domains "" child characteristics, educator characteristics, physical environmental and organisational factors. The strongest correlates were: child's sex (boys more active than girls), age (older children more active) and gross motor coordination; provision of opportunities for physical activity; and availability of outdoor environments. Key Conclusions: The review demonstrates that correlates of children's physical activity and sedentary behaviour in ECEC are multi-dimensional. Considerations to promote children's physical activity in ECEC are: the significant role of educators; awareness of individual child characteristics; and optimising time spent in outdoor environments.

STREAM C: PEDAGOGY AND EDUCATION POLICY

Children's rights and the need for quality early childhood education and care are symbolised both within the National Quality Framework and the UN Conventions on the Rights of the Child. Valuing children's rights necessitates high quality pedagogy based on respect and appreciation of the individual, the family and the cultural and educational context. Conceptions of pedagogy are increasingly complex and reflect our practice, our values, beliefs and the learning theories upon which we base our practices. Effective pedagogy demands contributions from researchers, teachers, policy makers, parents and children. Within this conference theme we explore early childhood pedagogies that drive current and future practice and invite contributions from both researchers and practitioners.

Presenter:	**Kiyomi Akita**
Organisation:	The University of Tokyo
Co-authors:	Kiyomi Akita; Riyo Kadota; Masatoshi Suzuki
Stream:	Stream C: Pedagogy and Education Policy
Format:	Oral
Title:	*"Photo Evaluation Method: Reflecting on environments using photographs to improve quality in Japan"*

Abstract: Japanese national curriculum guidelines emphasize education through the physical environment. This means that not only teachers' direct instruction but also learning materials and the role of the environment children choose to play in take on importance. The purpose of this case study is to examine how Japanese educators' conception of "environment" has changed through PEMQ (Picture Evaluation Method of Quality on Environment) that we have originally developed in Japan. The educators were instructed on PEMQ by the researcher and were encouraged to take photos in what they felt were good settings at their center. They showed the photos to each other and reflected on their own room and the centers' environments collaboratively. The educators' photos and discourse were analyzed during six case conferences in a year. Through qualitative analysis came the following two findings. First, the educators' perceptions of environment had changed through repeated reflection using photos like action research. The educators' focus at the earlier conference was on setting some objects in the room and the location of those objects, but their focus at the later conferences was on grasping relations between children and objects and questioning the meaning of places for children. Second, the educators' focus on photos changed from focusing on one object and a place as the environment to focusing on the functions of that environment for children's play and learning. These findings show that reflection on environment using photos is very effective for educators' professional development.

Presenter:	**Karen Applequist**
Organisation:	Northern Arizona University
Stream:	Stream C: Pedagogy and Education Policy
Format:	Oral
Title:	*"Preparing Early Childhood Educators for Inclusive Classrooms"*

Abstract: Historically, young children with disabilities participated in segregated educational settings in the United States. These settings ranged from separate schools to self-contained classrooms where children were often grouped by disability or level of functioning. At the present time the Individuals with Disabilities Education Act requires that children with disabilities be educated in the general education setting "to the maximum extent appropriate". In spite of this mandate, full inclusion is still not a reality for many American children, a predicament that demands solutions. In essence in many schools we created a bifurcated educational system that groups children according to their ability to learn. Teacher preparation programs are often similarly constructed so that teacher candidates are prepared to teach either general education or special education. Newer and more innovative training programs adopt a blended approach to preparing early childhood educators to teach all children, regardless of their ability. This session will present an overview of processes and outcomes of a working group of faculty from a university who are developing a fully blended curriculum for early childhood educators. Participants are encouraged to ask questions and share their experiences in creating and implementing blended training programs.

Presenter:	**Stacey Campbell**
Organisation:	Queensland University of Technology
Stream:	Stream C: Pedagogy and Education Policy
Format:	Oral
Title:	"Early childhood educators' views on teaching and learning phonics in prior-to-school contexts"

Abstract: Commercial phonics programs (e.g. Letterland and Jolly Phonics) are becoming widely used with children aged up to five years in Australian prior-to-school settings. This adult initiated large-group method of teaching phonics, where children are grouped together to recite and review phonemes and graphemes, challenges the literacy rich play-based, child-centred and contextualised pedagogical approaches employed by many early childhood educators and existing Early Years Learning Framework guidelines. This mixed-methods study examined self-reported views from 283 childhood educators surveyed in Sydney, Australia and analysed in-depth interviews with five educators about how phonics should be taught and their views of commercial phonics program use in prior-to-school settings. The study found that the use of phonics programs related to educators' qualifications, experience and service types. Educators' decisions behind the use of commercial phonics programs were pragmatic rather than pedagogical. Educators reported conflicting views about commercial phonics program use and how phonics should be taught with children aged five years and younger. Within the context of the Australian national Early Years Learning Framework, which provides little reference to support educators in how to teach phonics; this paper concludes with a discussion of the implications for phonics teaching and learning in the early childhood years.

Presenter:	**Amelia Church**
Organisation:	The University of Melbourne
Co-authors:	Caroline Cohrssen
Stream:	Stream C: Pedagogy and Education Policy
Format:	Oral
Title:	"The "how' of high quality child-educator interactions in play-based mathematics"

Abstract: Research that focuses on the quality of interactions in early childhood settings has shown the contribution of sustained shared thinking to children's learning (Siraj & Asani, 2015). This presentation provides evidence of teachers creating opportunities for children to demonstrate, explore and extend their mathematics knowledge. Video-recorded observations of play-based numeracy activities across different early childhood education settings demonstrate the contribution of purposeful pauses during teacher-child interactions to responding with sensitivity to children's individual learning needs. Australian policy in early childhood requires early childhood educators to enact a range of principles and practices in order to achieve key learning outcomes for all children. Precisely how educators support these outcomes is less clear. Conversation analysis of teacher-child interactions demonstrates the how of sustained shared thinking. By illuminating the building blocks of attuned interactions, the nuances of children's numeracy skills can be observed. This has important implications for effective teaching practice. Siraj, I. & Asani, R. (2015) The role of sustained shared thinking, play and metacognition in young children's learning. In S. Robson & S. Quyinn (Eds.) The Routledge international handbook of young children's thinking and understanding. London: Routledge.

Presenter: **Susan Collings**

Organisation: University of New South Wales

Co-authors: Rebekah Grace; Gwynnyth Llewellyn

Stream: Stream C: Pedagogy and Education Policy

Format: Oral

Title: "Negotiating gatekeepers in research with disadvantaged children"

Abstract: Aim: To explore the role of gatekeepers in determining which children participate in research. Literature about children of mothers with intellectual disability presents them as "~at-risk' and negative stereotypes contribute to elevated rates of child removal in these families. A study was conducted to address a knowledge gap about children's perspectives on their lives in middle childhood, when social worlds expand beyond the home, but gatekeeping encounters created a barrier to recruitment. Method: A convenience method was used to recruit children through formal services engaged with their mothers with intellectual disability. To address potential sample bias an informal source was also used to reach mothers who were not engaged with formal services, leading to the recruitment of four children. Only three children were successfully recruited via formal avenues during a two-year period. Multiple instances of gatekeeping prevented children exercising a choice about participation. Findings: Gatekeeping by mothers and formal services may be particularly likely for this group of socially disadvantaged children. Some mothers with intellectual disability may prevent their children taking part in research due to fear of child protection scrutiny. Formal services working with mothers may not view facilitating children's participation in research as a priority and may fail to share information about research with them. Conclusion: Child-oriented researchers need to develop strategies for negotiating with gatekeepers who can limit the access children from marginalised families have to research opportunities. Researchers and formal services need to work together to overcome this barrier so that the voices of marginalised children are heard in discourses about their lives and can inform policy responses to address their social and developmental needs.

Presenter: **Yeshe Colliver**

Organisation: Institute of Early Childhood, Macquarie University

Stream: Stream C: Pedagogy and Education Policy

Format: Oral

Title: "Learning through play, Australian educators' perspectives, and the Early Years Learning Framework"

Abstract: Because most western early childhood education and care (ECEC) centres are play-based, it is important to ensure children are learning when they play in these centres (Saracho, 2012; Wood, 2013). Yet this has been a particular challenge for policy-makers, ECEC teacher trainers, and educators themselves (Anning, 2010; Ryan & Goffin, 2008; Wood, 2007). Recently, the Council of Australian Governments (COAG) has forged a National Quality Agenda that has included Australia's first Early Years Learning Framework (EYLF) for the field (DEEWR, 2009). In an analysis of the EYLF, Grieshaber (2010) found three significant changes to traditional provision for play. At the core of these lies an imperative that educators take a more "intentional" role in children's learning through play than they have traditionally (DEEWR, 2009, p. 10). Because educators' capacity to undertake this role is directly affected by their perspectives (Sofou & Tsafos, 2010), this paper reports on a qualitative case study of educators' perspectives on their role in learning through play since the introduction of the EYLF. Yet, instead of asking normative questions relating the EYLF imperatives, the study investigated their perspectives in relation to learning through play per se. Sociocultural theory (Hedegaard, 2008, 2009; Rogoff, 1995) framed this study of the perspectives of five educators in a play-based centre. Deductive analysis compared their perspectives to the EYLF's three new changes. Results suggest that educators made arbitrary connections between child-initiated play episodes and the EYLF's Learning Outcomes. The paper argues how teacher education must focus more on capitalising on child-initiated play interests, and on educators initiating educational play experiences for children.

Presenter:	**Lynette Cronin**
Organisation:	Catholic Education Office, Diocese of Wollongong
Stream:	Stream C: Pedagogy and Education Policy
Format:	Interactive Poster
Title:	"Literacy Transition to School: The Child's Perspective"

Abstract: In recent years there has been a growing body of national and international research that emphasises the importance of a positive transition to school. For children to experience a "˜successful' transition it is necessary for both Early Childhood and Primary School educators to be aware of what is happening in each other's settings and to reach common understandings of how literacy learning is represented.   There is a particular consensus that children's perspectives on their experiences at this time must be considered, as active contributors of knowledge in matters that effect them.   This inquiry investigated literacy transition from one prior to school educational setting to one first year of formal school setting. Digital stories were used as the primary data collection procedure, to capture the children's interpretations of the literacy events in which they engaged first in the prior to school setting and then in the first year of school setting. These stories are powerful means of self-expression that provide the space for children's voices to be heard in the conversation about literacy transition to school.   This presentation will focus on the digital stories documenting one child's perspective of their literacy journey at the time of transition. Findings revealed the differences, not just in the literacy events and practices across settings, but the way children talked about those events and practices. Whilst several literacy practices were common across both settings, the purpose of the literacy practices and expectations of the learners were distinctive in the different domains.

Presenter:	**Belinda Davis**
Organisation:	Macquarie University
Stream:	Stream C: Pedagogy and Education Policy
Format:	Oral
Title:	"Who cares? Infant educators' responses to professional discourses of care"

Abstract: This presentation will explore the construction of "care' in early childhood curriculum and practice. An increasing number of infants are attending formal early childhood settings in Australia (Australian Bureau of Statistics [ABS], 2011) yet relatively little research has considered how early childhood educators working with very young children are able to interpret and enact a new curriculum framework that does not explicitly make care practices visible.   The objectives of this research are to explore how is care conceptualised in the language of the EYLF; to report early childhood educators responses to these curriculum conceptualisations of care and to examine the way educators conceptualise their own professional identity with reference to concepts of care. Findings are discussed in relation to the complexities involved in interpreting curriculum discourse, as well as the implications of such discourse for the professional identity and practice of infant educators.   Key conclusions reinforce calls for "care' to re-emerge as an integral part of professional practice and professional identity. To enhance the profile and professional status of infant-toddler pedagogy, educators need their pedagogical practice to be validated through the powerful language of curriculum documents which recognise "care' as a critical feature of infant and toddler pedagogical practice.

Presenter: **Sheila Degotardi**

Organisation: Institute of Early Childhood, Macquarie University

Co-authors: Jing Han

Stream: Stream C: Pedagogy and Education Policy

Format: Oral

Title: "The quality and quantity of educators' talk to infants during meal-times: Opportunities lost and gained."

Abstract: It is widely accepted that children's experiences in their first two years of life provide a foundation for current and subsequent learning and development. The quality of adult talk to infants has significant impacts on their language development. Most research, however, has been conducted in home settings, resulting in little current knowledge of how language-stimulating practices translate to early childhood settings where a significant number of infants now spend a proportion of their time. The findings presented here comprise part of a larger ARC-funded project which aims to explore features of the language environment of infant rooms in early childhood long-day-care centres.   In this presentation, the quality and quantity of educator talk during morning snack time is explored. Snack-time episodes were extracted from video-observations of focus educators engaged in their normal interactions with infants. Episodes were analysed to determine the average duration of the snack time and the average number of focus educator utterances to children and other adults. The quality of each educator's language input was assessed using the Teacher Interaction and Rating Scale (Girolametto, Weitzman, & Greenberg, 2000) and analysed qualitatively to discern features of educator-infant conversations. Findings suggest that educators may overlook opportunities for promoting language development during meal-times, but highlight some of the effective ways that can be used to provide a language-rich environment in this context. Implications are drawn for understandings of quality in infant-toddler settings and for the professional development of educators.

Presenter: **Emilia Djonov**

Organisation: Institute of Early Childhood, Macquarie University

Co-authors: Jane Torr; Maree Stenglin

Stream: Stream C: Pedagogy and Education Policy

Format: Oral

Title: "Twinkle, twinkle, little star. Ready? 1, 2, 3"¦"   : A social semiotic analysis of sessions for babies and toddlers at public libraries"

Abstract: Public libraries promote a strong focus on early language and literacy by providing free access to a range of books and other resources as well as conducting sessions for babies/toddlers and their carers (e.g. "Baby Rhyme Time', "ToddlerTime'). Yet, lack of knowledge about and consistency across libraries' efforts in this direction limit or even prevent recognition of their contribution to early literacy. This highlights the need for a framework that libraries can share to evaluate and adapt existing or design and implement new programs that effectively respond to the early literacy demands of socio-economically and culturally diverse settings. As a step towards building such a framework, this paper examines closely sessions for babies and toddlers from three different library settings in New South Wales, Australia. It moves beyond the basic assumption that sharing nursery rhymes and suitable picture books can benefit babies and toddlers' language and literacy as it examines how these and other materials are incorporated in each session. Taking a social semiotic, multimodal approach, the analysis combines Halliday's functional linguistic theory of early language development (Halliday, 1975, 2004) with a focus on the ways and extent to which the use and interplay of different communicative modes (e.g. language, sound, gestures and movement, three-dimensional space)(Kress, 2010) in each session create meaningsthat could contribute to fulfilling its complex social aims of supporting infants' phonological awareness, vocabulary and social interaction skills while also building a community of book lovers and library patrons who value early literacy.

Presenter: **Jade Dunne**

Organisation: Institute of Early Childhood, Macquarie University

Co-authors: Angela Chng

Stream: Stream C: Pedagogy and Education Policy

Format: Interactive Poster

Title: "Teaching to the Power of Two"

Abstract: As a school, we believe education starts with university qualified early childhood teachers (ECT) working directly with young children. As part of our vision we are striving towards creating an entire teaching team of ECTs. Currently, the team leader in each classroom is an ECT, ensuring the curriculum in each space is rigorous, reflective of both the school's philosophy and current research. The 3-5's room team leader, Angela, who has both Bachelor and Masters degrees in Early Childhood, has been working with the children and their families in this room for the past six years. Last year, Jade, an existing member of the 3-5's team, graduated with a Bachelor of Teaching, becoming the second ECT in this room. This approach of continuing the employment of staff after receiving a university qualification when there are existing ECTs is not a mandatory requirement for licensing or accreditation. Our school embarked on this journey as a means of reconceptualising advocacy for a well-qualified early childhood workforce through ethical resistance to the status quo. This approach is grounded in the belief that it is in the best interests of children to have access to more than one highly qualified teacher in early childhood settings. As two ECTs working together daily in one room, our action research explores the dynamic nature of our team teaching within a mentor/mentee relationship, reflective of a cohesive approach to program design, delivery and evaluation. Through our experiences and reflections, we consider the decision making, challenges, pedagogy and philosophies, and responsibilities required of the teaching role and its impact on children's everyday curriculum and our own professional growth.

Presenter: **Heather Finlayson**

Organisation: Goodstart Early Learning

Stream: Stream C: Pedagogy and Education Policy

Format: Oral

Title: "Transforming pedagogical practice at Goodstart"

Abstract: Transforming Pedagogical Practice at Goodstart.   As a provider of 644 early learning centres across Australia Goodstart Early Learning has a key role in ensuring a sustainable, efficient and high quality early learning service system.   Over the last few years improving the pedagogical practice across the centre network has been a key focus for Goodstart. To deliver sustainable improvements in centre based practices Goodstart has taken a purposeful and integrated approach focused on building evidence informed practice and developing organisational capacity to support change at centre level. A key focus of this work is a capability build program that builds the skills of centre teams, supports networking and sharing best practice across the network and defines strategies for embedding practice change. The presentation will describe the transformational journey undertaken at Goodstart to build the professional capability of our educators across the network to provide high quality and responsive programs for children and families. An overview will be provided of the key elements of our approach to change practice, the development of streamlined systems and process, and our use of data and co-design approaches to guide our work. Stories from local services will be used as examples of our experiences and the presenter will outline what we have learned along the way and the plans for further development including the design and use of a Goodstart child outcomes framework.

Presenter:	**Rachel Flottman**
Organisation:	University of Melbourne
Stream:	Stream C: Pedagogy and Education Policy
Format:	Oral
Title:	"The Early Years Learning Framework: One framework, multiple understandings?"

Abstract: The Early Years Learning Framework (EYLF) invites educators to use play, intentional teaching and assessment for learning as key pedagogical practices. There is broad guidance about each of these practices; and scope for educators to interpret each practice using their own expertise, and application to the local context. However this scope begs questions about educator understandings of the mandated practices, especially in the context of a diverse early childhood workforce.   This study is part of a larger doctoral study of system-level implementation of policy. The paper investigates the extent to which educator understandings of the key pedagogical practices within the EYLF vary. Survey methods were used to reach the wide range of educator profiles in Australian early childhood settings. Descriptive and inferential statistics were applied to analyse the responses of 260 participants in order to reveal participant understandings of each EYLF practice, accounting for a range of covariate data including access to implementation support, professional development, coaching and leadership, educator qualifications and attitude towards the EYLF. The findings reveal considerable variation in educator understandings of learning through play, intentional teaching and assessment for learning. Preliminary findings that may account for variation in these understandings are discussed. The paper concludes by affirming the need for local adaptation, however suggests a provocation that adaptation needs to be tempered by a degree of common understanding in order to provide children with equitable early childhood experiences across the country.

Presenter:	**Margaret Gleeson**
Organisation:	Keiraville Community Preschool
Stream:	Stream C: Pedagogy and Education Policy
Format:	Oral
Title:	"Balancing the Being and Becoming"

Abstract: Balancing the "Being" and "Becoming" Keiraville Community Preschool's commitment to embedding "Transition to School" in a rich play based curriculum respects children's rights of "Being" as well as the "Becoming". The preschool philosophy, underpinned by the Early Years Learning Framework- Belonging, Being, Becoming (EYLF) is the foundation of a dynamic curriculum. The United Nations Convention on the Rights of the Child is strongly referenced in the Early Years Learning Framework and National Quality Standard and is also visible throughout the Keiraville Community Preschool Curriculum.   Rising from this foundation are the tenets of; a play based curriculum, the environment as the 3rd teacher, the importance of intentional teaching and strong relationships. The internationally recognised Transition to School program at KCP has been developed to provision children from day one of preschool and is not limited to their year before school. It is an all year program in which relationships and partnerships between all stakeholders are valued and nurtured. All children are supported in their developing skills, attitudes and dispositions and are identified as capable learners rather than being "˜ready to learn'. The KCPS the environment is not a backdrop to learning but is an active contributor that supports children's rights. Respecting children's right of "Being" the day has a natural rhythm, a relaxed pace where one part flows comfortably into the next. Keiraville Community Preschool acknowledges early childhood as a unique and valuable stage of life, important in its own right and not solely a stepping stone to formal education. It is vital that the child's capacity for joy, curiosity and love of learning today is not compromised by the preparation for tomorrow.

Presenter:	**Fiona Harris**
Organisation:	KU Children's Services
Stream:	Stream C: Pedagogy and Education Policy
Format:	Oral
Title:	"Beach Friends Marrang Gamarada - A Nature Play Program at KU Wombarra Preschool"

Abstract: Children, educators and families began Beach Friends - Marrang Gamarada in 2014 in response to the growing body of evidence suggesting that children's cognitive and physical development, their emotional well being, creativity and social collaboration would be nurtured in Nature Play experiences. The preschool philosophy has foundations in social and ecological connection, creativity and a determination to respect the traditional owners of the land and to care for it as well as an expectation that curriculum would be meaningful, relevant and recognise the interconnected way we live and grow in the northern suburbs of the Illawarra. Visiting the beach each week has come to reflect all that we believe about what is good in early childhood. This presentation will provide links to current Nature Play research to guide practitioners considering offering Nature Play to their own children. I will share our journey to date, including personal research in Victoriat, collaboration with families, the development of risk/benefit assessments, the children's learning and adventures, the important work we do each week as we care for the place we love, the community connections we are making and the hurdles we face as we encounter "˜risk'. Educators will be encouraged to consider their own communities, the natural environments outside their gates which offer children more complex and richly creative environments than could ever be found in created spaces. The benefits of Nature Play are many and a favourite quote by David Sobel says"If we want children to flourish, we need to give them time to connect with nature and love the Earth before we ask them to save it".

Presenter:	**Tracey Kirk-Downey**
Organisation:	Wollongong City Council
Stream:	Stream C: Pedagogy and Education Policy
Format:	Oral
Title:	"Paint the Town REaD "" Collective Impact in practice "" bringing the community together to improve our childrens literacy levels"
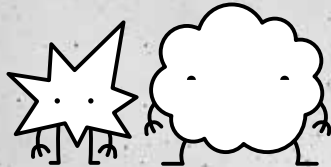
Abstract: Paint the Town REaD (PTTR) uses a collective impact, community capacity building strategy in many communities across Australia that encourages everyone in the community to read, talk, sing and rhyme with children from birth, so that they will be ready for reading and writing at school. Although school readiness is PTTR's primary aim, developing sustainable communities that allow children and families to flourish is the method by which this happens. Paint the GONG REaD is our local initiative that has worked to develop strong and sustainable partnerships with a variety of organisations, businesses, corporates, Local Government, sporting groups, Rotary Clubs, Universities & TAFE. Knowing that this initiative is a community effort and responsibility our partners are critical to our success. Whilst the program is universal we do use the Australian Early Development Census (AEDC) and SIFA index data to ensure we have a stronger presence in particular areas where children are developmentally more vulnerable. Our work supports parents to be active and confident in their childrens learning and development. This workshop will look at (1) Why working in a collective impact framework is critical for success when initiating a community wide initiative. (2) How we bought partners together and how we keep them involved and engaged in the project (3) How we use the mascot as a form of community engagement to galvanise interest and excitement about our key message. Using targeted and universal strategies, this work is planned and evaluated using results based accountability framework. This presentation is relevant for anyone interested in working collaboratively within their local community and who want to support parents to be active and confident in their childrens learning.

Presenter: **Sandra Lennox**

Organisation: University of Notre Dame Australia

Stream: Stream C: Pedagogy and Education Policy

Format: Oral

Title: "Using the window of opportunity: 'evidence-based pedagogies to enhance preschoolers' oral language"

Abstract: Young children's language development is a critical factor in later school success; the ability to use language to think and learn is developed during the preschool years. Nevertheless, research demonstrates that many young children have limited vocabulary to express their thoughts, ideas and emotions effectively, and have difficulty understanding words and concepts they hear. Achievement gaps are well established before children enter formal schooling and the gap grows more discrepant with time. In addition, there is increasing pressure on those in early years settings to focus attention on the basic skills of literacy "" linguistic aspects such as phonological awareness and alphabet knowledge. However, performance on isolated skills does not necessarily result in ability or the disposition to use reading, writing and oral language in meaningful ways in the real world. These skills may not only dominate teaching but also potentially reduce attention given to aspects of literacy learning that have a more pervasive and long-lasting effect. The kinds of interactions educators share with children may open or close learning opportunities; their ideas "mediate what and how the child will learn" (Bodrova & Leong, 2007, p.9). Use of appropriate pedagogies can put children on a positive trajectory for starting school, and open doors for enduring literacy success. This presentation briefly reviews some evidence-based pedagogies to support vocabulary and comprehension in meaningful and enjoyable contexts. Effective use of such pedagogies can promote involvement in ways that build children's vocabulary, concept knowledge and creative thinking; all essential for lifelong learning. Young children are motivated as they expand their vocabulary and confidence as language users.

Presenter: **Gai Lindsay**

Organisation: University of Wollongong

Stream: Stream C: Pedagogy and Education Policy

Format: Oral

Title: "Visual art pedagogy in early childhood contexts: The tangle of educator beliefs and practice."

Abstract: In early childhood settings visual art provisions are considered central to multidisciplinary curricula that support children's processes of visual meaning-making, communication and play-based learning. The UN Convention on the Rights of the Child advocates for children's right to full participation in the arts. Yet, if educators lack the confidence, skills, and visual art knowledge required to effectively support children's visual art learning and engagement this human right may be denied. This presentation reports findings from qualitative case study research that examined the personal and pedagogical visual art beliefs and practice of twelve early childhood teachers and childcare educators in New South Wales. Data collection methods included document analysis, photographs, environmental analysis, and interviews. The conceptual framework developed to interpret and analyse the research data synthesised John Dewey's philosophies of democracy, education and art with the philosophy and pedagogical values of the Reggio Emilia educational approach, commonly regarded as a world leader in early childhood and visual art pedagogy. Research findings reveal multiple and often contradictory beliefs about: the purpose of art in the early childhood curriculum; the role of the educator; limitations in the environment and materials offered; and, issues of pre-service training and expertise. Further, the study suggests that pervasive and outdated early childhood myths and mantras dominate educator beliefs and influence visual art practice. In sharing the participant's visual art beliefs and practice the research aims to inform transformational approaches to visual art pedagogy and support professional reflection for both practitioners and pre-service teacher educators.

Presenter:	**Takako Noguchi**
Organisation:	Jumonji University
Stream:	Stream C: Pedagogy and Education Policy
Format:	Interactive Poster
Title:	"How early childhood teachers teach students to learn their practice: Study on co-learning situations in a nursery center"

Abstract: The purpose of this study is to reveal how teachers construct co-learning situations with student teachers. The quality of ECEC is an issue in Japan because of the continuous job turnover and the lack of teachers. Therefore, the transition from learning in a teacher training course to on-the-job learning is important. Traditionally, Japanese early childhood teachers have taken time for self-study and for co-learning with their colleagues through talking and reflecting on their practice. However, now regular daycare time has been prolonged, and a teacher shortage has made teachers busier with less time and opportunity to co-learn. In this study, how teachers construct co-learning situations with students to develop the next generation of EC teachers is considered. The students who finished a practicum of approximately two weeks were asked to answer the questionnaire. Of these participants, 191 students and 173 public nursery centers in three urban areas were analyzed. One main finding of the study is that students found it difficult to write documentation or to ask teachers questions because the teachers appeared to be too busy. Reflections and feedback directly from the teachers were given in a short time (usually within 30 minutes) on most of the last days of the practicum period. It is suggested that teachers should have more opportunities to share their knowledge with the students, so that students voluntarily understand and interpret EC care. Considering effective EC teacher education courses and the transition to the job, the construction of professional co-learning communities is needed.

Presenter:	**Danielle Slack**
Organisation:	The Shepherd Centre
Co-authors:	Sara Luscombe; Katie Neal
Stream:	Stream C: Pedagogy and Education Policy
Format:	Oral
Title:	"Theory of Mind: More than words and sounds?"

Abstract: An increasing number of children with all levels of hearing loss are demonstrating significant benefit from access to sound from early infancy. These children frequently demonstrate age appropriate speech, language and vocabulary skills. However, a large number of these children start school with underlying social and emotional difficulties not adequately captured by traditional outcome assessments. This study reports the outcomes of over 60 children with hearing loss from The Shepherd Centre. Following emerging evidence on the need to measure social outcomes, all children accessing the early intervention program were assessed on their entry to school to identify individual acquisition of Theory of Mind skills. Results conflict with the notion that age appropriate language skills determine appropriate Theory of Mind. Many children with age appropriate language skills show poor acquisition of the concepts linked to Theory of Mind development. Hearing levels alone where not a significant predictor of acquisition. Preliminary results from a prospective social skill intervention program developed in the light of these results will be reported. Results indicate specific mechanisms of challenge children with hearing loss may have for the development of Theory of Mind and associated social skills. Possible contributory factors include the ability to overhear, lack of sufficient tonal access, and the impact of specific intervention styles. Consideration of these factors in light of intervention and access to sound for children with all degrees of hearing losses are merited. Development and use of mental state language within intervention practices are recommended, along with the necessity of measures beyond the traditional total language score.

Presenter:	**Jane Torr**
Organisation:	Macquarie University
Stream:	Stream C: Pedagogy and Education Policy
Format:	Oral
Title:	"The quantity and qualities of educator-infant conversations in long day care nurseries"

Abstract: It is widely known that infants learn their first language(s) through interaction with more proficient speakers. Much research on the relationship between language input and child language outcomes has been undertaken in the home. Less is known about the language environment experienced by infants in group child care. This study investigated the quantity and qualities of verbal exchanges which took place between educators and 20 infants aged under 2 years in their long day care centres. Each infant was videorecorded for approximately 3 hours as she/he engaged in everyday activities. The number of educator-infant "conversations" (verbal exchanges longer than a single turn) were calculated and analysed according to the focus of the conversation (pedagogical or behaviour management), the initiator (infant or educator) and the length (number of semantically related turns). The results indicate that while infants hear a great deal of talk going on around them, they have few opportunities to engage in extended conversations with educators. Educator-infant conversations tend to be brief and limited to immediate concerns. The study suggests that urgent reform is needed to enhance the potential of educators to use language in ways which will promote infants' language development. These include greater knowledge about language and how it is learnt, and careful consideration of staff deployment, group size, spacing, background noise, and adult comings and goings.

Presenter:	**Yumi Yodogawa**
Organisation:	The University of Tokyo
Stream:	Stream C: Pedagogy and Education Policy
Format:	Interactive Poster
Title:	"The role of teacher during lunch in a 2-year-old class."

Abstract: This presentation focuses on the role of teacher during lunch. Lunch time often causes emotional conflicts for both teachers and children, where teachers need to lead children to eat in a fixed period of time while teaching them table manners and letting them socialize with others. Especially for 2-to-3-year-olds, lunch time is a suitable opportunity to experience small group dialogue. To ensure their socio/emotional, linguistic, and cognitive development it is important to reveal teachers' roles during lunch. In this research a 2-year-old class was observed and video-taped twice a month for a year during lunch. One of four teachers was selected and her observation data in April, July, October, and January were analyzed. The numbers and contents of teacher's utterances were compared both quantitatively and qualitatively considering her actions, children's responses, and atmosphere. The results were: 1)the teacher mentioned table manners for a certain amount in all four observation data, i.e. how to eat, use folks, and sit; 2)at first she often encouraged children by directly telling them to eat and helping them, but gradually shifted to indirectly leading them so that children feel they want to eat, e.g. show models herself or introduce other children's behavior; 3)most of the topics were related to food and eating, and other topics were relatively few. These results suggest that at the age of two to three the relationships between teacher and children and among children are gradually constructed, so that teacher's intervention change from direct instruction to indirect encouragement. Also teacher and 2-to-3-year-olds enjoy talking mostly about food and eating during lunch, which might shift to other topics later on.

STREAM D: COGNITIVE DEVELOPMENT

The development of a child's mind in the early years of life sets the stage for a broad range of abilities and achievements in later life. For instance, a child's ability with basic concepts and the ability to control their thoughts, behaviours, emotions and social interactions is related to many important outcomes (e.g., school readiness, academic success, social competence, peer acceptance). Research in this area has sought to understand and promote the development of young children's cognitive abilities, giving children the best possible start to life. Presentations and interactions in the Cognitive Development strand explore the translation of this theory and research into practice, giving insight into how educators and parents can support children's cognitive development.

Presenter:	**Thomas Astell-Burt**
Organisation:	University of Western Sydney
Co-authors:	Xiaoqi Feng
Stream:	Stream D: Cognitive Development
Format:	Oral
Title:	"Green space and wellbeing among Australia children: a longitudinal study"

Abstract: Objectives: To examine the patterning of wellbeing across childhood in relation to exposure to community green space. Methods: Person-level data was obtained from a cohort of approximately 1972 boys and 1880 girls aged 4-5y in 2004 and followed-up in 2006, 2008, 2010 and 2012 (the Longitudinal Study of Australian Children). Wellbeing was measured using the Strengths and Difficulties Questionnaire, an age appropriate behavioural screening questionnaire reported by the main caregiver comprising 25 items that were aggregated into a "~Total Difficulties Score' (TDS). The Statistical Area 2 of residence was used to assign exposure to community green space derived from the Australian Bureau of Statistics meshblock "~parkland' classification. Multilevel growth curves were used to examine trajectories in wellbeing from age 4y to 13y by gender and in relation to community green space exposure, adjusting for maternal education.   Results: An interaction between age and gender was observed, with better wellbeing emerging across childhood, particularly for girls. Compared with areas containing <10% green space, living in areas with >40% green space were associated with lower TDS for boys ($\hat{I}^2$ -0.69, 95%CI -1.32, -0.06) and girls ($\hat{I}^2$ -0.75, 95%CI -1.31, -0.19). An interaction term between age and green space indicated inconsistency in the aforementioned association, with wellbeing enhanced at a faster rate for boys as they aged in the greenest neighbourhoods. No similar interaction was observed for girls. High maternal education was associated with lower TDS for boys ($\hat{I}^2$ -1.10, 95%CI -1.47, -0.73) and girls ($\hat{I}^2$ -1.29, 95%CI -1.62, -0.97) but these did not fully explain the benefit of green space for wellbeing. Conclusions: Greener areas may promote better wellbeing among children.

Presenter:	**Mark Donovan**
Organisation:	Northfields Clinic, School of Psychology, University of Wollongong
Co-authors:	Annie Bovard
Stream:	Stream D: Cognitive Development
Format:	Oral
Title:	"ACTive Kids : What does a mindfulness-based child therapy program add for families engaging in a parenting program."

Abstract: UOW's Northfields Clinic currently offers an evidence-based parent training program to assist parents to manage their children's disruptive behaviours. This program "" Confident Carers : Cooperative Kids (CCCK) - combines traditional social learning principles with Acceptance & Commitment Therapy (ACT) components to strengthen parent-child relationships, increase parental confidence and child cooperation, as well as to help parents manage their own emotional responses during times of difficulty. This presentation describes results from a 6-session ACT-based child therapy component (ACTive Kids) run alongside CCCK. This mixed methods pilot study explores whether ACTive Kids engages children with disruptive behaviours, and improves outcomes for children and parents compared with CCCK alone. Details about components from both programs will be show-cased during the presentation.
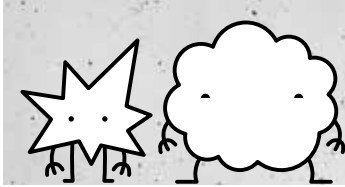
Presenter: **Patricia Eadie**

Organisation: Melbourne Graduate School of Education, University of Melbourne

Co-authors: Sheena Reilly

Stream: Stream D: Cognitive Development

Format: Oral

Title: "Learning Language - Developmental Trajectories and the impact of Early Childhood Education"

Abstract: Language is one of the most complex developmental accomplishments in the preschool years. For most children the combination of biological predisposition and social interaction means that language is acquired effortlessly. In contrast, language emerges late and slowly for 20% of 2-year-olds. By 5 years, approximately 9% of Australian children are identified as developmentally vulnerable in language (Australian Early Development Index, 2012). The role of early childhood education in optimising the development of all children requires careful attention, particularly given the evidence that early language skills are a key determinant of later educational, occupational and well-being outcomes. Objectives: To investigate the variability and developmental trajectories of children's language skills across the preschool years. Methods: Australian (Early Language in Victoria Study) & international longitudinal research (Norwegian Mother and Child Cohort Study) will be used to identify language trajectories and the significant risk and protective factors for language skills. Results: Persistent, transient and late-onset trajectories for language were identified. Over 50% of late talking 2-year-olds did not present with language difficulties by 5 years. Poor early comprehension skills and positive family history are consistent predictors of language difficulties. Maternal education and other environmental factors influence language development over time. Conclusions: Language trajectories fluctuate in the preschool years and are vulnerable to disruption, mediated by both biological and environmental factors. The importance of quality early childhood education for all children and its potential to ameliorate against environmental effects on language trajectories will be discussed.

Presenter: **Hannah Gilbert**

Organisation: University of Wollongong

Co-authors: Stuart Johnstone ; Ling Qin

Stream: Stream D: Cognitive Development

Format: Interactive Poster

Title: "Aiding diagnosis of children with AD/HD using objective measures"

Abstract: Aiding diagnosis of children with AD/HD using objective measures Objectives: Attention-deficit/hyperactivity disorder (AD/HD) is the most common neurobehavioural disorder in school age children, with a worldwide prevalence of 5.9-7.1%. The current gold standard for diagnosis is based on the subjective reports of teachers, parents, and clinicians. These measures can be problematic as they are open to rater biases. In accordance with the developmental hypothesis of AD/HD, these measures also fail to account for the developmental nature of symptoms. In order to overcome these limitations, objective diagnostic procedures are needed. The current study looked at the diagnostic efficiency of two objective measures, a computer based CPT task and a motion tracking device. It was predicted that CPT performance along with motion sensor data would have high classification accuracy, and that the inclusion of age would increase this accuracy. Methods: Seventy children diagnosed with AD/HD and 70 age- and sex-matched controls completed a computer based IVA- CPT task, with activity monitors (actigraphs) placed on the non-dominant hand and wrist. CPT control and attention composite scores, along with activity counts from the actigraph, were used to classify AD/HD subjects from controls. Results: Output from a multivariate ANOVA showed significant differences between the groups on both the CPT and actigraph measures. This was further supported by discriminant function analysis, showing high sensitivity and specificity rates for both measures.

Presenter:	**David Hammer**
Organisation:	University of Wollongong
Co-authors:	Edward Melhuish; Steven Howard
Stream:	Stream D: Cognitive Development
Format:	Oral
Title:	"Antecedents of Self-Regulation in Early Childhood"

Abstract: Self-regulation is defined as a "child's ability to modulate behaviours according to the cognitive, emotional and social demands of a particular situation" (Calkins & Fox, 2002, p. 479). A review of the literature highlights that different components of self-regulation are used interchangeably in the identification of the construct (i.e., behavioural self-regulation, emotional self-regulation, and social self-regulation), leading to a lack of clarity and the nature of its development. Hammer, Melhuish, Howard & Leeson (2015) found that self-regulation could be explained by four different factors (Academic, Persistence, Behavioural and Fidget), with each influencing different outcomes in the child's academic achievement, social and emotional competence. While the importance of self-regulation has been well-established (e.g., academic achievement, social and emotional competence; (Sylva, Melhuish, Sammons, Siraj-Blatchford, & Taggart, 2007)), the antecedents of self-regulation are less clear (although it has been shown to be influenced by the child's home learning environments, socio-economic status, parenting style and social interactions; (Karreman, van Tuijl, can Aken, & Deokovic, 2006). Even less clear is the influence these antecedents on the development of self-regulation. The current study presents findings from research that investigated the antecedents of various components of self-regulation, using the Longitudinal Study of Australian Children (LSAC). The LSAC followed 10,090 children and their families from March 2002, in two cohorts (birth: n =5,107; kindergarten: n = 4,983). Results of the analysis identified differential influences of the antecedents on components of self-regulation. This has important implications for education and furture interventions.

Presenter:	**Jessica Johnston**
Organisation:	Department of Psychology, University of Otago
Co-authors:	Sarah Rouse; Sarah-Jane Robertson; Shika Das; Jane Carroll; Elizabeth Schaughency; Elaine Reese
Stream:	Stream D: Cognitive Development
Format:	Oral
Title:	"Promoting Print-Related Talk: The Rhyme and Reason for Why Genre Matters"

Abstract: Print-related talk during shared picture book-reading is hypothesized to scaffold children's emergent literacy skills; however, this link has been hard to assess because parents rarely refer to print when reading with their preschool-aged children. As rhyme may make print features in picture books more salient, we hypothesized that a) rhyming books would afford more parental print-related talk than prose, and b) increased print-related talk would correlate positively with children's literacy and language skills. Sixty-eight parent-child dyads from Dunedin, New Zealand shared two narrative picture books with their preschoolers: one rhyming and one prose. These sessions were then audio recorded, transcribed, and coded for all extra-textual talk. Children were assessed on their alphabet knowledge, phonological awareness, vocabulary level, and reading comprehension. Overall, parents made more print-related references when reading the rhyming book (M=3.31, SD=4.25) compared to the prose (M=1.75, SD=2.78; t(66)=-3.54, p<0.01). Furthermore, the total number of parental print-related statements during the rhyming book was positively correlated with children's letter naming fluency (r=0.37, p<0.01), alphabet knowledge (r=0.30, p=0.04), story recall (r=0.29, p=0.05), and story comprehension (r=.33, p=0.02). Conversely, no correlations were found between print-related statements made during the prose book and children's language and literacy skills. As there were positive links between parental print-related talk and child language and literacy skills for rhyming books but not prose, book genre should be considered in all future studies on shared reading. Further research into the benefits of rhyming books may also prove valuable for supporting children's development.
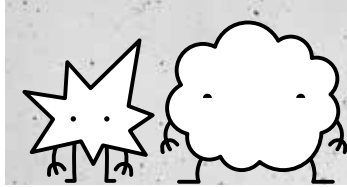
Presenter:	**Stuart Johnstone**
Organisation:	University of Wollongong
Co-authors:	Steven Roodenrys; Sue Bennett; Kirsten Johnson; Rebecca Bonfield
Stream:	Stream D: Cognitive Development
Format:	Oral

Title: ***"Combined cognitive and neurofeedback training for children with AD/HD"***

Abstract: Objectives: There is increasing evidence that working memory and inhibitory control training can lead to behavioural improvement in children with Attention-Deficit/Hyperactivity Disorder (AD/HD). State-regulation theories of AD/HD suggest that an inability to adjust energetic state level, and consequent executive functioning issues, are at the core of the disorder. Accordingly, the present study examined the efficacy of a combined cognitive and neurofeedback training program for children with AD/HD using a randomised control design.   Methods: The final sample consisted of 90 children aged 7-12 years, 45 in the training and 45 in the waitlist (WL) condition. Wizard-themed training games (Focus Pocus) took place in the childrens' home, with participants required to complete between 20 and 25 sessions over a 6-8 week period. Outcomes examined included questionnaires assessing AD/HD symptom severity and frequency, performance on a digit span and counting span task, and EEG topography and power during a 2-minute eyes-open (EO) and one minute Focus task before and after training.   Results: Compared to the WL condition, children in the training condition showed significant reductions in AD/HD symptoms overall and specifically for the hyperactivity/impulsivity symptom of AD/HD. There was also a significant increase in digit length recall post-training for the digit span task. EEG power for the two EEG tasks showed typical AD/HD topographical differences at Time 1, while post-training there was evidence of a directional trend towards EEG normalisation for children in the training condition, with more support for the active Focus than the resting EO task.   Conclusions: Overall the results provide support for the efficacy of a combined cognitive and neurofeedback training for children with AD/HD.

Presenter:	**Thomasin Powell**
Organisation:	University of Wollongong
Co-authors:	Steven Howard
Stream:	Stream D: Cognitive Development
Format:	Interactive Poster
Title:	"Enhancing children's ability to self-regulate through interactive stories"

Abstract: Early childhood represents an important stage in the development of one's ability to self-regulate, as increases in children's capacity to control their thoughts, behaviours, and emotions are met with increased demands for such control in the classroom (McClelland, et al., 2000; Posner & Rothbart, 2009). Indeed, these control abilities have been related to behavioural, social, and academic competence in primary school (Blair, 2002) and future health and lifestyle outcomes (Moffitt, et al., 2011). However, not all children have mastered these skills upon entry to formal schooling (Rimm-Kaufman, et al., 2000) suggesting the need for early intervention. Recent models suggest that children's executive functions (EFs) and problem solving abilities may uniquely contribute to self-regulation (Hofmann, et al., 2012) with studies reporting improvements in control-related behavioural outcomes following EF training (e.g. van der Oord, et al., 2014). However, many of these training methods are expensive, difficult to access, and are not designed for the early years. The present study thus sought to investigate: 1) The feasibility of a low-cost intervention that enhances a shared reading program with tasks that either engage preschool children's EFs or problem solving strategy skills in order to improve behavioural self-regulation; 2) whether self-regulation can be improved through multiple pathways. Though data collection is currently being completed, results will be available in time for this conference. Thus, in a sample of 43 preschool children, the comparative effects of executive function tasks embedded in a storybook (Quincey Quokka's Quest) and a dialogic reading of the same story on children's EFs and behavioural self-regulation will be examined.

Presenter:	**Rute Santos**
Organisation:	Early Start Research Institute, University of Wollongong
Co-authors:	Rute Santos; Anthony David Okely
Stream:	Stream D: Cognitive Development
Format:	Interactive Poster
Title:	"Effects of reduced sitting on toddlers' cognitive development: a cluster randomized controlled trial. Rationale and Study Protocol"

Abstract: Objectives: The first five years of life are critical for the development of executive functions. Developmental deficits associated with poverty have been detected as early as infancy. The primary aim of this randomised controlled trial (RCT) is to assess the effects of reducing sitting time during childcare on executive functions, in a cluster RCT with Australian toddlers from low socio-economic families. Methods: We will conduct a 12-months clustered RCT in 16 childcare centres in NSW (8 intervention centres and 8 control centres). The sample will comprise about 250 toddlers aged 14 to 24 months at baseline. Intervention strategies will include the provision of professional development, resources and instrumental materials, follow-up support and performance monitoring and feedback to the educators allocated to the intervention group. Our primary exposure (sitting time and sitting breaks) and primary outcome (executive function) will be measured at baseline and at the end of the intervention. Sitting time will be assessed with accelerometry and executive functions with the Cognitive sub-test from the Bayley Scales of Infant and Toddler Development. Mediation and moderator analysis will be performed using a multilevel approach. Results: We hypothesise that by the end of the intervention toddlers allocated to the intervention centres will have improved their cognitive development by 0.5 SD more than toddlers in childcare centres randomly allocated to the control group. Conclusion: The cluster RCT design of this study will be critical for establishing cause and effect relationships and dose-response associations of sitting time and executive functions in toddlers.

Presenter:	**Masatoshi Suzuki**
Organisation:	Hyogo University of Teacher Education
Co-authors:	Kiyomi Akita; RIyo Kadota
Stream:	Stream D: Cognitive Development
Format:	Interactive Poster
Title:	"How Japanese Young Children become Collaborative in Solving Problems with Pattern Blocks: Their Development from Four- to Six-Years Old"

Abstract: The document of National Guidelines for Kindergarten Education in Japan emphasizes "young children deepen their interactions among themselves and become able to play collaboratively with their peers." This feature of young children is thought to be a foundation of their future potential of building desirable inter-personal skills, while fostering their self-control. Through the education and care of young children, their collaborative ability should be developed in order to function in the futuristic society as OECD describes in the definition of Key Competencies; people are required to "Interact in Heterogeneous Groups", and that means people to have "˜the ability to relate well to others', "˜the ability to cooperate', and "˜the ability to manage and resolve conflicts.' This study tires to investigate how young children acquire abilities to collaborate among themselves. The authors gave 392 children in 17 kindergartens and day care centers to solve pattern-block problems when they were 4-years, 5-years, and 6-years old. 245 children were chosen for analysis because they had participated in all sessions. They had been checked with a tool developed through this study analyzing their ability of collaborative and self-control skills. The result showed that most of children's scores of collaborative and self-control skills increased over three-year period. Their strategies for solving problems changed from the first year of study to the last, indicating that they had become skillful to find effective ways of solving problems. There are found some center-to-center differences in children's development. Details will be discussed in the poster presentation.
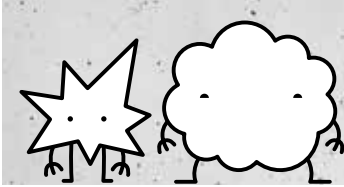
Presenter: **Cara Swit**

Organisation: Macquarie University

Stream: Stream D: Cognitive Development

Format: Oral

Title: "Preschool Children's Use of Aggression and Socio-Psychological Outcomes"

Abstract: Objectives: Physical aggression peaks between the age of two and four years and is often replaced with relational aggression. It is well documented that aggression, regardless of its form, is associated with maladaptive socio-psychological outcomes during middle childhood and adolescence. However, there is limited evidence reporting the socio-psychological outcomes associated with aggression during early childhood, especially in young Australian children. Methods: Participants included 18 teachers (18 females; Mage = 34 years) and 68 children (36 girls; Mage = 51.6 months) from 10 early childhood settings located in Sydney. Teachers completed the Preschool Social Behaviour Scale "" Teacher Form (Crick et al., 1997) as an assessment of each child's aggression and socio-psychological outcomes. Results Children's use of relational and physical aggression were both associated with lower levels of prosocial behaviour and higher levels of relational and physical victimisation. However, when gender effects were explored, the association between relational aggression and physical victimisation only remained significant for girls. There were significant gender effects for physical aggression and each of the social-psychological outcomes. Key Conclusions: This is the first known empirical study to reveal that associations between subtypes of aggression and socio-psychological outcomes may be uniquely different for boys and girls during early childhood. Given that early childhood is a crucial period for young children to develop positive peer relationships, teachers and parents need to recognise that relational and physical aggression are significant predictors of victimisation and the socio-psychological effects of this outcome can be identified in children as young as three.

Presenter: **Elena Vasseleu**

Organisation: University of Wollongong

Co-authors: Steven Howard

Stream: Stream D: Cognitive Development

Format: Interactive Poster

Title: "Investigating the optimal amount of interactive reading for improved mental and behavioural self-control."

Abstract: Central to childhood cognitive development is the ability to utilise developing executive functions (EFs) and the emerging ability to engage in processes of self-regulation (SR). Despite their past separation in early literature, recent studies have proposed an intricate link between these two cognitive concepts, suggesting that EFs may subserve the capacity to successfully SR. While past studies investigating the trainability of EFs have had notable success, there remains limited knowledge regarding optimal intervention periods. The current study aims to investigate whether cognitive activities embedded in a storybook for young children has positive effects on their executive functioning (EF) (i.e. working memory, shifting and inhibition) and SR. During a 13 week period participating children engaged in 4 weeks of assessments each separated by a 3 week period of reading once a week. In each assessment week, children were individually assessed on measures of EF while self-regulating abilities were assessed via educator response questionnaires at pre and post test phases. While results will be obtained by the conference date, there are currently no results available to report as data collection phases are still in progress. The implementation of four testing-phases will allow for the examination of potential trends in the rate of improvement on EF measures at different intervals of the intervention. Based on past findings, it is hypothesised that reading a story with cognitive activities will lead to significant improvements in EF and SR compared to reading the same story without cognitive activities. Although past research is yet to extensively examine potential trends in improvement rate over the intervention period, the observation of a linear trend is hypothesised.

Presenter:	**Sue Walker**
Organisation:	Queensland University of Technology
Co-authors:	Linda Harrison; Cen Wang; Sharynne McLeod
Stream:	Stream D: Cognitive Development
Format:	Oral
Title:	**"Trajectories of teacher-child relationship quality during primary school in children with and without communication impairment and student outcomes at age 12-13"**

Abstract: Children with communication impairment (CI) have been shown to do less well at school than their peers, including relationships with teachers (McCormack et al., 2011). Considering that poor teacher-child relationship quality is associated with academic and behavioral problems at school (Maldonado-Carreño & Votruba-Drzal, 2011), it may be that children with CI are doubly at risk for poorer outcomes.   We examined this hypothesis using data from the Longitudinal Study of Australian Children (LSAC). Parent reports of speech and language difficulties at age 4-5 and 6-7 identified children with CI (n = 1060) and typical speech/language (n = 3052). Teachers rated relationship closeness and conflict at ages 4-5, 6-7, 8-9, and 10-11, and student literacy, approach to learning, and peer problems at age 12-13.   Two trajectories were identified for closeness: high initial closeness decreasing (93%); moderate initial closeness increasing then decreasing. There were four trajectories for conflict: stable low conflict (>80%); moderate initial conflict increasing then decreasing; moderate initial conflict increasing; high initial conflict decreasing. Only conflict trajectories differed for CI and typical children. Initial ratings of conflict were higher for CI children and more CI children were in the high conflict groups.   Outcomes at age 12-13 were more positive for children with low stable conflict compared to the other trajectories. All children with increasing levels of conflict with teachers had poorer outcomes, but this was particularly apparent for the CI group. Scores were lower for literacy, approaches to learning, and school belonging, and higher for peer problems.

Presenter:	**Rachel Wilson**
Organisation:	University of Sydney
Co-authors:	Robert Lewis Wilson
Stream:	Stream D: Cognitive Development
Format:	Oral
Title:	**"Understanding Emotional Development: potential for shifts in perspective, policy and practice"**

Abstract: This presentation provides a brief account of the development and impact of our emotions through infancy, childhood and adolescence. We introduce key topics: (1) The nature and diversity of emotion and its role in our lives (2) Differences between basic emotions, which we are all born with, and secondary social emotions which develop during early social interactions (3) The development of secondary social emotions; and the role of attachment and other factors in this process which determine a childs' emotional history and consequential emotional wellbeing or difficulties. (4) Potential for analysing, understanding and empathising with children experiencing emotional difficulties.   Drawing on research from neuroscience, psychology, education and social welfare, we present an overview of research on the development of emotion and the ways in which our understanding has shifted. Neuroscience in particular has shifted perspectives and makes it apparent that emotional development can no longer be an "˜add-on' domain in our understanding of human development; rather it is at the heart of brain functioning and development. This then provides potential for transformative shifts in perspective, policy and practice. We consider some of the possibilities that may open up when we consider emotional development as central to all human development.

STREAM E: DIGITAL LEARNING AND LITERACY

Digital technologies mediate many children's daily experiences, yet we have limited understanding how various technologies promote and/or hinder development. Children's use of technology is source of debate, both in terms of whether technology-based activities should be limited and whether it should be encouraged to assist literacy, social and cognitive development. The reality is that digital play is an emerging phenomenon amongst young children that needs to be examined. The 'digital divide' in skills, knowledge and dispositions between children from lower socio-economic backgrounds and their more advantaged peers also requires our attention. Conference sessions in this strand focus on how young children engage, learn and develop with digital technologies. Our focus is on digital activities across all areas of life (including formal and informal/non-formal learning, inside and outside educational settings) and the literacy opportunities, learning activities, play, entertainment and family interactions that come from these.

Presenter:	**Tiffani Apps**
Organisation:	University of Wollongong
Stream:	Stream E: Digital Learning and Literacy
Format:	Oral
Title:	"Understanding primary students' ICT literacy practices"

Abstract: Much significance has been placed on the development of 21st learners and citizens in the current education climate. Such aspirations are evidenced in policy and curriculum documents across OECD countries, with particular importance placed on the development of ICT literacy, seen as essential for participation in contemporary society (OECD, 2010). Despite this focus, research indicates that young peoples' ICT literacy is varied. These variations have been linked to students' family backgrounds, revealing a marked divide in ICT achievement (ACARA, 2012). Referred to as the "second digital divide", this difference in achievement has emerged despite earlier divides in access to technologies closing. This situation shifts the focus to "effective access", which considers the impact of available resources and support, upon the way individuals can make effective use of ICT. Drawing on Bourdieu's key concepts of habitus, field and capital as a framework for understanding factors that work to enable or constrain ICT literacy, this presentation explores the school and home technology experiences of six Australian primary school children. Data was collected across one ten-week school term and included a family background questionnaire, a recorded ICT literacy task, and semi-structured interviews during which students explained the recorded computer activity in context of their previous ICT experiences. One key finding from this study indicates that while social disadvantage may generally lead to lower ICT literacy, the various forms of resources a child has access to can lead to different outcomes. These various outcomes will be explained in relation to the significant roles of parents, siblings and teachers in shaping ICT practices.

Presenter:	**Simon Archard**
Organisation:	University of Waikato
Co-authors:	Sara Archard
Stream:	Stream E: Digital Learning and Literacy
Format:	Oral
Title:	"A diversity of digital smartness: A case study of children's uses of Information and Communication Technology in an early childhood education setting"

Abstract: Abstract Information and Communication Technology is regarded as playing an ever-increasing role in the lives of people, which includes young children. The role of ICT in early childhood educational services in Aotearoa New Zealand is still being argued by teachers despite policy expectations that endorse and support its integration into practice. This chapter draws upon a small qualitative case study involving young children and their uses of ICT in one early childhood setting. It identifies and examines the diversity of ways that children, and other people involved in their lives, might use ICT as a means of initiating, facilitating and supporting learning. We define this as digital smartness. A socio-cultural perspective is used to recognise and examine this notion of children's digital smartness. ICT and learning is examined in terms of the social and cultural contexts of the young children with particular focus on the influences of family/whanau and the early childhood education setting. We examine how the digital smartness of children can be understood and affirmed in early childhood settings. We identify the Bourdieuian construct of habitus as a valid perspective to informing and meeting obligations of a more coherent teacher pedagogy of ICT. We contend that certain factors need to be in place to welcome the diversity of children's digital habitus into early childhood education settings that affirm the digital smartness of children learning and living in the 21st century. Keywords: early childhood education (ECE), digital habitus, information communication technology (ICT), pedagogy, sociocultural theory.

Presenter:	**Amy Chan**
Organisation:	University of Wollongong
Co-authors:	Laurelle Morgan; Mohan Chinnappan
Stream:	Stream E: Digital Learning and Literacy
Format:	Interactive Poster
Title:	"Supporting preschoolers' number sense development via an iPad or a traditional learning intervention: A pilot study"

Abstract: Number sense (understanding the meaning of numbers and number relationships) is one important area of mathematical development that lays the foundation for children's later academic success and their ability to think flexibly with numbers to solve real-life problems. Can mobile educational technology (e.g., iPad apps) offer a cost-effective and time-efficient alternative to traditional teaching methods in supporting young children's number sense development? In this pilot study, we examined the impact of implementing a brief number sense learning intervention on three-year-old preschoolers' overall mathematical achievement. Children were randomly assigned to either a three-week intervention group that entailed number sense learning via selected activities in the iPad app GazziliMathÂ® (Numerals, Counting, Subtraction) (n=13), or a comparable intervention group with identical learning activities delivered in one-on-one format by an experimenter using physical props (n=12). Children's performance in the WIAT-II Maths Reasoning task was assessed pre- and post-intervention. Results indicated a significant post-intervention improvement in children's mathematics reasoning scores, and no significant effect of the type of intervention on this improvement. Our data suggest that a well-appointed learning program involving an iPad app may be as effective as some traditional teaching methods in developing young children's number sense. Our findings have practical implications for utilising mobile technology to augment young children's mathematical learning and practice outside the traditional classroom setting.

Presenter:	**Elisabeth Duursma**
Organisation:	University of Wollongong
Co-authors:	Elisabeth Duursma; Steven Howard; Ted Melhuish; Tony Okely; Marc De Rosnay; Iram Siraj
Stream:	Stream E: Digital Learning and Literacy
Format:	Oral
Title:	"Kangaroo, rainbow and door: Language skills among 4- and 5-year-olds from Early Start Engagement Centres"

Abstract: Early Start is an academic and community engagement project to promote the life opportunities for children ages birth-12 years in Australia. One of the key components of Early Start is the collaboration with 41 Early Start Engagement Centers (ESECs) or early childhood care centers. The overall goal of the Early Start program is to help early childhood educators strengthen their skills to provide the best possible care and education for young children. Between October 2014 and April 2015, 589 children participated in the baseline data collection. The children were 4-and 5-year-olds enrolled in the ESECs across NSW. We measured their expressive language using a newly developed measure (Howard & Melhuish, unpublished). This measure is based on a selection of items from several standardized and validated expressive language assessments and includes words like kangaroo, rainbow, snake and door. The test was administered as an application on an Ipad which allowed for easier data collection. Children were asked to label pictures of different nouns. Initial data analyses show that the mean was 23 with a standard deviation of 8 (range: 0-41). All children knew the word kangaroo and therefore this was one of the words removed from the assessment. Significant differences were found by ESEC with some ESECs having children scoring almost 2 standard deviations below the mean. Next, we will examine whether child and center characteristics can predict expressive language skills. Key implications This study will provide insight in the expressive language skills of young children and help assist in identifying factors contributing to these skills. The information collected will also be used to help parents and educators promote children's early language development.

Presenter: **Maria Hatzigianni**

Organisation: Macquarie University

Stream: Stream E: Digital Learning and Literacy

Format: Oral

Title: "A 'transformative' perspective in using technology in early childhood education"

Abstract: The aim of this presentation is to stimulate a discussion around the use of new technologies under the 'transforming model' of education in early childhood. According to Mac Naughton (2003) the 'transforming model' seeks to challenge the existing ideas and assumptions in education. Following this model, can we change the way we view new technologies in early childhood? Is technology just a "˜tool'? Warschauer (2002) suggests that the use of technology also involves the system of personal values, personal skills and attitudes towards what is 'good' and what can be used effectively. New technologies could be seen as a' process', as 'a sociotechnical network' (Warschauer, 2002) or 'as a package model' (Kling & Scacchi, 1982). The acknowledgement and deeper understanding of the social, financial, political, cultural and environmental consequences from the use of technology needs to be at the core of each application. Viewing the use of new technologies under the transformative model also underlines the critical contribution of the educator's role in "˜orchestrating' a vibrant technological environment by involving children and their parents in the whole process (e.g. e-portfolios). Additionally, adopting a transformative perspective in using new technologies, in line with the principles of the Early Years Learning Framework (DEEWR, 2009), opens new windows to indorsing multiculturalism, celebrating diversity and encouraging tolerance and empathy (e.g. learning communities; digital stories). New technologies, have the potential to transform old learnings, and advocate for 'creative, inventive, entrepreneurial, enterprising citizens' (Yelland, 2007, pp. 122 - 123) and there is no better place to start this transformation than early childhood.

Presenter: **Kaye Lowe**

Organisation: University of Canberra

Co-authors: Trudie Hill

Stream: Stream E: Digital Learning and Literacy

Format: Oral

Title: "Community Literacy Project"

Abstract: Oral language is the foundation of learning to read and write and children who do not develop strong oral language skills during this critical time are most at risk of not succeeding academically. They start to fall behind even before they start school. (Beimeiller, 2004, Hart and Risley, 1995, 2003; Scarborough, 2001). The Community Literacy Project investigates the developmental vulnerability of children entering kindergarten from a language and literacy perspective. The project identifies effective ways to support children's speaking and listening skills and ultimately provide a framework to support their future literacy success. The Community Literacy Project is an initiative of the Catholic Education, Diocese of Parramatta and located in two schools and preschools in Western Sydney. The Project is in response to concerns expressed by teachers and education officers regarding the increasing numbers of "language poor" children attending preschool and Kindergarten. Oral language concerns raised by teachers and educators included "difficulty communicating", "speaking in commands and demands", "low levels of oral language" and "resultant negative behaviour". The findings indicate a consistent response from teachers across all sites. They claim that at least 30% (as high as 60%) of children demonstrate "poor language skills". The project recommends that the importance of supporting the early language development of all children be promoted in the community. Simply put "talk to your children". The project also recommends increasing the number of books in homes, assisting parents gain early access to interventions, establishing closer liaisons between preschools and feeder kindergartens and improving the quantity and quality of talk in Preschool -Year 2 classrooms.

Presenter: **Katie Neal**

Organisation: The Shepherd Centre

Co-authors: Aleisha Davis; Danielle Slack

Stream: Stream E: Digital Learning and Literacy

Format: Oral

Title: "Early Services through Teleintervention: Putting the virtual into reality"

Abstract: There is an established inequity in health services for children and families in rural and regional areas. Historically service provision for these families has been addressed with short intensive workshops, that while providing some contact have not adequately addressed the significant disparity in services. Improvements in technology have changed the landscape for early intervention affording a viable platform that allows the mirroring of services regardless of location. Embracing these advances has opened up a world of information, expertise and knowledge for both parents and professionals, however this change involves significant challenges for all involved. A retrospective review of benefits and limitations of services via web based communication for transdisciplinary services, exploring the experiences and outcomes of 22 families in an early intervention disability service for children with hearing loss. Quantitative and qualitative outcomes of caregivers and professionals will be examined in light of changes to traditional service delivery models. Experiences from using strengths based model with families accessing remote services will be discussed to assist participants to overcome the challenges and breakdown the barriers in implementation of services through teleintervention. Outcomes for children enrolled in the Teleintervention program indicate speech and language on par with those receiving face to face services. On entry to school, these families are more informed and educated with stronger parent advocacy skills and knowledge. Improvements in technology have changed the landscape of children's learning, and services that were previously inaccessible to children and families, providing the opportunity and support to maximise every child's development.

Presenter: **Fiona Scott**

Organisation: The University of Sheffield

Stream: Stream E: Digital Learning and Literacy

Format: Oral

Title: "Replaying television through apps: The CBeebies apps"

Abstract: As part of a wider ESRC-funded project, this paper presents a case study of preschoolers' engagement with CBeebies apps in the family home. As the preschool arm of the UK's public-service broadcaster the BBC, CBeebies offers a free-to-air TV channel for children aged 6 and under. Their touchscreen apps include CBeebies Playtime and CBeebies Storytime. Objectives: This paper aims to understand how families with preschool children extend their engagement with television across traditional and new platforms. What are the implications for their literacy practices? This fieldwork is being conducted specifically with families living in lower socio-economic status neighbourhoods and will discuss the role of SES in engagement and learning with tablet devices. Methods: The author reflects on six-month qualitative ethnographic longitudinal case study research in the homes of ten UK families. Data includes video, interviews with parents and pre-school children and detailed field notes. Statement of findings: Existing children's TV studies around SES are generally light-touch and quantitative (with a focus on what and how much children watch). Analysis of the research data is currently ongoing, but early findings suggest that TV plays an important role in shaping children's experiences of the world and their earliest learning, showing that digital technology, play and literacy are interrelated. The tendency to separate play and digital technologies in the early childhood curriculum may widen the gap between home and school literacies, perhaps disproportionately in lower SES areas. Key conclusions: Conclusions will consider the educational potential of capitalizing on children's everyday play with technologies and digital media in home contexts.
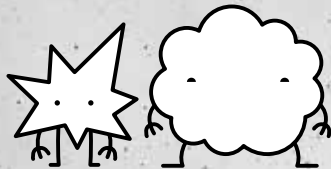
Presenter: **Irina Verenikina**

Organisation: University of Wollongong

Co-authors: Lisa Kervin; Clara Rivera

Stream: Stream E: Digital Learning and Literacy

Format: Oral

Title: "Supporting the imagination of young children through digital play"

Abstract: This ARC-funded* research examines iPad apps designed for young children and the opportunities that they might provide for imaginative play - a major force of psychological development in the early years (Vygotsky, 1978). Following extended interviews with families, we invited 10 children (3-5 years of age) to the Early Start facility together with their families to play specially chosen apps. We chose five apps from the top-grossing preschooler apps from the iTunes site using our research-based criteria that have emerged from empirical studies and theoretical principles of play. The criteria indicate that children's digital play should include self-motivated activities that engage children's imagination as they interact in "˜as if' situations. The path of play is discovery-oriented, presenting opportunities for problem solving and manipulation of symbols ensuring that children produce rather than consume. Children were videotaped as they spontaneously engaged with the purposively selected apps on individually provided iPads. The children moved freely in the space and chose to interact with the apps, physical toys, other children and/or their parents. Our analysis of video recordings was based on the techniques of observation of children's imaginative play: the children's speech samples and behavioural episodes were noted, in particular those that indicated their engagement in make-believe play. We will share some interaction patterns from our analysis as we show how the apps engaged the children in interesting ways, and the new considerations and directions these pose for our research. Vygotsky, L. (1978). Mind in Society. Cambridge, Mass.: Harvard University Press *This research is supported by the Australian Research Council (Discovery Grant, DP140100328).
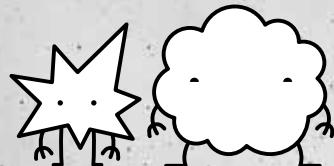
Presenter: **Sumin Zhao**

Organisation: University of Technology Sydney

Stream: Stream E: Digital Learning and Literacy

Format: Oral

Title: "Mapping Early Language, Literacy and Technological Resources: A survey for caretakers of pre-schoolers (age 3 - 5)"

Abstract: This paper reports on a survey of preschools and early childhood centres (N=139) and parents (N= 374) in New South Wales, which explores the diverse literacy practices of young children (3-5) at home and in formal educational settings. While the survey aims to capture both dimensions of multiliteracies""multilingual and digital multimodal practices, this paper focuses on the latter. Specifically, it examines four aspects of digital multimodal literacies: 1) their relation to "traditional" literacy practices; 2.children's access to and use of various digital texts (e.g. mobile applications); 3. the relation between literacy practices involving older digital technologies and mobile and touch-based technologies; 4. the differences between families and preschools in terms of 1 to 3. Preliminary findings suggest that shared-reading of picture books is the most common literacy experience. While children use digital resources more frequently at home, they engage with a boarder range of digital texts in preschools. There also appears to be a positive correlation between older and newer forms of literacy practices, i.e. children who participate actively in one type of literacy practice tend to participate in the other. Based on the findings, the paper calls for an integrated approach to early literacy, which does not set up a binary distinction between digital and other forms of literacies but centres on the interaction between various literacy practices in multiple social spaces. To achieve this, a better understanding of the "gains & losses" of the emerging forms of digital texts is urgently needed, including 1) the meaning-making potentials/limitations of digital texts and 2) social interactions with and around these texts that may potentially foster learning.

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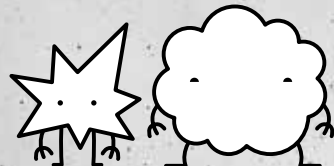
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Ms Natalie Grenfell	Gowrie NSW	Mrs Jan Herold	University of Wollongong
Ms Nan Grieg	Illawarra Area Child Care Ltd	A/Prof Kylie Hesketh	C-PAN, Deakin University
Ms Jo Grimmond	Northside Early Learning Centre Moruya	Ms Brenda Hewett	NSW Health
Ms Jenny Grogan	Kids Uni South	Mrs Siti Nurul Hidayah	University of Wollongong
Ms Brooke Grono	Big Fat Smile Group Limited	Dr Harry Hill	University of Wollongong
Mr Gary Groves	NSW Dept of Family & Community Services	Prof Garry Hoban	University of Wollongong
Mr Max Habib	Kids College St. Andrews	Ms Amy Housen	Big Fat Smile Group Limited
Mrs Sue Habib	Kids College St. Andrews	Ms Jess Howard	Oxford University Press
Ms Laila Hafez	Department of Family & Community Services	Dr Sarah Howard	University of Wollongong
Mrs Elizabeth Hah	Liz's Early Learning Spot	Dr Steven Howard	University of Wollongong
MS Janice Hailey	NSW Department of Education	Dr Sarsh Howard	University of Wollongong
Ms Theresa Halligan	Dalmeny Long Day Child Care Centre	Ms Jodie Huggins	Jarjum Centre
Mr David Hammer	University of Wollongong	Mr Grant Hughes	University of Wollongong
Ms Megan Hammersley	University of Wollongong	Ms Laura Hughes	Only About Children Pty Ltd
Miss Elizabeth Hammond	Cherry Bridge Station Cranebrook	Mr Diarmuid Hurley	University of Wollongong
Ms Anne Hampshire	The Smith Family	Ms Helen HURLEY	Robertson Street Kindy
Miss Ashlyn Hampton	University of Wollongong	Ms Marina Hynes	St Joseph's Family Services
Ms Rebecca Hanley	Big Fat Smile Group Limited	Ms Cinzia Immuni	Big Fat Smile Group Limited
		Mr Matthew Innes	Keiraville Community Preschool

NAME	ORGANISATION
Mrs Julie Irving	St Luke's Preschool Dapto Inc
Ms Mandy Jackson	Bandara Children's Services
Ms Bianca Jahn	NSW Dept of Family & Community Services
Ms Lisa James	Independent Education Union
Ms Anika Jardine	NSW Department of Education and Communities
Ms Sarah Jeffriess	NSW Department of Education and Communities
Mrs Sue Jennings	Anglicare NSW South NSW West ACT
Ms Sharon Jobbins	Ripples Early learning Centre
Mrs Eujanie Johansson	St Marks Preschool
Mrs Anna Johnston	UnitingCare
Ms Carole Johnston	Rotary International
Mr Ian Johnston	JAI Events
Ms Jessica Johnston	University of Otago
A/Prof Stuart Johnston	University of Wollongong
Ms Kathy Jones	Barnardos
Ms Nicole Jones	Goodstart Early Learning
Dr Rachel Jones	University of Wollongong
Mr Richard Jones	Early Learning Team
Ms Adrina Joseph	University of Wollongong
Ms Mila Joshi	Big Fat Smile Group Limited
Dr Riyo Kadota	Seinan Gakuin University
Ms Ratchakorn Kaewpramkusol	University of Wollongong
Dr Kishan Kariippanon	University of Wollongong
Mr Daryl Kelland	Bega Valley Shire Council
Ms Michelle Kellaway	University of Wollongong
Dr Bridget Kelly	University of Wollongong
Ms Christine Kelly	Callala Bay Preschool
Ms Paige Kelly	Big Fat Smile Group Limited
Ms Casey Kemp	Big Fat Smile Group Limited
Ms Kiera Kent	University of Wollongong
A/Prof Lisa Kervin	University of Wollongong
Ms Sarah Ketelhohn	Gudjahgahmiamia Early Learning
Ms Robyn Key	Ruse Preschool
Ms Megan Keyes	Murdoch Childrens Research Institute
Ms Diep Khuong	University of Wollongong
Ms Rebecca Kid	NSW Department of Education and Communities

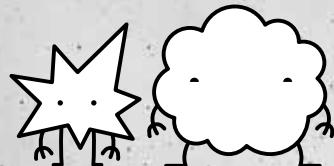| NAME	ORGANISATION
Ms Ursula Kim	Minimbah Preschool
Mr James Kimpton	Creswick Foundation
Mrs Leisa King	Noah's Shoalhaven
Ms Tracey Kirk-Downey	Cullunghutti Aboriginal Child & Family Centre
Ms Anita Kumar	The Infants' Home Child & Family Services
Ms Allison Lamaro	Willoughby City Council
Ms Kate Lang	Goodstart Early Learning
Ms Jan Langtry	Illawarra Area Child Care Ltd
Ms Toni Latham	University of Wollongong
Ms Louise Leaver	Big Fat Smile Group Limited
Ms Browyn Lee	Noogaleek Children's Centre
Dr Peter Leeson	University of Wollongong
Prof Eeva Leinonen	University of Wollongong
Ms Corrinne Lenehan	Big Fat Smile Group Limited
Mrs Sandra Lennox	University of Notre Dame Australia
Ms Kelly Lewer	University of Wollongong
Mr John Ley	JumpStart Education Pty Ltd
Mrs Maree Ley	JumpStart Education Pty Ltd
Dr Kate Liley	Goodstart Early Learning
Dr Gai Lindsay	University of Wollongong
Ms Tamy Lindsay	Big Fat Smile Group Limited
Ms Kristina Lisica	Short Street Occasional Child Care
Ms Sonja Llewellyn	Seaforth Childcare
Ms Leslie Lobel	NSW Dept of Education and Communities
Miss Amanda Lockeridge	NSW Office of Preventive Health
Ms Linda Logue	Keiraview Child Care Centre
Mr Vincent Loh	University of Wollongong
Miss Bernadette Longhurst	Only About Children
A/Prof Kaye Lowe	University of Canberra
Ms Sara Luscombe	The Shepherd Centre
Ms Courtney Lyons	Only About Children Pty Ltd
A/Prof Pauline Lysaght	University of Wollongong
Mrs Meike Mackenzie	EduPlay Children's Services
Ms Nicole Mackenzie	Barrack Heights Community Preschool
Ms Nicole Mackenzie	Big Fat Smile Group Limited
Dr Franca Mackie	University of Wollongong
Ms Leanne Mackison	Big Fat Smile Group Limited
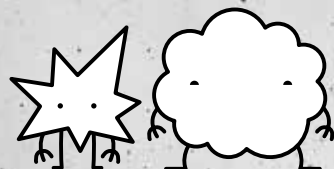
NAME	ORGANISATION
Ms Terran Macqueen	Goodstart Early Learning
Ms Sarah Maessen	University of Otago
Mr Stephen Maher	Narrabri West Public Shool Preschool
Miss Jessica Malady- Hall	University of Wollongong
Ms Natalie Malcolm	Big Fat Smile Group Limited
Ms Michelle Maltby	University of Wollongong
Dr Claire Manning	AHSRI University of Wollongong
Ms Carol Manns	University of Wollongong
Dr Jessica Mantei	University of Wollongong
Ms Ely Marceau	University of Wollongong
Ms Penny Markham	Goodstart Early Learning
Mrs Nadia Marques Petrovski	G8 Education
Mrs Sheree Mason	SeaView Preschool
Mrs Jane Matthews	Northside Early Learning Centre
Miss Myrto Mavilidi	University of Wollongong
Mrs Jane Mavoa	The University of Melbourne
Ms Jo Mavrigiannakis	Big Fat Smile Group Limited
Miss Jess McAlister	Glenroi Heights Public School
Miss Nadine McAllister	Department of Education
Mrs Cynthia McCammon	Catholic Education, Diocese of Wollongong
Ms Wendy McCarthy	Goodstart Early Learning
Mrs Fiona McCollin	TAFE
Ms Amanda McGovern	Grandma Rosie's Childcare Centres
Ms Belinda McGranahan	Big Fat Smile Group Limited
Ms Clare McHugh	Early Childhood Australia
Ms Nicole McIntosh	Big Fat Smile Group Limited
Ms Sophie McIntosh	University of Wollongong
Ms Meredith MCKay	KU Children's Services
Ms Linda McLean	Goodstart Early Learning
Prof Sharynne McLeod	Charles Sturt University
Dr Sam McMahon	University of Wollongong
Ms Jade McNeill	University of Wollongong
Ms Linda Meagher	Dubbo West Public Preschool
Mrs Kathryn Medbury	NSW Dept of Education and Communities
Prof Ted Melhuish	Oxford University
Ms Jenna Mercer	Big Fat Smile Group Limited
Ms Kathryn Meyer	Big Fat Smile Group Limited

NAME	ORGANISATION
Ms Kathryn Meyers	Bellambi Point Community Preschool
Ms Annette Michaux	Parenting Research Centre
Ms Lyndal Miller	Kids Uni
Ms Irene Minos	Big Fat Smile Group Limited
Ms Karen Minter	Ngallu Wal Child & Family Centre
Ms Dartsa Miric	Big Fat Smile Group Limited
Ms Sameeha Mohd Jamil	University of Wollongong
Ms Alison Moodie	Pademelon Press
Ms Kerry Moore	Barnardos South Coast
Ms Jane Morgan	Big Fat Smile Group Limited
Ms Cindy Morris	Goodstart Early Learning
Ms Julie Morris	Dalaigur Preschool
Ms Caroline Morrow	Big Fat Smile Group Limited
Mrs Nichola Moustafa	Ruse Preschool
Ms Wilma Murdoch	Community Child Care Cooperative (NSW)
Ms Nyssa Murray	University of Wollongong
Mrs Darlene Musgrove	Tingira Child Care Centre
Ms Carol Nagel	KU Fox Valley Preschool
Mrs Amy Neary	The Little Unicorn on Honeysuckle
Dr Cathrine Neilsen Hewett	University of Wollongong
Ms Vesna Neloska	Big Fat Smile Group Limited
Ms Lee Newlyn	Bega Valley Shire Council
Ms Glen Newman	KU Children's Services
Mrs Shannon Newman	Comspec Services
Ms Fiona Ng	University of Wollongong
Ms Doan Nguyen	University of Wollongong
Mr Ngo Nguyen	University of Wollongong
Ms Thu Hien Nguyen	University of Wollongong
Mr Quan Nguyen Hai	University of Wollongong
Ms Kirsten Nicholls	Big Fat Smile Group Limited
Dr Wendy Nielsen	University of Wollongong
Mrs Sharyn Nimmo	Save the Children Australia
Dr Takako Noguchi	Jumonji University
Ms Jenny Norman	University of Wollongong
Ms Kelly Norwood	University of Wollongong
Ms Heather Nuttall	Clipper Road Children's Centre
Ms Debra O'Brien	Armidale Family Support
Mrs Virginia O'Brien	Noah's Shoalhaven
Mrs Renee O'Connor	Anglicare Sydney (Shoalhaven)

NAME	ORGANISATION	NAME	ORGANISATION
Dr Gabrielle O'Flynn	University of Wollongong	Ms Grace Qualtieri	Dorothy Waide
Prof Tony Okley	University of Wollongong	Ms Kim Raffler	Big Fat Smile Group Limited
Ms Cleo Oliviera	Big Fat Smile Group Limited	Miss Marian Rakosi	Community Child Care Cooperative (NSW)
Ms Jade Organ	Big Fat Smile Group Limited	Ms Tamara Raso	University of Wollongong
Dr Sarah O'Shea	University of Wollongong	Mrs Emma Rattenbury	Barnardos South Coast
Ms Francine Owen	Kingfisher Preschool	Mr Ian Reeson	Tweed Heads South Public School Preschool
Prof Fred Paas	Erasmus University		
Ms Amanda Pagan	Brotherhood of St Laurence	Mrs Lisa Reilly	Save the Children.Australia
Ms Carlie Page	Illawarra Area Child Care Ltd	Mr Martin Rein	Tudor House
Ms Samantha Page	Early Childhood Australia	Mrs Ann Reynolds	Only About Children Pty Ltd
Ms Sharyn Palmer	Big Fat Smile Group Limited	Mr Amir Hossein Rezaaee	University of Wollongong
Dr Alfredo Paloyo	University of Wollongong	Ms Jacinta Rice	Catholic Education Office
Ms Kimberley Parker	Lifestart	Ms Courtney Rich	Big Fat Smile Group Limited
Ms Teearn Parker	Jarjum Centre	Miss Kathleen Richards	The Little Unicorn on Honeysuckle
Dr Anne-Maree Parrish	University of Wollongong	Ms Alicia Richardson	Big Fat Smile Group Limited
Ms Annette Pascoe	Brewarrina Child & Family Centre	Ms Katie Ridsdale	Oxford University Press
Mrs Michele Peden	University of Wollongong	Ms Melanie Rigby	Big Fat Smile Group Limited
Mrs Lise Percival	Northside Early Learning Centre	Ms Jenna Ring	Jerry Bailey Children's Centre
Ms Monique Perusco	Save the Children	Ms Clara Rivera	University of Wollongong
Ms Patricia Pestana	Lorikeet Early Learning Centre	Ms Angela Robertson	Alunga Childrens Centre
MsVioletaPetreski	NSW Department of Education and Communities	Mrs Larissa Robertson	SCO Recruitment /Trim and Proper
		Ms Kelli-Anne Robinson Corp.	South Coast Medical Service Aboriginal
Miss Tina Petrou	Unitingcare White Dove Children's Centre		
		Ms Laura Robinson	University of Wollongong
Ms Leah Phillips	Big Fat Smile Group Limited	Ms Rachel Robinson	Queanbeyan South Early Learning Centre
Ms Saichon Pianpadungporn	University of Wollongong	Ms Rachel Rogan	Illawarra Area Child Care Ltd
Ms Judy Pickard	University of Wollongong	Ms Elizabeth Romalis	Trinity Preschool Orange Inc.
Ms Patti Pickering	Big Fat Smile Group Limited	A/Prof Steven Roodenrys	University of Wollongong
Ms Hannah Pitt	University of Wollongong	Ms Gabrielle Ross	Big Fat Smile Group Limited
Ms Kristy Plisowsky	NSW Department of Education and Communities	Ms Mandy Ross Communities	NSW Department of Education and
Ms Andrew Porter	NSW Department of Education and Communities	Mr Adam Salinger	University of Wollongong
		Ms Rute Santos	University of Wollongong
Mr Les Porter	Independent Education Union	Miss Katherine Saunders	The Shepherd Centre
Ms Tracey Porter	Cullunghutti Aboriginal Child & Family Centre	Mrs Manola Schembri	Noogaleek Children's Centre
		Dr Fiona Scott	The University of Sheffield
Ms Kathryn Postill	University of Wollongong	Ms Krystle Scott	Nepean Hospital
Miss Thomasin Powell	University of Wollongong	Mr Adam Selinger	University of Wollongong
Miss Dealla Predebon	The Little Unicorn on Honeysuckle	Ms Tracey Sell	NSW Department of Education and Communities
Ms Laura Pritchard	University of Wollongong		
Ms Leanne Pryor	Winanga-Li Child and Family Centre	Ms Samantha Shakespeare	PlaygroupNSW

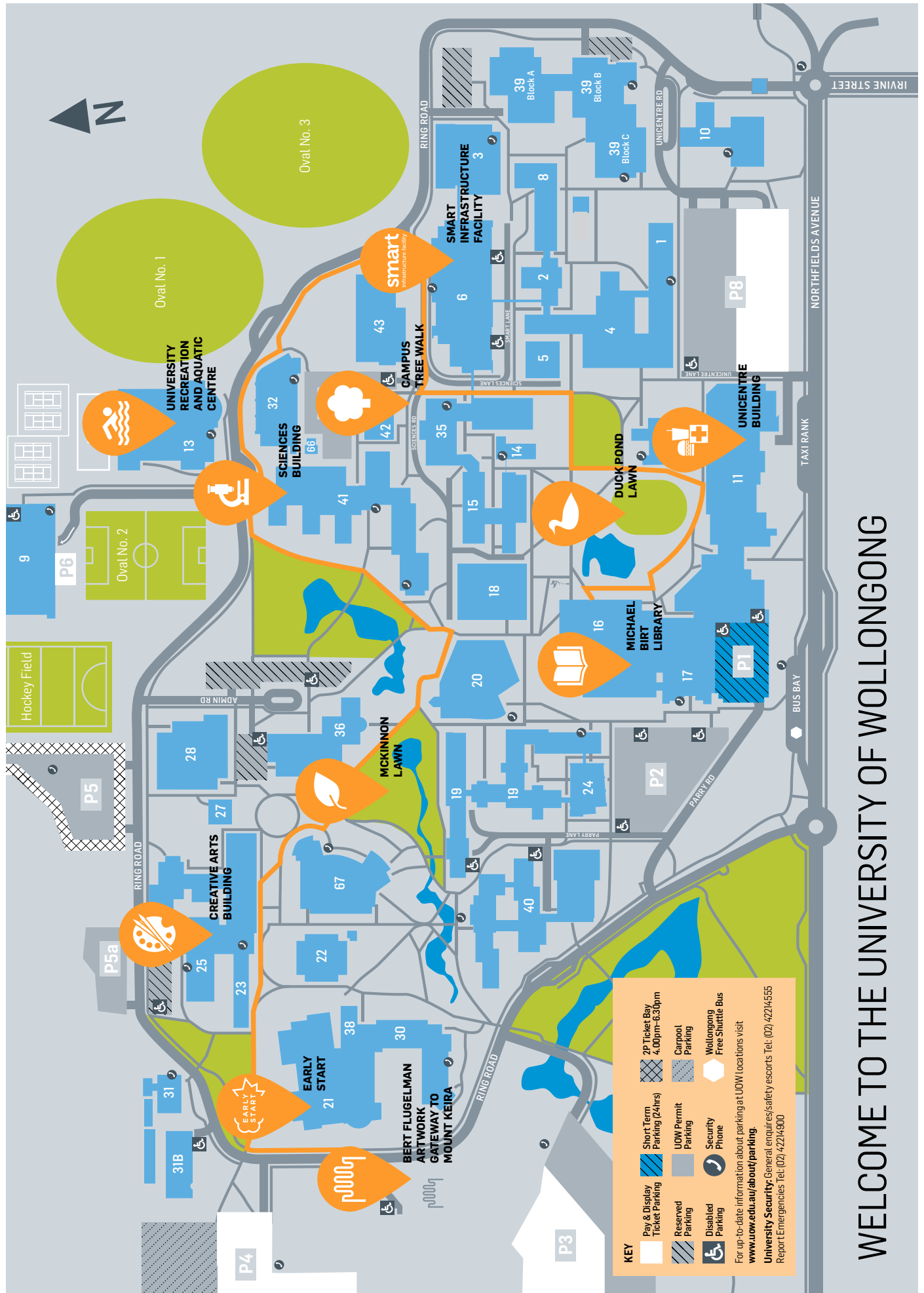| NAME	ORGANISATION	NAME	ORGANISATION
Mr Peter Shanney	Dalaigur Preschool	Dr Joanne Tarasuik	Playgroup Victoria
Mrs Katrina Sheppard	UnitingCare Ella Children's Centre	Ms Janelle Tarleton	Cedars Christian College
Dr Lynn Sheridan	University of Wollongong	Ms Anne Tayloe	Big Fat Smile Group Limited
Ms Naomi Sheridan	Kids Uni North	Mr Glenn Taylor	Dorothy Waide
Ms Natalya Shinn	Save the Children Australia	Ms Rachel Taylor	Big Fat Smile Group Limited
Ms Lynda Sinnott	South Coast Children's Family Centre	Ms Mine Tekkol	Big Fat Smile Group Limited
Prof Iram Siraj	Institute of Education, University College London	Ms Mine Tekkol	Corrimal Community Preschool
Ms Judith Skerritt	Macquarie University/ TAFE NSW	Ms Moana Ter Beek	NSW Department of Education and Communities
Ms Danielle Slack	The Shepherd Centre	Ms Nicole Thompson	Sanctuary Point Children's Centre
Ms Rhiannon Smit	Big Fat Smile Group Limited	Ms Sarah Tillott	University of Wollongong
Ms Amanda Smith	Big Fat Smile Group Limited	Ms Robyn Timlin	Goodstart Early Learning
Dr Charlene Smith	Australian Research Alliance for Children & Youth	Dr Sharon Tindall-Ford	University of Wollongong
Mrs Jennifer Smith	UniCentre Children's Services	Ms Sarah Tirchett	Big Fat Smile Group Limited
Ms Kath Smith	Big Fat Smile Group Limited	Dr Sherryn Tobin	Murdoch Children's Research/Royal Children's
Ms Marie Smith	Early Years Care	Ms Rose Todd	Gowrie NSW
Ms Morgen Smith	Nikinpa Aboriginal Child & Family Centre	Ms Karen Tonge	University of Wollongong
Miss Rachel Smith	University of Wollongong	A/Prof Jane Torr	Institute of Early Childhood, Macquarie University
Ms Tina Smith	Independent Education Union	Dr Michelle Townsen	University of Wollongong
Dr Rebecca Sng	University of Wollongong	Dr Danielle Tracey	University of Western Sydney
Prof Catherine Snow	Harvard University	Mr Michael Traill	Goodstart Early Learning
Dr Ryan Spencer	University of Canberra	Ms Kate Tran	University of Wollongong
Ms Hannah Spiteri	Save the Childhren Australia	Mr MInh Quy Tran	University of Wollongong
Dr Rebecca Stanley	University of Wollongong	Ms Phuc Tran	University of Wollongong
Dr Sally Staton	Queensland Unviersity of Technology	Ms Rosa Triulcio	Lorikeet Early Learning Centre
Mr John Steele	University of Wollongong	Ms Nancy Trivedi	Big Fat Smile Group Limited
Miss Louise Stephen	Batemans Bay Primary School	Miss Kate Tubman	Illawarra Area Child Care Ltd
Ms Nicole Stevens	Jervis Bay School Preschool	Ms Michelle Urquhart	Big Fat Smile Group Limited
Ms Louise Stewart	Narrabri West Public Shool Preschool	Mrs Jillian Valdivia	Grandma Rosie's Childcare Centres
Mrs Jenny Stone	UnitngCare White Dove Childrens Centre	Mr James Valentine	ABC 702
Ms Kim Stouse-Lee	Shoalhaven Community Preschool Inc	Ms Leesa van Duin	Illawarra Area Child Care Ltd
Ms Mallory Stuart	Big Fat Smile Group Limited	Miss Parisse van Lijf	UniCentre Childrem's Services
Ms Tanya Stuart	Ballina Child & Family Centre	Ms Christel van Loo	University of Wollongong
Ms Lea Sutherland	Little Yuin Aboriginal Preschool	Ms Alice Vanlint	Université laval Quebec
Dr Masatoshi Suzuki	Hyogo University of Teacher Education	Miss Elena Vasseleu	University of Wollongong
Mrs Cara Swit	Macquarie University	Ms Carolyn Vaughan	NSW Department of Education and Communities
Ms Katie Szentmartoni	Big Fat Smile Group Limited	Ms Sanne Veldman	University of Wollongong
Dr Tricia Szirom	Brotherhood of St Laurence		
Ms Yuki TakahashiBraybrook	Willoughby City Council		

NAME	ORGANISATION
Dr Stewart Vella	University of Wollongong
A/Prof Irina Verenikina	University of Wollongong
Prof Michael Wald	Stanford University
Mrs Cody Walker	UnitingCare Children's Services
Ms Lyndel Walker	Broken Hill Public School Preschool
Prof Sue Walker	Queensland University of Technology
Ms Jacinta Wallace	Big Fat Smile Group Limited
Ms Alison Wallis	NSW Department of Education and Communities
Mr John Walsh	SDN Children's Services
Ms Caren Walters	KU Children's Services
Mr Russell Walton	University of Wollongong
Prof Dianne Ward	University of North Carolina, Chapel Hill
Ms Melissa Ward	Illawarra Area Child Care Ltd
Ms Stephanie Wardle	Dorothy Waide
Miss Shanae Ware	Kids Uni South
Dr Jane Warren	University of Wollongong
Ms Selma Wastell	Macquarie University / Hunter TAFE
Mrs Jessica Watkins	Hope Global
Ms Melinda Watson	Big Fat Smile Group Limited
Ms Jodie Watts	Koolyangarra Preschool
Dr Noelene Weatherby-Fell	University of Wollongong
Ms Roslynne Webb	Noogaleek Children's Centre
Dr Amanda Webster	Griffith University
Miss Katherine Wei	University of Wollongong
Miss Megan Wellman	Callala Bay Preschool
Ms Leah West	NSW Department of Education and Communities
Ms Rachelle West	NSW Department of Education and Communities
Ms Joanne Wheeler	Big Fat Smile Group Limited
Ms Nicole White	Gowrie VIC
Ms Lousie Whittaker	Illawarra Area Child Care Ltd
Mr Ken Whitton	HESTA
Ms Melissa Wicks	Illawarra Area Child Care Ltd
Ms Karen Wilcox	CareSouth
Ms Jess Wilkie	Hope Global
Miss Brooke Wilkinson	Planet Childcare
Ms Melanie Will	Goodstart Early Learning
Dr Kate Williams	Queensland University of Technology

NAME	ORGANISATION
Ms Kate Williams	Tweed Heads South Public School Preschool
Ms Sylvia Williams	Big Fat Smile Group Limited
Ms Carolyn Wilson	KU Children's Services
Dr Rachel Wilson	University of Sydney
Ms Suzanne Wilson	Willoughby City Council
Mrs Louise Windisch	Illawarra Area Child Care Ltd
Ms Linda Windley	Illawarra Area Child Care Ltd
Ms Joan Wood	Eden Childcare Centre & Preschool
Ms Kerrie Wood	St Joseph's Family Services
Ms Valerie Woods	Playgroup NSW
Ms Danielle Woolage	CareSouth
Dr Catherine Wormald	University of Wollongong
Mrs Michelle Woszatka	Anglicare Sydney (Shoalhaven)
Ms Melinda Wren	The Basin Preschool & Long Day Care
Dr Shirley Wyver	Macquarie University
Prof Heather Yeatman	University of Wollongong
Ms kelly Yeung	Ripples Early learning Centre
Ms Yumi Yodogawa	The University of Tokyo
Ms Cristina Yuste-Wishart	Big Fat Smile Group Limited
Ms Shireen Zein	Waverley Council
Dr Sumin Zhao	University of Technology Sydney
Mrs Shelley Zipparo	Mount Ousley pre-school
Ms Aleynne	Northside Early Learning Centre
Ms Amy	University of Wollongong
Ms Caro	Little Yuin Aboriginal Preschool
Ms Elizabeth	Big Fat Smile Group Limited
Ms Kristy Plisowky	NSW Department of Education and Communities

TAKE A UOW SELF-GUIDED TOUR

N

Oval No. 1

Oval No. 3

Oval No. 2

Hockey Field

UNIVERSITY RECREATION AND AQUATIC CENTRE

SCIENCES BUILDING

SMART INFRASTRUCTURE FACILITY

CAMPUS TREE WALK

UNICENTRE BUILDING

DUCK POND LAWN

MICHAEL BIRT LIBRARY

McKINNON LAWN

CREATIVE ARTS BUILDING

EARLY START

BERT FLUGELMAN ARTWORK GATEWAY TO MOUNT KEIRA

smart
infrastructure facility

EARLY START

RING ROAD
ADMIN RD
SCIENCES RD
SCIENCES LANE
SMART LANE
UNICENTRE LANE
UNICENTRE RD
NORTHFIELDS AVENUE
IRVINE STREET
PARRY RD
PARRY LANE
TAXI RANK
BUS BAY

39 Block A
39 Block B
39 Block C
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P8

WELCOME TO THE UNIVERSITY OF WOLLONGONG

KEY

Pay & Display Ticket Parking	Short Term Parking (24hrs)	2P Ticket Bay 4.00pm–6.30pm	Carpool Parking
Reserved Parking	UOW Permit Parking		Wollongong Free Shuttle Bus
Disabled Parking	Security Phone		

For up-to-date information about parking at UOW locations visit
www.uow.edu.au/about/parking.

University Security: General enquires/safety escorts Tel: (02) 4221 4555
Report Emergencies Tel: (02) 4221 4900

HISTORIC OVERVIEW OF THE UNIVERSITY OF WOLLONGONG

The University of Wollongong was established in 1951 as a division of the NSW University of Technology, now the University of New South Wales. In 1975 the University of Wollongong gained its independence through legislation passed in NSW parliament and emerged as a distinctive local identity that would transform the region. The University continues to grow with the establishment of Innovation Campus in Fairy Meadow in 2008 and an international campus in Dubai.

The University offers degrees for a wide variety of career preferences, by providing courses across five faculties – Law, Humanities & the Arts, Social Sciences, Science, Medicine & Health, Engineering &Information Sciences and Business.

Visit our website for more information on what UOW has to offer: **www.uow.edu.au/about**

WELCOME TO THE UNIVERSITY OF WOLLONGONG

This self-guided tour commences and finishes at the Michael Birt Library (Building 16). You are welcome to peruse the art collections, scientific discoveries and UOW landscape at your leisure.

The tour will take approximately 30–45 minutes, depending on individual fitness levels. In the interest of your safety we recommend you wear comfortable shoes and apply sun protection.

Welcome to UOW and enjoy discovering the University.

UNIVERSITY OF WOLLONGONG AUSTRALIA

### BUILDING 16 – MICHAEL BIRT LIBRARY

The Michael Birt Library provides a wealth of knowledge with half a million books and DVDs for all members of the community to access. Artworks can be discovered on all three floors of the library, and include works from Guy Warren, Burt Flugelman and Ian Gentle.

Visit the website for opening and closing hours – **bit.ly/uowlibrary**

MCKINNON LAWN

The McKinnon lawn provides a scenic passage way between Building 19 (Arts), Building 36 (Administration) and Building 67 (McKinnon). It features a large grassy area by a small creek and pond.
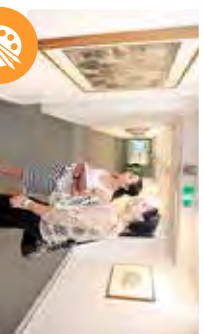
BUILDING 25 – CREATIVE ARTS, PERFORMANCE SPACE & FCA GALLERY

Building 25 is home to the Faculty of Law, Humanities and the Arts and contains workshops, studios, computer rooms and faculty offices. The space is also home to the permanent Art Collection and seasonal exhibits by past and present UOW students.
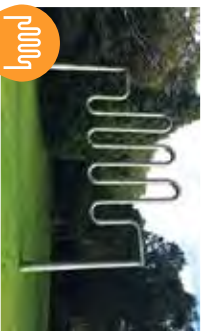
### BERT FLUGELMAN SCULPTURE – GATEWAY TO MOUNT KEIRA

Located between the Western and South-Western Carpark, off the Ring Road, stands tall the Bert Flugelman sculpture, 'Gateway to Mount Keira', or as it is also known the 'Wave'.

For more information about Bert Flugelman and his artworks at UOW please visit the website: **bit.ly/uowflugelman**

BUILDING 13 – UNIVERSITY RECREATION AND AQUATIC CENTRE (URAC)

URAC provides the Illawarra community with top-class fitness and sporting facilities. Including a fully supervised 50m outdoor heated pool, an air-conditioned health club, over 50 group exercise classes a week and group facilities that include squash & tennis courts and ovals. For information – **bit.ly/uowurac**
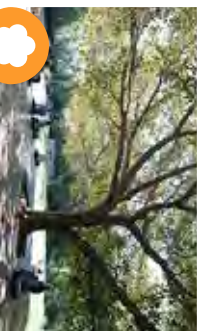
CAMPUS TREE WALK

Explore and discover the different species of eucalypt and the native landscape of UOW with the UOW Campus Tree Walk. Visit the website to download the

BUILDING 41 – SCIENCES BUILDING

Building 41 is home to a vast rock and fossil display with the installation of the 'Hobbit' exhibition and the Howard Worner Collection on the ground floor foyer.

Visit the website for more information about the discovery of the 'Hobbit': **bit.ly/uowscience**
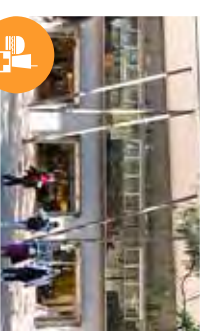
BUILDING 6 – SMART INFRASTRUCTURE FACILITY

SMART, Simulation Modelling Analysis Research Teaching Facility, is an important national research institution for 'Integrated Infrastructure Planning and Management'. The building is so smart that it controls its own temperature by opening and closing shutters.

Visit the website to read about SMART's research: **bit.ly/uowsmartr**

DUCK POND LAWN

The Duck pond lawn is situated close to Building 11. It has a large grassy area, a stage and a duck pond, and is home for many of the ducks on the grounds of UOW. Events are frequently held within this area and stalls selling a variety of items can be found every second Wednesday.

Campus Tree Walk – **bit.ly/uowtreewalk**
Please note that the tree walk takes approximately 15-30 minutes in addition to the self-guided tour.

Visit the website to read more about Market Alley: **bit.ly/uowmarketalley**

BUILDING 11 – UNICENTRE BUILDING

Building 11 is an important location on the UOW campus, being home to the main food court, medical centre, UniShop, Post Office and the UniBar. The UniCentre gives students and the community a place to shop or seek advice without leaving campus.

To find out more about building 11 follow the link below: **bit.ly/uowunicentre**

BUILDING 21 – EARLY START

Early Start offer's a 'world class' children's research facility and Discovery Space. This facility is transforming, teaching, research and community engagement in the higher education sector. Please refer to the link for more information: **bit.ly/uowearlystart**

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EARLY START

'Because every child deserves an early start'