



**Professor Nancy Carlsson-Paige** is Professor Emerita at Lesley University where she was a teacher educator in child development for more than 30 years and where she co-founded Lesley's Center for Peaceable Schools. Nancy is a writer, speaker and activist. She has written five books and numerous articles, book chapters, and op eds on media and technology, conflict resolution, peaceable classrooms, and education reform. Her most recent book is called *Taking Back Childhood: A Proven Roadmap for Raising Confident, Creative, Compassionate Kids*. Nancy has received many awards for her leadership and advocacy in peace and early childhood education. Four years ago she co-founded Defending the Early Years ([www.deyproject.org](http://www.deyproject.org)), an organization that advocates for education policies and practices that promote equal educational opportunities for every young child.

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## Keynote 5

### **The Role of Play in Children's Learning, Emotional Wellbeing, and Social Development**

Play is the primary vehicle children have for making sense of their experience and building inner resilience. Through play children build cognitive concepts that are the foundation for later academic learning and success in school. In recent years, there has been an increased emphasis in many countries on teaching academic skills to children at younger ages at the expense of play. What is the best approach to teaching young children and supporting their optimal development and learning?



**Professor Roberta Michnick Golinkoff** (PhD, Cornell University) is the Unidel H. Rodney Sharp Professor of Education, Psychological and Brain Sciences, and Linguistics and Cognitive Science at the University of Delaware and director of the Child's Play, Learning, and Development laboratory. She has held the John Simon Guggenheim Fellowship, the James McKeen Cattell sabbatical award, and the American Psychological Association's Distinguished Service Award as well as the Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society. In 2015, she accepted the James McKeen Cattell Fellow Award from the Association for Psychological Science. Golinkoff was also named a Distinguished Scientific Lecturer by the American Psychological Association and in 2017, she was awarded the Society for Research in Child Development's Distinguished Scientific Contribution award. In 2018, she was awarded the American Educational Research Association's Outstanding Public Communication of Education Research Award.

Her research has been funded by the National Science Foundation, the National Institutes of Health, the Institute of Education Sciences, and the LEGO Foundation. In addition to over 150 journal publications and book chapters, she has authored 16 books and monographs. Passionate about the dissemination of psychological science for improving our schools and families' lives, she and Hirsh-Pasek (her long standing collaborator) also write books for parents and practitioners. *How Babies Talk* (1999); the award-winning *Einstein Never Used Flash Cards* (2004) and *A Mandate for Playful Learning in Preschool* (2009). Her latest book, *Becoming Brilliant: What Science Tells Us About Raising Successful Children* is with APA Press and reached the *New York Times* best seller list in 2016.

Dr. Golinkoff lectures internationally about language development, playful learning, and spatial development. She co-founded the Ultimate Block Party movement to celebrate the science of learning. The first event (2010) in Central Park in New York City attracted over 50,000 people ([www.UltimateBlockParty.org](http://www.UltimateBlockParty.org)); subsequent Block Parties were held in Baltimore, MD, Toronto, CA, and Norwalk CT. An installation to encourage parent-child interaction called Urban Thinkscape (<http://brook.gs/2hULI2b>) was launched in Philadelphia in June 2017 and with the Brookings Institute, she and Hirsh-Pasek are developing Learning Landscapes for transforming cities to promote the wellbeing of children and families. She has appeared on numerous radio and television shows and in print media and never turns down an opportunity to spread the findings of psychological science to the lay public.

Read Dr. Golinkoff's recent interview with Delaware Today about her research (and the secret to raising successful kids) [here](#)!

You can follow Roberta on Twitter at [@KathyandRo1](#)



## **Keynote 1**

### **What's New in Language Development and Why Should We Care?**

As language is foundational to children's school achievement and personal success, it is essential that we engage in research-based practices that offer all children a chance to improve their language skills. And although we can increase our language skills throughout our lives, by the age of three, children are telling stories, talking on the phone, and conversing with strangers. This talk explores how that happens and how to capitalize on the processes involved in children's language mastery.



**Professor Chip Donohue, PhD**, is Dean of Distance Learning and Continuing Education and Director of the TEC Center at Erikson Institute in Chicago. He is a Senior Fellow and Member of the Advisory Board of the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College, where he co-chaired the working group that revised the 2012 NAEYC & Fred Rogers Center Joint Position Statement on *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8*. Chip is the editor of two books, *Technology and Digital Media in the Early Years: Tools for Teaching and Learning* (2015) and *Family Engagement in the Digital Age: Early Childhood Educators as Media Mentors* (2017), co-published by Routledge/NAEYC. In 2012 he received the Bammy Award and Educators Voice Award as *Innovator of the Year* from the Academy of Education Arts & Sciences. In 2015, he was honored as a children's media *Emerging Pioneer* at the KAPi (Kids At Play International) Awards.

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## Masterclass (Group A)

### **Digital Storytelling: Using Technology Tools for Documenting, Demonstrating, Sharing and Reflecting**

The intersection of digital tools and storytelling has resulted in powerful tools for leaning and teaching in the 21<sup>st</sup> century classroom. In this hands-on workshop, participants will be introduced to the many ways new technology tools can be used by children to write stories and create media that can be shared with others. In the early childhood years, technology tools can support exploration, discovery, communicating, telling a story, documenting, sharing, saving, revisiting and reflecting. Elements of effective digital storytelling will be introduced. Participants will have a chance to work individually and in small groups to write a short story that leverages the affordance of a smartphone or tablet and uses a simple app for story creation. Stories can include photos, video, voice, text, art and artifacts and music, and content ideas can come from Google maps, search, YouTube videos and more. Small groups will have the opportunity to share their digital stories with the group. The session will end with a large group discussion of lessons learned, classroom applications and the role of the teacher as a digital storyteller.

## Keynote 3

### **Technology and Digital Media in the Early Years: *Myths, Truths and Nudges***

Digital tools are part of everyday life for young children, parents, families and educators. Concerns have been raised about the health and well-being of the first generation of



children growing up digital. At the same time, consensus has been growing about intentional, appropriate and healthy use of technology and interactive media in the early years. Separate the myths from the truths and learn about big ideas and best practices with technology and digital media for young children. Identify what matters most: relationships, joint-engagement; social emotional learning; early childhood essentials; screen-time; media creation; family engagement; adult media habits; teacher preparation; and media mentors for healthy growth and development in the digital age. Learn how to empower educators and parents to establish a healthy media diet for young children and adults and create a positive media ecology at home and in the classroom that supports digital age “wellness” for children, parents, families and educators.

## Keynote 7

### **Exploring Key Issues in Early Childhood and Technology: *Evolving Perspectives and Innovative Approaches***

Dr. Chip Donohue will share powerful ideas about young children and technology from his new book – a collection of essays about lessons learned, promising practices, innovative approaches and reflections on research and practice from 15 international thought leaders in early childhood education, child development, technology and children’s media. Learn about the groundbreaking work these thought leaders have done and continue to do, to help define beneficial screen time and what experiences with interactive media look like and include. Chip will share his reflections on where we’ve been and what we know to amplify the visions of “where to from here” and what we still need to know in 2019 and beyond, as described by leading researchers, teacher educators, developers and practitioners.



**Anne O'Connor** is an independent consultant for Early Years. She is an experienced trainer, key note speaker and author on areas such as attachment, physical development, wellbeing and transitions. In partnership with Anna Daly she is also the co-founder of Primed for Life which advocates for a wider understanding of the body as a child's first place of learning.

Drawing on over 20 years of leadership and teaching in early years, nursery and primary, Anne has a diverse freelance portfolio which includes:

- Being a founder member of [Early Education Associates](#)
- Contributing film notes and training materials for [Siren Films](#)
- Local authority conferences in Hackney, Bradford, Barking and Dagenham, Harrogate, Herts, West Lothian,  
Edinburgh and Durham, York and Liverpool.
- Frequent Speaker at Nursery World Show, Nursery World North and Nursery World Conferences.
- Training sessions for Local Authority Early Years teams such as City of London, Barnsley Early Years, and  
Durham.
- Regular contributor to Nursery World.
- Guest blog writer for The Fawcett Society.
- Contributor and Guest editor for Early Education Journal.
- Author of Adoption UK Fact sheet ['What Every Teacher Needs To Know'](#).

Anne has also been an Associate Tutor for London University Institute of Education and the University of Cumbria.

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## **Masterclass (Group A)**

### **Bodies and Brains - movement, nurture and learning.**

Exploring the importance of the PRIME area of physical development and the importance of:

- Spontaneous movement play
- Sensory development - proprioception/vestibular development on early brain development
- Supporting the development of the 2 other prime areas of language and emotional development.
- The links between physical and emotional resilience

## **Keynote 5**

### **Relationship, Regulation and Resilience – the 3 Rs**

How relationship and attachment support children's self –regulatory development and resilience

- The link between attachment and co-regulation
- Why co- regulation is crucial to later self –regulation and executive functions
- Why relationship is important for resilience

## **Keynote 9**

### **Having a Go and Sticking With It – supporting children's motivation and perseverance**

The training aims to provide an overview and understanding of:

- The importance of children's early experiences, attachment and relationships in their motivation for learning
- The role of executive functions and self –regulation in supporting children's learning and emotional development and their resilience in school



**Dr Anita Collins** is an award-winning educator, researcher and writer in the field of brain development and music learning. She is internationally recognized for her unique work in translating the scientific research of neuroscientists and psychologists to the everyday parent, teacher and student. Over the last two years Anita has interviewed close to 100 researchers in labs across the US, Canada, Europe and Australia so she can share the most up to date research with educators. Increasingly Anita is being invited to provide expert opinion on education, creativity, strategic direction and innovation. Anita is founder of Bigger Better Brains, an education program for the global music education community about the application of neuromusical research.

Anita presents regularly on radio and television and in 2018 has taken up the role of onscreen expert and campaigner for the three-part ABC documentary Don't Stop the Music. This documentary and campaign will focus national attention on the benefits of music education for all children in November. Anita is currently expert education advisor for the Canberra Symphony Orchestra, Australian Chamber Orchestra, Australian Independent School Association, BrandAnonymous Productions in the UK, Artemis Productions in Australia, Music Education Research Counsellor for Music Australia, a Founding Director of the Rewire Foundation and Associate Fellow of Music, Mind and Wellbeing at the University of Melbourne.

Anita is a prolific and eclectic writer, penning the "The Lullaby Effect", opinion columns for The Age and The Conversation, authored papers for international peer-reviewed journals, guest author on international sites and specialist technical writer for OECD Education Framework 2030. Anita is the author of one of the most watched TED Education films ever made. She is a Churchill Fellow, a TEDx speaker and will soon release a book for expectant and new parents called The Lullaby Effect.

Anita brings a wealth of experience as an active educator to every presentation. She is an experienced classroom teacher and conductor (Canberra Grammar School) across the breadth of beginner to advanced musical performers. Anita has been musical director for three award winning productions and she has over a decade of experience as a teacher educator across all areas of tertiary education (University of Canberra and the Australian National University). Anita is also a creator, commissioning and conducting the world premiere of the *The Goulburn Concerto* by Sean O'Boyle, a work specifically written to bring professional musicians and disadvantaged children together as equal partners in performance.

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## **Masterclass (Group B)**

### **Music and the Brain - What has studying music taught us about the brain and learning?**

This workshop will cover the introductory concept that have arisen from the field of neuromusical research. Participants will begin to use the language and understand the concepts of brain science as well as link together their knowledge of educational theory with the new findings that neuromusical research has revealed. This workshop will prepare participants for the deeper questions of how this research has the capacity to both reinforce and challenge our teaching practices in early childhood.

## **Keynote 2**

### **Fireworks in the musical brain - Why does music learning wire the brain so effectively for learning?**

Neuroscience and psychology researchers have done extensive studies over the last 20 years to understand how the brain processes music and why music learning seems to be such a cognitively unique activity. Musically trained children have better language and communication skills, can focus for longer and are more likely to stick with difficult problems until they solve them, they are able to control their own emotional responses and understand emotional responses of others and they have significantly better working and long-term memory systems. This process begins at birth and effectively wires the brain for effective development from the very beginning of life.

## **Keynote 10**

### **Wiring the brain for learning - why the inclusion of music learning in early childhood education practices is vital for learning?**

The study of music learning and brain development has lead to greater understanding of how and why music learning between the ages of 0-7 years is so impactful on brain development. The key areas are language development, the role of movement in brain connectivity, the establishment of social bonds and the foundational development of social skills. Language and music share an overlapping neural networking and we now understand why young child thrive when music is an integral part of their language education. The motor cortex has emerged as a pivotal area for development in the early years of life for both movement but also brain synchronicity and entertainment. Social bonding and social skills are both explicitly and implicit taught in the early years of development and music learning acts as a tool to model, refine and moderate these areas of development. All of these areas will be discussed in light of early childhood educational practices.



## Masterclass (Group B)

### Learning By Doing: A Project Approach Simulation

Discover the deep and meaningful learning that can take place when both the heart and the mind are engaged. Educators often learn about the Project Approach without truly understanding *how* to implement it. In this enjoyable and active adult learning experience, Dr. Sallee Beneke will take participants through the process of beginning, implementing, and completing a project. Along the way, Dr. Beneke will share tips and strategies that participants can use to select a topic, create a useful topic web, reflect on past experience with the topic, form questions for exploration, conduct an effective investigation, create representations, and create a culminating report. This process will provide educators who are new to the Project Approach with a meaningful introduction, and it will provide experienced educators with opportunities for discussion and reflection that will deepen their understanding.

## Keynote 4

### “Why Bother?” - Support for Inquiry-Based Learning Experiences for Young Children

Providing for children’s inquiry-based learning experiences can be challenging for teachers. It requires careful observation, active listening, responsive teaching, and imagination to challenge and support each child’s learning. But, is working to engage children in project work really worth the effort? Join Dr. Beneke to explore current research that reveals the benefits of this way of teaching and learning. Examine your own current curriculum methods in light of what is indicated by research findings. Discover strategies and formulate goals for increasing the level of inquiry in your current practice, as described in the new book *The Project Approach for All Learners: A Hands-On Guide for Inclusive Early Childhood Classrooms*. Dr. Beneke will illustrate her talk with many lively images and examples, including infant-toddler, two-year-old, preschool, and early primary classrooms.

## Keynote 8

### Representing and Sharing Project Work: The Power of Documenting Children’s Learning

As they engage in project work, children represent their learning in a variety of ways, including dramatic play, drawing, painting, sculpture, story-telling, block constructions. Educators can help others to appreciate this learning by documenting it effectively. The audience for this documentation might include families, colleagues, administrators, or the children, themselves. In this session Dr. Beneke will share strategies for effectively documenting and sharing children’s representations to provide a window on their thinking and learning. Identify strategies that can help children to participate in the



documentation of their own learning. Explore the many opportunities afforded by the Project Approach for children to create individual and group representations. These representations reflect the learning and development of the individual children involved. Try out strategies for creating and evaluating the quality of documentation displays.