

THINKING DIFFERENT

Supporting Neurological
Divergences



SATURDAY 11 & SUNDAY 12 JUNE 2022
GOLD COAST QLD



SCHEDULE



Saturday, 11 June 2022

8:00am - 8:30am

Registration & Exhibitors

8:30am - 8:45am

Conference Welcome

8:45am - 10:15am

KEYNOTE: Learning Different

Prof. Tony Attwood

The unusual profile of cognitive abilities associated with ASD-Level 1 (Asperger's syndrome) is described with an emphasis on the distinct profile of intellectual abilities, problems with executive function, flexible thinking, coping with mistakes, weak central coherence and difficulties with friendships. Strategies are described to improve motivation, organisational skills and academic achievement, along with strategies to encourage the development of friendship skills and social integration from children as young as three years to young adults.

10:15am - 10:45am

Morning Tea & Exhibitors

10:45am - 12:00pm

KEYNOTE: Practical Strategies and Applications to Enable Autistic Students to Succeed in Your Class

Ronwyn Collier

In a modern classroom, most educators can expect to have one or more autistic students as part of their class. Most teachers will acknowledge that these students surprise them on a daily basis with their incredibly creative thinking, different approaches to problem solving and ways of dealing with the unexpected struggles they may encounter. However, many educators can find that their tried, tested and loved methods of teaching do not achieve their desired outcomes when applied to neurological diverse students. By adapting these methods, and adding new ones, teachers can support these students, and see positive outcomes achieved for all members of the classroom. Ronwyn will share practical concepts that are being used to support autistic students in classrooms.

12:00pm - 1:30pm

Lunch & Exhibitors

1:30pm - 2:30pm

WORKSHOP OPTIONS (Select one):

1: *(Im)Perfect Match: How Families, Parenting and Schooling Influence Children's Educational Outcomes*

Dr Rebecca English

In the 1980s, there was a show called Perfect Match, which used "computer technology" to determine a compatibility between contestants so they could find their perfect match. The sting in the tail was when contestants went on failed dates, and the audience relished in the relationship failures. It can sometimes feel like that with schools, where families try (several) schools looking for their perfect match, but the schools come up wanting. These families often come to us in alternative schools at their nadir. They're looking for their perfect match, but quite damaged by the experiences they have had, they are lacking in trust, and not really behind the philosophical, ideological and epistemological approach of our schools. In this workshop, we will tackle some of the mismatches between schools and families and consider how we can work towards better outcomes for young people, particularly where they present with difficult behaviours in the classroom.

Saturday continued...

1:30pm - 2:30pm

2: Maximising Brain Potential through EEG Neurofeedback

Karin Oldham

Neurofeedback is an innovative therapeutic intervention that harnesses the natural ability of the brain to change itself, a process known as 'neuroplasticity', which in turn serves to increase cognitive flexibility and stability of control. It increases awareness of internal states by allowing the brain to witness its own activity, from moment to moment, monitoring brain waves via an electroencephalogram (EEG). This process promotes self-regulation and supports better function. This workshop will provide an introduction to the fascinating art and science of Neurofeedback including its application in re-regulating brain activity for those with learning, behavioural, neurological and psychological challenges. Several case studies and common dysregulation patterns will be presented together with a live demonstration of several types of Neurofeedback. This will be accompanied by a brief history of the clinic science underpinning its success.

WORKSHOP OPTIONS (Select one):

2:30pm - 3:30pm

1: Supporting the Emotional Safety of All Children

Alex Dillon & Sarah Brunton

This workshop looks at how we can provide emotionally secure prepared environments for young children. It considers the role of the adult in supporting every child within the classroom and supporting their parents within the home. We will explore the science behind creating emotionally responsive classrooms, spaces that support executive functioning and emotional regulation for neurologically diverse and neurologically typical learners.

2: Thinking Differently about Sleep, Rest and Relaxation Practices

Dr Sally Staton

The early years of life are a critical time in the development of sleep patterns with significant consequences for children's health, behaviour, and learning. Disruptions to sleep can have profound effects not only for children, but also for their family. During this period a broad range of factors, including neurodiversity, can influence children's sleep, rest, and relaxation behaviours. Balancing the needs of children, families, and services, within the context of the National Quality Standard requires educators to reflect on a think differently about sleep, rest, and relaxation practices. This interactive workshop will examine current knowledge of children's sleep development and opportunities to reflect on practices to meet individual differences in children's sleep, rest, and relaxation needs. Originally commissioned by the Queensland Department of Education and Training, this program is based on a decade of study of sleep, rest, and relaxation practices within Australian ECEC services.

3:30pm - 4:00pm

Afternoon Tea & Exhibitors



Saturday continued...

4:00pm - 5:00pm

WORKSHOP OPTIONS (Select one):

1: Perspectives on Disability Reform

Elizabeth Goor

This workshop aims to help you empower and support students with disability and their families by providing a parent's perspective to add value to your understanding and to unpack the service accountability for the standards to build awareness and capacity at the grassroots. Looking from the viewpoint of a parent, we focus on some of the barriers on their path to understanding and supporting a child, navigating the support systems such as the NDIS and how to encourage communication with a school or service. The second part of the workshop is through the lens of a school or service provider, where we focus on accountability through the administrative tasks that are involved with supporting children to overcome barriers. We discuss how to build and use a Strategic Inclusion Plan (SIP) to become an inclusive setting for children and families, which aligns with an IP (Individual Plan) used in school settings to support students and their families. We touch on the funding requirements of school aged children and discuss the Nationally Consistent Collection of Data (NCCD).

2: Documentation as the Servant of the Educator

Vicki McKinnon

What, why, and how we document, is influenced by a number of purposes. Firstly, we utilise documentation for our professional record – to track child engagement with learning experiences and to plan further experiences. Secondly, we utilise documentation to connect in our partnership with the parents of the children and support their vital 'first educator' role. Thirdly, we also utilise documentation to 'prove' and 'evidence' that we are doing our job as educators properly. This final purpose is caused by working in a sector regulated by a 'managerialism' philosophy, which requires an administrative overlay to professional practice, and in effect makes the educator a slave to the documentation. In this session, finding ways to support both professional record keeping, and communication with parents as the primary foci of documentation will be explored. This will establish documentation as the servant of the educator. How to minimise the time spent to satisfy external 'audit' processes that does not value add to professional practice will be examined.

5:00pm - 5:30pm

No Bang Theory

Oliver Heatherington-Page

Autistic performer/playwright Oliver Hetherington-Page is fed up with people thinking Sheldon Cooper somehow represents all people on the spectrum. Oliver uses show tunes, stories and stand-up comedy to set the record straight. This presentation is a musical journey through #actuallyautistic eyes.

5:30pm - 6:00pm

Montessori Australia Update

A brief update on the work of the national body.

6:00pm - 10:00pm

Conference Reception

Conference Reception

Saturday 6:00pm - 10:00pm



Dinner, drinks and dancing

Relax after a full day and recharge at our Conference Reception. Join us for food, drinks and music as the sun sets where you can unwind, network and socialise with your fellow colleagues and speakers.

We'll be celebrating in the Kingfisher Marquee - the poolside terrace with sweeping views of the Gold Coast hinterland. Although an outdoor area, it is covered and has heaters. With glowing cocktail tables and a bar, it will be a fun space to catch up with old friends, meet new people, or celebrate your team.

We'll provide canapés, food platters and a 2hrs of complimentary drinks, followed by a cash bar.



Sunday, 12 June 2022

7:15am - 8:30am

OPTIONAL:

Breakfast & Talk: Syncing Home and Classroom

Mark Powell

Montessori educators often put a lot of effort into having parents understand what and how their children are learning in the classroom. While these parent education efforts are important and useful, knowing how Montessori classrooms work doesn't necessarily help busy parents understand how to put those principles into practice in their own homes. In this talk, Mark introduces a practical, interactive program that will help parents use the core principles of Montessori to gain the cooperation and encourage the independence of their children in their day-to-day lives at home.

8:15am - 8:30am

Arrival & Exhibitors

8:30am - 9:30am

KEYNOTE: Barometers of Quality: Neurodiversity as a Window into Understanding Quality in Early Childhood Education and Care

Dr Sally Staton

Early Childhood Education and Care (ECEC) asserts that all children are provided opportunities for belonging, being and becoming. Neurodiversity in children provides an important window into how we enact quality practices in ECEC. Neurodiverse children are often more sensitive to their social, educational, and physical environments and as such provide important "barometers" to understand, reflect on and adapt practices. Dr Sally Staton will present current evidence from a broad body of research conducted by the Child Development, Education and Care Group at The University of Queensland. Collectively their research provides evidence of how responsive practice underpins high quality ECEC. The team will also facilitate an interactive workshop focusing on children's eating, sleeping, and communicating to examine how the child, their context and critical reflection can inform high quality provision.

9:30am - 10:30am

KEYNOTE: Culture Matters

Catherine Holmes

Across cultures around the globe, there are differences and similarities in childhood. By focusing on how culture matters in human development, we can begin to make sense of the patterns and practices in child development. Catherine interrogates research and theory from a range of disciplines like education, anthropology, sociocultural and cross-cultural studies to explore how areas of development like childrearing, independence and autonomy are key factors to providing a smooth transition from home to school for youngsters and their families.

10:30am - 11:00am

Morning Tea & Exhibitors



Sunday continued...

11:00am - 12:00pm

WORKSHOP OPTIONS (Select one):

1: Curiouser and Curiouser! Unpacking Sensory Processing Disorders

Dr Eva Nislev

Sensory processing refers to the way an individual integrates sensory information and manages adaptive responses to the sensory environment to engage in meaningful daily life activities. People with Sensory Processing Disorders (SPD) find it difficult to process sensory information from the world around them. "Alice felt dreadfully puzzled, the Hatter's remark seemed to have no meaning in it, and yet it was certainly English." (Carroll, 1988). Alice struggles to access Wonderland norms because she is caught in her own mindset – everything she sees and does is based upon her own adult learned experience and what she considers 'normal'. But, what if she went through the 'looking-glass'? Could she try and put herself in the shoes of some others? This workshop will unpack SPD through hands-on activities and offer some strategies for the classroom.

2: How to tackle Financial Management and Budgeting without Micromanaging

Derek McKinnon

All organisations need to plan and control their expenditure, to ensure that money is directed to the right places to meet the organisation's strategic vision. However, many budgeting and expenditure review processes are often complex and fail to maximise the performance of the organisation. Staff often find it hard to meet the often outdated and inefficient criteria set for them due to rigid control processes, lax control process, infrequent reviews, personality issues or a range of other reasons. During this presentation, Derek will review how Building Futures manages its finances, through following the Montessori approach and growing autonomy within the team including a look at the strengths and weaknesses of their approach.

12:00pm - 1:00pm

Lunch & Exhibitors

WORKSHOP OPTIONS (Select one):

1:00pm - 2:00pm

1: Bridging the Gap Between What We Know and What We Do

Ferne Van Zyl

When we work together, every child can develop their full potential no matter what the challenges are. Between what we know and what we can do is what we say to the child and about the child. In this workshop, we will explore effective communication tools and handling strategies that work. You will also be introduced to TRACK, a methodology Ferne has developed to assist parents and educators in setting limits, both in the classroom and at home.



Sunday continued...

1:00pm - 2:00pm

2: Our Journey into Inclusion **Carmel Ellis & Gemma Kuras**

Carmel and Gemma share their case study for a truly inclusive education at Indooroopilly Montessori Children's House (IMCH). They will discuss previous approaches to inclusion, the drivers of change in their approach and outline their current model. They will discuss the process of developing the new model, including professional learning and conversations with the staff, parents and community, the requirement for cultural change, and the collaborations with allied health professionals, such as Occupational and Speech Therapists. There will be a discussion of some of the barriers to inclusion at IMCH and the importance of professional development for all educators.

2:00pm - 2:30pm

Afternoon Tea & Exhibitors

2:30pm - 3:30pm

KEYNOTE: Climb Your Own Mountain – Creating Pathways for Success

Lorin Nicholson

Throughout life, we each face numerous and diverse challenges. Some of us seem to thrive through tremendous adversity, yet many others struggle and barely survive the rocky journey. What is the secret to overcoming such obstacles and hardship? Is it possible for everyone to succeed and thrive despite the challenges we each face through life? And what is real success anyway? Living a life navigating the seemingly insurmountable challenges of blindness has certainly not been easy, nevertheless has taught Lorin a number of valuable lessons, that have helped him to develop a greater inner strength, confidence, problem solving skills, self-belief and uncovering the key to achieving real success, satisfaction, purpose and meaning throughout all facets of life.

3:30pm - 3:45pm

CLOSING CEREMONY: Bringing it All Together **Emma Creed**

We thank all those that participated and close our event with a special celebration. Be gently guided by Emma in this short, fun, light hearted and concluding session, as she takes us on a sound journey completing our conference with some group music making - celebrating and singing together as one voice.



SPEAKERS



Prof Tony Attwood

Tony is a clinical psychologist who has specialised in Autism Spectrum Disorders since he qualified as a clinical psychologist in 1975. He works in his own private practice, and is also adjunct professor at Griffith University, Queensland and senior consultant at the Minds and Hearts clinic in Brisbane. He has published numerous books including *Asperger's Syndrome – A Guide for Parents and Professionals* and *The Complete Guide to Asperger's Syndrome*. Tony is a world renowned keynote speaker and presents workshops and training courses for parents, professionals and individuals with Asperger's syndrome and is a prolific author of scientific papers and books on the subject. He presents webinars with his colleague, Dr Michelle Garnett, which are available at www.attwoodandgarnettevents.com.



Ronwyn Collier

Ronwyn is Principal of The Sycamore School in Queensland, a school that provides specialist support and education to people on the autism spectrum. Ronwyn is an experienced educator with more than twenty-five years in various leadership positions across childcare, primary and high school. Supporting students with special needs has been a high priority throughout her career. Her passion and vision is to develop and deliver excellent education and personal formation for young people and their families. She is committed to children receiving an engaging, foundational education and a transformative experience within a vibrant learning community. Ronwyn places value on equipping and supporting teachers, educators and parents to partner in providing quality education, in a caring and inclusive environment.



Alex Dillon

Alex is the proud father of two girls, Lyra and Ripley, both of whom attend Montessori schools. Alex was a Montessori child himself and looks back on those early times in his life as moments which had a profound impact on him. Alex gained his Montessori 3-6 diploma in Sydney in 2007. Alex has supported early childhood projects in remote Indigenous communities with the Montessori Children's Foundation. He has worked in Montessori education for the past 18 years and is currently working at a school in Melbourne. "I see the main role of a Montessori guide as providing emotionally safe and secure spaces for young children to develop and learn about themselves. I am fortunate to be able to accompany the children on their journey through the Children's House".



Carmel Ellis

Carmel is the Managing Director of the Indooroopilly Montessori Children's House (IMCH) in Queensland. Carmel worked in close consultation with a Behaviour Change specialist and was involved in the early writing of the internationally published (in 2004) "You Can Do It" Early Childhood Programme and the introduction into the Centre of a social/emotional guidance programme titled "Guided Choices". Carmel has, for the last 12 years, ensured that the Centre encompasses an inclusion programme and she has been recognised personally as a winner of the ECIA Qld Chapter Quality Inclusive Practice Award, with staff at the Centre winning the team award. Carmel has also worked extensively with an Industrial Relations Lawyer in relation to developing a best practice guide for understanding and managing challenging staffing issues.



Dr Rebecca English

Rebecca is a researcher, teacher and mother whose work is concerned with parenting and education. She has an interest in the ways parents make choices for their children that align with their beliefs about family, parenting and other factors. Rebecca qualified as a teacher in 1998 and has been teaching for 20 years. She has worked with a number of different schools teaching in the senior-secondary and middle years. She currently teaches Business curriculum, English curriculum and integrated curriculum units at QUT. She is the editor of several books and a co-author of a recent publication, "The superwoman myth: Can contemporary women have it all now?". She continues to publish widely in academic and popular press, and has media engagements in television and print publications.



Oliver Hetherington-Page

Oliver is an emerging artist who graduated from QUT with a BFA Drama (With Distinction) in 2019. Since graduating, Oliver has volunteered for Imaginary Theatre and is a member of Indelabilityarts ensemble. Oliver studied performance with Fame Theatre Company and performed with Little Red Theatre Company, Brisbane Arts Theatre, Brisbane Youth Drama Ensemble, Harvest Rain and Studio Theatre. In 2020 Oliver received an Access Arts Grant for his show "The No Bang Theory" which was Showcased at the Under Cover Artist Festival Online. Oliver reviews theatre for Theatre Haus and on his Podcast RideHomeReview. He directed "Cramping My Style", which debuted as part of Short and Sweet in 2019 and assistant directed "Anatomy of a Suicide" at Metro Arts in 2021.



Catherine Holmes

Catherine is mum to a 2 year-old girl, Lou and lives in Mparntwe in Alice Springs. She has a Bachelor of Early Childhood Education, a Master of Education, an Association Montessori Internationale 3-6 Montessori Diploma from Perugia, Italy and is currently completing a PhD in childhood socialisation practices in the Ngaanyatjarra and Pintupi region of the Western Desert with The Centre for Aboriginal Economic Policy Research (CAEPR) at the Australian National University. Catherine completed her Masters research on the introduction of Montessori teaching and learning practices in an Early Childhood classroom in a remote Indigenous school. Catherine has contributed to past Montessori Australia conferences and has worked in early childhood programmes in remote Indigenous communities with the Montessori Children's Foundation.



Gemma Kuras

Gemma Kuras is the Inclusion Support Co-ordinator at Indooroopilly Montessori Children's House (IMCH), a 175 place Early Learning Centre in Brisbane, Queensland. After graduating from QUT with a Bachelor of Education Early Childhood, Gemma has worked in a number of different educational settings. Gemma commenced her teaching career with the Department of Education teaching grades 1 to 3. Gemma holds Montessori Diplomas in both 3-6 years and 0-3 years and has worked for 15 years as Educational Leader at IMCH. Gemma currently works as the Inclusion Support Co-ordinator and has been credited with facilitating a strong inclusion programme at IMCH. Gemma is also a lecturer for Montessori Institute in Perth and lectures students studying 0-3 Montessori.

SPEAKERS



Vicki McKinnon

Vicki began in secondary and early childhood teaching, then focused on Montessori education twenty years ago. Since then, Vicki has led her organisation through the development and establishment of three Montessori Long Day Care centres as well as determining that a training organisation was an essential component to support an authentic Montessori workforce. Building Futures Education was established over ten years ago delivering both Early Childhood and Montessori qualifications. Over the years Vicki has evolved from educator to businesswoman building a strong capacity across the strategic elements that support an organisation to deliver optimum education. She has a particular interest in how Montessori philosophy influences leadership approaches to support "Education for Peace" within adult communities.



Derek McKinnon

Derek has significant IT and Engineering experience working across many countries and industries in a variety of roles including as Software Development Manager for an large international multilingual company. His MBA from the Queensland University of Technology has given him a strong background in how businesses can operate more effectively to give the customer top value. He has proven that streamlining the user's IT experience offers more autonomy, creating greater efficiency and freeing up staff to focus on what is important – the children. Derek has been Co-CEO of Building Futures Education for the past 10 years. He has recently taken up playing bass guitar in his church's band and enjoys spending time in the bush competing in Adventure racing and Rogaining.



Lorin Nicholson

As one of Australia's most loved inspirational presenters, Lorin is a speaker with a huge difference. Blind from birth, Lorin has overcome challenges to become one of Australia's most successful independent recording and performing artists, with five albums to his credit, a golden guitar nomination, and winning 2015 music producer of the year at the Australian Celtic Music Awards. Lorin is a record breaking cyclist, best selling author, leading health professional and successful businessman. He is Australian of the Year nominee, a speaker at the Invictus Games in 2018, and recipient of the Order of Australia Medal OAM in 2021. Lorin has the extraordinary ability to communicate, teach and connect people, sharing his story in over 4000 keynote addresses and workshops to more than a million people around the world.



Dr Eva Nislev

Dr. Eva Nislev's teaching background spans primary, early childhood, TAFE, university and Montessori. She currently lectures preservice teachers at a number of universities teaching child development, curriculum and pedagogy, inclusive and safe environments and The Arts and is the senior lecturer for Queensland for the Montessori Institute (3-6 years). Eva also runs Montessori Links, an education consultancy providing targeted workshops and mentoring to early childhood educators and organisations in the development of strategies, skills and confidence in supporting and guiding children with challenging needs. Eva holds a PhD, MEd (Early Childhood), Dip. Montessori Education 3-6 (MWEI), Montessori Education 6-9 (MWEI), Cert. Special Ed, Dip. Children's Services, and Cert IV Workplace Training and Assessment.

SPEAKERS



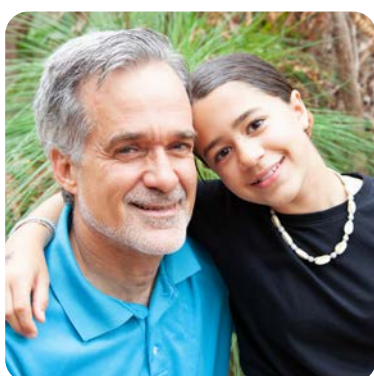
Karin Oldham

Karin is a Registered Pharmacist, Master NLP and Neurofeedback Practitioner offering a multimodal approach for helping people to improve emotional, behavioural and cognitive function. Karin has had 30 years' experience in the health industry and is part of a network of leading practitioners practising Neurofeedback. She has studied with world pioneers in this field and offers a pain-free, drug free, non-invasive solution for learning, behavioural & mood disorders. Karin works within a number of multi-disciplinary teams specialising in the management of Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder and Anxiety in children and adolescents as well as the management of adults with Post Traumatic Stress Disorder. She is currently Director of Propel Training.



Elizabeth Goor

Elizabeth Goor has been involved in Montessori Education in Wollongong since 1986. Her early background was in Health Services Management; Planning, Research and Development; Quality Assurance; Adult Education and Wollongong Council Community Services in Respite/Aged Care. Elizabeth worked in Canada initially as a Dietitian/ Nutritionist. She was Elonora Montessori School's first Head of School. Elizabeth has a Dietetics degree, a Masters in Health Planning, a Masters in Total Quality Management, a Diploma of Secondary Science Education, and a Certificate III in Early Childhood and was previously on the Montessori Australia Foundation board. Elizabeth is currently the Director of Quality Management and Planning for Montessori Australia.



Mark Powell

Mark taught for 27 years in Montessori primary classrooms in the US and Australia and was a trainer with the Center for Montessori Teacher Education, New York for 12 years. Mark has a M.Ed. degree (specialising in Conflict Resolution) from Lesley University in Cambridge MA, and is a certified Positive Discipline course facilitator. He has published two dozen articles on Montessori education in Montessori and other education journals, and wrote a chapter in the 2008 book *A Place for Play* edited by Elizabeth Goodenough. Mark designs classroom materials sold by Hello Wood and Nienhuis Montessori. He has delivered workshops at American Montessori Society conferences and for Montessori Australia and has consulted schools in the US, Australia and New Zealand. He is now Director of Education Services at Montessori Australia.



Dr Sally Staton

Sally is a Senior Research Fellow and leads the Early Childhood (Care and Education) Research Group within the Institute for Social Science Research at The University of Queensland. Her research focuses on the role of ECEC settings in supporting young children's immediate and on-going social-emotional, cognitive and physical development. Sally has a strong track record in research translation and community engagement, including delivery of reports for government and non-government organisations, professional development packages for early childhood professionals, resources and articles for early childhood professionals, parents, and the government sector. In 2016, she was named among Queensland's Young Tall Poppy Scientists for her contribution to science translation and engagement.

SPEAKERS



Ferne van Zyl

Ferne van Zyl holds an AMI 0-3 Diploma and for over a decade owned and operated Down Under 3, a Montessori based learning centre for babies and toddlers. She facilitated the hugely successful Faber and Mazlish parent workshops “How to Talk so Kids will Listen” and “Siblings without Rivalry” as well as developing a “Toileting Independence” workshop, earning her the nick-name “The Poo-Poo Guru”. Ferne has provided training and support to families on setting up environments for independence, effective communication skills and practical strategies for dealing with challenging behaviour. She developed the Supporting Freedom and Self-Discipline workshop, a Toileting program, and consults to parents, early childhood educators and Montessori organisations in Australia, New Zealand and via zoom around the world.



Sarah Brunton

Working in the special education field for over 10 years, Sarah Brunton is a Teacher for the Deaf at Aurora School for the Deaf and DeafBlind. Sarah has a Bachelors' Degree in Primary Education, a Post Graduate Degree in Early Childhood Education and a Master's Degree in Learning Intervention and Deaf Education. Sarah is passionate about holistic educational practises and specialises in supporting young children to develop their communication skills using language immersion and child-centred methodologies. Recently, Sarah has worked in conjunction with Hong Kong University and Deakin University to discuss the impact of play-based curriculums on the learning and language outcomes of Young Deaf/DeafBlind children and how to support Early Childhood educators to implement programs that are responsive and supportive of children with diverse needs and abilities.



Emma Creed

Emma Creed is a Music Teacher and Community Music Educator who, in her classes, playshops, programs, retreats, keynote presentations and professional development sessions utilises the power of sound, silence and stillness to promote personal and planetary healing, harmony, wellbeing and full self-expression. As a Primary Music Specialist Teacher for 26 years, trained Kodaly and Orff approaches to music education and a certified “Bigger Better Brains” Educator, Emma knows the value and the contribution that music is to the total development of the child and is passionate about inspiring and empowering teachers and early educators to incorporate music into their curriculum supporting and enhancing learning for all with fun, grace and ease.



VENUE & ACCOMMODATION



We are delighted to return to the sun-drenched shores of Queensland's Gold Coast once again for this conference. The conference will be held at the **VOCO Gold Coast** featuring gorgeous ocean views.

The **VOCO Gold Coast** hotel features 2 pools, a lux spa and superb dining experiences. The hotel is situated in the heart of Surfers Paradise, allowing you access and proximity to local attractions and sights. There are also many other hotels and accommodation options in Surfers Paradise.

31 Hamilton Avenue, Surfers Paradise QLD 4217 goldcoast.vocohotels.com

NOTE: The conference was originally scheduled for the Mercure Gold Coast. Existing accommodation bookings at this hotel will be transferred to the VOCO Gold Coast. Please contact the reservations team at the Mercure if you have not yet been contacted about this.



CONFERENCE VENUE: VOCO GOLD COAST

FEES & REGISTRATION



Member *	Non-member	
\$595	\$665	STANDARD
\$395	\$395	STUDENT / PENSIONER
\$395	\$395	RECORDING
\$70	\$70	OPTIONAL: CONFERENCE RECEPTION
\$35	\$35	OPTIONAL: SUNDAY BREAKFAST & TALK
Group Bookings - 1 complimentary place per 10 booked		

Rates include GST

IN PERSON REGISTRATION INCLUSIONS:

- Entry to Conference plenary and selected workshops
- Arrival tea/coffee, morning tea, buffet lunch, afternoon tea
- Access to exhibitors and sponsors, including raffles and prize draws
- Conference bag

Optional Extra:

- Conference reception - food and drinks (2hr complimentary beverages included, followed by cash bar)
- Sunday Breakfast and Talk - continental breakfast and talk

RECORDING REGISTRATION INCLUSIONS:

- Recording access to the conference plenary and all workshops
- Available within 2 weeks post conference
- Viewing access for 30 days

* Member discount applicable to all staff and parents at Montessori Australia member schools and centres, and individual members. Use the **PROMO CODE** to access the discounted rate emailed to all members or available by contacting info@montessori.org.au.

REGISTER ONLINE:

<https://thinkingdifferent.eventbrite.com.au>

Refer to our website Purchasing & Event Policies.

MONTESSORI.ORG.AU

TEACHER PROFESSIONAL DEVELOPMENT



NSW TEACHERS

Completing Thinking Different: Supporting Neurological Difference Early Childhood Conference (and compulsory session Perspectives on Disability Reform) will contribute 8 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and Assessment of NSW Curriculum/EYLF addressing standard descriptors 1.6.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

ACT TEACHERS



The Montessori Australia Thinking Different: Supporting Neurological Divergences Conference (005923) has been approved for 10 hours.

Refer to our website for the Event Policy details.

MEET OUR STRATEGIC PARTNER:



Raiz Invest Limited (ASX:RZI) is a multi-award-winning micro-investing and fintech platform with operations in Australia and Southeast Asia. With Raiz, users are able to automatically invest the virtual 'spare change' from their daily purchases into diversified portfolios. In Australia, this can be done to boost savings both inside and outside of superannuation.