

CONFERENCE SCHEDULE

9:00am - 9:10am: Welcome

9:10-10:10: Speaker #1 Connie Dougherty 1hr

Attachment and Attunement in Early Learning

The first three years of life form the blueprint for how children will balance the need to be independent with the need to be connected to others for the rest of their lives. Attachment bonds with teachers can support and complement family bonds when early learning professionals are attuned to the children in their care and intentional in their practices. Attunement requires that we remain calm, fully present, and responsive. This presentation will explore how we can do that, regardless of ratio, group size, and other challenges.

10:10-12:10: Speaker #2 Jennifer Lu'Becke 2hr

Picture Books + Yoga = Resiliency Tools

Yoga and mindfulness practice teaches children how to use their bodies and minds together and reduce stress. Incorporating the practice into picture books and circle time helps children develop resiliency tools. During this workshop learn simple yoga poses, songs, rhymes, and breathing techniques, along with a list of picture books.

12:10-1:20: Lunch/ Community Programs

First Step Family Support, Prevention Works, Clallam County Resilience Project, NOLS, OLYCAP, Peninsula College

1:20- 2:50: Speaker #3 Christiana DeVoney 1.5 hr

Purposeful Interactions and Planning

Children come to childcare with varying levels of adverse experiences. Childcare providers who are trauma informed, practice radical acceptance, and are purposeful in lesson plans, can moderate the impact of adverse childhood experiences. Childcare providers are often the most consistent presence in a young child's life and may be the most influential.

3:00-4:30: Speaker #4 Anna King 1.5 hr

Advancing Equity in Education

Explore fundamental principles of fairness and justice, and work to eliminate structural inequalities that limit equitable learning opportunities. Examine teaching practices that use inclusive teaching approaches, demonstrate respect for diversity and value all children's strengths.

4:30-4:40: Closing and Evaluation