

PROGRAM

2021



CULTIVATING GROWTH

STATE WIDE ONLINE
CONFERENCE
PROGRAM

WELCOME



Hello and welcome to the Cultivating Growth: Trauma Awareness and Responsive Practices for educators, state-wide virtual conference. Our team are please to present a carefully curated line-up of presenters, who bring a diverse wealth of knowledge, skills and experiences within the trauma-informed practice space.

We hope you will gain a deeper understanding and awareness of trauma informed practice through today's presentations and walk away with a variety of key strategies, tools, tips and supports to improve the educational experience and opportunities for children and young people in our schools. Today's conference is a collaboration between people and groups who have come together to support you, the people who work directly with students with additional needs across a variety of contexts.

Some topics covered today may be uncomfortable or sad for some in the room. We ask that you please look after yourselves and each other and if you need to take a break please do so. Please engage where you feel comfortable and what is right for you and your energy levels today. DoE NSW employees have an Employee Assistance Program (EAPS) that can be accessed should you need any support. For non-DoE employees please refer to your organisation's processes for support.

Angus Draffan
Principal, Kotara School

PROGRAM

- 09:00 **INTRODUCTION**
-09:10 ANGUS DRAFFAN
-
- 09:10 **ACKNOWLEDGEMENT OF COUNTRY AND FIRST**
-09:50 **NATIONS EXPERIENCE**
UNCLE PERRY FULLER
-
- 09:55 **TRAUMA INFORMED PRACTICE (TIP)**
-10:25 NIC DANTA
-
- 10:40 **COVID AND CUMULATIVE TRAUMA: IMPACTS**
-11:20 **AND IMPLICATIONS**
ALEXANDRA HOWARD & JANE NURSEY
-
- 11:25 **EXPLORING SAFE LEARNING ENVIRONMENTS**
-11:45 DR LYN GARDON
-
- 11:45 **INTERGENERATIONAL TRAUMA: WORKING**
-12:05 **WITH FAMILIES**
MICHELLE MONTGOMERY
-
- 12:05 **REFUGEE STUDENT COUNSELLING SUPPORT**
-12:25 **TEAM**
KELLIE VAN SEBILLE
-
- 13:00 **IMPROVING EDUCATIONAL OUTCOMES USING A**
-14:00 **NEUROSEQUENTIAL APPROACH**
DR BRUCE PERRY
-
- 14:05 **SUPPORTING THE MENTAL HEALTH OF**
-14:25 **EDUCATORS**
DR STEPHEN SPENCER
-
- 14:25 **Q&A ROUND TABLE**
-15:00 DR LYN GARDON, NIC DANTA, UNCLE PERRY
FULLER, MICHELLE MONTGOMERY, KELLIE VAN
SEBILLE, & DR STEPHEN SPENCER
-



slido

USE THE QR CODE TO ACCESS SLI.DO AND POST QUESTIONS FOR THE PRESENTERS.

BROUGHT TO YOU BY...

The Special Education Hub endeavours to provide opportunities for educators in the field to access current, high-quality professional learning, build professional networks and share resources.



KOTARA SCHOOL IS A SCHOOL FOR SPECIFIC PURPOSE ACROSS TWO SITES. AT THE KOTARA SCHOOL CAMPUS, WE HAVE 28 STUDENTS ACROSS 4 CLASSES FROM YEAR 3-6. PLACEMENT OF STUDENTS FROM ACROSS THE NEWCASTLE, LAKE MACQUARIE AND THE PORT STEPHENS AREA IS OFFERED BY OUR DISTRICT PLACEMENT PANEL. THROUGH PARTNERSHIPS BETWEEN, STUDENTS, PARENTS AND COMMUNITIES KOTARA SCHOOL HELPS STUDENTS IDENTIFY AND WORK ON BEHAVIOURS THAT HAVE LED TO THEIR PLACEMENT AT KOTARA SCHOOL AND MOVE TOWARDS RETURNING TO THEIR CENSUS SCHOOL.

OUR SECOND CAMPUS, NEXUS EDUCATION, IS BASED AT THE JOHN HUNTER NEXUS UNIT, A 12-BED UNIT PROVIDING SERVICES FOR CHILDREN AND YOUNG PEOPLE AGED 5 TO 17 YEARS WHO PRESENT WITH MENTAL HEALTH DISORDERS THAT ARE CONDUCIVE TO INPATIENT OBSERVATION AND/OR TREATMENT. NEXUS EDUCATION PROVIDES SUPPORT FOR STUDENTS, THEIR CENSUS SCHOOLS AND THEIR TREATING TEAMS TO FACILITATE A SUCCESSFUL RETURN TO THEIR COMMUNITY.

CONFERENCE HOST

**Director, Systems Improvements
Office of the Deputy Secretary**

Steve is a highly experienced Director having led 5 different Networks with an outstanding reputation for his commitment to ensuring every student exceeds their individual potential. Whilst normally leading the Glenrock Network Steve has been seconded to lead improving student attendance across the state. Prior to his role as a Director, Steve was College Principal at Brisbane Water Secondary College with an enrolment of 1700 students including 11 support classes for students with additional needs. Steve has published his educational philosophy and beliefs. His number 1 belief is:

“That learning must be personalised for each student and that this occurs most effectively when each individual student has their own learning and support plan”



STEVE HARRIS

ACKNOWLEDGEMENT TO COUNTRY, FIRST NATIONS EXPERIENCES

**Elder of the Kamilaroi Nation
Aboriginal Education Officer
NSW Department of Education**

Uncle Perry is a respected Elder of the Kamilaroi Nation who brings a wealth of cultural knowledge to share with his students.

Uncle Perry has worked in education for 15 years. The last 10 has been as Kotara School's Aboriginal Education Officer using his knowledge of art, land management and yidaki (didgeridoo) to teach culture to the students there.

He has also lectured at the University of Newcastle's Wollatuka faculty on Cultural immersion.

Uncle Perry has also worked in entertainment, media and television appearing on a number of programs and honing his craft busking on the streets of Sydney.



UNCLE PERRY FULLER

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

[illegible]

TRAUMA INFORMED PRACTICE (TIP)

**Principal in Residence
Child Wellbeing and Mental Health Services
Student Support and Specialist Programs
NSW Department of Education**

Nic Danta is the Principal in Residence for the NSW Department of Education trauma-informed practice (TIP) project. This role has involved leading the development and ongoing delivery of a continuum of learning in TIP, consisting of the foundation course, Trauma-informed Practice for Improved Learning and Wellbeing and two advanced courses. Nic is the substantive principal of Penrith Valley School, an SSP for students with emotional disturbances, behavioural disorders and Autism Spectrum Disorders in Western Sydney.

Since learning about TIP in 2016, Nic has led his school in the implementation of systems and structures to support students impacted by trauma and has taken this passion into his current role. The quality and impact of his leadership was acknowledged and celebrated in 2018 by CESE, when they completed a case study about wellbeing at PVS. Reference is also made to PVS in the document "What Works Best," where the effective management of transitions at PVS is highlighted as an effective method to improve student wellbeing.

NIC

DANTA



ABSTRACT

Towards a Trauma-informed System:

The vision for the Trauma-informed Practice (TIP) project is to transform the department into a trauma-informed system. Nic Danta, the Principal in Residence in the Child Wellbeing and Mental Health Services team, will provide an overview and update of the TIP program, setting out the plans to achieve this ambitious goal.

Starting with his school-based experience as principal of Penrith Valley School, Nic will provide insights into the fundamentals of TIP and the positive impact for schools, before outlining the current status of the program.

This presentation will include:

- The genesis of the foundation course, Trauma-informed Practice for Improved Learning and Wellbeing
- The codesign with Berry Street Education Model of two advanced courses in TIP
- The model of delivery for this continuum of learning based on Communities of Practice
- Key achievements and next steps

Join Nic to hear how TIP has evolved from a commitment in the Disability Strategy to a continuum of learning that has been requested by more than 250 schools and delivered to more than 8000 staff members in rural and remote, regional and metropolitan areas of NSW. Learn how you and your school can request the training and get involved in this important initiative.

[illegible]

COVID AND CUMULATIVE TRAUMA: IMPACTS AND IMPLICATIONS

**B Psych (Hons) MPsych (Clin)
Director, Disaster and Public Emergencies
Phoenix Australia**

Alexandra has more than ten years' experience working in the field of posttraumatic mental health – as a clinical psychologist, educator and specialist in policy and service development. She has worked with disaster-impacted communities, emergency service and military personnel, and traumatic injury patients, as well the professionals who support them. Alexandra's particular interests lie in understanding and improving psychosocial outcomes for those impacted by disasters and public health emergencies, with a particular focus on marginalised populations. At Phoenix Australia, Alexandra has led a range of service development and training projects for a wide range of private, NGO and government stakeholders; her work focuses on translating evidence into practice, and disseminating best practice through policy and training frameworks that best suit the needs of each organisation. She has published in the field of posttraumatic mental health, and has presented her work at national and international conferences.



ALEXANDRA HOWARD

COVID AND CUMULATIVE TRAUMA: IMPACTS AND IMPLICATIONS

**BBS Sc Grad Dip Child & Adol Psych MPsych (Clin
Neuro)**

**Director of Clinical Services
Phoenix Australia**

With 25 years' experience as a clinician and manager/director of programs and services in the public hospital acute and mental health sectors, across the lifespan, Jane brings a wealth of experience to her role at Phoenix Australia. Her clinical experience includes delivering evidence-based assessment, clinical treatment and secondary consultation to sufferers of trauma-related mental health disorders including children, adolescents, veterans, current serving members of the defense force, police and other emergency service personnel and disaster survivors. She has also worked in the alcohol and drug, traumatic brain injury, aged care and developmental disability sectors. Jane is an experienced trainer, developing and facilitating training workshops to health professionals on evidence-based neuropsychological and clinical assessments and treatments for trauma-related mental health disorders, as well educational workshops on trauma response and recovery. Since joining Phoenix Australia, Jane has led and contributed to a range of service development and training and research projects that focus on translating evidence into practice, improving community and industry's knowledge of and capacity to manage the impact of traumatic events, and enhancing the capacity of mental health practitioners to deliver evidence-based treatments. Jane's training in Clinical Neuropsychology and Developmental Psychology fuel her research interests in exploring the neurobiological and neuropsychological aspects of trauma and exploring innovative treatments that help to improve the clinical and cognitive symptoms of PTSD



JANE NURSEY

Covid and cumulative trauma: Impacts and Implications

When COVID-19 arrived in Australia in early 2020, many communities had already been impacted by the Black Summer bushfires, and since then NSW has gone on to experience more than 20 disasters caused by natural hazards. In this presentation, we examine the impacts and implications of cumulative trauma, with a focus on the overlaying impacts of COVID-19 on those who have recently experienced disasters or other large scale emergencies. We will draw on emerging evidence about the impacts of the pandemic on school communities, as well as what we know about those who have also been recently impacted by disasters through examining findings from 10 years of study on the impacts of the Black Saturday bushfires. Implications for school communities as they emerge from lockdown will be discussed.

[illegible]

[illegible]

CLICK ON A LINK TO FIND OUT MORE...



Phoenix
A U S T R A L I A

COURAGE TO LEARN
COURAGE TO CHANGE



Kotara School



Refugee Student

NSW Counselling Support Team

GOVERNMENT



Equi Energy Youth

Enhancing Community Connections



**NEUROSEQUENTIAL
NETWORK™**



TRAUMA INFORMED
PRACTICE (TIP) FORM

Some content covered in today's conference may be challenging for some people. The DET provides a variety of resources to support their staff which can be accessed using the link below.
All other attendees are encouraged to utilise the resources of your organisation.



Staff Wellbeing

EXPLORING SAFE LEARNING ENVIRONMENTS – USING NEUROSCIENCE TO INFORM PRACTICE

PhD
Director, Delivery Support
School Services
NSW Department of Education

Lyn is a researcher, psychologist and teacher. She has over thirty years experience in education working across schools and with students from Kindergarten to Year 12. She worked as a classroom teacher before specialising in behaviour where she has supported hundreds of schools and teachers to design supportive interventions for individual students as well as build school capacity and systems aimed at reducing problem student behaviour.

As a psychologist and a specialist teacher, Lyn has worked extensively with children, adolescents and their families to reduce problem behaviours both within the school and home setting.

Lyn's doctoral research was in the area of school behaviour assessment where she developed a valid, reliable and easy to use tool for schools to use in their support of students with problem behaviours. This has been developed in Australia using data from Australian teachers and students.

Lyn has presented her research at both national and international conferences and has been published both within Australia and overseas

Since the completion of her doctorate in 2008, Lyn has been involved in a number of research projects with Southern Cross University, University of Newcastle and University of Wollongong. She has been a partner researcher on the ARC research project focusing on wellbeing and student participation with Professor Anne Graham at Southern Cross University and is currently working with Anne again on researching student participation practices with students at risk of disengaging from school.



DR. LYN GARDON



ABSTRACT

Exploring safe learning environments – using neuroscience to inform practice

School environments can be challenging for everyone. The extensive interpersonal relationships between students, staff and community impact on an individual's senses of safety and subsequent behaviours of approach and avoidance.

Managing such a dynamic ecology in a school setting is a challenging and ever changing process. Our school and classroom practices can have significant impact on the emotional regulation of all in the setting. Recognising practices which downregulate can assist in establishing classroom and school settings to support the safety and wellbeing of everyone.

This workshop will focus on how school staff can use the principles of neuroscience to establish safe learning environments for all students.

[illegible]

[illegible]

INTERGENERATIONAL TRAUMA: WORKING WITH FAMILY'S

**Assistant Principal/ School Counsellor
Lead Learning and Support
NSW Department of Education**

Michelle Montgomery is a teacher, school counsellor, researcher and consultant, based in Western Sydney. She has been working with children and young people healing from adversity for more than two decades, with particular interest and expertise in supporting educators who teach trauma-impacted students. Her work developing and leading trauma-informed interventions for schools has been published internationally in journals, textbooks, and the recent United Nations Educational, Scientific and Cultural Organization (UNESCO) report on Social Emotional Learning in schools. Michelle is a teaching academic and doctoral researcher with Western Sydney University's School of Education, and a New South Wales Premier's Teacher Scholar in Special Education. She has provided trauma-informed education training, support and advice to organisations across Australia including NSW Department of Education, NSW Department of Health, Northern Territory Special Education and PDHPE Teacher Associations, Brotherhood of St Laurence, UnitingCare, and Smiling Minds.



**MICHELLE
MONTGOMERY**

ABSTRACT

Intergenerational Trauma: Working with Family's

Sensory processing underpins our ability to effectively regulate behaviour and engage with learning. Many students come to school with sensory differences and sensitivities. This can be especially true for children and young people with neurological differences, such as ADHD or autism, as well as those who have experienced trauma or adversity. In recent years, pioneers in the study of stress and trauma have shaped the way we understand our minds and our bodies. We now know that trauma lives in the body as much as the mind. These experiences can impact foundational physiological processes including how the brain makes sense of inputs from the world around us. Some students express their difficulties with the sensory world through their behaviour. Others experience these difficulties as barriers to learning. In this session, Michelle will explore how a sensory approach to supporting students is an essential component of trauma informed education. She will also share some practical strategies and resources to help promote regulation and learning readiness in ourselves and our students.

Michelle Montgomery

INTERGENERATIONAL TRAUMA: WORKING WITH FAMILY'S

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

THE REFUGEE STUDENT COUNSELLING SUPPORT TEAM: WHO WE ARE AND HOW WE SUPPORT SCHOOLS AND STUDENTS

**Senior Psychologist, Education
Refugee Student Counselling Support Team
NSW Department of Education**

Kellie van Seville has worked as a secondary school teacher in Sydney (dance/drama curriculum) and a Learning and Support Teacher in London. Since becoming a psychologist 13 years ago she has worked as a Senior Clinical Consultant for Department of Aging, Disability and Home Care (ADHC) in complex behaviour support for children and young people with intellectual disability, as well as a School Counsellor in Western Sydney schools. She is a registered Play Therapist and is currently Senior Psychologist, Education for the Refugee Student Counselling Support Team. Kellie is passionate about play based intervention and is always exploring how play can promote development and well-being for all students, and recovery for students with trauma histories.



**KELLIE
VAN
SEVILLE**

The Refugee Student Counselling Support Team: Who we are and how we support schools and students

The Refugee Student Counselling Support Team (RSCST) is a team of school psychologists and counsellors from diverse professional backgrounds. We build the capacity of schools to support learners with refugee histories. The team take referrals from schools across NSW including Sydney and regional refugee settlement areas such as Wollongong, Newcastle, Albury, Wagga Wagga, Armidale and Coffs Harbour. This presentation will outline the general stages of the refugee journey, as well how the RSCST provides support, where to find resources, training and referral information.

[illegible]

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

IMPROVING EDUCATIONAL OUTCOMES USING A NEUROSEQUENTIAL APPROACH

M.D. PhD
Principal
Neurosequential Network

Dr. Perry is the Principal of the Neurosequential Network, Senior Fellow of The ChildTrauma Academy and a Professor (Adjunct) in the Departments of Psychiatry and Behavioral Sciences at the Feinberg School of Medicine at Northwestern University in Chicago and the School of Allied Health, College of Science, Health and Engineering, La Trobe University, Melbourne, Victoria Australia.

Over the last thirty years, Dr. Perry has been an active teacher, clinician and researcher in children's mental health and the neurosciences holding a variety of academic positions. His work on the impact of abuse, neglect and trauma on the developing brain has impacted clinical practice, programs and policy across the world. Dr. Perry is the author, with Maia Szalavitz, of *The Boy Who Was Raised As A Dog*, a bestselling book based on his work with maltreated children and *Born For Love: Why Empathy is Essential and Endangered*. Dr. Perry's most recent book, *What Happened to You? Conversations on Trauma, Resilience, and Healing* (2021), co-authored with Oprah Winfrey, is a #1 New York Times Bestseller.



DR.
BRUCE
PERRY

ABSTRACT

Improving Educational Outcomes Using a Neurosequential Approach

Description: The development of a young child is profoundly influenced by experience. Experiences shape the organization of the brain, which, in turn, influences the emotional, social, cognitive and physiological activities. Insights into this process come from understanding brain development. This session will provide an overview of key principles of neurodevelopment crucial for understanding the role of experience in defining functional and physical organization of the brain. This information will inform further discussion of the educational implications related to a neurodevelopmental approach to child maltreatment and suggest new directions for educational approaches.

Objectives:

1. Provide an overview of key principles of neurodevelopment crucial for understanding the role of experience in defining functional and physical organization of the brain
2. Describe the emerging research findings in maltreated children that suggest the negative impact of abuse, neglect and trauma on brain development
3. Outline the educational implications of a neurodevelopmental approach to child maltreatment
4. Discuss the role of public policy, preventative practices, assessment, interventions, and classroom considerations in context of the impact of maltreatment on children's emotional, behavioral, cognitive, social and physical health.

SUPPORTING THE MENTAL HEALTH OF EDUCATORS

**Co-Founder and Clinical Director
EquiEnergy Youth**

Dr. Stephen Spencer (PhD) is EquiEnergy Youth's Co-Founder and Clinical Director. He has worked extensively in the areas of acute adult, child and adolescent mental health. Stephen is passionate about the health and well-being of young people. He has made this his life's work and is recognised as a leader in this field by his peers. His clinical experience includes Paediatric Consultation Liaison Services and Clinical Nurse Education. Stephen has been a Prevention and Management of Violence and Aggression (PMVA) trainer since 2006. He is also trained in Dialectical Behaviour Therapy and Cognitive Behaviour Therapy for Psychosis in Young People. Stephen is a current member of the Australian College of Mental Health Nurses.



**DR.
STEPHEN
SPENCER**

ABSTRACT

Supporting the Mental Health of Educators

The role of Educators in cultivating a safe and supportive environment for students to grow and learn is essential to their development. The importance of the relationship and interactions between the Educator and student cannot be underestimated. Many children in a school setting have experienced disrupted attachment, traumatic adverse childhood events (ACEs), or are struggling with mental health challenges.

What is often not considered though are the professional experiences of Educators, and how their work with students may impact on their mental health and feelings of safety. Working with young people who have experienced trauma can have an impact on the adult. Establishing professional and organisational strategies to reduce the actual, and vicarious, trauma that Educators experience in their roles is essential to maintaining staff wellbeing, managing recruitment and retention, and minimising burnout and compassion fatigue. Adults in a setting need to feel safe and supported so they can then focus on the student. From an organisational perspective a 'look after the adults, so the adults can care for the young people' approach is vital.

This presentation will discuss professional and organisational strategies that can be considered to enhance Educator wellbeing, and the benefits of such an approach. Furthermore, a description of a practice improvement initiative that has been implemented in a school setting that also provides an opportunity for Educators to unload the compounding stressors of their role will be presented.

[illegible]

[illegible]

Q&A ROUND TABLE

Dr. Lyn Gardon
Dr. Stephen Spencer
Michelle Montgomery
Nic Danta
Kellie Van Sebille

Throughout the day you can upload questions to Sli.do via the QR code below, which the presenters will then address in this session.



USE THE QR CODE TO ACCESS SLI.DO AND
POST QUESTIONS FOR THE PRESENTERS



Cultivating Growth

TRAUMA AWARENESS AND
RESPONSIVE PRACTICES FOR
TEACHING

[illegible]



Q&A Round Table

NOTES

THANKS FOR JOINING US



Cultivating Growth

**TRAUMA AWARENESS AND
RESPONSIVE PRACTICES FOR
TEACHING**