

2021



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





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.



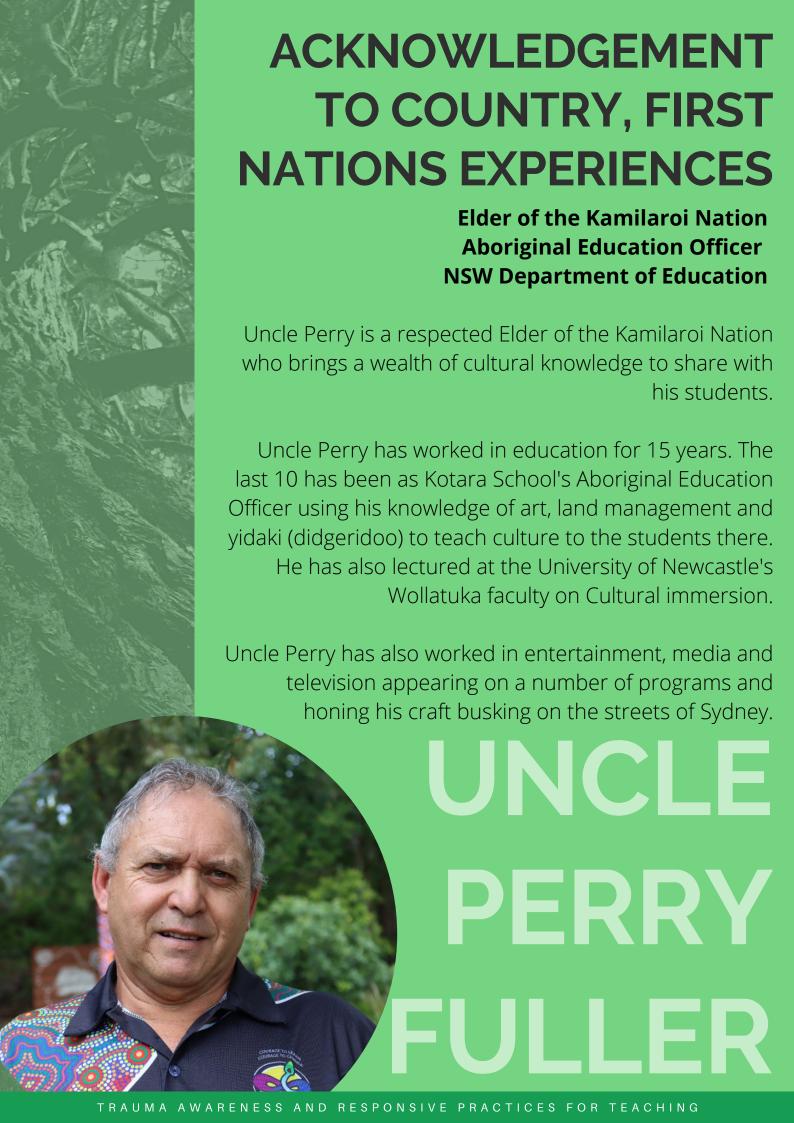
CONFERENCE HOST

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"







Uncle Perry Fuller

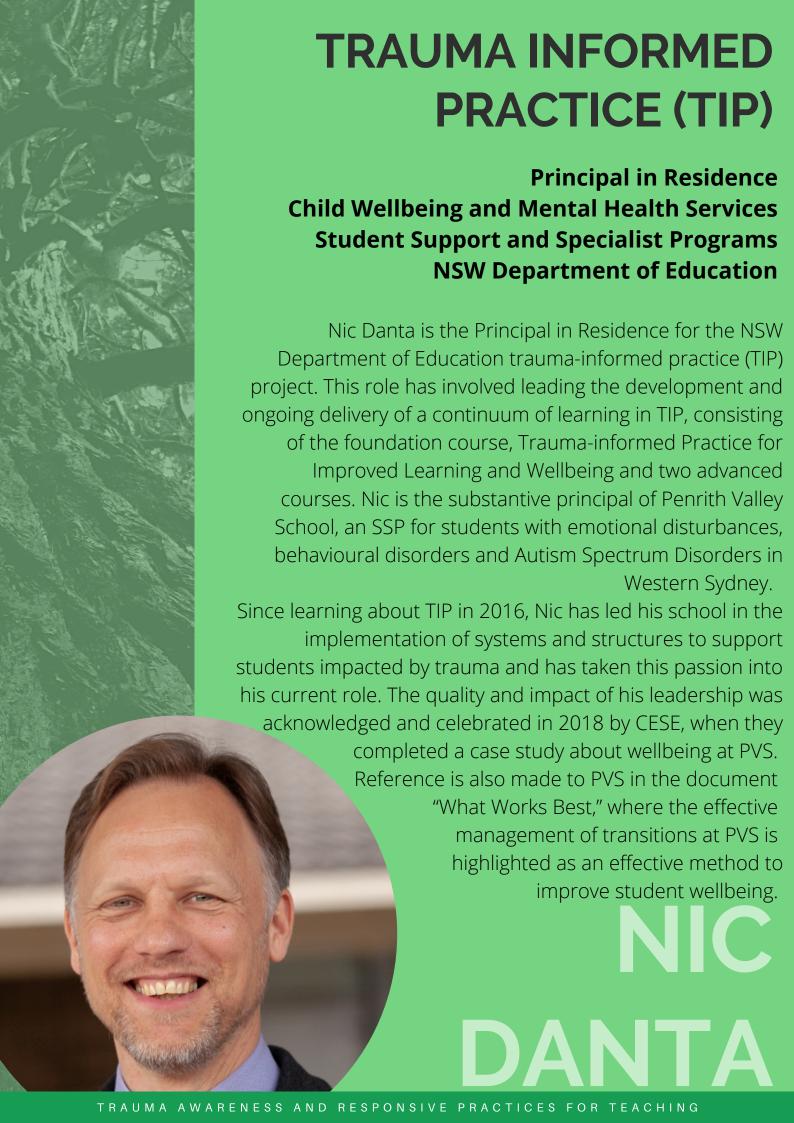
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Uncle Perry Fuller

FIRST NATIONS EXPERIENCE





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.







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

> **ALEXANDRA HOWARD**

international conferences.



COVID AND CUMULATIVE TRAUMA: IMPACTS AND **IMPLICATIONS**

BBSc Grad Dip Child & Adol Psych MPsych (Clin 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 traumarelated 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



ABSTRACT

Covid and cumulative trauma: Impacts and Implications

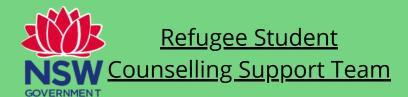
When COVID-19 arrived in Australia in early 2020, many communities had already been impacted by the Black Summer bushfires, and since then NSW has gone on to experience more than 20 disasters caused by natural hazards. In this presentation, we examine the impacts and implications of cumulative trauma, 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.





CLICK ON A LINK TO FIND OUT MORE...











Enhancing Community Connections





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.











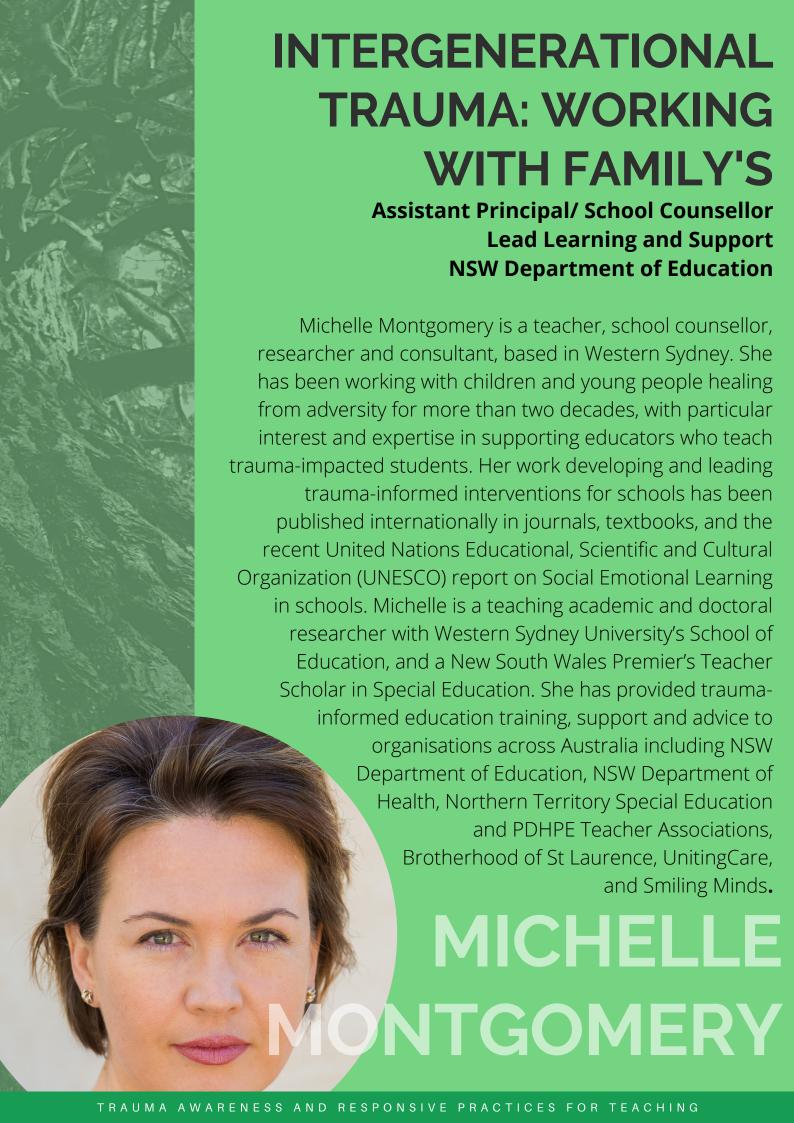
School environments can be challenging for everyone. The extensive interpersonal relationships between students, staff and community impact on an individual's senses of safety and subsequent behaviours of approach and avoidance.

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.









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.







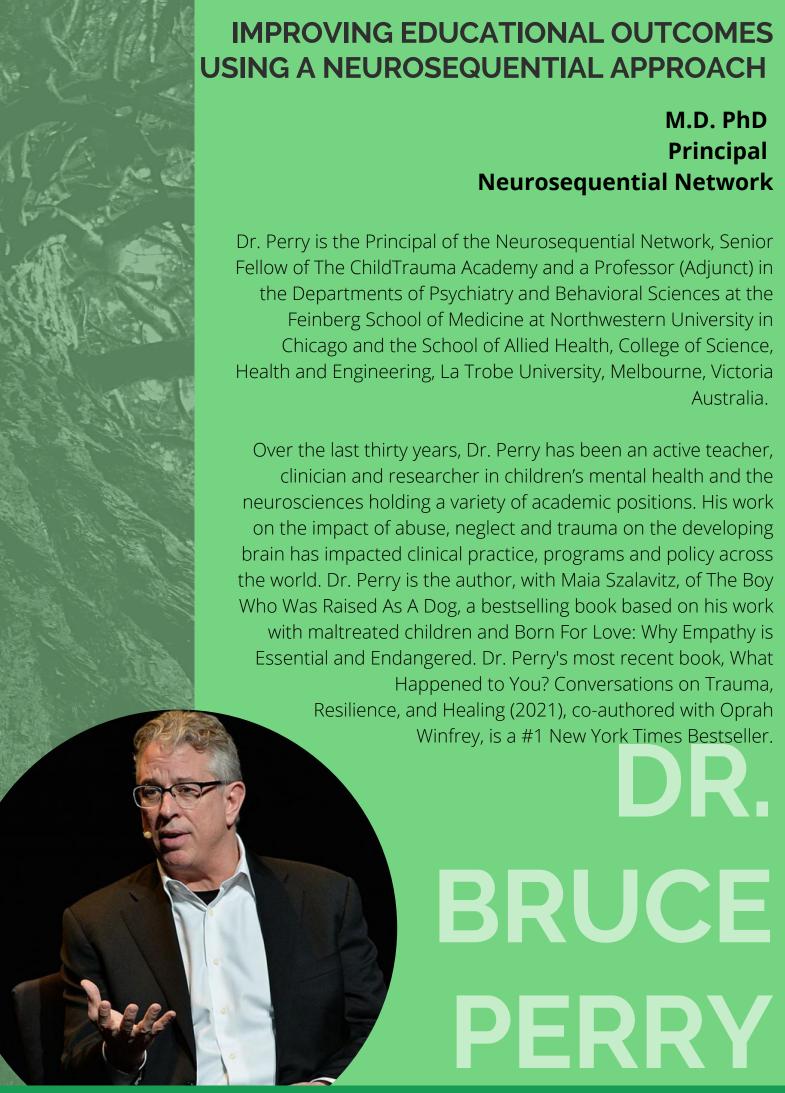


The Refugee Student Counselling Support Team: Who we are and how we support schools and students

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.









Improving Educational Outcomes Using a Neurosequential Approach

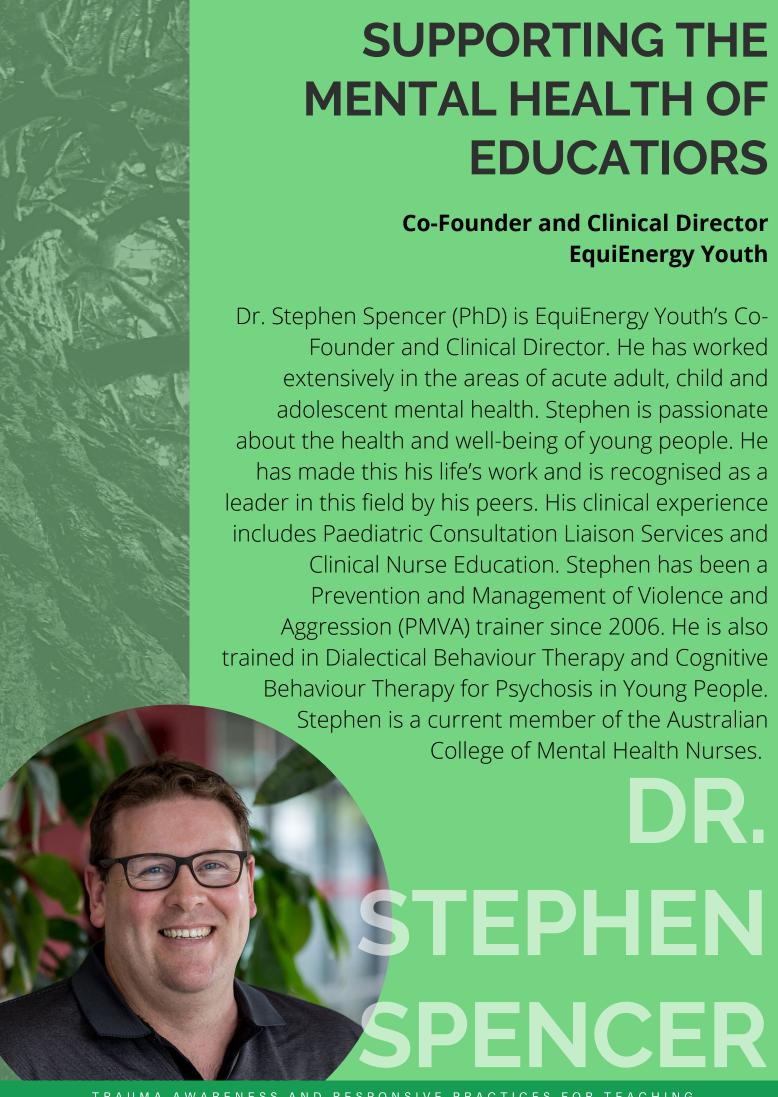
Description: The development of a young child is profoundly influenced by experience. Experiences shape the organization of the brain, which, in turn, influences the emotional, social, cognitive and physiological activities. Insights into this process come from understanding brain development. This session 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.









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.

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Dr. Stephen Spencer

SUPPORTING THE MENTAL HEALTH OF EDUCATORS

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Dr. Stephen Spencer

SUPPORTING THE MENTAL HEALTH OF EDUCATORS

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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







THANKS FOR JOINING US



TRAUMA AWARENESS AND RESPONSIVE PRACTICES FOR TEACHING