

KEYNOTE: WEDNESDAY, OCTOBER 21: 8:30 AM – 10:00 AM**SESSION 9: WEDNESDAY, OCTOBER 21: 10:30 AM- 12:00 NOON****9.01 Head Start Leadership Part 3 (K6.5 C2)**

Blair Hyatt, PHSA

This four-part series will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director.

9.02 Menu for Building Family Partnerships (K3.9 C2)

Bev Schumacher, Learning Props

Foundations for learning success are established in the critical early years. A firm partnership relationship, established by programs or schools with the child's family is an essential starting point. Families should intentionally be invited to participate in their child's learning. The relationship, between staff and families, needs to be one of cooperation, mutual respect, and shared commitment. Just as restaurants offer a menu of selections, programs should offer opportunities that allow parents to be partners in their child's learning and care. A thoughtfully designed menu of engagement strategies for working with families can guide staff in building strong relationships with parents.

9.03 Connecting the Core Competencies of Social Emotional Learning to Your Classroom (K1.5 C2)

Lisa Gragg, EITA; Shannon Fagan, EITA

Learning to make friends, regulating one's own emotions, and getting along with others have a powerful impact on our ability to develop and sustain relationships. This session will provide an overview of the Collaborative for Academic, Social, and Emotional Learning (CASEL) core competencies of social emotional learning (SEL). CASEL aligns with the Early Learning Standards, classroom practices and provides structure to connect SEL assessments with intentional SEL instruction. This systemic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all children in their social and emotional growth and school readiness skills. (CASEL website)

9.04 Keynote Follow Up with Carla Christopher Williams

Carla Christopher Williams

Poet-Activist Carla Christopher Williams will take a more in-depth look on trauma and racial equity issues, building on her Keynote presentation.

SESSION 9E: WEDNESDAY, OCTOBER 21: 10:30 AM – 2:00 PM

(Break 12:00 NOON – 12:30 PM)

9.05E Managing Challenging Behavior (K1.7 C1)

Ben Cady, Children's Village

Participants will explore the objectives of various whole group lessons and how to structure not only the lesson itself, but the transitions to and from the lesson to minimize challenging behavior. We will also develop a definition of what constitutes challenging behavior and explore what routines and strategies might be implemented throughout the day to help both children and teachers thrive. This will include maximizing transition time, classroom responsibilities and the creation of an overall classroom culture.

SESSION 10: WEDNESDAY, OCTOBER 21: 12:30 PM – 2:00 PM**10.01 Did You Say What They Think They Heard? (K5.3 C2)**

Cynthia MB Robinson, Mrs. Cynthia's Munchkin Romper Room

This workshop will help each participant better define the elements that characterize effective communication. It will help them describe how participants can support communication that can be understood by each recipient. In addition this workshop will help them generate a list of examples of an environment that provides opportunities to better support communication skills. In addition, it will also demonstrate how on a regular basis to communicate in a language that can be understood by each recipient.

10.02 How to Turn Leadership Blind Spots to Strengths (D6.9 C2)

Cathia Thomas, KC Education Management, LLC

All leaders have blind spots. Leadership blind spots are the specific areas where a leader, even a very successful leader, is missing something. A blind spot can be a lack of attention to a certain area or a part of your skill set that never really developed. Blind spots keep a leader from having the leverage and influence they should. Being cognizant of leadership blind spots and how they drive leadership actions can help leaders design strategies and apply right mental models to uncover and act on them. To lead people effectively, it's important to recognize leadership blind spots and take control of them.

10.03 Nurturing the Nurturer: The Teacher's Self Care Toolbox (K6.3 C1)

Cheryl Hurley, Living Strong Consulting, LLC

During this interactive session, childcare professionals will examine the impact of toxic stress, vicarious trauma and compassion fatigue on our mind, body and emotions and then strategize tangible ways to create self care plans for setting priorities around healthy professional practices and personal lifestyle with a strengthened mindset and powerful purpose

10.04 Encouraging Equity in the Classroom: Strategies for Teachers (K1.9 C2)

Monica Stanoch, Wonderspring; Zakiyyah Boone, Wonderspring

In this presentation, participants will gain an understanding of the importance of equity in the classroom. Teachers will participate in reflective exercises to examine their current classroom practices including classroom management, curriculum and activities, and communication with children and families. Participants will be presented with ways to adjust current practices to encourage equity in the classroom. Teachers will develop a plan to implement strategies in their classrooms.

SESSION 11: WEDNESDAY, OCTOBER 21: 2:30 PM – 4:00 PM**11.01 Creating a Caring Community of Learners: More Important than Ever (K2.1 C2)**

Jennifer Fernandez, School Specialty Inc.

A pillar of developmentally appropriate practice is to create a caring community of learners, and it is more important than ever. This presentation will discuss why it is necessary and will analyze how it is possible under any circumstances.

11.02 Advocate with Confidence! Learn from Experts with Diverse Points of View (K6.11 C3)

Shawn Towey, PACCA

Turn your passion for the cause into effective advocacy. Great messaging is more than delivering talking points -- it's timing, active listening, relationship-building, and understanding how we translate our values, and goals into policies. What makes a good spokesperson? When and how should you approach state/federal policymakers? How do you make the conversation resonate? What resources can you access? How do you prep for the meeting? How do you "close" the conversation? In this panel discussion we'll hear from an experienced EC advocate; owner/director(s) who have mobilized their families; a professional lobbyist; and both a state legislator and a Congressperson who can provide context about dynamics of Harrisburg and Washington.

11.03 Head Start Leadership Part 4 (K6.5 C2)

Blair Hyatt, PHSA

This four-part series will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director.

11.04 Infusing Trauma Informed Care Across Multiple Early Learning Programs (K3.6 C1)

Pam Schaefer, KenCrest Services; Chrstina Stiles, KenCrest Services; Megan Nachod, KenCrest Services; Beverly Barber, KenCrest Services

KenCrest is participating in a three year partnership with Crittenden's TraumaSmart® program to implement a system-wide change. KenCrest has completed the first year of engagement with TraumaSmart® which included implementation of intense staff training with the support of consultation, implementation of Coaching, integration of mental health resources, development of parent education groups (Smart Connections); and development of site specific Trauma Informed Care (TIC) teams. We will review the model, implementation process completed so far, and success stories and lessons learned. We will share early results of measurement to assess the impact of TraumaSmart® on our programs. We will share plans for the remainder of the project.

11.05 Strategies for Promoting Young Children's Physical Activity during a Pandemic (K1.8 C2)

Diane Craft, Active Play Books

Learn fun, inclusive, developmentally appropriate physical activities to lead in center classrooms and family living rooms. These physical activities use inexpensive equipment to enable preschoolers to explore moderate to vigorous movement in safe ways. Gather ideas for physical activities that can be enjoyed while maintaining social distancing and avoiding the sharing of equipment among children.

SESSION 12: WEDNESDAY, OCTOBER 21: 4:30 PM – 6:00 PM**12.01 Accepting the Challenge to Authentically Work from a Diversity and Inclusion Model (K3.3 C2)**

Cherie Crosby, Manor College; Kimberly Farmer, Manor College

This will be a guided discussion to reflect on how to continue to work with children and families who have visible and invisible challenges when entering our programs. In addition, this discussion will allow participants to think internally about the challenges they are trying to address and overcome when working with children, families and coworkers. We will address how Socio-Economics, Adverse Childhood Experiences (ACES), Opportunity/Access, Biases and Stereotype threats play a role in our everyday. Lastly, "Where do we/I go from here?" - key financial metrics and benchmarks, and putting fiscal systems in place to plan for long-term stability.

12.02 Integrating Mindfulness Practices into the Early Childhood Classroom (K2.2 C2)

Heather Amick, ELRC Region 4

Research shows that mindfulness can increase productivity, reduce stress, improve workplace satisfaction, and lead to higher functioning teams. There is also growing evidence that mindfulness provides several benefits to early childhood professionals and students. This training will give participants an understanding of mindfulness as it relates to early childhood, the benefits that mindfulness practices can bring to the center and classroom culture, and how mindfulness helps to develop critical social emotional skills, such as emotional regulation, in children and improves everyone's overall mental, social, and emotional self-awareness.

12.03 The Diverse Leader (D6.7 C1)

Tracy Sammons-Venonsky, Brightside Academy; Sharen Woodley, Brightside Academy

Stephen Covey once said "Strength lies in differences, not in similarities." In leadership, it is important to have a thorough understanding of the importance, value, and necessity of diversity, inclusion, and empathy and have an appreciation for the beauty of diversity in the work environment. We will explore diversity, inclusion, and empathy from a leadership perspective. Strategies on how to support a diverse and inclusive environment will be discussed.

12.04 New Professional Standards: Early Educators & a University Credential Program (K6.5 C1)

Shelly Haser, Robert Morris University; Susan Parker, Robert Morris University; Joanne Thralls, The Red Balloon Early Learning Center; Dawn Ciminel, The Red Balloon Early Learning Center; Stephanie Weiss, Crafton Children's Corner; Judy Albenze, Crafton Children's Corner

Highlights from the founding partnership program between Robert Morris University & two childcare centers: Crafton Children's Corner & Red Balloon Learning Center will be the focus. A small OCDEL grant was awarded to RMU to plan a 12-credit infant/toddler certificate program specifically for childcare educators. For many in the program this was a first time taking college credit courses. During the presentation the 2 childcare directors will share their insights on forming the partnership and the early childhood educators (program students) will dialogue on their struggles & successes during the program. Their reflections include being a part of a community of learners, personal empowerment/growth, & validation of their childcare work.

12.05 What Does Your Environment Say? (K5.4 C2)

Tricia Conner, Bright Horizons

Have you ever walked into a space and just immediately felt a sense of belonging and comfort? High-quality programs understand that environments are an essential part of learning and development. Carefully and purposefully developed classrooms reflect the children that live there, their emerging needs, interest, and culture. An encouraging classroom environment also builds social-emotional

competency, can reduce challenging behaviors, and supports the curriculum. Learners will examine how everything from room arrangement, materials, aesthetics and routine makes a difference in the child's experience. Learners will have the opportunity to reflect on their classroom environments and develop strategies for enhancement.