

EDUCATION ~ HEALTH ~ COMMUNITY

Centre for Child and Family Studies News



Welcome to our first partnership newsletter for 2023. This newsletter aims to keep you informed about the [QUT Centre for Child & Family Studies](#) (CfCFS) activities, profile our partners and share the latest research from our team. We look forward to working with you.

In 2022 we farewelled our inaugural leader Associate Professor Kate Williams. We thank Kate for her expert guidance, innovation and work as leader of the QUT Centre for Child and Family Studies and wish her the very best in her new role as Executive Manager - Operations, at [Play Matters Australia](#). I am delighted to be nominated as the new leader of the centre going forward.



I am an Associate Professor in the School of Early Childhood and Inclusive Education and a Senior Research Fellow in the [ARC Centre for the Digital Child](#). I have over thirty years' experience in ECEC with leadership positions in community, and Department of Education run early childhood education settings across Queensland.

My research has practical application for the real world, ECEC educational, and social matters, including children's rights, friendships, communication in culturally and linguistically diverse ECEC settings and playgrounds, and children's experiences with digital technologies. An exciting part of my research career has been to oversee the development of evidence-based professional learning including e-Learning modules for educators on digital play, practitioner-research, teaching children as global citizens, and reimagining celebrations.

I am passionate about ensuring children's voices are listened to and acted upon. I am very much looking forward to leading the Centre's exciting team of transdisciplinary researchers with portfolio leaders, Prof Kerryann Walsh, A/Prof Megan Gibson, and Dr Lyndal O'Gorman, and working with industry partners as we seek to positively impact the experiences of children and families in the early years.

Maryanne Theobald - Centre for Child and Family Studies Leader

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MARCH, 2023

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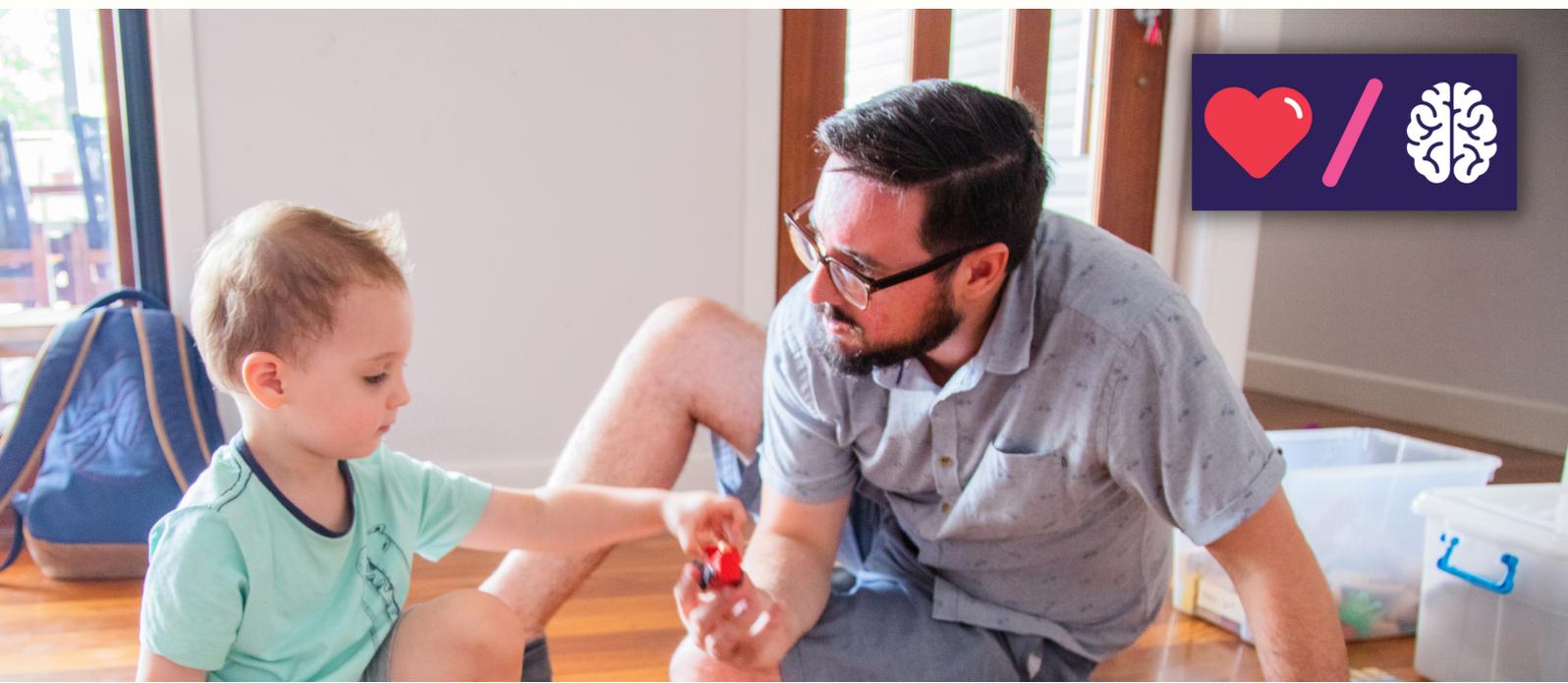


Play Matters Australia (formerly Playgroup Queensland) supports children and families to build relationships, skills, and confidence through play. They are a national organisation with staff in every state and territory in Australia, delivering a range of services to meet its mission. Services include community playgroups, baby-supported playgroups, the Sing & Grow national music therapy program, The Home Interaction Program for Parents and Youngsters (HIPPY) and a wide range of facilitated face-to-face and online play experiences in both urban and rural/remote settings. Most recently, Play Matters announced their membership consortia across Playgroup State and Territory organisations and Autism Queensland, which have been selected to deliver national support to young children with newly-diagnosed disabilities or emerging developmental concerns as part of the National Early Childhood Program (Federal Government funded).

Play Matters partners with the QUT Centre for Child & Family Studies on various research and evaluation projects. Past projects have included the largest supported playgroup evaluation internationally in which the role of supported playgroups in addressing parent wellbeing, child development, and community connections was highlighted. Upcoming work includes a commissioned evaluation of Sing & Grow programs commencing in 2023 led by Centre members Dr Sally Savage, Dr Lyra L'Estrange, and Laura Bentley.

Partnering with the Centre gives Play Matters Australia ease of access to expertise in various research areas relevant to their work, and supports the company's value to use the most contemporary and evidence-based practices to drive their impact in the community. In the future, Play Matters envision calling upon the expertise of Child Voice researchers within the Centre to elevate their stakeholder consultation processes. Play Matters also looks forward to contributing to the future research agenda of the Centre, by bringing real-world research challenges to the table.

The inaugural leader of the QUT Centre for Child & Family Studies, Kate Williams, recently joined Play Matters Australia as their new Executive Manager – Operations. This role is focused on elevating quality in operations and service delivery across the enterprise, supporting the unique workforce to continue to deliver expanding services across the country.



A Spotlight on Professional Learning

Did you know our centre members offer a range of professional learning programs to support educators, schools, allied health professionals, parents, and others with a general interest in child and family development? **Read on to see what is available in 2023.**

Face to Face Professional Learning

Arts Boot Camp

The Arts Boot Camp (ABC) was created in response to requests from arts teachers for planning time at the beginning of the school year. It is a series of one-day workshops offered in person at QUT Kelvin Grove in January and then again online in April. The workshops are designed to build teachers' capacity in the planning process of their Arts program rather than focussing on the design of a unit to implement.

Each Arts Boot Camp Professional Development Module is a stand-alone course. Choose the expertise you need and explore each topic to find the time frame that suits you. [Register now.](#)

Rhythm and Movement for Self-Regulation (RAMSR)

RAMSR (Rhythm and Movement for Self-Regulation) is a program for young children that aims to support their attentional and emotional regulation skills, as well as mental flexibility, inhibition, and working memory (the executive functions).

These courses are suitable for any educator or practitioner working with children aged 2 to 8 years in any group or individual setting and is recommended for those with or without musical skills.

Three types of training are offered including an [online introductory program](#), a [6-week online full module program](#), and [face-to-face training in South East QLD](#).

RAMSR Professional Learning is available with Kindy Uplift (QLD) and School Readiness Funding (VIC).

You can find the full list of RAMSR training options [here](#).



Paid online courses

Child Protection for Teachers

Feel empowered to protect your students by identifying and reporting signs of child abuse and neglect. This course will enable you to recognise the signs of child abuse and neglect, and learn how maltreatment impacts on children's learning and development. It will also help you to understand your role as a reporter.

Trauma-Aware Modules

Find out what complex trauma is, how it affects children and adolescents, and what can be done to help.

Free Professional Learning

Digital Play in Early Childhood

With increased access to digital technologies, young children are required to make decisions about what information is useful or accurate, and how they might use this information. This website provides a range of **online learning tools and a framework** to support young children's learning as they **engage in digital play**.

Participatory Action Research (PAR)

This website provides an overview of a co-designed PAR project and an **e-learning module that walks you through the PAR process** and provides you with strategies, tips and resources for schools and teachers who are interested in the benefits of research in their school or classroom.

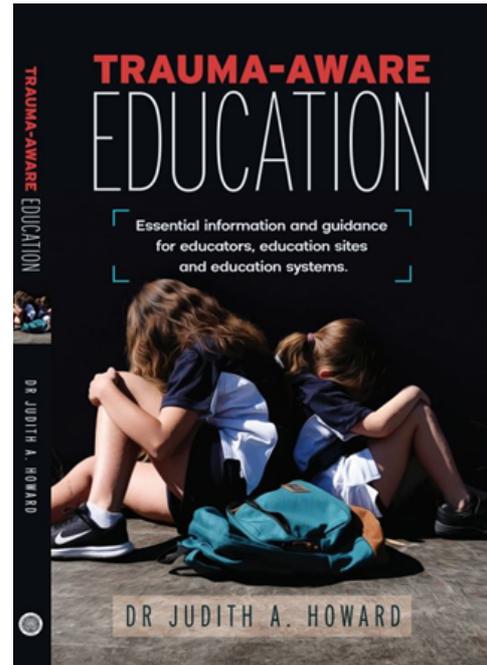
Empowering Global Learners

This website provides an overview of the project and an e-learning module developed from research that will walk you through a **framework of classroom practices** to support **participation, communication and belonging in the classroom**. The sections in the modules will provide you with background information to understand the key elements of being a **global learner**; an overview of the framework and links to strategies and resources that can be put into practice.

Trauma-Aware Education

Now, more than ever, in a world of stress, disadvantage, and unpredictability, schools struggle to manage the confronting needs of some of our most disadvantaged and vulnerable learners - those suffering complex trauma. This type of trauma stems from repeated interpersonal harm done to children, including physical, emotional, or sexual abuse, significant neglect, and the experience of family or other relational violence. These learners require a 'trauma-aware' response. Behaviour management techniques that may work for most learners often fail when used with trauma-impacted children.

This is why Dr Judith Howard, a world-recognised leader in trauma-aware education, wrote this book. It assists educators from an individual and system perspective in developing trauma-aware education frameworks to enable learners and educators to avoid the devastating effects of complex trauma on mental health. It examines and discusses the impacts of complex and other trauma on learners and how trauma-aware education provides an informed approach to remedy these concerns



QUT First to introduce Trauma-Aware Education to core units

Trauma-aware education is a growing field in learning and teaching for our faculty that has been offered as electives for B.Ed and M.Teach students for a number of years. **We are very excited to announce** that we will be offering a core unit for **all our M.Teach students from 2023 (EUN112: Child and Adolescent Development and Trauma Awareness) and a core unit for all our B.Ed students (Trauma Awareness) from 2024**. This an exciting opportunity for pre-service teachers and more evidence that we are leading innovative practice in this area. QUT is the first university to offer core education units for preservice teachers in Australia, and it is hoped that Judith's book will help other universities to do the same! These units provide vital learning for pre-service and practicing educators to prepare them to work with young learners living with the outcomes of complex trauma!

Topics covered include:

- the impacts of complex trauma
- the evidence base for for trauma-aware education
- a paradigm shift in the way learner behaviours are 'managed'
- effective strategies for a trauma-aware education response
- working with learners who live with disability
- a trauma-aware approach for early childhood education and care
- maintaining well-being for educators
- leadership of trauma-aware education in sites and systems.

For more information, please contact:

A/Prof Judith Howard

email: ja.howard@qut.edu.au

Members Spotlight



Dr Susan Chapman

Dr Susan Chapman has taught as a primary school performing arts teacher, secondary school music teacher, conductor of children's choirs, and sessional lecturer in arts education before joining QUT in June 2019 as a lecturer in the School of Early Childhood and Inclusive Education. Susan has worked professionally as an actor and musician in Australia, the United Kingdom, and Austria. After beginning her undergraduate study at the Queensland Conservatorium of Music, she has broadened her research to include other arts disciplines (Dance, Drama, Media Arts, and Visual Art) and was recently appointed as a Senior Lecturer in the School of Early Childhood and Inclusive Education. Susan is championing the importance of Arts Education in schools and runs a popular Arts Bootcamp for Educators in January and again in April.



Dr Sally Savage

Dr Sally Savage is a lecturer in the School of Early Childhood and Inclusive Education where she prepares students for their first professional experience. She also teaches in the Child health, wellbeing, safety, and movement unit. Her research interests include mothers and mothering practices and early childhood music education. Sally's PhD thesis was an intergenerational qualitative study on how involvement with music influenced women's mothering practices. Sally utilises narrative inquiry and feminist methodologies in her research. Sally is part of the RAMSR team and is currently redesigning the program with music therapist, Rebecca Eager, to add additional resources to accommodate toddlers. Within the Centre for Child and Family Studies, Sally supports our Early Career Researchers in a co-leader role with Dr Meegan Brown. In 2020, Sally did a small-scale study on how student-mothers were being supported by their university during Covid-19. In response to some of the recommendations in the research, Sally has started a group at QUT for students with caring responsibilities, which has been well received. Sally's next project is an evaluation of the Sing & Grow program for Play Matters Australia with centre member, Dr Lyra L'Estrange.



Yoo Mi Byun

Yoo Mi is a PhD candidate in the School of Early Childhood and Inclusive education. YooMi completed her final seminar in 2022 which investigated longitudinal patterns in Australian fathers' mental health, parenting behaviours, parenting self-efficacy and father involvement. While societal changes have resulted in an adjustment in a father's role in childrearing, the field of parenting research remains primarily focused on mothers. Yoo Mi's study used data from the Longitudinal Study of Australian Children Birth cohort (N = 5,107) across Wave 1 (birth to 12 months) to Wave 5 (8-9 years old). Structural equation modelling approaches are used to examine change over time in the key constructs of interest related to fathers, and the ways these are associated with children's social-emotional outcomes.

For more information:

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