

11th Annual ECDA Fall Conference



Honouring the Journey



NOVEMBER 3RD AND 4TH
2022

INTRODUCTION

The ECDA Board and Staff are excited to invite you to our 11th Annual Fall Conference-- Honouring the Journey. Join us as we embark on reigniting our passions and honouring the journey we are each on. It is not a secret that the last two and a half years have been hectic, overwhelming and too much at times. But the process of planning an in-person conference and the feeling of looking forward to everyone being in the same room has been wonderful. We can almost feel the energy already!

Island ECEs will come together for the first time in more than two years, in celebration of the journey. We don't know about you, but we sure have missed bumping into people we haven't seen all year, old colleagues, friends, and meeting new and upcoming friends! We've missed seeing the smiles, the a-ha moments and the energy in the hallway! Though those things will look a little bit different this year, as we have grown in membership, and spacing was an issue, we encourage you to look for those things you've missed, to seek out the people you haven't seen since perhaps the last in-person conference. We invite you to honor your own personal journey, to reflect on where you started, where you've been, where you are, and where you hope to go. Whether you're a seasoned professional, a brand new ECE, or somewhere in the middle of a journey, we believe we're all right where we are meant to be!

As you head into this conference, we remind you of the words of the incomparable Mr. Rogers "If you could only sense how important you are to the lives of those you meet; how important you can be to the people you may never even dream of. There is something of yourself that you leave at every meeting with another person." Never underestimate your impact on those you meet, those you interact with, and those with whom you spend your time. Whether it's a two-day conference or a day with the children of families you are all important and have a role to play. As we walk into this conference together, we ask you to bring your enthusiasm, your authentic self, your energy, and your zest for learning and networking.

Leading up to the conference we'd love to hear some tidbits of your journey and we'd love to hear what you're looking forward to as we meet again!

Tag @ecdaofpei and share with us! We invite you to reflect on our time together, and to share your biggest ah-ha moment, as we continue this journey together well past the dates of the conference!

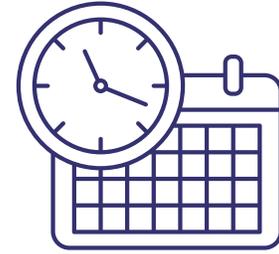


CONFERENCE SCHEDULE

Conference Dates:

Thursday, November 3rd, 2022

Friday, November 4th, 2022



Conference Pricing:

Member: \$180 + tax

Non-Member: \$310 + tax

Contact:

(902) 368-1866

info@ecdaofpei.ca

www.ecdaofpei.ca

Locations

Charlottetown

(Specifics will be listed after registration is complete):

Eastlink Centre

Confederation Centre

Holman Grand

Murphy's Community Centre

Murchison Centre

Conference Schedule:

Thursday November 3rd:

8:00- 8:45 Registration

8:45 - 9:00 am Opening Remarks

9:00 - 10:30 am Opening Keynote

10:30 - 10:45 am Break

10:45 - 12:15 pm Plenary Session

12:15 - 1:15 pm Lunch Break

1:15 - 4:15 pm Break-out Sessions

6:30 Awards, Kitchen Party &
Piano Bar!!

Friday November 4th:

9:00 - 12:00 Breakout Sessions

12:00 - 1:00 pm Lunch Break

1:00 - 2:30 pm Plenary Session

2:30 - 4:15 pm Closing Keynote

4:15 - 4:30 pm Closing Remarks

Simultaneous translation services will be provided for all keynotes

Les services de traduction simultanée seront fournis pour tous les discours d'ouverture

Please note snacks and lunch are on your own

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Early Childhood
Development
ASSOCIATION of PEI

Thursday November 3rd - 8:45- 9:00

Opening Remarks



Thursday November 3rd - 9:00 -10:30

Opening Keynote: Changing Tides: The Past, Present and Future

Over decades, early childhood educators have experienced the ebbs and flows of change that has either strengthened or hindered the early learning and care sector. This session will highlight shifts in the landscape on topics of research, policy, practice and politics that have informed and influenced our shared work. This interactive session will touch on current Roadmaps offering guidance for how to collectively take action to shift the tides towards a future when a universal, accessible, high-quality and inclusive child care system becomes a reality across Canada.



Barb Reid, GRIT



Thursday November 3rd - 10:45 - 12:15

Plenary Session: Educating Citizens Through Play



Teacher Tom

Teacher Tom speaks about how children's play brings the habits and principles of democracy into 'early years' classrooms. He'll start by discussing the purpose of education in democratic societies and how and why we have managed to veer so far from the original intent, which is to educate citizens capable of contributing to the grand experiment of self-governance. In this full-throated support for play-based education, he details through his illustrative classroom stories and examples exactly how his curriculum works.

Participants will learn the benefits of introducing these playful principles to their own students, the hallmarks of what makes a good citizen both in a classroom as well as a democracy, the traits and habits required for self-governance, and practical tips on how to implement these ideas in their own classrooms. It is an inspiring, often touching, often hilarious, and always eye-opening and empowering presentation.

THURSDAY BREAKOUT SESSIONS:

1:15 – 4:15 PM

1A: Functions of Behaviour: Reducing the Unexpected—Monica Maddison

Explore in depth the potential causes of behaviours, the language we should be using to speak about the unexpected, and how we can prevent these unexpected behaviours from occurring in the future. Participants will learn about positive and negative reinforcement, and dive into the complexities for educators of responding appropriately and intentionally. Topics covered: neurodiversity, behaviour, positive language use, antecedents/consequences, reinforcement, classroom strategies, and the impact on peer relationships.



1B: Mental Health Literacy – What is it? – Marilyn Armstrong & Carolyn Porter (GRIT)

How do we know when something is a mental health concern and what support to provide? In this workshop, we will learn key factors affecting mental health, how to recognize signs of concerns, and what our role is in supporting the mental health of children, families and ourselves.



1C: Speaking With Children So They Can Think --Teacher Tom

Teacher Tom shares his popular methodology to help adults motivate, inspire, and build relationships with the children in their care without raising their voices, bossing them around, scolding, or threatening.



1D: Reimagining Professional Learning: Creating Communities of Practice – Nicky Byrnes and Jennifer Vanderberg

A Community of Practice is a group of people who “share a passion for something they do and learn how to do it better as they interact regularly” (Etienne Wenger). The idea behind a CoP is that through the process of sharing experiences and knowledge with others, we enable dialogue among members and begin to explore new possibilities and new ways of doing something. The hope for each CoP is that it will offer opportunities for self-reflection, a deepening of the understanding of practice and in doing so support professional and personal development. The presenters will share their journey over the last 4 years as they collaborated, reflected and discussed a variety of topics. Together we will explore ways in which educators can reimagine professional development and learning in your own community or programs.



THURSDAY BREAKOUT SESSIONS:

1:15 – 4:15 PM

1E: Who am I with Children? Reflecting on our Image of the Child and Professional Identity – Taylor Hansen

In this session educators will be supported in reconnecting with their core values and critically engaging with their image of the child and professional identity. Educators will explore the ideas about children and childhood that they bring to their practice and how these ideas have changed over time, for better or worse, through their practice.

Maybe we get stuck? Maybe we are on autopilot? Maybe our beliefs clash with practices we observe or beliefs of families? Maybe we learn through and with our interactions with the children and feel internal tensions? How do we navigate these tensions?

This session will provide educators with opportunities for reflection and engagement with one another and give them new ideas, language, and research to consider around how children are perceived and treated in society. It will reaffirm and support what many are doing and/or thinking about every day and help them as advocates and educators to feel refreshed and confident in their choices and approaches, leaving the session with increased clarity around their values and identities as ECEs.



1F: Planning to Leave – Susan Willis

Succession planning is an important strategic initiative for any organization. You don't have to be planning to leave to have a plan for leaving. The loss of key personnel can leave your organization vulnerable and especially so when it is the leader of the organization. Whether it is an unanticipated temporary absence or the final goodbye, there will be challenges to overcome. In this session we will explore the many components of executive succession planning that will result in a successful leadership transition while maintaining organizational stability.



This session is for Directors only.

1G: The Importance of Building Positive Relationships in Early Childhood Programs – Kathy Black

One of the most important roles as early childhood educators is to foster effective communication with young children and adults. This workshop will review daily strategies to encourage early childhood educators to build healthy nurturing relationships with children, families, educators, and community. By reviewing best practices during a typical day in an early childhood classroom, participants will understand the importance of being a responsive educator. Participants are encouraged to share their information, knowledge, and expertise throughout the workshop.



THURSDAY BREAKOUT SESSIONS:

1:15 – 4:15 PM

1H: Including Diverse Children in Early Learning Experiences – Emily Martinello



This session will focus on practical tools that support the inclusion of children with diverse needs and abilities in all routines in early learning and child care. Specifically, we will discuss the image of a child with special needs, and how to develop and implement tools such as ABC Charts, Positive Behaviour Support Plans, writing strengths, areas of growth, and goals, and creating Individualized Family Service Plans and Routine Based Plans.

1I: Intuitive Eating and Gentle Nutrition for Children – Samantha Blizzard B.Sc., RD

As Early Childhood Educators, or other employees of these facilities, you have the ability to make a major impact on children’s relationship with food; something that will last a lifetime. Did you know our body tells us every day what type of nutrients we need, how much food we need and at what times? We are born with the ability to tune into this, but often end up disconnecting to our body’s cues overtime due to environmental influences. During my presentation, I will discuss children’s ability to eat intuitively and follow their hunger and fullness cues, as well as the important role you can play in supporting their food decisions. We will discuss factors that may impact hunger and fullness and how/why cues may vary from child to child, day to day. Expect discussions around the power of positive role modelling and using appropriate language around food at meal times, along with conversations around weight stigma, set-point weight theory and the damage certain comments can have on our relationship with food, body and our health. Finally, the topic of gentle nutrition, general nutrient recommendations for children and how to address “picky” eating will be covered. I hope you will join me in learning something new!



1J: La connaissance de la santé mentale - Qu'est-ce que c'est ? -- Jihène Abdedaim & Kristina Patterson (GRIT)

Comment savoir si une situation constitue un souci de santé mentale et quel soutien apporter ?

Dans cet atelier, nous allons découvrir les facteurs clés qui affectent la santé mentale, comment reconnaître les symptômes qui suscitent des inquiétudes, et notre rôle dans le soutien de la santé mentale des enfants, des familles et de nous-mêmes.



FRIDAY BREAKOUT SESSIONS:

9:00AM – 12:00PM

2A: Honouring the journey: Monica Madison

Engage and self reflect upon the past philosophies, stigma, and approaches to educating neurodiverse minds over the years. Together, we will explore the many social perceptions of ADHD, Autism Spectrum Disorder, and other learning differences such as dyslexia and dysgraphia. Philosophies are always growing and evolving with new information, research, and understanding - should the educator seek it. Arguably, all of us have been exposed to out of date language, we've drawn incorrect conclusions, and may have acted with false or incomplete information within our care. However, as intentional and inclusive educators it is our responsibility to unlearn the standards of the past and move forward in our journeys towards inclusive education and care. Together, we will discuss the current best practice approaches are for engaging with and caring for neurodiverse children, including: active self reflection (with in-moment strategies to respond - not react, to difficult moments), appropriate positive language use, as well as active, respectful listening. Educators will be supported through this journey while making actionable projections and attainable goals for their future selves in the education field.



2B: Social & Emotional Foundations for the Early Years Marilyn Armstrong & Carolyn Porter (GRIT)

The research is clear on the critical role the environment holds in influencing children's well-being, their participation and engagement. In this session, participants will reflect on the importance of nurturing meaningful relationships with children and families as a core, "universal" practice for all adults in the child's life. In addition, we will also explore "targeted" strategies to more intentionally teach social and emotional skills for children who may require additional support.



2C: "Talking the Talk – Emily Martinello

This session will focus on sexuality education in the early years (birth through age 5). Developmentally appropriate topics such as privacy, anatomy, and consent will be emphasized. Communication tips, resources and supports, plus information about prevention and risk reduction of sexualized violence will be covered in this interactive presentation



FRIDAY BREAKOUT SESSIONS:

9:00AM – 12:00PM

2D: The Role of the Early Childhood Educator – Kathy Black



Quality early childhood educators demonstrate the skills, knowledge, and abilities outlined in Canada's Occupational Standards for Early Childhood Educators. This workshop will provide examples to define and demonstrate many skills and abilities required to provide quality childcare to young children and families. Participants will have an opportunity to share their current practices to describe their success with observing and recording, daily program, health and safety, team collaboration, maintaining professionalism and self care.

2E: The Power of Music in Relationships: Using Music to Build, Strengthen, and Maintain Relationships -Katherine Lowings BMT MC MTA CCC CT, Music Therapist and Counselling Therapist

Music can be an important and crucial element in relationship building. By creating and engaging in music together, attachment bonds in relationships between parents/guardians/caregivers and children can grow in healthy ways. Understanding how to use music in effective ways can help individuals provide safe and accepting environments. This presentation will explore various topics related to relationships, attachment, music development, introduction to elements of music therapy with children, effective and healthy ways to use music, and how to use music as self-care.



2F Who am I with Children during Mealtime? Reflecting on our Image of the Child and Professional Identity in Context – Taylor Hansen



In this session educators will be supported in exploring how their image of the child and professional identity interact with a specific routine they are all participating in everyday with children: mealtime. Together and as individuals, participants will critically engage with interactions and practices around this routine and learn about new ideas, language, and research to consider around the importance of this routine to holistic development and relationship building. Educators will be guided in thinking about how they can create a mealtime routine that is relational, supportive, and aligns with their image of the child and professional identity.

FRIDAY BREAKOUT SESSIONS:

9:00AM – 12:00PM

2G- Your Wellness Matters: The Importance Of Work/Life Balance With Regards to Your Physical and Mental Health – Bernadette Currie

Do you find yourself running on auto-pilot most days?

Do you feel yourself pulling into survival mode, just trying to make it through a day until the next day arrives?

Do you find yourself feeling tired, worn down, or anxious at work or at home?

Is “me” time a luxury for you most, if not all days?

If you had a lot of “yes’s” – here’s the comforting part - life doesn’t need to be like that. This workshop aims to provide you with the tools to improve your overall wellbeing both physically and mentally by opening discussing the following topics:

- Work/Life Balance
- The Importance of Self Care & Movement
- Stress Management
- Time Management
- Goal-Setting for Professional (and Personal!) Success

This workshop will be interactive and intends to provide a safe place for you to discuss challenges you face in your personal and professional lives when it comes to your physical and mental health. Bernadette aims to illustrate the importance of self-care and how your physical and mental wellbeing have an impact on your personal and professional relationships. She will then provide you with tools to allow you to begin making small, simple changes to begin living the life you deserve!



2H Leading Organizational Change from Vision and Values - Nicky Byres and Jenn Vanderberg

Connecting to your WHY! Join us as we reimagine your work from vision and values to your environments and practices. We have curated a series of experiences and opportunities to provoke your thinking and give space for deep reflection on who you are as an educator and how you can implement practices that energize and empower in service of your teams, your families and most of all the children you serve. Our time together will ignite a spark of discussion about the alignment of vision and values while offering educators opportunities and structures to think about the complexities of their work. Participants will leave with tools to align practice and care with INTENTION.

FRIDAY BREAKOUT SESSIONS:

9:00AM – 12:00PM



2I: The Pyramid Model is not pixie dust!

If it is not pixie dust, then what is it? This session will explore the Pyramid Model: what it is; what it isn't; how it works and how it can help support the use of evidence-based practices in the learning environment so young children, families and colleagues will benefit. We will explore the Pyramid Model framework, the use of collaborative practice-based coaching, and the resources available to support social emotional competence in infants and young children in your programs.

2J :Les fondements socio-émotionnels de la petite enfance -- Jihène Abdedaim & Kristina Patterson (GRIT)

La recherche a été claire sur l'influence critique de l'environnement sur le bien-être, la participation et l'engagement des enfants. Au cours de cette session, les participants examineront l'importance d'entretenir des relations significatives avec les enfants et les familles comme étant une pratique de base et "universelle" pour tout adulte entourant la vie d'un enfant. En outre, nous allons également explorer des stratégies "ciblées" pour enseigner plus intentionnellement les compétences socio-émotionnelles aux enfants qui pourraient éventuellement avoir besoin d'un appui complémentaire.



Friday November 4th - 1:00 - 2:30PM
Plenary Session: Honouring the Journey Onward

Some reflection and thinking about how to leverage time at conference to make an impact on practice going forward, including strategies for sharing learning, pedagogical choices and parallel practices. An invitation to pause before reentry into work life to consider the implications of new ideas and making change and to develop the disposition of curiosity, creativity and self-care for the journey onward.



Nicky Byres

Friday November 4th - 2:30 - 4:15 PM
Closing Keynote: A Pyramid Model Journey



Shari Ridgewell

Shari Ridgewell has been an early childhood educator for 4 decades. In 2017, with a need to find a new path, a paradigm shift was proposed to assist educators in supporting young children's social emotion development and challenging behaviour.

Nova Scotia began a Pyramid Model journey. All journey's have a story. She will share the journey and excitement at the promise this framework offers children, families, educators, administrators, and communities in supporting the social emotional well being of young children.

Friday November 4th -
Closing Remarks

FACILITATOR BIOS:



Barb Reid, Executive Director of GRIT (Edmonton), Barb provides leadership for advancing inclusive early learning, childcare and is a strong advocate upholding the rights of children with disabilities.

Barb work is grounded in the core values of applying research to practice, family engagement, and life-long learning. Through collaborative partnerships, Barb led her team to launch and nationally scale ASaP (Access, Support and Participation). ASaP is an innovative project to build upon the knowledge, skills and confidence of early childhood educators to meaningfully include all children.

Barb holds a Master's degree in Educational Policy and Leadership and is indebted for the mentorship and learning received from so many individuals who have shaped her values and knowledge.

Tom "Teacher Tom" Hobson is a preschool teacher, writer, speaker, artist, and author. He is best known, however, for his namesake blog Teacher Tom's Blog, <http://teachertombsblog.blogspot.com/>, where he has posted daily for nearly a decade, chronicling the life and times of his little preschool in the rain-soaked Pacific Northwest corner of the US.

For the past two decades Teacher Tom was the sole employee of the Woodland Park Cooperative School, a parent-owned and operated school knit together by Teacher Tom's democratic, progressive play-based pedagogy. The children come to the school as two-year-olds in diapers and leave as "sophisticated" six-year-olds ready for the larger world. Teacher Tom came into teaching through the back door, so to speak, having enrolled his own child in a cooperative preschool, where he began working daily in his daughter's classroom as an assistant teacher under the tutelage of veteran educators, although he'll be the first to tell you that most of what he learned came from the children themselves. When it was time for his daughter to move on, he "stayed behind," where he plans to remain for the rest of his life.

During his holidays and long weekends, Tom travels around the world (Greece, Iceland, Australia, China, Vietnam, New Zealand, Canada, UK, and across the US) sharing his views on early childhood education, play, and pedagogy. He recently authored his first book, aptly named Teacher Tom's First Book: Teaching and Learning from Preschoolers <http://www.teachertomsfirstbook.com/book.html>.



Monica Maddison is a Director of Specialized Education and Inclusion, former college instructor, and a professional speaker. She brings her twelve years of experience and extensive education background to educate educators on best practices for supporting and caring for neurodiverse learners. When she isn't advocating for her students in the classroom, providing one-to-one therapy for home based clients, or public speaking across Canada, she's a mother to three children herself.

Monica uses attainable explanations with actionable strategies within each session to guide educators through self reflection and greater understanding of all children. Her company, Bloom Behaviour, is creating a movement of inclusion driven practices for intentional educators.. because as we already know; we're better when we're together.



FACILITATOR BIOS:



Carolyn Porter (ECE Diploma) has worked as an Early Childhood Educator and Director for over 15 years in Ontario and Alberta. Over the last 3 years she has worked with GRIT and the ASaP program and provided coaching to Early Learning Centres to implement the Pyramid Model's social, emotional and inclusive practices. Carolyn also supervised and mentored other coaches to use the Practice Based Coaching framework to support adult capacity building in their own communities.

Marilyn Armstrong (BHSA, ECD diploma) has worked with young children and their families in a variety of settings for over 30 years. She believes strongly in all children's right to participate and play in early learning environments that are responsive to all children and families' unique needs. Marilyn managed the ASaP Program for 10 years, an innovative program from GRIT. She is now managing GRIT's new project Connecting Canada which will support leadership and the use of inclusive practices in early learning settings across Canada.



Nicky Byres is the Executive Director of the Society of Richmond Children's Centres, a multi-site non-profit in Richmond BC caring for over 250 families. Additional hats she wears are ECE instructor in the Post-Basic program, Practicum Facilitator, Communities of Practice Consultant and Leader and committed child care advocate working in the child care field in BC for over 20 years. Prior to returning to Canada she worked in teacher education and training in South Africa and ran rural farm schools. In rare non-working hours she is at the gym or cuddled on the couch with an aging brown Labrador named Spanner. She lives with her partner in Steveston BC and her adult children are finishing various post secondary studies in various places.

Jen Vanderberg works from an ethic of care, she has worked in a variety of roles supporting children, families and educators for 30 years. She serves as an instructor of ECE and Coordinator of student practicum, a child care advocate and a community of practice facilitator and consultant.



Taylor Hansen has worked directly with young people in a variety of capacities and contexts for over 18 years. She has always prioritized being open to new experiences in the service of young people in order to broaden her perspective and improve her practice. She is a mother to two young children and an advocate for children's rights. She is particularly interested in the ways children advocate for themselves and reclaim space in the adult world. She previously worked as an ECE at Mount Saint Vincent's Child Study Centre for 6 years and after this ran an independent early learning program that focused on creative projects inspired by time with nature. She currently is a Research Coordinator at the IWK and teaches in the Department of Child and Youth Study at Mount Saint Vincent University. At its core her personal practice is about building relationships and she believes that it is in the context of relationships that we are able to understand one another and best support young people.

FACILITATOR BIOS:



Susan Willis recently retired as the Executive Director of Point Pleasant Child Care Centre in Halifax, a position she held for over forty years.

She believes that early education and care is the foundation for later success in life and has dedicated her career to ensuring that children benefit from an intentional, enriched, and caring environment delivered by highly qualified, dedicated and enthusiastic educators.

In addition to her position at PPCCC, Susan was part time faculty at the Nova Scotia College of Early Childhood Education. She is President of Willis & Associates, Early Learning and Care Consultants, and has been the Course Coordinator for the Early Childhood Administrator Certificate Course at Mount Saint Vincent University since its inception in 2010.

Throughout her career she has been involved in countless organizations and committees and always remains a passionate advocate for quality in programs for young children.

Kathy Black has been in the field of Early Childhood Education for 35 years. In the beginning of her career, she worked as a private nanny caring for a 4-month-old infant, followed by positions as an early childhood educator in licensed childcare programs. After 15 years working as an ECE, Kathy took a position for 16 years with the Nova Scotia Provincial Government as an Early Childhood Development Officer and Licensing Officer. Most recently, Kathy accepted a position at the Nova Scotia Community College as faculty in the Early Childhood Education diploma program. In 2005 Kathy began facilitating curriculum workshops to educators throughout Nova Scotia, which she continues to enjoy throughout the maritime provinces.



Emily Martinello is an ECE instructor, former early interventionist, and published author. She has written 3 peer-reviewed articles on the topic of sexual abuse prevention, and recently developed and implemented a curriculum for Sexual Health NS focused on intellectual disabilities and sexuality.

Samantha Blizzard is a Registered Dietitian working in Charlottetown and Montague Atlantic Superstores on PEI. A graduate of UPEI's Integrated Internship Program, she has been working as a dietitian in her community for four years. Though Samantha works one-on-one with clients for a variety of nutritional concerns including plant-based eating, anti-inflammatory eating, meal planning and gut health related conditions, her main area of interest is helping her clients who are sick of yo-yo dieting and are ready to foster a healthy relationship with food through intuitive eating. Samantha also has a passion for helping clients manage any emotional eating by addressing self-care habits and practices. Along with one-on-one's, Samantha offers personalized group presentations and webinars on a variety of nutrition topics



FACILITATOR BIOS:

Bernadette Currie is a Certified Personal Trainer (CPT) and the owner of FitLife Wellness Solutions, a health and wellness company that offers personal training, online programming through FitLife Online, fitness classes, and corporate wellness initiatives for companies.



She is originally from Philadelphia, Pennsylvania and moved to the island in 2014. Prior to moving to PEI, Bernadette worked in the financial services industry for over 13 years, most notably as a Business Analyst at the Bank of New York Mellon. After she met her husband in 2012, she made the decision to move to PEI and pursue her passion of helping others get healthy and the dream of owning her own business.

She now works with individuals and companies on health initiatives like the importance of work/life balance, time management, goal-setting, and the physical and mental benefits of physical movement.

She is a believer in a “not one size fits all to fitness” and emphasizes the importance of just moving your body for the physical and mental benefits it can provide. She loves to help people become the best version of themselves physically and mentally!

Katherine Lowings is the owner and operator of KL Therapy & Wellness in Charlottetown, PE. She holds a Bachelor of Music Therapy (BMT) from Acadia University and a Master of Counselling (MC) from the University of Lethbridge. She is a Registered Counselling Therapist (CT) through the College of Counselling Therapy PEI, a Certified Music Therapist (MTA) through the Canadian Association for Music Therapy, and a Certified Canadian Counsellor (CCC) through the Canadian Counselling and Psychotherapy Association. She previously worked at a non-profit counselling agency for nine years where she worked with children, youth, and adults in individual and family work. She started her private practice in December 2021.

Katherine works within the community to provide services on an individual and group basis with a wide variety of clients. Some populations include adults and children with developmental disabilities, youth at risk, mental health, neurological disorders, grief and loss, and palliative care. Katherine believes in continuing education and attends many trainings, conferences, and workshops throughout the year to learn and continually develop in her practice. In her practice, Katherine uses a client centered approach and uses creative tools to connect, communicate, and advocate with the clients' she works with. She seeks to provide a positive environment where clients can use their strengths to overcome their challenges.



Shari Ridgewell, M.Ed. is an early childhood educator with 40 years' experience in the field. She has worked with all age groups; as child care administrator; an early childhood education consultant; a trainer of early childhood students; professional development provider and as an advocate for high quality child care. She recently retired from the Nova Scotia Government after 22 years working in licensing, program consulting, and policy development. In her last 5 years of public service, she coordinated the initial implementation of the Pyramid Model in Nova Scotia and continues as a member of the Provincial Pyramid Model Leadership Team. Shari continues to support the social emotional development and well-being of all young children in her current work with the Pyramid Model Consortium.



FACILITATOR BIOS:



Jihène Abdedaim (B.Ed., M.Ed.) has worked in the field of Early Childhood Education with children and families including immigrant and refugee families as an educator and inclusion specialist for 8 years. She joined the GRIT ASaP program 3 years ago as a coach for francophone Early Learning centres, to support their implementation of the Pyramid Model's inclusive practices and provide professional learning opportunities in French. Jihène also took part in the intensive coaching process of the Inclusive Childcare Program (ICC) to help educators with capacity building and the inclusion of all children.

Kristina Patterson has a Bachelor of Arts in Psychology (BA) and has spent the better part of the past 20 years supporting children and families in different capacities. Kristina has spent the past several years supporting early learning and care centres as an ASaP coach, and Inclusive Child Care (ICC) intake coordinator prior to accepting a position as Implementation Support Lead with Connecting Canada. Ensuing inclusive practices within each unique organization is what drives Kristina's commitment to building educators confidence and skill.



THANK YOU!

We thank you for your continued support and registration!

A huge thank you to our event sponsors!

See you all in November!



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