



Consortium

Bios

DR LUKE TOUHILL, MACQUARIE UNIVERSITY

Luke Touhill is the director of Mia Mia Child and Family Study Centre – the demonstration early childhood program for the School of Education at Macquarie University. He has almost 30 years experience in the early childhood sector as a teacher, director, manager, academic and consultant. As a teacher his practice focuses on play and project based approaches to learning, as well as on the importance of emotional wellbeing and social inclusion for children's healthy development. His academic research investigates the physical design of early childhood learning environments.

DANIELLE GREENHALGH, COOLUM OUTSIDE SCHOOL HOURS CARE

is the Director of Coolum Outside School hours Care. She has 13 years of experience in the OSHC sector and is passionate about promoting the value of mixed age play, STEM and nature play in the OSHC setting. Her work includes furthering participatory and consensus-oriented governance and action research on developing professional Educators utilising professional standards. She maintains a goal for best (and next) practice with her Educators and is a strong advocate for OSHC and values working with other services to lift the profile of OSHC in the wider community.

PROFESSOR REBECCA BULL, MACQUARIE UNIVERSITY

Rebecca Bull is Professor of Numeracy and Director of the Centre for Research in Numeracy Development and Learning at the Macquarie School of Education, Macquarie University. She has a background in Psychology with key interests in cognition and development, specifically the development of self-regulation and mathematical skills. Working with government agencies in Singapore and Australia, Rebecca's research interests focus on the impact of classroom factors (e.g., educator-child interactions) and home environment on children's development and learning. She is also interested in formative assessment and the identification of risk indicators of potential later learning difficulties. Rebecca has also been involved in comparative systems analyses which have included a focus on curriculum, pedagogy, assessment, and transitions. Rebecca is a well-respected colleague both nationally and internationally, with professional networks spanning early childhood education policy, practice, teacher training and professional development, and assessment of developmental outcomes.

PROFESSOR SHEILA DEGOTARDI, MACQUARIE UNIVERSITY

Sheila Degotardi is a Professor of Early Childhood Education at the School of Education, Macquarie University. Sheila started her career as an early childhood teacher before entering academia where, for over twenty years, she has researched infant-toddler pedagogies. Her work particularly focuses on how interactions and relationships between very young children, their educators and peers shape their learning experiences. She has an extensive track record of research projects and publications in this area, and her expertise is widely recognised by the sector.

Sheila continues to work with educators, student teachers and organisations to positively impact their infant-toddler professional practice.

ASSOCIATE PROFESSOR JUDITH HOWARD, QUEENSLAND UNIVERSITY OF TECHNOLOGY

Associate Professor Judith Howard, Queensland University of Technology (QUT). Judith Howard is an Associate Professor with the School of Early Childhood and Inclusive Education at QUT. Judith has worked as a primary school teacher, guidance counsellor, and student behaviour specialist and has held both regional and state positions with the Queensland Department of Education overseeing policy development and programs in student behaviour management and support. Judith's work with QUT has a key focus on the impact of complex trauma on the experience of early childhood education and schooling. Through her research, teaching, and consultancy, Dr Howard encourages early childhood services and schools to adopt a neuroscience-informed approach to the education and support of learners living with the outcomes of complex childhood trauma. Judith coordinates initial teacher education and post-graduate courses on trauma-aware education at QUT and her range of on-line courses are reaching many thousands of educators world-wide. She is also the lead organiser of the biennial "Trauma-Aware Schooling Conference". Judith's work is held in high regard nationally and internationally and she is often requested to provide consultancy or work in collaboration with education sites and systems throughout Australia.

MRS CATHY NORTHAM, ROSS CIRCUIT PRESCHOOL

Cathy has spent her career working alongside children in a range of early childhood and primary aged settings in rural and regional areas. Cathy is currently the Director of a three-unit community-based preschool in regional NSW and is leading the redevelopment of the building to enhance its community connectedness with Child and Family Health, community playgroup, new mothers' group, and preschool services all onsite. Building networks and services that are connected and meaningful to their local community, drives her practice. Cathy cares deeply about children and their rights, she also cares deeply for the people who work alongside children every day.

PROFESSOR SVEN SILBURN, MENZIES SCHOOL OF HEALTH RESEARCH

Sven Silburn is currently an Honorary Research Fellow at the Menzies School of Health Research in Darwin and the Telethon Kids Institute in Perth. After 15 years practising as a clinical and developmental psychologist, he began his research career in 1990 at the Telethon Institute for Child Health Research, before heading the Centre for Child Development and Education at the Menzies School of Health Research. His research has mostly focused on child development, youth mental health, and Indigenous child health and education. This has resulted in several influential publications including large-scale epidemiological studies (WA Aboriginal Child Health Survey; the Australian Early Development Index). His expertise in these areas has been acknowledged in membership of national advisory bodies including the National Suicide Prevention Advisory Council, the Longitudinal Study of Australian Children's consortium advisory group, and the Longitudinal Study of Indigenous Children's steering committee. Most recently he led the establishment of the NT data-linkage system and its application in studies of the health, development, and education of NT children, as well as intervention studies in child development and parenting, youth life-skills, and the prevention of foetal alcohol spectrum disorder (FASD).

PROFESSOR KERRYANN WALSH, QUEENSLAND UNIVERSITY OF TECHNOLOGY

Kerryann Walsh is a Professor in the School of Early Childhood and Inclusive Education at Queensland University of Technology. Her career included almost a decade working as an early childhood educator on a multidisciplinary team at Act for Kids, an Australian charity providing therapy and support services to children and families experiencing child abuse and neglect. Her experiences there have influenced all of her work since. Her academic career highlights include Co-Directing (with Jennifer Sumsion and Marilyn Fleeer) the Excellence in Research in the Early Years Collaborative Research Network, appointment as an Academic Advisor to the Royal

Commission into Institutional Responses to Child Sexual Abuse and leading the research teams for the National Principles for Child Safe Organisations, and Australia's Best Practice Framework for Online Safety Education.

LISA MEYER, WYNNUM FAMILY DAY CARE

Lisa Meyer is Educational Leader at Wynnum Family Day Care and Education Service (WFDC). She is an early childhood teacher with experience across all early years' service types including primary school, and over the past 20 years has worked exclusively within the Family Day Care sector, working within the team at WFDC. Lisa recently contributed to ACECQA's Educational Leader Resource Addendum for Family Day Care and has presented an educational leader's perspective to new practice mentors in Family Day Care as well as to a wider ECEC audience. Other projects have included Perspective on quality in Australian family day care (developed for FDCA by the Social Policy Research Centre at the UNSW); Sleep Learning for Early Education Professionals (2018) and currently Distributed leadership in family day care study. Lisa is drawing on her expertise working alongside educators and coordination unit team members as well as collaborating with State and National peak bodies.

ASSOCIATE PROFESSOR SANDIE WONG, MACQUARIE UNIVERSITY

Sandie Wong is an Associate Professor at Macquarie University, and a Research Fellow with Goodstart Early Learning. Sandie has worked as an academic, manager, researcher, evaluator, educator, consultant and nurse, within a range of early childhood, academic and health organisations. Sandie is committed to working in collaborative, strengths-based ways, with academics from a range of disciplines, early childhood organisations and practitioners, and governments, to lead and support high quality research, evaluation and practitioner enquiry, that contributes to best practice in early childhood. Her current work investigates: early childhood practices (including inter-professional practice); workforce issues (including educator time-use); educator well-being; and the history of early childhood internationally.

PROFESSOR SUSAN DANBY, THE SCHOOL OF EARLY CHILDHOOD AND INCLUSIVE EDUCATION

Professor Susan Danby is Professor in the School of Early Childhood and Inclusive Education, and Director of the Australian Research Council Centre of Excellence for the Digital Child. I've always been interested in how children interact with each other and adults such as parents and educators. Most recently, my focus is on how children engage with digital technologies at home and school. My early childhood teaching experiences in Australia and the USA in government, not for-profit organisations, and social service agencies has provided strong foundations for collaborations.

PROFESSOR MINDY BLAISE, EDITH COWAN UNIVERSITY

Mindy Blaise is a Vice Chancellor's Professorial Research Fellow and Co-director of the Centre for People, Place & Planet at Edith Cowan University, Western Australia. Mindy began her career as an early childhood teacher and has a distinguished record of original and innovative postfoundational scholarship that leads international debates about knowledge production and 'quality' in early childhood education. She is co-founder and principal research of the international and interdisciplinary The Common Worlds Research Collective. This collective draws from multiple perspectives to reconfigure children's relations with the environment. She is interested in how the more-than-human and feminist speculative research practices activate new meanings about childhood that sit outside the narrow confines of developmentalism.

DR BRUCE HURST, THE UNIVERSITY OF MELBOURNE AND GRIFFITH UNIVERSITY

Bruce Hurst is a Research Fellow at both the University of Melbourne and Griffith University. He has conducted research across a range of early and middle childhood settings with educators and children. This body of work draws on poststructural theories of power and knowledge to trouble taken-for-granted assumptions about

childhood and pedagogy. Bruce's has a strong interest in using a rights framework to better understand children's views about school age care and what it should provide. Recently, he has worked with in partnership Jennifer Cartmel to explore professionalism in school age care. His work has made a significant contribution to the emerging body of Australian research into school age care. Bruce has extensive professional experience working collaboratively with services, government and peak bodies and is the current Deputy Chair of the Community Child Care Association.

ASSOCIATE PROFESSOR JANE PAGE, THE UNIVERSITY OF MELBOURNE

Jane has worked in the early childhood field for over thirty years covering a range of roles both as a director and teacher in early childhood services as well as teaching and researching in the University sector. Jane currently works at the University of Melbourne. Her research interests include assessment for learning, coaching, educational leadership and the application of human rights principles in early childhood settings. In the past decade Jane has been actively engaged in the development and implementation of a number of professional learning and research projects with state governments in Victoria and the Northern Territory, local governments in Victoria and the Victorian Curriculum Assessment Authority (VCAA). Jane also worked closely with VCAA and Victorian Government, teachers and educators and children to inform the VEYLDF. For more information: <https://findanexpert.unimelb.edu.au/profile/13984-jane-page>

ASSOCIATE PROFESSOR ANNE-MARIE MORRISSEY, DEAKIN UNIVERSITY

Anne-Marie Morrissey is an Associate Professor of Early Childhood Education in the School of Education at Deakin University. Her early childhood career includes working as a teacher and director in preschools and childcare centres in Sydney, Melbourne and London. Her research interests include: the role of play in teaching and learning; teacher professional learning; the effects of outdoor learning environments on children's learning, play and wellbeing; and provisions for gifted and talented children. She has a strong track record of collaborative projects in her areas of interest with colleagues, governments, early education and care service providers, and landscape design professionals.

MS EMILIA BORRILLO, NIDO EARLY SCHOOL

My passion for education is supporting young children to be lifelong learners as I have a holistic understanding of how children learn. I understand that children need to be provided with rich learning experiences that fosters their individual learning journey. The contemporary teaching pedagogy of Reggio Emilia philosophy influences my teaching practice; I view the image of the child as capable and competent. This allows me to plan, program, implement and evaluate an early year's curriculum.

My pedagogical practices align with the guiding principles of Reggio Emilia and this is reflected in the environment, documentation, and my image of the child as a capable, active participant, and researcher in their own learning. I believe my role is to guide, extend and expand on this already emerging curiosity. Inquiry based projects that are derived from child's voice are how we develop our curriculum intentions within my service and are the starting point of our cycle of planning. We incorporate STEM based inquiry into our projects alongside provocations/invitations to play within our environment. This is always evident in the beautiful environment that I create alongside children and families, and is a representation of children's curiosities, cultures and community. This is also evident in the way I document children's learning giving careful consideration into the what, why and how, including always the rights of the child within these thoughts.

DR ANNE KENNEDY, UNIVERSITY OF MELBOURNE

Anne Kennedy works as a consultant in early childhood and is a fellow of the Graduate School of Education at the University of Melbourne. Anne was a member of the small writing team that developed Australia's first national Early Years Learning Framework and continues to be actively involved in the design and development of national

and state based resources and professional development programs for the early childhood sector. Anne is a non-executive director of the Board of The Front Project, a member of the Victorian Children's Council and has recently been appointed a Board member of the Australian Education Research Organisation, Australia's national education evidence body.

LISA SYRETTE, AIS CARETAKER'S COTTAGE CHILD CARE CENTRE

Lisa Syrette is the Director of the AIS Caretaker's Cottage Child Care Centre. As an Early Childhood Teacher and Leader she has worked in a variety of ECEC settings, with her most significant experience in Centre-based services. As a practicing Early Childhood Teacher she has a particular interest in literacy and sustainable practices, and champions opportunities to support these in her work. As Director of the Cottage for 22 years, she has led the team to achieve the Excellence Rating 3 times. Excellent practice initiatives have included innovative pedagogical practice, and support of families particularly in the transition to care. She places an emphasis on continuous improvement, child-led practices, and staff wellbeing.

Lisa strongly advocate strongly for integration of service delivery, the role of the early childhood teacher in before-school settings, and the importance of providing services for vulnerable children.

DR GERRY MULHEARN, MACQUARIE UNIVERSITY

Gerry Mulhearn is a Research Associate at Macquarie University. She has significant experience as a teacher, curriculum leader, program manager, policy practitioner and researcher. Her research focus has largely concentrated on aspects of early childhood education and care policy. Her most recent work has included a focus on quality improvement and reflective practice for educators of children under 3 years, the National Quality Improvement Project commissioned by ACECQA, and a commissioned report to the Teachers Registration Board of South Australia regarding inclusion of early childhood teachers in the Australian Professional Standards for Teachers. Gerry's wide professional network is long-standing and collaborative, particularly developed through work on comprehensive stakeholder consultation and negotiating research partnerships.

ASSOCIATE PROFESSOR MARYANNE THEOBOLD, QUEENSLAND UNIVERSITY OF TECHNOLOGY

Maryanne Theobald is Associate Professor in the School of Early Childhood and Inclusive Education at Queensland University of Technology. Maryanne has over thirty years' experience in ECEC and currently coordinates foundational units in QUT's initial teaching education programs and post graduate programs. Maryanne is an interaction analyst whose research explores the hidden worlds of children's lives in our increasingly culturally and linguistically diverse homes, schools, and playgrounds. Maryanne uses video-ethnography and video-stimulated accounts to involve children as analysers of their own experiences. Maryanne's research has practical application for real world, ECEC educational and social matters, including children's rights, friendships and communication, as well as children's experiences with digital technologies. Understanding social relationships and identifying effective communicative strategies between educators and children, Maryanne's research guides educators to create safe and supportive social environments for learning.

DR KATE HIGHFIELD, EARLY CHILDHOOD AUSTRALIA (ECA)

Kate Highfield is the General Manager of Professional Learning and Research Translation at Early Childhood Australia (ECA). In this role she works across the sector with educators and researchers to help connect research and practice, supporting this through her work with ECA's online learning, publications and events teams. Prior to this role Kate's research focused on STEM and STEAM, with a particular focus on healthy technology use to support and extend play and learning.

ASSOCIATE PROFESSOR ELIZABETH ROUSE, DEAKIN UNIVERSITY

Elizabeth Rouse is an Associate Professor of Education, Early Childhood in the School of Education, Deakin University and has worked in many roles across the early childhood sector for over thirty years. She has worked as teacher in both mainstream and early intervention settings, in program management, in family and community programs and in initial teacher education. Elizabeth is passionate about hearing the voices of those who often don't get to be heard, and this has permeated her work and research over the past ten years, which has focused on parent-educator partnerships, transitions within and across sectors and children's voices in authentic assessment. She has authored a number of books, most recently one titled Partnerships in Education.

MS JULIA CORNELIUS, OUR PLACE

Julia brings 30 plus years' experience in the education and care sector within three states of Australia in both the government and non-government school sector, the kindergarten and childcare sector. Most recently Julia has worked at Doveton College Early Learning Centre as Educational Leader for the 0-3 years old program and mentored a large multicultural team of educators from that disadvantaged community. She empowered her team of six educators to provide a long day educational program to children as young as 6 weeks of age from vulnerable community. During 2017/18 Julia piloted the first version of Baby College at Doveton College in Partnership with Our Place and the Queen Elizabeth Centre (QEC). Baby College aims to improve the educational outcomes for disadvantaged infants by engaging and supporting vulnerable families from the prenatal period. Julia currently coordinates the development of Baby Steps moving into our ten sites. In 2019 Julia joined "Our Place" as their Senior Advisor Early Years. Our Place brings together the resources, children and families need to thrive – integrating high quality early learning, effective schooling, health and community services, engagement and enrichment activities and adult education, training and employment support in ways that meet the needs and help fulfil the aspirations of the community. A major part of Julia's role at Our Place is to Implement the Early Years Quality Practice Framework which is a research project that embeds research into practice. This is a Partnership with the Early Start Team at the University of Wollongong.

PROFESSOR JENNIFER SUMSION, CHARLES STURT UNIVERSITY

Jennifer Sumsion is a Professor Emerita of Early Childhood Education at Charles Sturt University. A career highlight of her decades-long involvement in early years education was her co-leadership (with Linda Harrison) of the national consortium of academics, early childhood organisations, practitioners and other key stakeholders that worked closely with the Council of Australian Governments to develop and trial Belonging, being and becoming: The Early Years Learning Framework for Australia. She subsequently gave keynote addresses about its development in Canada, Malaysia, New Zealand, the United Kingdom, and around Australia. Much of Jennifer's research has investigated how the EYLF is understood and implemented, and how these understandings and practices concerning the EYLF might be enriched and extended.

PROFESSOR DANIELLE GALLEGOS, QUEENSLAND UNIVERSITY OF TECHNOLOGY

Danielle Gallegos is Professor of Nutrition and Dietetics and Director of the Woolworths Centre for Childhood Nutrition Research at Queensland University of Technology. She is a dietitian with diverse experiences from acute care to public health and higher education. Her research focuses on real world "wicked" problems that require interdisciplinary and transdisciplinary solutions for improving food and nutrition across a range of settings. Danielle has broad experience in working with diverse groups who are experiencing disadvantage in areas related to early infant and young child feeding, food literacy and food security.

ASHA ROHAJN, CHRIST CHURCH GRAMMAR SCHOOL

Asha Rohajn is an early career early childhood teacher with six years' experience, currently working at Christ Church Grammar school as a Kindergarten teacher in metropolitan Perth. She has developed an innovative program that incorporates "River school" as the school is situated on the banks of the Derbal Yerrigan (the Swan River). Asha has led the addition of a Pre-Kindergarten and Kindergarten program to the Early Learning Centre, contributed to transition programs and is known for her strong relationships with children, families and the community. Asha has a passion for inclusion and has extensive experience working with young children with Autism Spectrum Disorder. She has also completed further studies in teaching children with Autism and works as a speaker and facilitator of professional learning with the Autism Association of Western Australia. She is committed to quality ethical practice that is inclusive and respectful of all.

DR PAULINE ROBERTS, EDITH COWAN UNIVERSITY

Dr Pauline Roberts is a Senior Lecturer in Early Childhood studies at Edith Cowan University (ECU) in Perth, WA. She has taught across the education sector in Early Childhood, Primary and Tertiary settings in a range of curriculum and content areas including early years Science and STEM. Pauline's doctoral research centered on the use of an ePortfolio to scaffold reflection in pre-service teachers which remains an ongoing area of interest and research. In her current roles at ECU Pauline is engaged in employability and leadership units and courses across under- and post-graduate programs. In this role, Pauline is still encouraging pre-service, and now in-service teachers, to expand what they know and to improve their skills in articulating this against required standards. She also challenges teachers to apply their new knowledge to advocating for children and their families in whatever context they may be working.

DR SHEENA ELWICK, CHARLES STURT UNIVERSITY

Sheena Elwick is a Senior Lecturer in Early Childhood Education (ECE) at the School of Education, Charles Sturt University. She began her ECE career as a pre-school teacher and Educational Leader in long day care and mobile childcare settings in NSW and Victoria. She has also worked as a teacher and Mathematics Coordinator in primary school settings. Sheena is widely known for her collaborative and professional learning work with ECE practitioners. The partnerships developed through this work characterise her research and its focus on exploring and co-designing innovative and timely responses to questions and issues emerging from within practitioners' localised experiences of ECE contexts. The ethical stance promoted throughout her research, and her use of human rights perspectives to ensure inclusive, quality education for all children is nationally and internationally recognised.

DR GEORGIE NUTTON, CHARLES DARWIN UNIVERSITY

Georgie has over 25 years' experience in early childhood education, applied research and policy development and delivery of curriculum, pedagogy and assessment projects including professional development for teachers. She has successfully managed and led major early childhood education and care and school system research projects for the Northern Territory Government and Menzies' Centre for Child Development and Education including analyses of national and international evidence-based interventions across health, child protection, community services and education disciplines to support compelling change agendas. Georgie now works in the initial teacher education program at Charles Darwin University and enjoys the privilege of working with community and organisation lead research projects.

Georgie is committed to supporting educators in the NT becoming the best they can be through professional learning, collective approaches and continuous quality improvements to professionalism, whilst contributing to the practice and research evidence base.

MS RIKI DUNCAN, AUSTINS FERRY PRIMARY SCHOOL

Riki Duncan has over 20 years experience as an early childhood educator and leader. She currently teaches children in kindergarten and prep at Austins Ferry Primary School. Riki began her career in South Australia where she worked as a kindergarten teacher and Director in regional and metropolitan areas, it was during this time that Riki developed an interest in the environment as the 'third teacher' and advocated for children's right to play. Riki sees herself as a learner and has participated in numerous teacher research initiatives, including Learning to Learn, Reconceptualising Reception and The Image of Child Project. In 2015 she received a scholarship to participate in the South Australian Collaborative Childhood Project study group to Reggio Emilia, and in 2016/2017 lead the Preschool Outdoor Learning Area Upgrade Project at Oaklands Estate Kindergarten. More recently as an Early Years Network Leader Riki worked with Tasmanian educators to strengthen pedagogy and practice through the implementation of the Refocus Teaching and Learning initiative. Riki is an active committee member of Early Childhood Educators of Tasmania.

DR MEGAN MITCHELL, THE UNIVERSITY OF SYDNEY

Megan Mitchell is the former inaugural National Children's Commissioner, at the Australian Human Rights Commission (2013-2020), where she focused solely on the rights and wellbeing of Australia's children. In that role she conducted investigations into issues such as: self-harm and suicide among children; the impact of family and domestic violence on children; the treatment of children in custodial detention; and the rights of young parents and their children. Megan has held senior leadership positions as NSW Commissioner for Children and Young People; Executive Director of the ACT Office for Children, Youth and Family Support; Executive Director for Out-of-Home Care in the NSW Department of Community Services; and CEO of the Australian Council of Social Service. Her policy and operational experience include disability, child protection, and child and family services. Megan recently joined the team at the Research Centre for Children and Families at the University of Sydney where she is a PhD scholar conducting research into casework practices that help children in care maintain positive cultural connections and identities.

ROSLYN VONSENDEN**DR KATHY COLOGAN, MACQUARIE UNIVERSITY**

Kathy Cologan is a Senior Lecturer in Inclusive Education at the School of Education, Macquarie University. Kathy has a particular interest in research and practice relating to the development and support of inclusive education and disability studies, with a view towards greater recognition of the rights of all children. Kathy's work in inclusive education is widely recognised and she continues to work with a wide range of colleagues within centre-based ECEC, OSHC, and FDC, as well as with government and NGOs, to support efforts towards genuine embracing of diversity. Through working with children, families, teachers, advocates and allied professionals within Australia and internationally Kathy has been privileged to develop deep understandings of inclusion and disability equity education.

PROFESSOR CAROLINE BARRATT-PUGH, EDITH COWAN UNIVERSITY

Caroline Barratt-Pugh is Professor of early childhood research in the School of Education at Edith Cowan University and Associate Investigator in the ARC Centre of Excellence for the Digital Child. She has been involved in early childhood for over three decades in the UK and Australia. Her teaching and research focus on language and literacy with a particular interest in equity and diversity. Caroline's research is participatory and translational. She works with state and local government agencies, not-for-profit agencies, community groups and families across WA and has made significant contributions to WA early childhood policy development and practice, curriculum and pedagogy. Most recently Caroline has led the evaluation of KindiLink, a supported playgroup initiative for Aboriginal families and as a result of her leadership of the evaluation of the Better Beginnings Kindergarten she has developed a literacy

text-messaging program for families with young children. Caroline is a member of the West Australian School Curriculum and Standards Authority (SCSA), curriculum committee and she has provided expert reviews and produced guidelines for a number of initiatives in WA. These include the WA Kindergarten Curriculum Guidelines (SCSA), guidelines for the development of Child and Parent Centres in WA (DoE) and the evaluation and revision of Child Australia's Integrated Service Delivery Model.

DR KAREN SINCLAIR, UNIVERSITY OF SOUTH AUSTRALIA

Dr Karen Sinclair is Program Director for the undergraduate and postgraduate Aboriginal Studies Programs at the University of South Australia. A Ngarrindjeri educator, she has experience and expertise in Aboriginal education from early childhood to higher education. As an early years educator, Karen's early work in curriculum informed the development of various initiatives related to improving the learning outcomes of Aboriginal students, ensuring they were on pathways to success. She has worked within the South Australian Department of Education as an early year's project officer advising on pedagogies appropriate for Aboriginal children along with delivering professional learning workshops to build the cultural competency of early years educators. In 2019 Karen was the successful recipient of the Early Childhood Australia Doctoral Thesis Award 2019. This is a nationally competitive research award that highlights the distinctive theoretical, empirical and/or methodological research contribution to early childhood policy. In 2019 she was invited to serve on the South Australian Department for Education Aboriginal Education Expert Advisory Panel reflecting her leadership in the Aboriginal and wider community. She teaches courses relevant to early years and primary years of education, Teaching and Learning in Aboriginal Education and Aboriginal Education, Culture, Curriculum and Change.

MS RENATA HARRIS, YULARA MULTIFUNCTIONAL CHILD CARE CENTRE

Renata Harris is the Nominated Supervisor, Early Childhood Teacher and Educational Leader of Yulara Multifunctional Child Care Centre. She is responsible for leading the pedagogy, practice, compliance and quality improvement of long day care, out of school hours care, bush kindy, preschool and playgroup programs. Renata is passionate about embedding Indigenous as a non-Indigenous person, providing play experiences in natural environments and maintaining effective community partnerships.

AUNTIE DENISE PROUD, THE UNIVERSITY OF QUEENSLAND

Auntie Denise Proud has recently been acknowledged as an Honorary Research Senior Fellow of The University of Queensland. Auntie Denise is a proud Aboriginal woman who was born and raised on Cherbourg and supports organisations in engaging and collaborating with Aboriginal and Torres Strait Islander peoples and communities.