

CALL FOR 2019 PROPOSALS
Proposal DEADLINE: Thursday, August 1, 2019

Annual Leadership Symposium - 10/18/19
Hawaii Early Childhood Conference - 10/19/19
Hawaii Convention Center
1801 Kalakaua Avenue, Honolulu, HI 96814
*"Educating Young Children: Critical Time,
Essential Profession"*



CONFERENCE GOALS:

Hawai'i AEYC seeks sessions for its 2019 Annual Leadership Symposium & Hawai'i Early Childhood Conference on practical experiences and applied research. All proposals should reflect research and/or practical experiences that are innovative, well-grounded and consistent with the principles of effective adult learning in a conference setting. Our theme this year reflects the importance of the whole child, their families and the adults who care and educate them.

These events also cover topics such as current research and issues in higher education, in-service training programs, program administration, accreditation, data collection, current trends in the field, HELDS standards, linguistic and cultural diversity public policy advocacy, and many aspects of development, and much more.

SESSION TYPE: Selected proposals will be accepted as **a 90-minute session:**
Friday, October 18, 2019 **Saturday, October 19, 2019** **Both**

All proposals are peer reviewed and a decision will be made on the status of the presentation between early September and mid-September via your email address. If you would like to submit a proposal, please do so and we will see you in October!

Submit your completed proposals to us by the deadline via email at: Kmurphy@hawaiiayc.org, by mailing the form to **Hawai'i AEYC, 1806 South King Street #30, Honolulu, HI 96826** or faxing your form to Hawai'i AEYC at **808.955.2739**.

AUDIOVISUAL EQUIPMENT: Presenters need to bring their own laptops and projectors as well as other supplies needed to conduct your session.
Mahalo Nui Loa!

PRESENTATION PROPOSAL FORM

Aloha,

The success of this professional conference/seminar/workshop rests on the dedication of individuals, like you, committed to promoting the professional growth and development of those who care for and educate young children birth to age 8. We look forward to your participation in the conference and thank you for your consideration. Hawai'i AEYC strongly encourages all interested individuals to submit an application.

PROPOSAL SELECTION CRITERIA

- Conference sessions should correlate with one of the E Malama I Na Keiki Principle of Practice: **Well Being, Relationships, Curriculum, Child Growth and Development, Guidance, Diversity, Learning Environment, Assessment and Evaluation, Professionalism, Program Management, Partnerships with Community.**
- Recognizes diversity in areas such as learning style, professional focus, culture, geography, race, ethnicity, language, family structure, gender and sexuality.
- Content must be applied without using a specific product or service. **Sessions for the purpose of sales will not be accepted.**

- **Presenters must be present 1 hour before their presentation.**
- Presentation cannot promote or endorse any commercial product or for-profit program.
- Electronic copy of handouts must be provided to conference coordinators. With permission from presenter handout will be posted on Hawai'i AEYC website after conference.

Thank you for sharing your expertise with the early care and education community and for supporting Hawai'i AEYC!

PROCEDURES FOR SUBMITTING A PRESENTATION PROPOSAL

- One proposal per form. Please do not create your own form.
- Please be thorough, clear and specific so that the committee can visualize what you plan to do and how you plan to do it.
- Please do not use abbreviations or acronyms.
- Presentations are limited to a maximum of 2 presenters unless presentation is a panel discussion or special request.
- Enrollment in most sessions will be 50.
- All presenters are responsible for their own transportation, hotel and other costs associated with the presentation, including handouts.
- Format should be appropriate for adult learners.
- **Presentations must be 90 minutes in length.**
- **All rooms will be set up Theater Style.**

PROPOSAL TIMELINE

SUBMIT BY: Thursday, August 1, 2019

Email or fax: Hawai'i AEYC at:

kmurphy@hawaiiayec.org, Fax: 808-955-2739 or mail to Hawai'i AEYC, 1806 South King Street, Suite 30, Honolulu, HI 96826.

IN APPRECIATION

Up to two presenters per workshop session will receive complimentary full conference registration. Complimentary registrations are nontransferable. Funds generated by this conference support Hawai'i AEYC activities, enabling us to provide quality, affordable professional development opportunities and services.

FOR MORE INFORMATION

Please contact Hawai'i AEYC Conference Coordinators, or Kathy Murphy at 808-942-4708 or kmurphy@hawaiiayec.org.

PLEASE REMEMBER

We only accept one proposal per seminar, if you are presenting two different seminars, then each seminar needs a proposal. We communicate primarily through email so it is important to have an email address included with each proposal.

1. PRESENTERS

Please provide the following information. The Primary Presenter is the only presenter notified of presentation acceptance. The Primary Presenter and the co-presenter will have their registration fee(s) waived and will be automatically registered for the conference. Please complete all the information on the attached Presenter's Proposal form. This information will be used in the conference program.

PLEASE PRINT CLEARLY:

Date of Presentation: **Friday, October 18, 2019** **Saturday, October 19, 2019** **Both**

PRIMARY PRESENTER *(Need to Register and Registration Fee Waived)*

Name (as you wish it to appear in conference book) _____

Professional Title: _____

Agency Name: _____

Mailing Address: _____

Phone () Fax () Email: _____

ADDITIONAL PRESENTER *(Need to Register and Registration Fee Waived)*

Name (as you wish it to appear in conference book) _____

Professional Title _____

Agency Name _____

Mailing Address _____

Phone () _____ Fax () _____ Email _____

ADDITIONAL PRESENTER *(Need to Register and Pay Registration Fee)*

Name (as you wish it to appear in conference book) _____

Professional Title _____

Agency Name _____

Mailing Address _____

Phone () _____ Fax () _____ Email _____

PLEASE ATTACH A SEPARATE SHEET FOR ADDITIONAL PRESENTERS.

2. Are you currently a registered trainer with Career Access and Navigation of Early Childhood Systems (CANOES) “Trainer Registry”?

___ Yes ___ No, send me a copy of the “Trainer Handbook and Application”

3. PRESENTATION (LENGTH of PRESENTATION: 90 minutes)

Title of Presentation: _____

Synopsis of Presentation: Please describe the content of this presentation (**limited to 50 words**) as you wish it to be published in the conference book:

4. CLEARLY IDENTIFY THREE (3) OR MORE LEARNING OBJECTIVES

Please list three or more objectives of what the participants will gain as a result of attending this presentation, e.g., “By the end of this presentation, the learner will be able to...”

5. E Mālama i Nā Keiki Principle of Practice (For more information see attached document).

Please check the **ONE** category you would like your presentation listed under in the conference program. The committee reserves the right to change program core areas if it is determined that another category is more appropriate.

Well-Being
Child Growth and Development
Relationships
Guidance
Diversity
Partnerships with Communities

Learning Environment
Curriculum
Assessment and Evaluation
Professionalism
Program Management

6. TARGET AUDIENCE

Please check the categories, which best describe your target audience.

Administrator
Directors
Teachers: New
Teachers: Practiced
Teachers: Seasoned
Aides: New
Aides: Practiced

Aides: Seasoned
DOE Teachers: K-3
DOE Teachers: Special Education
Family Child Care Providers
Home Visitor
Family Child Interaction Provider

6. MATERIALS

In an effort to go green, presenters are encouraged to make their materials available electronically. If received before (date), electronic versions of handouts and Power Point presentations will be made available online to all registered participants.

Hawai'i AEYC will not be able to reimburse for photocopies or shipment of workshop materials to and from the conference.

8. PRESENTATION SUBMISSION

Please submit this proposal form by email to Hawai'i AEYC at: kmurphy@hawaiiayec.org, fax (808) 955-2739, or mail to:

HAWAI'I AEYC
1806 South King Street ✕ Suite 30 ✕ Honolulu, HI 96826

MAHALO NUI LOA!

Our mission is to promote, support, and expand quality and professionalism in early childhood programs and services for Hawai'i's children (B-8) and their families.

E Mālama i Nā Keiki Principle of Practice

Domain 1: Well-Being

Definition:

Well-being is the state or condition of spiritual, physical, mental, social, emotional and psychological health.

Rationale:

Well-being is essential to the development of the whole person (spiritually, physically, mentally, socially, emotionally and psychologically). Primary care and preventive health services for children and adults assists families in their ability

Domain 2: Child Growth and Development

Definition:

Child development is the sequence of growth and change in all domains of development – physical, social, emotional, cognitive, linguistic, creative and spiritual – that occurs from the prenatal period through the early childhood years (eight years old).

Rationale:

Typically developing children generally reach milestones in the same sequence. However, their rates of development are highly individual and dependent on many factors (e.g. heredity, diet, environmental stressors).

Domain 3: Relationships

Definition:

Relationships are multiple and positive interactions between people that result in reciprocal and responsive connections.

Rationale:

Positive relationships are essential for the development of personal responsibility, capacity for self-regulation, constructive interactions with others, and cognitive functioning and mastery. Warm, sensitive, and responsive interactions enable each individual (child, family member, or colleague) to develop a secure, positive sense of self and encourage them to respect and cooperate with others. Positive relationships also enable individuals to benefit from instructional experiences. Individuals who see themselves as highly valued are more likely to feel secure, thrive physically, collaborate with others, reach their intellectual potential and identify with and contribute to a community

Domain 4: Guidance

Definition:

Guidance involves helping young children and adults learn pro-social skills, how to assume responsibility for their own behavior and develop

a capacity for empathy, thus nurturing in children the skills needed to engage in satisfying relationships. Effective guidance encourages children and adults to respond to their own needs and the needs of others.

Rationale:

Children and adults who are respected and given opportunities to make choices, and are supported in developing the capacity to regulate their behavior, learn to embrace a collective responsibility and to respect others. They become cooperative, productive members of the community.

Domain 5: Diversity

Definition:

Diversity recognizes the people of varied ethnicities, races, cultures, languages, genders, socio-economic classes, spiritual/faith beliefs, and abilities in the communities we serve. These characteristics are manifested in the unique needs and contributions of each child, family, colleague and community member. Additionally, relationships and interactions in Hawai'i are influenced by a local culture rooted in our indigenous host Hawai'ian culture.

Rationale:

Hawai'i is home to a unique native Hawai'ian host culture and a unique mix of people and populations. People thrive in an environment where their individuality is supported and they are understood in the context of their family, culture, and community.

Domain 6: Learning Environment

Definition:

The learning environment is composed of components that provide an active climate and culture for learning and teaching.

Rationale:

The environment is essential to learning and teaching. Interaction with people and materials within the physical space promotes growth and learning. An effective environment is a place where all participants are valued as learners and teachers, each individual's contributions matter to the group, and there is an expectation that each person will succeed.

Domain 7: Curriculum

Definition:

Curriculum consists of developmental and educational goals and objectives related to the knowledge, skills, and attitudes children and

families will acquire as a result of participating in a program. Hand in hand with developmental and content area goals, curriculum also consists of the pedagogy used to achieve program goals. Curriculum plans provide specific information about individual learning experiences.

Rationale:

A curriculum that is based on formal and informal research and evidenced-based practices assists practitioners in identifying important concepts, skills, and attitudes, as well as effective methods for fostering the learning and development of each child and family. A well-articulated curriculum, when informed by knowledge of individual children and their families, guides practitioners so they can plan and facilitate learning experiences that foster growth across developmental domains and content areas.

Domain 8: Assessment and Evaluation

Definition:

Assessment is the ongoing and daily practice of observing, documenting, and organizing information (data) using a variety of informal and formal assessment tools. Evaluation is the process of analyzing multiple sources of assessment data and using this to inform educational decisions.

Rationale:

Assessment and evaluation are integral to programs, curriculum, and instruction. Systematic assessment is essential for the purpose of identifying children who may benefit from more intensive instruction or intervention, or who may need additional developmental evaluation. Furthermore, assessment and evaluation informs teaching practice by providing data that enables practitioners to reflect on and continuously improve their teaching skills. Finally, assessment and evaluation assure a process for determining whether the program meets its goals for each child, family and practitioner within the organization.

Domain 9: Professionalism

Definition:

Professionalism is an early care and education practitioner's commitment to the NAEYC Code of Ethical Conduct and to cultural, ethical and professional codes of conduct relevant to their specific program and setting. Professionalism also involves participating in an ongoing process of reflecting on and improving professional practices.

Rationale:

The nature of our work as early care and education professionals is personal, confidential

and sensitive, requiring trust between children, families, professionals and other practitioners. Practitioners are better equipped to make ethically sound decisions when they are aware of and guided by documents from the field that articulate agreed upon norms for professional and ethical conduct. Furthermore, the knowledge base of our field is constantly expanding. As new research and literature that can inform our work with children and families becomes available, practitioners bear responsibility for keeping current and participating in ongoing professional development activities. As professionals we are expected to continuously seek ways to improve our ability to provide competent early care and education services for each child and family specific to their situation and to effectively contribute as members of the professional community.

Domain 10: Program Management

Definition:

Program management is the effective implementation of policies and procedures and effective use of system resources so that the program effectively supports high-quality educational experiences for children, families, and personnel.

Rationale:

High quality early learning programs support practitioners in carrying out the mission and objectives of an organization in achieving their educational and professional goals. Each person within an organization bears *kuleana*, responsibility for the shared success of the whole.

Domain 11: Partnerships with Communities

Definition: Community resources are the people, organizations, places or other assets within communities that are available to support children, families, practitioners and programs.

Rationale: A quality program is an integral part of the community it serves and engages in reciprocal relationships with community members. Programs are enriched when they seek out resources within the community that can support and promote the well-being of children, families and practitioners. The life of children in programs is also enriched when practitioners seek out opportunities to meaningfully partner with community members as they plan and implement educational experiences for children. Likewise, children benefit from educational experiences that connect them with the communities where they live.