

Making

SPACE

for Learning

Trauma Informed Practice in Schools

Drouin South PS. 2022

www.professionals.childhood.org.au

**The Australian Childhood Foundation
acknowledges Aboriginal and Torres
Strait Islander people as the
traditional custodians of this land
and we pay our respect to their Elders
past, present and future.**





Safety

The content of this training can evoke strong emotions and may trigger personal experiences of trauma. Please be mindful of your own wellbeing during this training and if you need support please ask the facilitator.

A photograph of a woman with long dark hair, wearing a denim jacket, hugging a child from behind. The child is wearing a purple hoodie with small red hearts. They are both smiling and looking towards the right. The background is a warm, golden, out-of-focus light, suggesting a sunset or sunrise.

Anchoring Activity

Key learning outcomes

To develop an enhanced understanding of complex abuse related trauma, with a particular focus on its effects on brain functioning

To develop a clear understanding of the manifestations of abuse related trauma on the general functioning of a child or young person

To be able to assess the impacts of abuse related trauma on the child or young person

To gain a knowledge of the strategies and activities that we may use in the classroom to assist a child or young person manage the impacts of abuse related trauma

Consider a teacher who taught you and who had a positive influence on you;

What do you remember most about them?

What appealed to you about them?



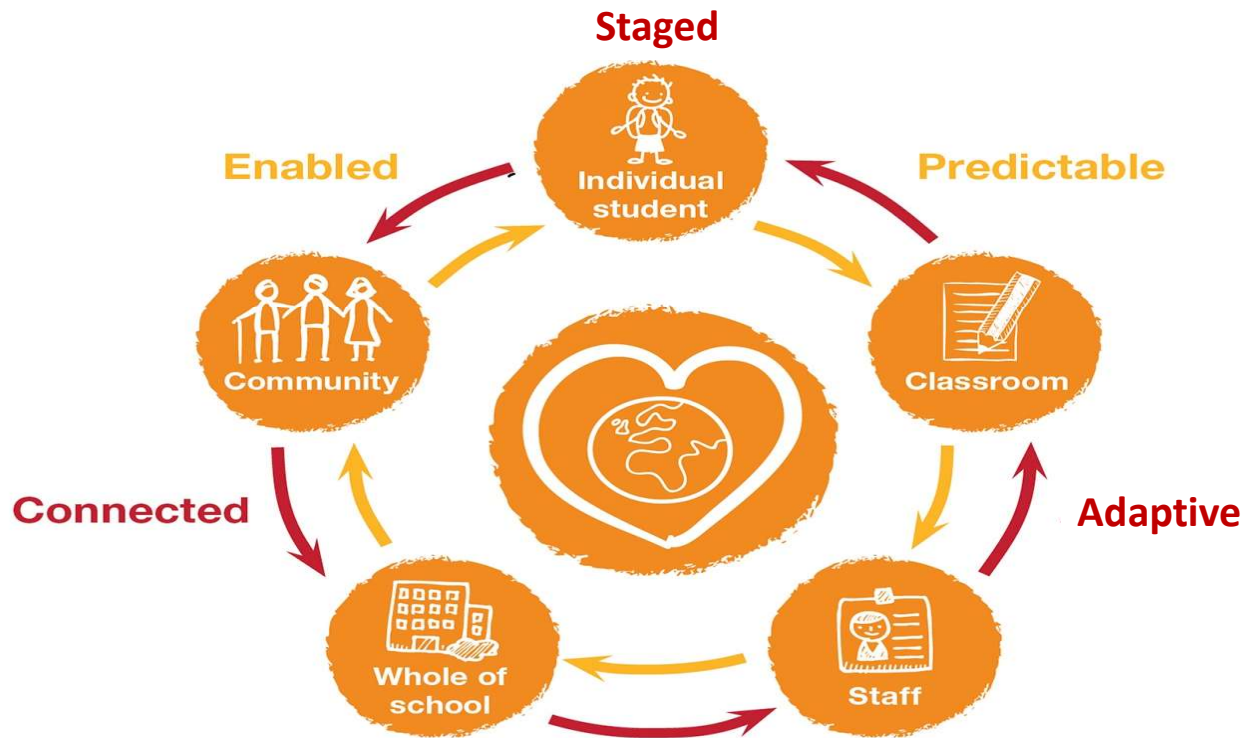
Holding the student at the centre...



Making **SPACE** for Learning

Trauma Informed Practice in Schools

Schools can respond effectively to the needs of traumatised Student and young people, using the five key dimensions of the acronym **SPACE**



SPACE

- **Staged**- Strategies staged to follow the staged patterns of behaviour
- **Predictable**- routine/ reactions from others strategies which promote stability and reduce stress responses
- **Adaptive**- responses promote adaptability in children so they develop multiple meanings to behaviour and an openness to multiple options to intervention
- **Connected**- relationships with consistent adults and peer as a foundation for change
- **Enabled** to understand themselves, make meaning of their experiences and have stronger self identity



Understanding trauma and the developing brain



Defining trauma



ANY SINGLE, ONGOING
OR CUMULATIVE
EXPERIENCE WHICH:



FEELS/IS OUTSIDE OUR
CONTROL



OVERWHELMS OUR
CAPACITY TO COPE



EVOKES A
PHYSIOLOGICAL AND
PSYCHOLOGICAL SET OF
RESPONSES BASED ON
FEAR OR AVOIDANCE



A RESPONSE TO A
PERCEIVED THREAT;
RESPONSE IS USUALLY
BASED IN SURVIVAL

Learning Activity



Understanding the developing brain



new
born

3 year old

adult



Neurons-synaptogenesis & pruning

Brain's building blocks

At birth there are approximately 100 billion neurons;

However very few neural connections at birth

Child's brain – job is to lay down as many neuronal connections as possible

Adolescent brain – job is to strengthen those connections and increase processing speed

Neurons that fire together survive, those that don't, die (*'use it or lose it'*)



Australian
Childhood
Foundation

Neuroplasticity is hope

- The brain is at its most plastic in early childhood
- In early childhood, the brain is most vulnerable to harm, but also has the greatest potential for healing
- Neuroplasticity gives us hope



Sequential brain development – building blocks



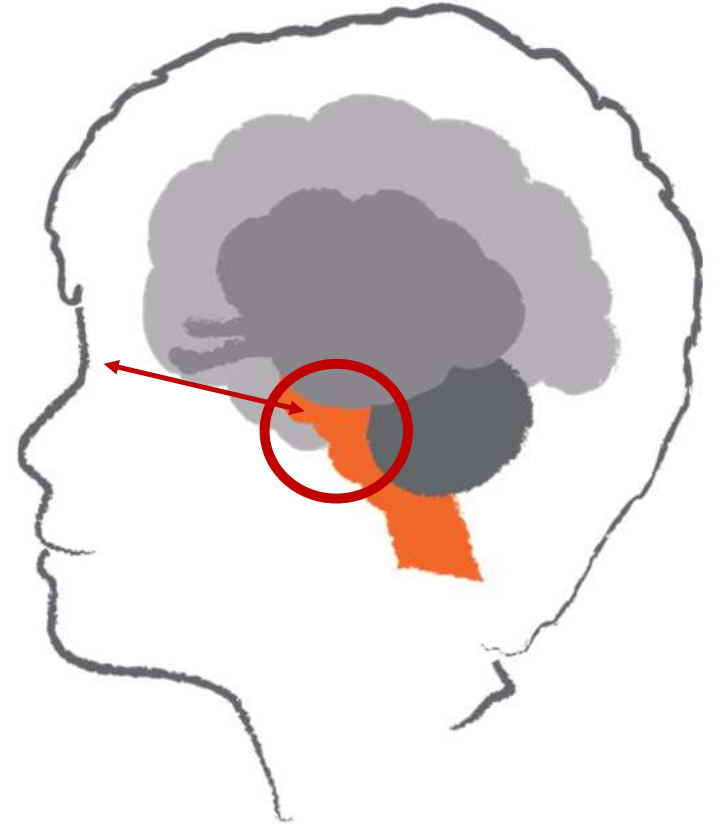
Brainstem - basic life functions

- Basic life functions
- First part of our brain to develop
- This is the most developed brain part at birth
- Responsible for our heart beat, breathing, sucking, temperature control, blood pressure



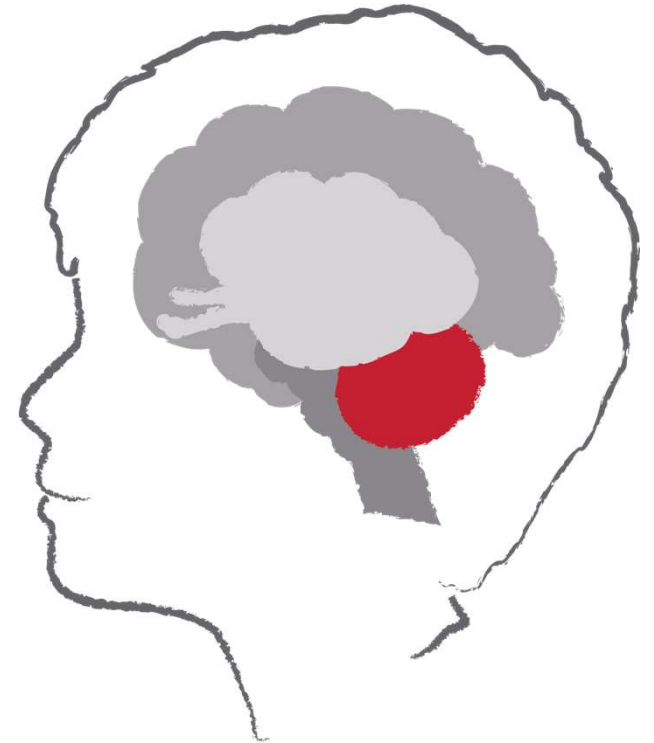
Superior Colliculus

- Processes visual threats – looming objects identified by cells in the retina of the eye
- Retinal neuronal input received by Superior Colliculus which engages the body in **Avoidance and defensive behaviours**



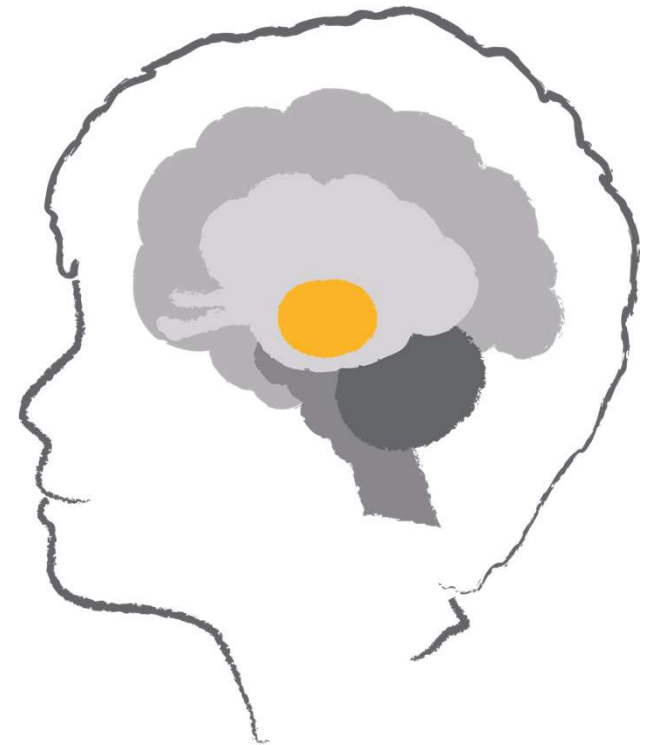
Cerebellum- movement and balance

- Helps us to know where our body is in space
- Helps us with our posture and balance
- Helps us not to fall over and to control our movements
- Has its own connective pathways between the 2 halves- cerebellar vermis



Diencephalon - sorting & sending centre

- This area of the brain develops mainly after birth
- It sorts out messages coming into the brain and sends them
- It uses hormones to send signals to body
- Hormonal signals tell your body what it needs, eg. food, water, love



Limbic lobe- emotional gateway

- The part of the brain that helps us attach an emotion to an experience or memory
- This part of the brain is particularly involved with the emotions of fear and anger
- Also heavily involved in attachment processes
- This area develops mainly after birth



Amygdala & Hippocampus

Amygdala

- the 'smoke detector' of the brain
- is mature at birth
- processes & stores implicit memories

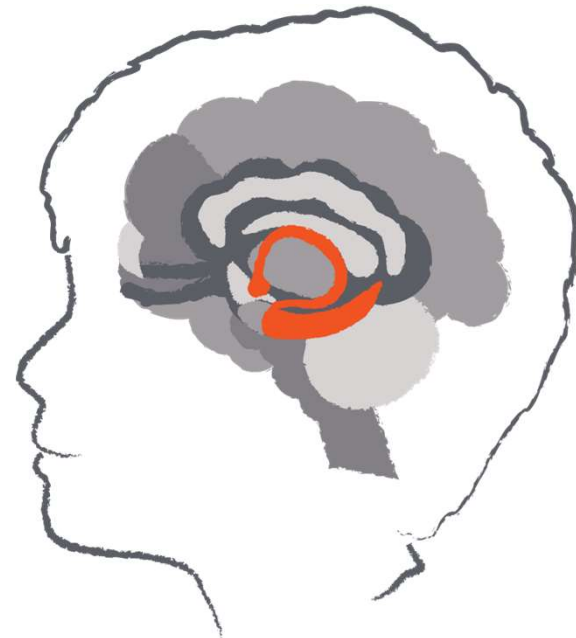
Hippocampus

- matures between 2-3yrs of age
- provides context to memories & embeds into long-term memory



Hippocampus – Brain's historian

- Explicit memory system
- Develops approximately 2-3 years of age
- Provides context to memory and embeds long term memory



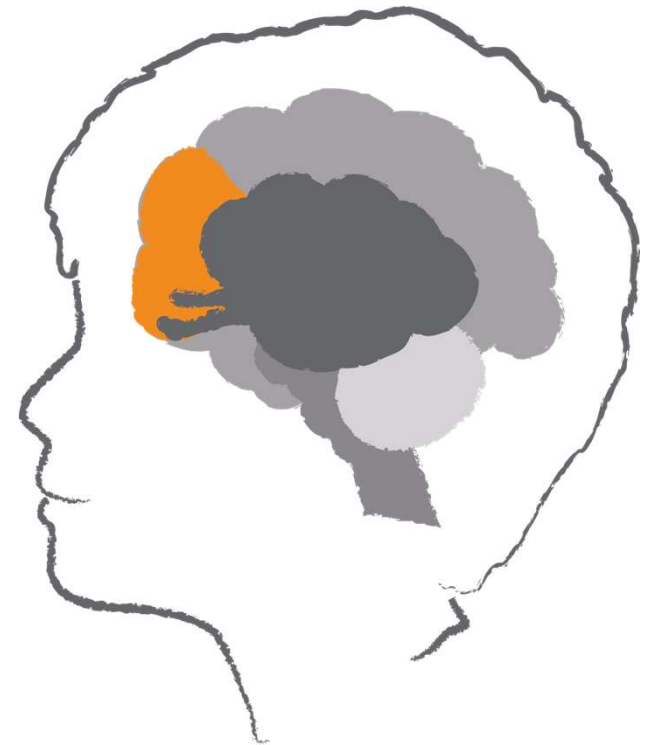
Cerebral cortex- complex thinking

- The largest part of the brain
- Associated with higher brain function such as thought and action
- Examples of functions:
 - Reasoning
 - Logic
 - Judgement
 - Voluntary movement



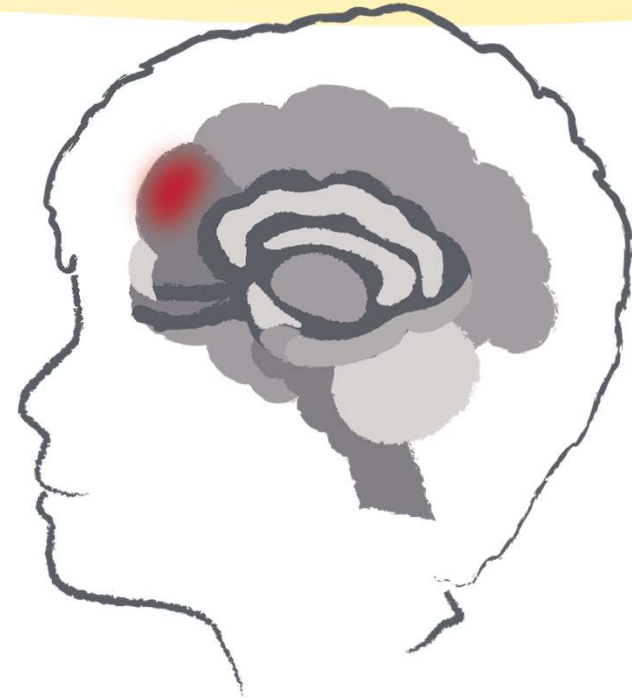
The prefrontal cortex- executive function

- Responsible for executive functions, such as judgement, reasoning, and self awareness. Final part of the brain to reach maturity in late twenties to early 30s



Medial prefrontal cortex

- Associated with perceptions of self and similar others
- Known as centre for mindfulness
- Involved in maternal bonding – the parent child dyad and inter-subjectivity



Episode 1

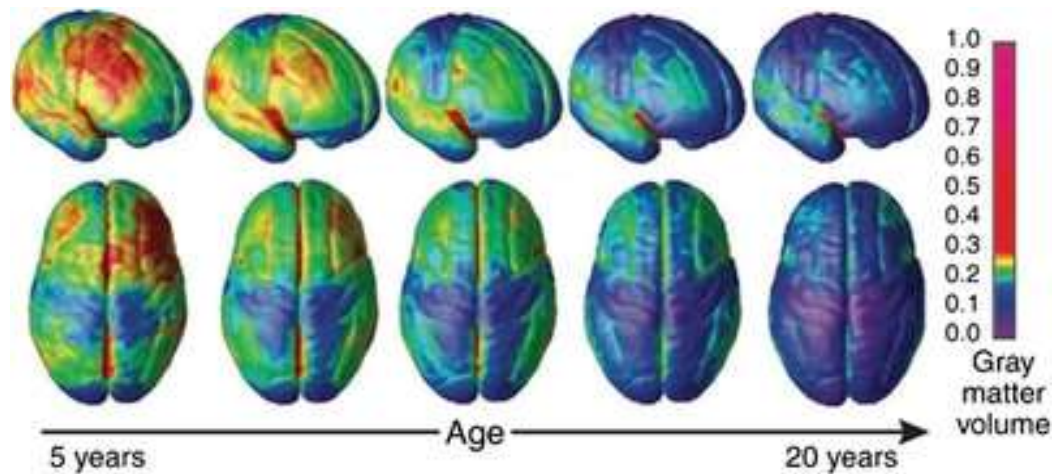
The Neurosequential Model

Adolescent Brain Development

Synaptogenesis, pruning & myelination



Adolescents – Increased density of grey matter



E.D. Gennatas et al. "[Age-related effects and sex differences in gray matter density, volume, mass, and cortical thickness from childhood to young adulthood.](#)" *Journal of Neuroscience*. Vol. 37, May 17 2017, p. 5065-5073.
doi: 10.1523/JNEUROSCI.3550-16.2017.

Vulnerabilities

Behaviours associated with an overactive limbic lobe and under-active pre-frontal cortex

Overactive emotional reactions

Trouble reading facial expressions

Ill-attuned communication skills

Learning Activity



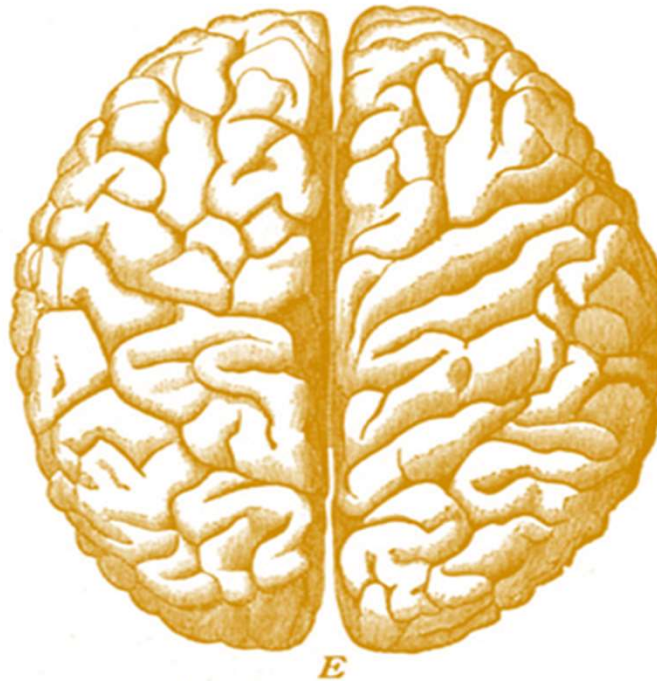
Understanding lateral brain development



Lateral brain development

Left Hemisphere

- Evaluates language content
- Optimistic hemisphere
- Understands beginning, middle, and end
- Learns from the past and present
- Looks for patterns



Right Hemisphere

- In the present moment
- Eye contact
- Facial expression
- Tone of voice
- Posture
- Gesture
- Intensity
- Is mute
- Grasps the whole

Hemispheric integration

Both hemispheres required for healthy development and functioning

Connected through corpus callosum

Good integration leads to coherent life narratives

Abuse and trauma causes disconnection - results in 1 hemisphere dominating



Hemispheric functioning during fear event

The child will struggle to process the content of our words (a left hemisphere task)

The child may not be able to speak (a left hemisphere task)

The child will be tuned into our tone of voice, not the content (a right hemisphere task)



Hemispheric functioning during fear event

Monitoring	monitoring the intensity of our movements, primed to look for signs of threat
Acting	acting in the moment and won't have a strong grasp of future or past, therefore will not likely be able to grasp the potential consequences of their actions at the time
Processing	processing our postures and gestures, attuned for signs of danger
Registering	registering the way we try to use eye contact (e.g: demanding a young person look at us may escalate the situation)

Learning Activity



Try this...

Red

Blue

How Fast Is Your Brain?

Purple

Orange

Impact of trauma on the developing brain



Trauma Impacts



Trauma can impact all elements of children's development: brain, body, memory, learning, behaviour, emotions, relationships.



Three Core Concepts in Early Development

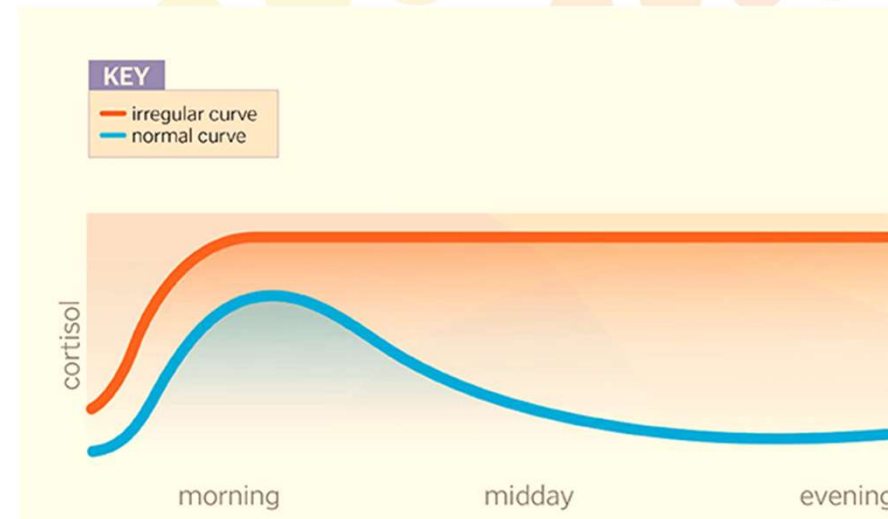
3 Toxic Stress Derails Healthy Development

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD
Center on the Developing Child  HARVARD UNIVERSITY

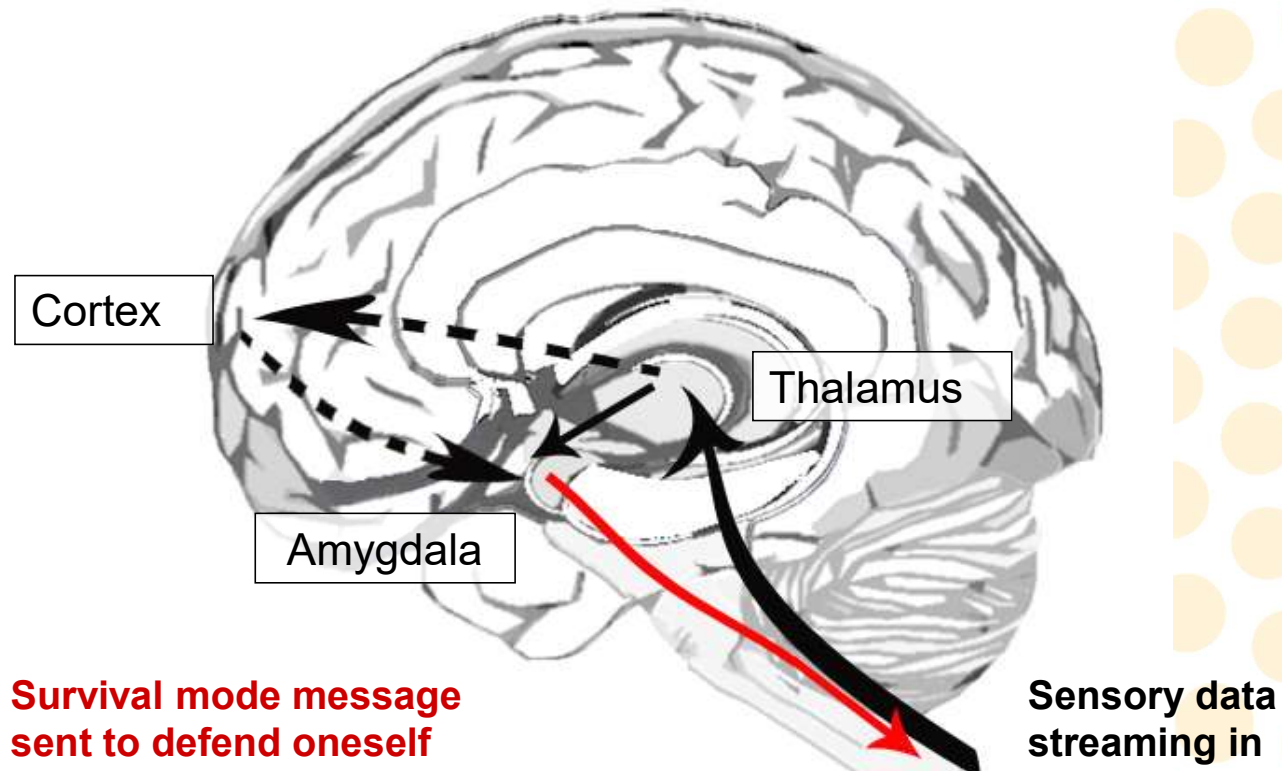
Cortisol

Can help:

- your body respond to stress or danger – **fight, flight, freeze, submit response**
- increase your body's metabolism of glucose
- control your blood pressure
- reduce inflammation



Hypervigilance loop



Classroom antidotes to toxic stress



Trauma and relationships



Healing developmental trauma



Safety



Self-
Regulation



Self-
Reflection

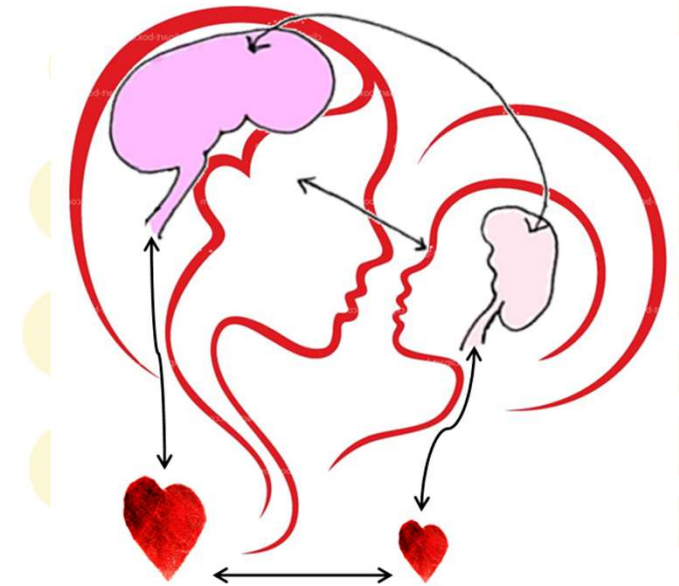


Relational
Engagement

IF RELATIONSHIPS ARE THE SITE OF THE IMPACTS OF ABUSE RELATED TRAUMA, THEN IT TELLS US THIS WILL ALSO BE THE SITE OF HEALING.

The importance of you

- Relationships are the key way we learn to engage with the world around us
- Through meaningful connection Oxytocin is realised, a hormone that rejuvenates cell development in the brain
- The quality of relational right – brain to right brain interactions in childhood influence our development in all areas of life



Relational Alliances with children

An analysis by the Review of Educational Research of 46 studies found that when teacher-student relationships are strong, improvements are seen in key areas.

Student academic engagement, attendance, grades, disciplinary actions, and school dropout rates.

Developing and nurturing trusting relationships between students and teachers is central to building a trauma-sensitive learning environment.

A secure relationship is central to how...



Image source: <https://unsplash.com>

- A child perceives themselves
- A child feels in their bodies
- A child focuses attention
- A child is able to learn
- A child feels safe and secure in the presence of others
- A child acts or behaves appropriately
- A child thinks and interacts with the world
- A child manages their feelings

How do we...

- Build connection with our students and learn their stories?
- Help them to make sense of their stories?
- How do we ensure there is relational repair after a conflict/rupture in our relationships with students?

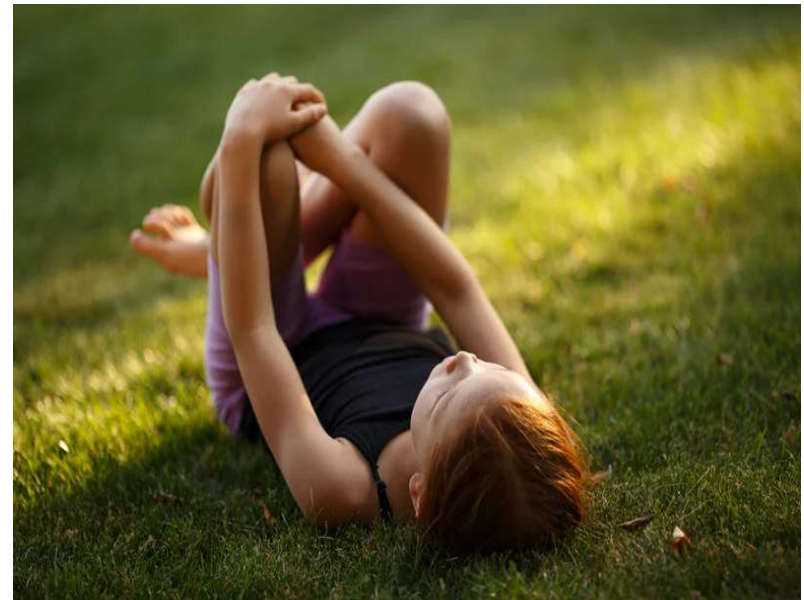
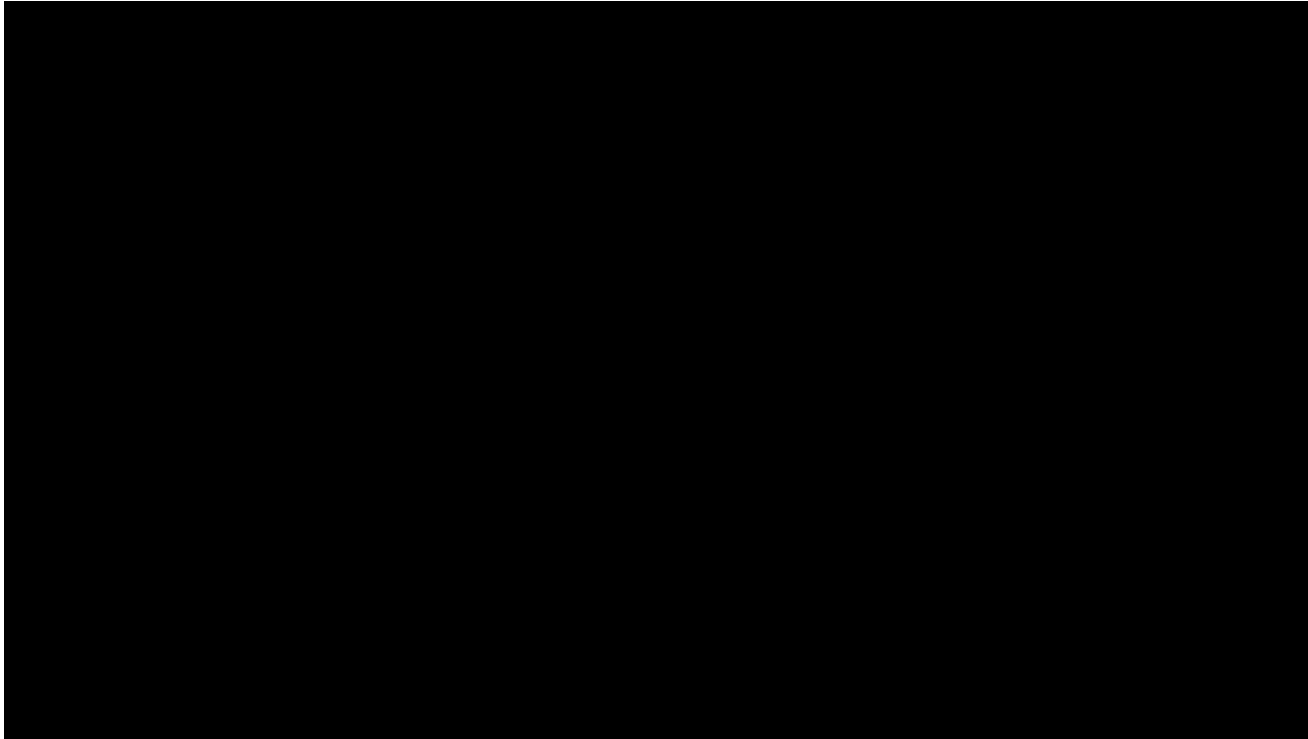


Image source: <https://unsplash.com>

Handshake

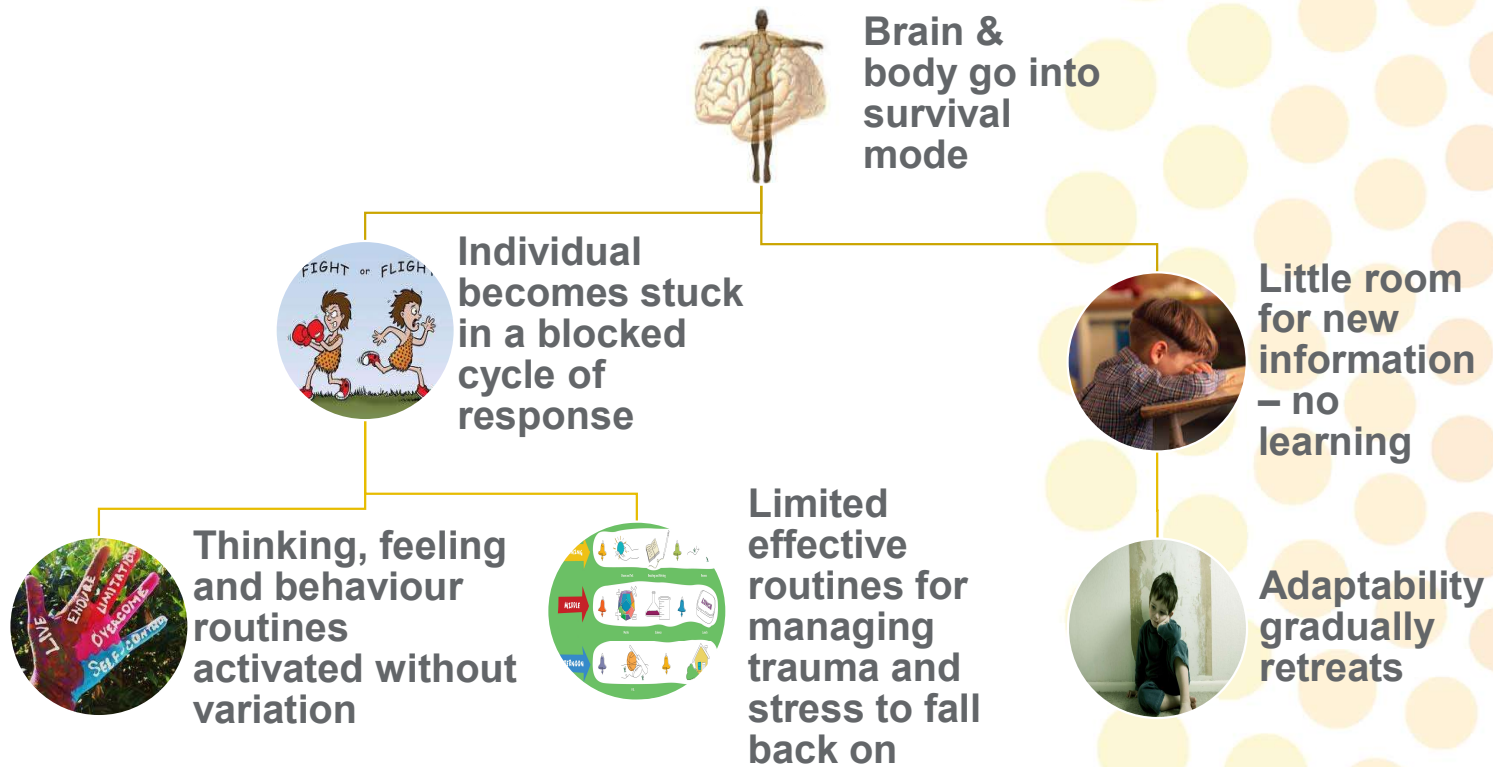


<https://www.youtube.com/watch?v=4JueNr1e0H4>

How trauma impacts the body



Trauma and the body



Polyvagal theory and protective responses



Behavioural Functions

Social Engagement

Soothing and calming
Indicates safety

Mobilisation

Fight or Flight
Active Freeze
Moderate or extreme danger

Immobilisation

Collapse or submission
Death feigning
Increased pain threshold
Conserves metabolic resources
Life threatening situations

Body Functions

- Lowers or raises vocalisation pitch
- Regulates middle ear muscles to perceive human voice
- Changes facial expressivity
- Head turning
- Tears and eyelids
- Slows or speeds heart rate

Hyper arousal

- Increases heart rate
- Sweat increases
- Inhibits gastrointestinal function
- Narrowing blood vessels - to slow blood flow to extremities
- Release of adrenaline

Hypo - arousal

- Slows heart rate
- Constricts bronchi
- Stimulates gastrointestinal function

by Stephen Porges



(Porges,
2012)

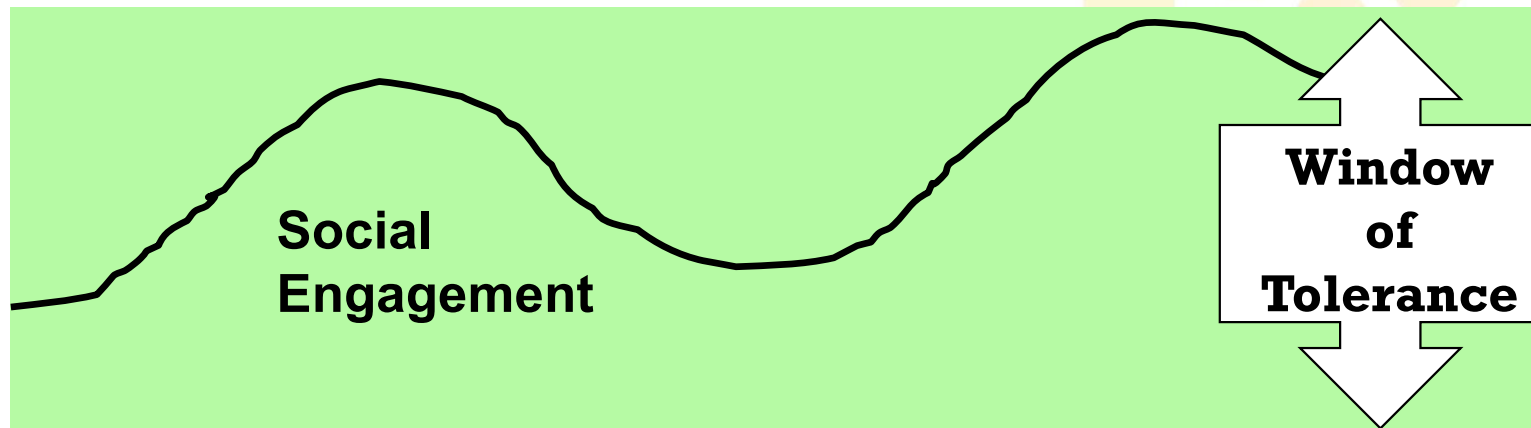
Regulated Arousal

Fight or Flight

hyper-vigilant, action-orientated, impulsive, emotionally flooded, reactive, defensive, self-destructive

Freeze Physically immobilized, frozen, tense musculature

Sympathetic Hyper-arousal



Submit Collapsed, weak, defeated, flat affect, numb, empty, helpless, hopeless

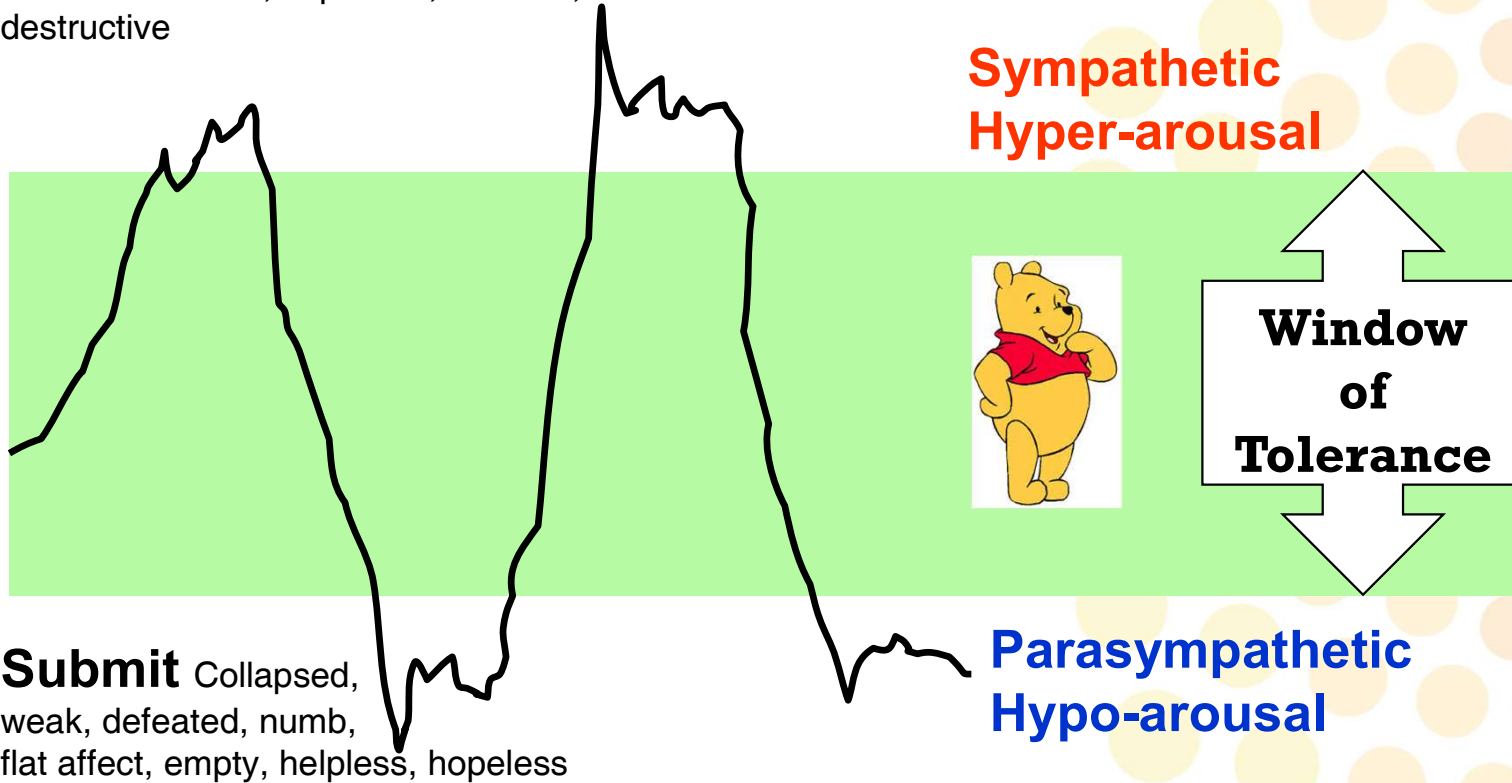
Parasympathetic Hypo-arousal

(Ogden & Fisher, 2015)

Dys-regulated Arousal



Fight or Flight Hyper-vigilant, action-orientated, impulsive, reactive, self-destructive



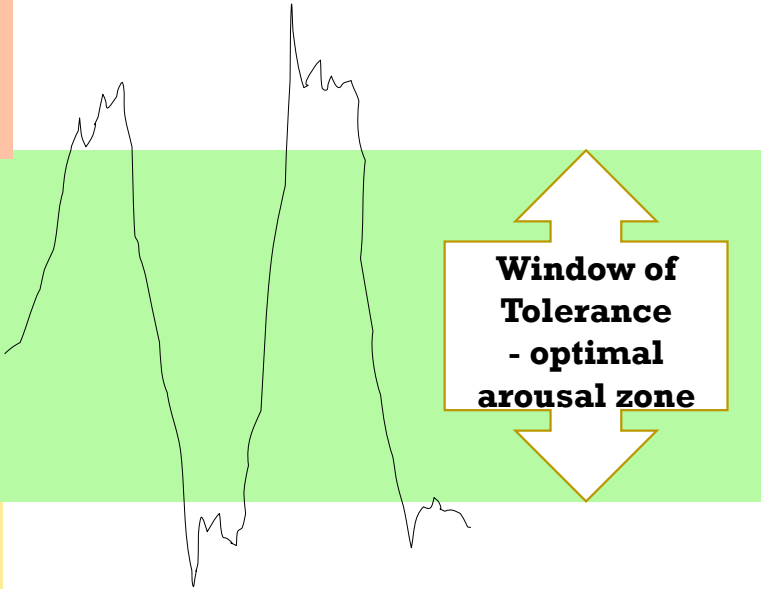
Submit Collapsed, weak, defeated, numb, flat affect, empty, helpless, hopeless

Changes in Arousal States

Affect: Shame, anger
Thought: "I'm a screw up, this is unfair"
Behaviour: Hitting, running away
Sense of self: "I am bad, I am broken"
Consciousness: Hyper-focused, narrow, rigid

frozen, emotionally reactive, racing thoughts, hyper-arousal, impulsive, aggressive

Affect: Joy, pleasure
Thought: "This is fun, "I'm good at this"
Behaviour: Increased, sustained effort
Sense of self: "I'm competent, I can do this"
Consciousness: Focused and flexible



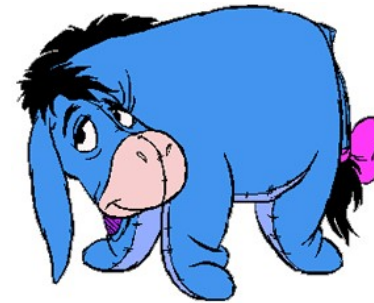
**A
R
O
U
S
A
L**

Affect: Shame
Thought: "I don't care, I can't do it"
Behaviour: Collapsing, spacing out
Sense of self: "I am bad, I am broken"
Consciousness: Diffuse, spacey

Numb, lethargic, collapsed, cognitively slowed, withdrawn, distant

(Adapted from Ogden & Fisher, 2015)

Consider were the student is at



Consider:

What do you see when children have too much energy?

What do you see when there is not enough energy for learning?

Where is the calm in our centre/school?

What helps us to get back into our window of tolerance?

Professional Education Services
professionals.childhood.org.au

Learning Activity

Safety



My Day feeling safe and unsafe

Mobilised

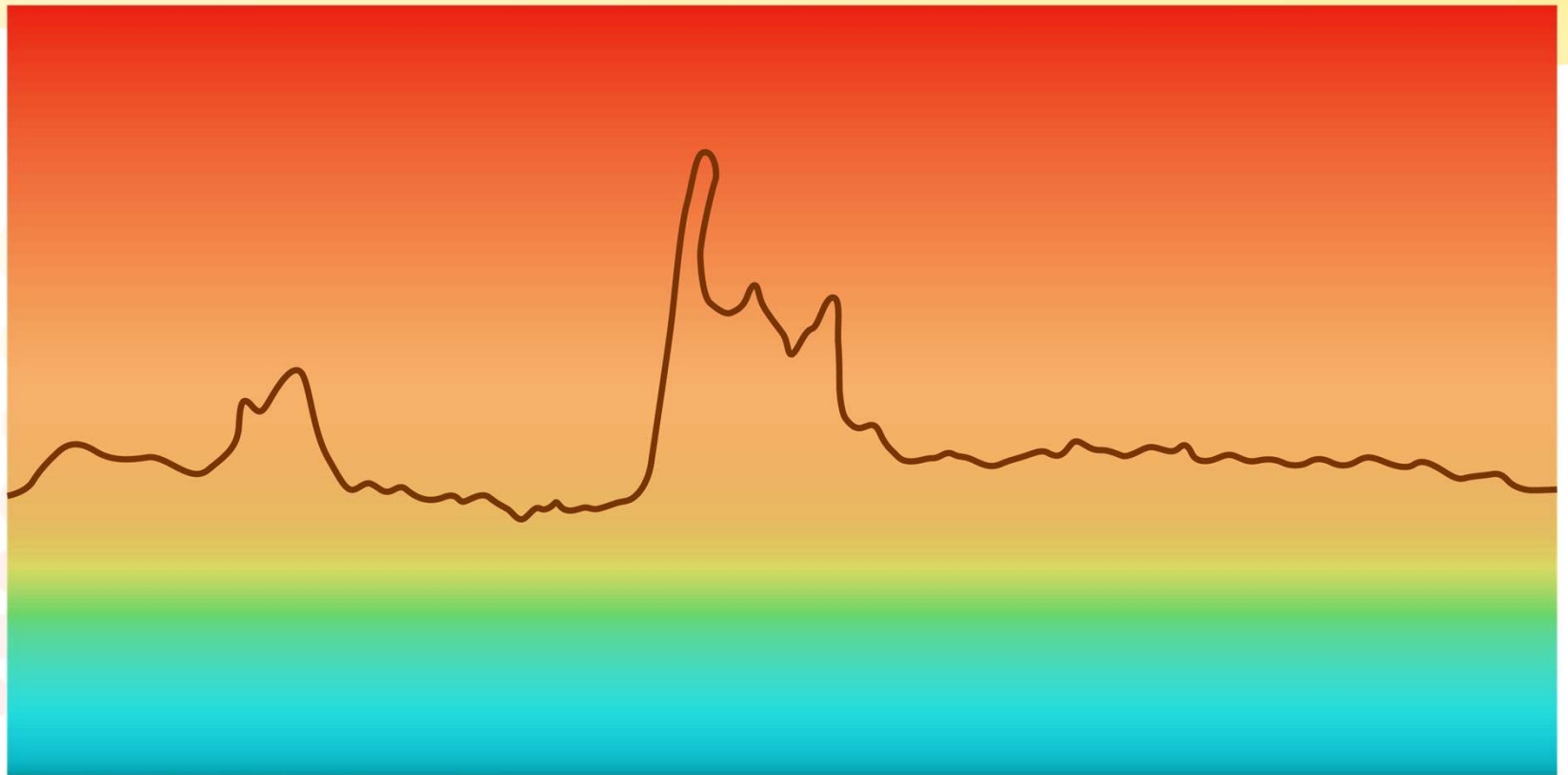
I don't feel safe zone

Socially Engaged

I feel safe zone

Immobilised

I don't feel safe zone

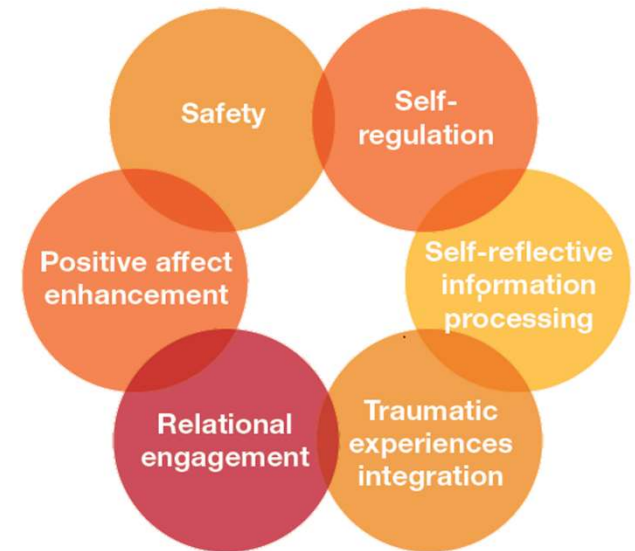


My Day

Sensing Safety

**“Before we can engage in social
behaviour and learning we must first
feel safe”**

Dr Steven Porges



Descending cortical structures 'The Bridge'

Dan Siegel's research suggests we can build a 'bridge' from our MPC to our Amygdala that allows us to **respond** instead of **react**, feel **anger** but express it **safely** and to feel **fear** but find **safety**.



Overshooting your Window of Tolerance:

- Upset and hyped up
- Angry and agitated
- Frustrated
- Heart beating fast
- Tense and can't think clearly
- Unable to regulate your emotions



Making Space for Learning – Action Research Project - St Thomas More School, Elizabeth Park, S.A.

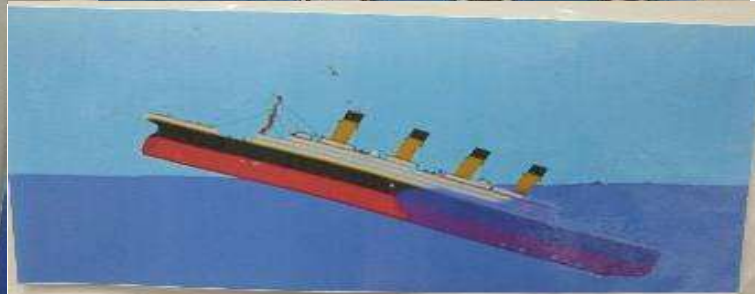
Within your Window of Tolerance:

- Feeling safe, calm and peaceful
- Happy and able to think clearly
- Ready to learn
- Settled and content
- Mindful and able to regulate your emotions



Undershooting your Window of Tolerance:

- Sad and tired
- Unmotivated with no energy
- Feel empty and withdrawn
- Don't want to listen, talk or play
- Can't think about learning

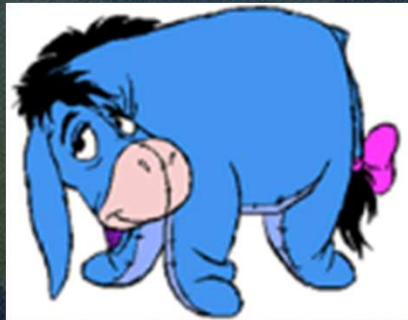


Environmental and Collective WOT

Consider what the baseline for the community might be.

Consider what the baseline for the school might be.

Regulation in the Covid Era



Teachers who taught their students skills in self-regulation, engaged in gradual release of responsibility and focused on content and deep learning had better outcomes.



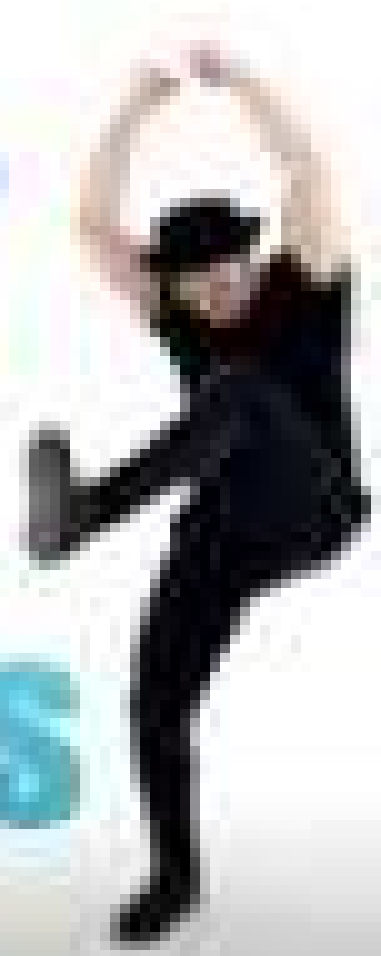
Reimers and Schliecher, 2021, *Schooling Disrupted, Schooling Rethought: How the Covid-19 pandemic is changing education*

RIGHT

STOMP

LET'S

FOOT



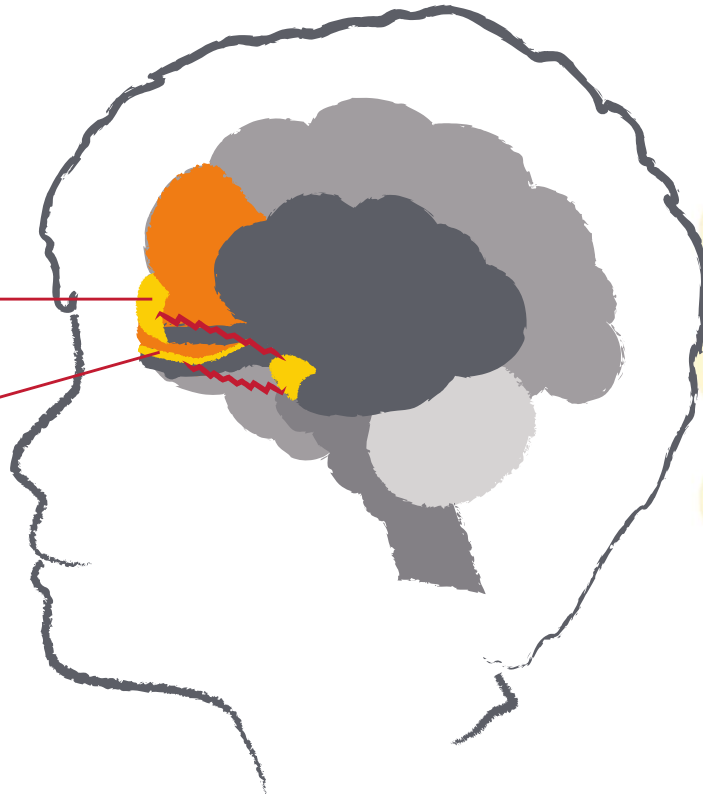
2 ways to regulate

Medial Pre-Frontal Cortex

(the centre of
Mindfulness/
Self awareness)

Right Orbitofrontal Cortex

(Regulation of
Arousal)



- Mindful awareness/
meditation de-activates
the amygdala
- Quality co-regulation
de-activates the amygdala

8 senses

1. **Visual**
2. **Auditory**
3. **Olfactory** (smell)
4. **Gustatory** (taste)
5. **Tactile System** (touch)
6. **Vestibular** (sense of head movement in space)
7. **Proprioceptive** (sensations from muscles and joints of body)
8. **Introception** (awareness of basic primary functions – hunger, toileting, breathing)



Vision



Olfaction



Gustation



Audition



Somatosensory



Vestibular



Proprioception

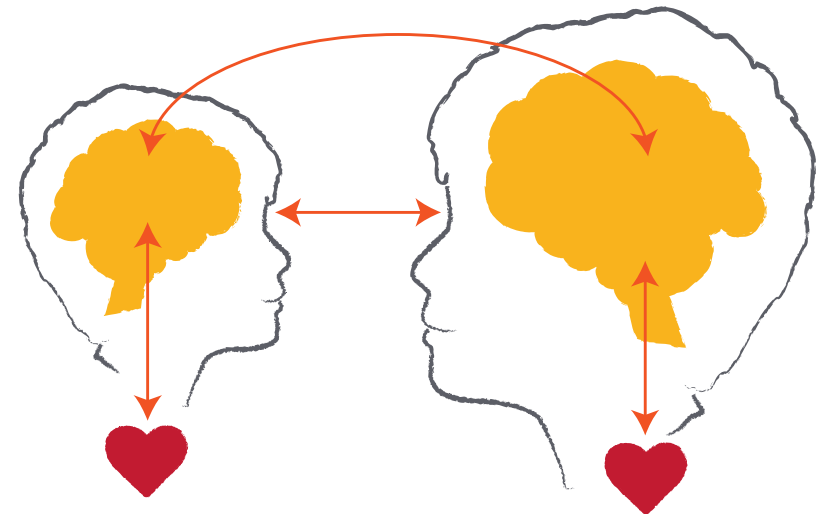
Professional Education Services
professionals.childhood.org.au

**Importance of relationship as an
intervention to support and assist
the student to heal from the
impact of trauma,**

The right hemisphere in relationship

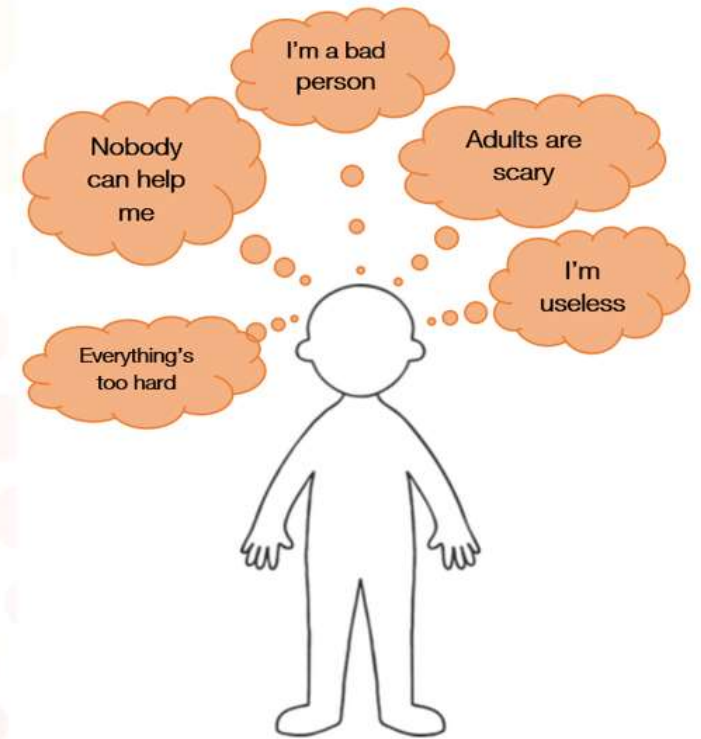
These primary relationships contribute to:

- stored internal working models of primary relationships recorded in the right hemisphere
- the perception of emotion in self and others, enabling empathy and humour.



Internal Working Models

View of self	I am lovable I am worthy	I am unlovable I am unworthy
View of others/ relationships	Others are responsive Others are loving Others are interested in me Others are available to me	Others are unavailable Others are neglectful Others are rejecting Others are unresponsive
View of the world	The world is relatively safe	The world is unsafe

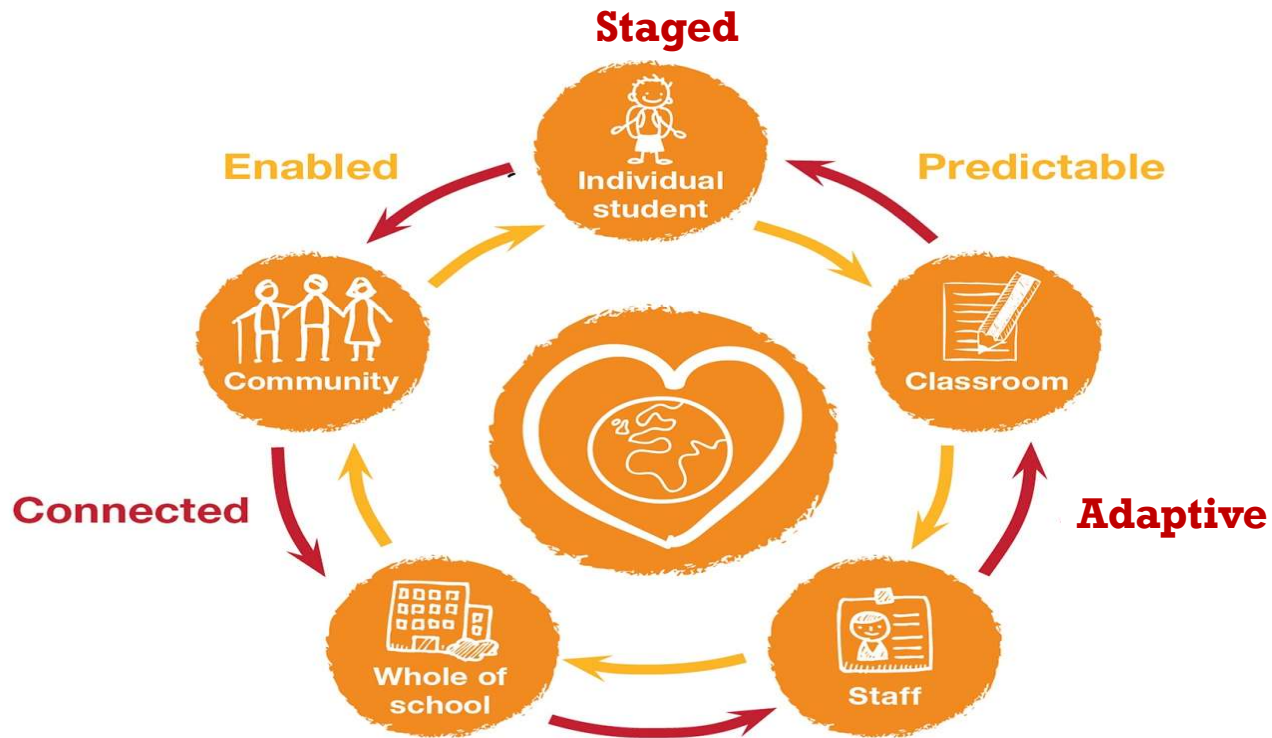


SPACE

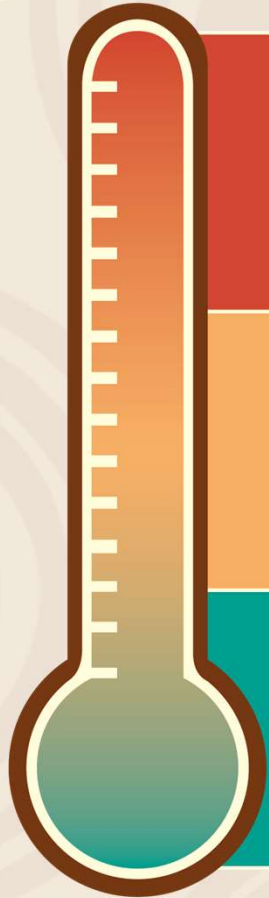
Making **SPACE** for Learning

Trauma Informed Practice in Schools

Schools can respond effectively to the needs of traumatised Student and young people, using the five key dimensions of the acronym **SPACE**



5 Domains- Staged

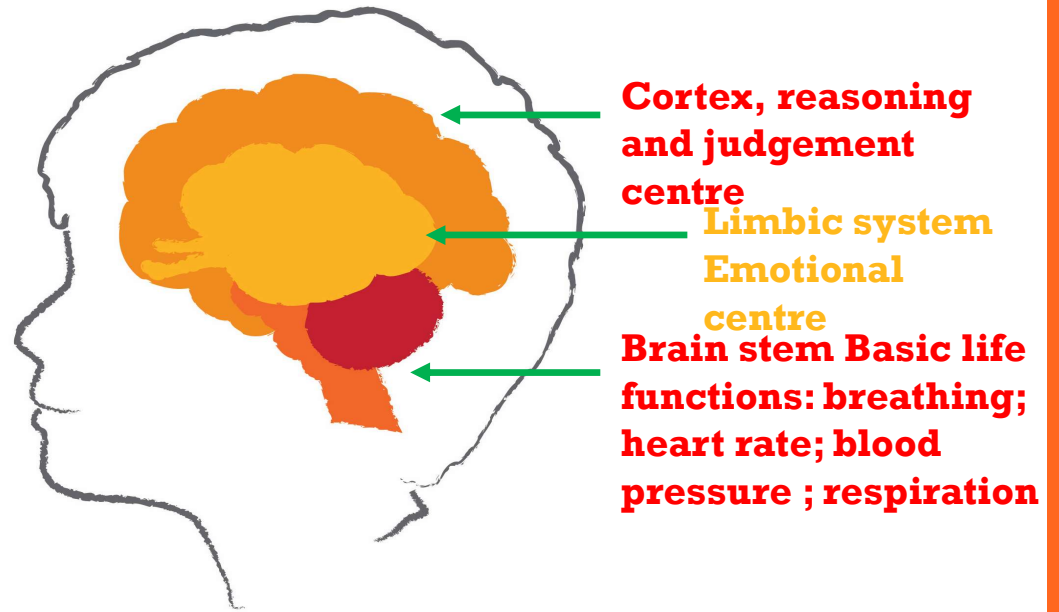


Mobilisation Fight, Flight, Active Freeze	I don't feel safe	I am filled with energy I need to move I need to act now	Red Faced, hot and sweaty Fast beating heart Muscles tensed Moving body, hard to find stillness
Social Engagement	I feel safe	I am all set to play and explore I am ready to connect I am open to your ideas	Making Eye contact Orienting towards those around Listening Relaxed, loose, flowing body
Immobilisation Flop	I don't feel safe	I am numbed out I am retreating inside I am collapsed, small, and distant	I have cold extremities Glazed eyes, distant stare Slow movement Lethargic & passive body

5 Domains- Staged

- Brain development is sequential
- One of the ways our brain develops is vertically, from the bottom to the top
- Some neurodevelopmental delays such as those effected by trauma can cause brain changes. However with the right support the brain can be repaired through neuroplasticity.

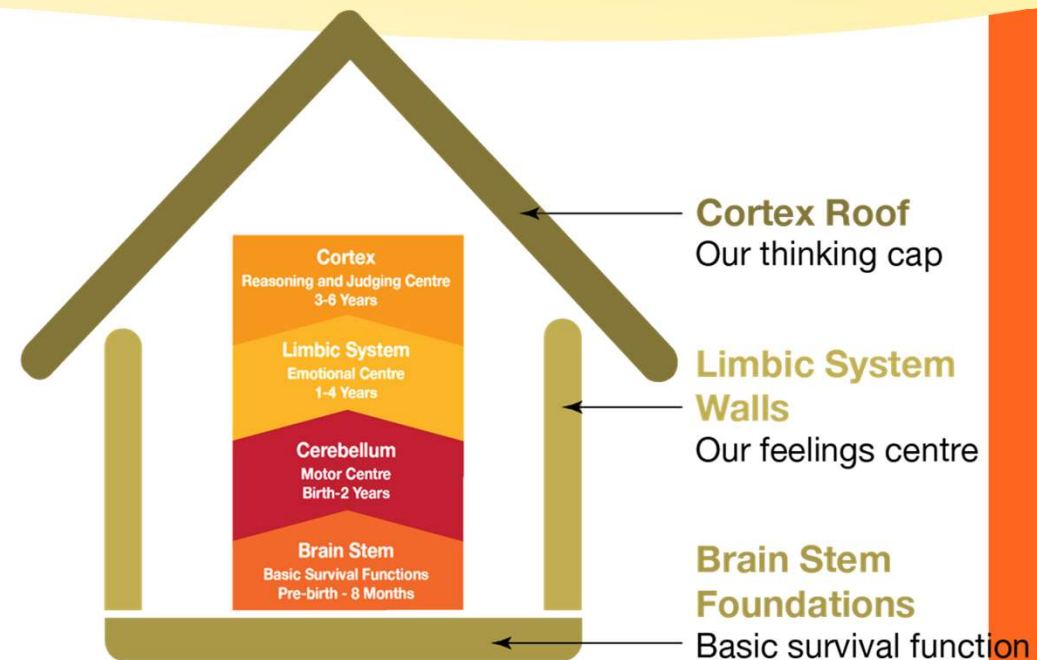
Children's brains need support to grow and learn



My brain grows upwards, step by step.

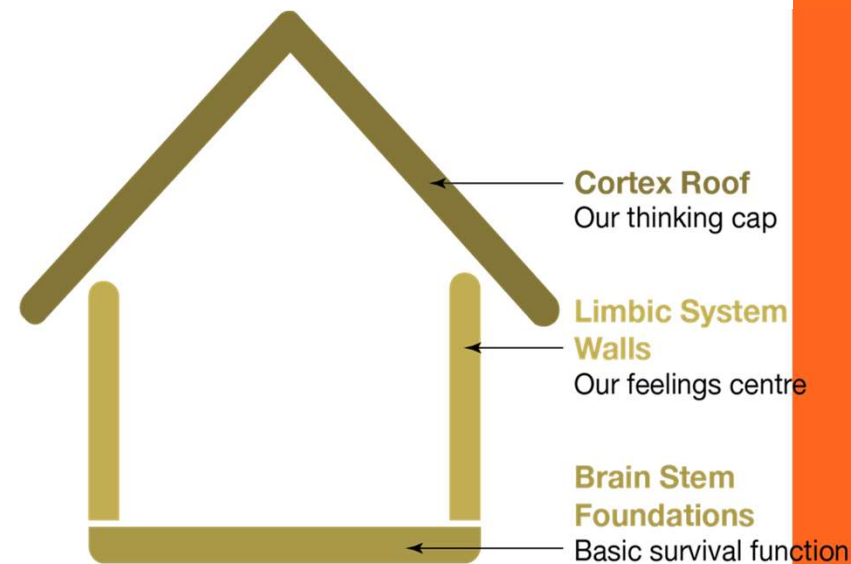
Staged- A brain development metaphor - My Brain House

- We build our brain from the bottom to the top- like building a house
- We reinforce parts of our house as we grow, with our roof continuing to develop into our mid 20s.
- A student who is calm and focused at school will likely be functioning with a strong standing brain house, from foundation to roof.
- In times of great stress bits of our brain house can come down and require repair. This is achievable and our brain house can stand strong again.



5 Domains- Staged

- Our brain house can experience adversity. This can effect its structural integrity. If we get rattled our thinking cap roof can come off, leaving our feeling walls exposed. This can lead to strong emotions coming out without our thinking cap to help us contain our feelings.
- When this happens we can struggle to find words to communicate as our words flew off with our thinking cap roof.
- If we are deeply shook our roof and walls might come down and leave only our foundation. Our foundation is very strong and reliable. In these times we have our basic life functions to focus on to get us through- eg. our breathing, our heart beat.
- Everyone's rooves blow off from time to time. Given we have all built our own brain houses, we are all equipped to support each other to repair our houses together.

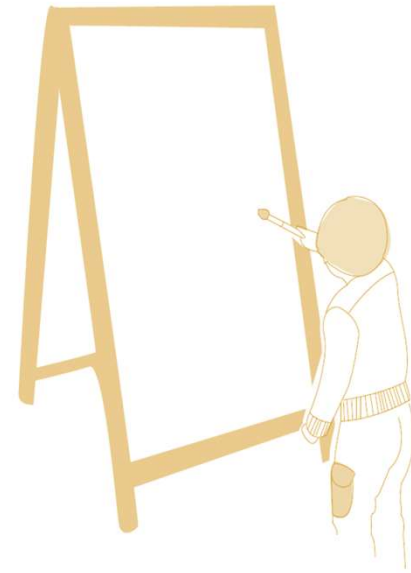


Predictable

- Changes to routines and uncertainty can be a source of stress to student
- Predictability in Student's relationships and online activities deactivates their stress systems
- This then promotes flexibility and adaptability

Student need to know what they can count on

I feel better when I know what is coming next.



What might predictability look like in practice?

- Build routines and predictability wherever possible
- Prepare children and young people for what is coming next eg: giving countdowns to transitions
- Visual timetables are useful
- Think about how to do transitions throughout the day
- Play online and fun
- Planned brain breaks
- Give plenty of information and time building up to changes,

relationships

Physical
activities

routines

instructions

learning
tasks

behavioural
expectations

Adaptive

- Most of us have a set of behavioural routines that we draw from to respond to challenges when they emerge.
- To broaden student's behavioural repertoires and promote increased adaptability we need to maintain multiple meanings for the behaviour and remain open to multiple options for interventions.
- We need to provide challenges that extend the window of tolerance but do not push the young person outside the WoT.



Student need support to grow up healthy and strong **There are things I need to grow up healthy and strong.**

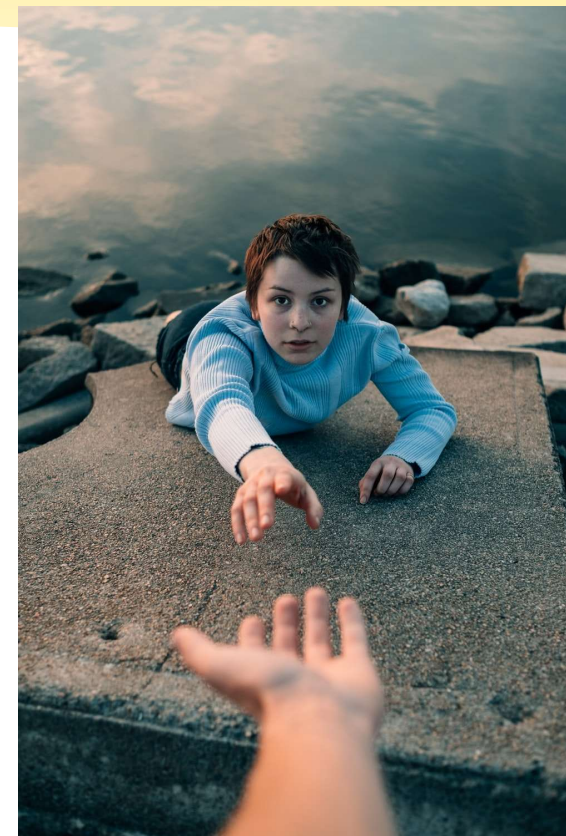
Adaptive



- Traumatized students and young people rely on a limited set of behavioural routines to respond to the challenges of their context.
- These routines are sourced in the history of their physiological reaction to trauma and the experiences of relationships through which these reactions were interpreted and responded to.
- Strategies which promote adaptability in students and young people are those which are able to maintain multiple meanings for behaviour and remain open to multiple options for interventions.

What might adaptive look like in practice?

- See the needs beneath the behaviour
- Utilise strengths
- Psychoeducation in the virtual space
- Relationship, repetition, rhythm
- Use PACE
 - Playfulness
 - Acceptance
 - Curiosity
 - Empathy

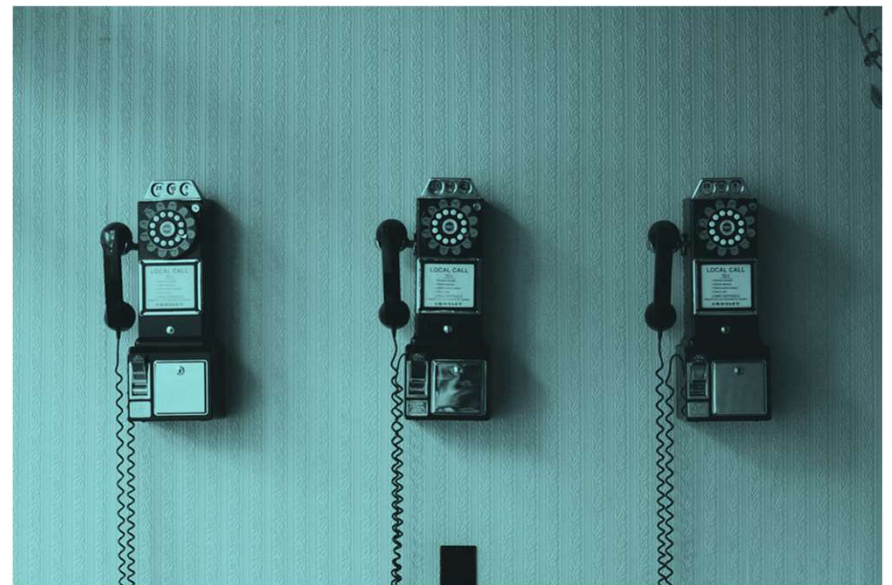


Connected

- Students need connection to teachers
- Connections to others students in the virtual space
- Connections to self

Where attention goes, neural firing flows,
and neural connection grows.“

Seigel 2018.



Connected

- Student's relational templates for forming and being in relationships take shape as they grow. They learn what to expect and how to navigate relationships through their experiences of connection with those around them.
- We tend to expect things from relationships based on what we have known from past connections.
- Strategies to support students as their relational templates continue to develop emphasise relationships with safe and consistent adults and peers as the foundation for healthy, strong social and emotional functioning.

**I need to feel like I am connected.
I need to feel safe.
I need safe connections in my life.**

Students need to feel like they are connected.

Students need to feel safe and know about what makes a safe connection.

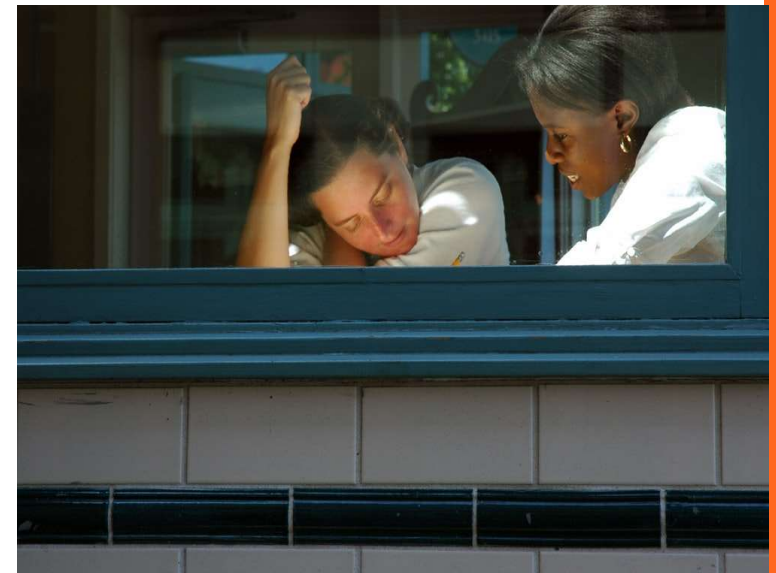
Sian Phillips et al 2021

Bruce Perry 2019

What might connected look like in practice?

- The student feels safe and connected
- Co-regulation occurs
- A feeling of connectedness is what you get when you feel like you belong in a group, when you are with others of your
- Mirror neurons –eye contact
- Attuned listening.

“

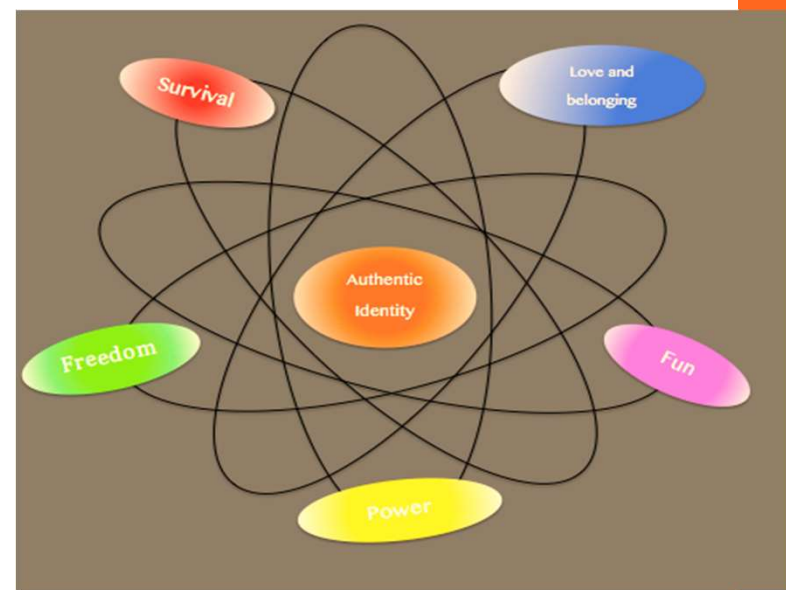


Schools and their staff are lifeboat a in a chaotic world

Trauma-responsive educators understand traumatized, abused and neglected students need to:

- Have a strong felt sense of safety
- Reach their developmental stages and potential
- Be **seen** and heard
- Learn to regulate themselves
- Develop a sense of agency (control)
- Psychoeducation- learn about their own neurophysiology and neurobiology
- Gain emotional literacy and understanding

Sian Phillips et al 2021



Enabled

- Engaging students in the process of understanding themselves can build social and emotional well being.
- Learning about and identifying feelings, understanding them and practice communicating them with others in socially cohesive ways bolsters emotional regulation.
- When students know about their qualities, their attributes and their talents they can feel good about themselves.
- Knowing about their own special story helps students to build a coherent self narrative

Students need to know more about what makes them who they are.

I grow stronger as I learn more about what makes me, me.



What might enabled look like in practice?

- Creating safety
- Understand triggers
- Map behaviours
- Victoria Dept of Ed's ABC and Scatter Plot Data
- Classroom approaches for individuals
- Flight, Fight, Active Freeze or Submit responses are assisted to enable learning.



SPACE

All educators want students to thrive in the **spaces** we create with them at school.

What makes the best kinds of learning spaces for students?



Week by Week Delivery Summary

Week	Needs Statements	Week by week
1 Staged	Student's brains need support to grow and learn My brain grows upwards step by step	The brain week
2 Adaptive	Students need support to grow up healthy and strong There are things I need to grow up healthy and strong	The healthy body, mind, heart and spirit week
3 Predictable	Students need to know what they can count on I feel better when I know what is coming next.	The things we can count on hand week
4 Connected	Students need to feel like they are connected- I need to feel like I am connected	The connection week
5 Connected	Students need to feel safe- I need to feel safe What makes a safe connection? – I need safe connections in my life	The feeling safe week
6 Enabled	Students need to know more about what makes them who they are I grow stronger as I learn more about what makes me, me.	The feelings week
7 Enabled	Students need to know more about what makes them who they are I grow stronger as I learn more about what makes me, me.	The 'Me' week
8 Bringing things together and Sharing	A week to reflect and consolidate learnings, culminating in a sharing session on the final day of the program	The Reflective week

Learning: Things to do

- Be predictable and consistent with routines and structure
- Prepare the student for any change in routine in advance
- Provide boundaries to help the student feel safe
- Be flexible and adapt to the student's needs
- Give the student short periods to practise independence
- Give consistent, clear and simple instructions
- Look for opportunities to build self-esteem
- Celebrate success and good choices, e.g. photographs

(Golding, et al. , 2016, p. 113)

- **1 thing Lockwood does well?**
- **1 thing you do well?**
- **How do you do that well?**



Making SPACE for Learning – Site Audit Tool

This audit tool can be used to evaluate the policies and initiatives of a school that resource and equip different levels of the school structure to undertake trauma informed practice. In the following table, list strategies, policies or other processes currently undertaken that support traumatised students at your school.

	Whole Site	Staff	Classroom / Group	Small Group	Individual Student / Child
S Staged					
P Predictable					
A Adaptive					
C Connected					
E Enabled					

Mindfulness in education





daysparent.com/family/activities/simple-games-that-teach-your-kid-self-regulation/

Transforming regulation

Trauma has a disintegrative impact on our ability to regulate brain and body processes

Trauma impairs children's capacities to orient to, interpret and integrate sensory stimulation in an adaptive fashion

Regulation can be aided through :

- bottom-up, body-oriented work
- top-down, cognitive work
- holding attention in the moment
- experiences of positive, attuned co-regulation

How do we implement regulation as a whole-of-classroom approach?



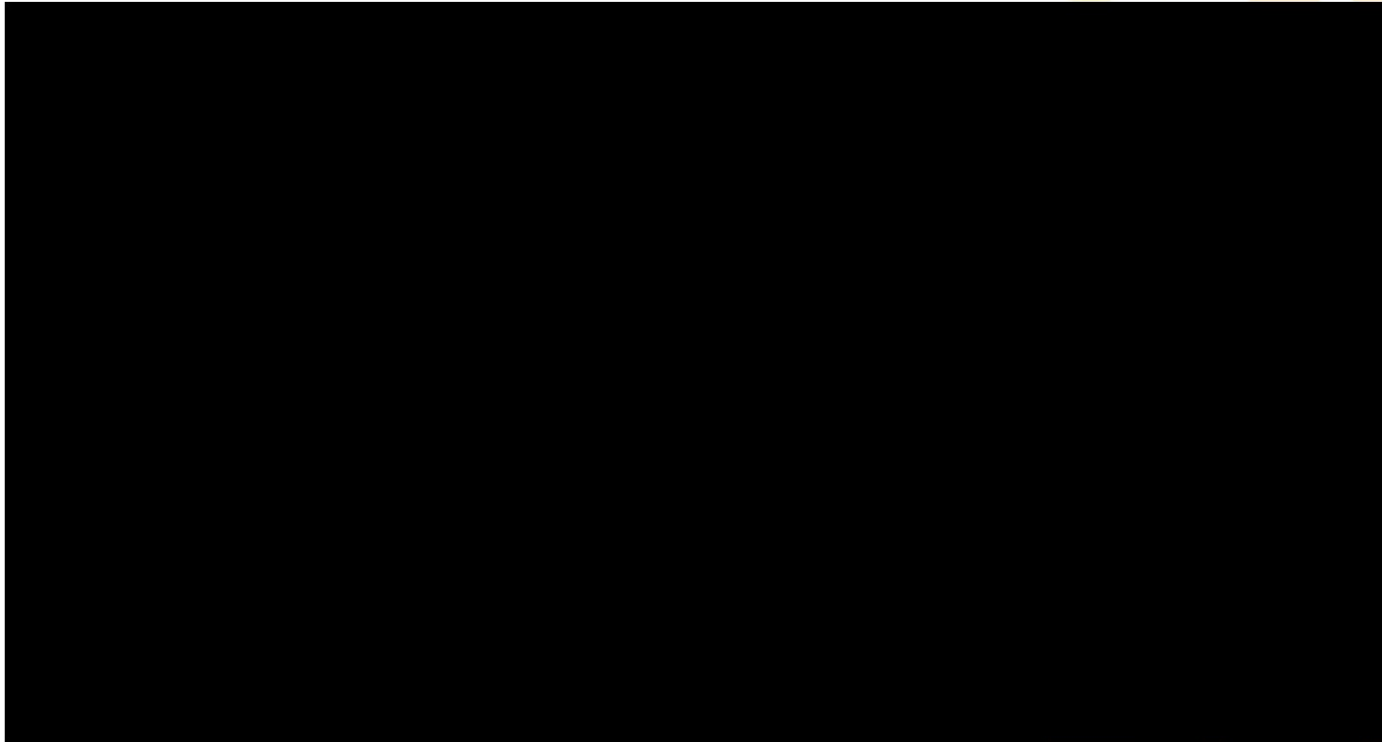
For slowing down?

For speeding up or releasing stress?

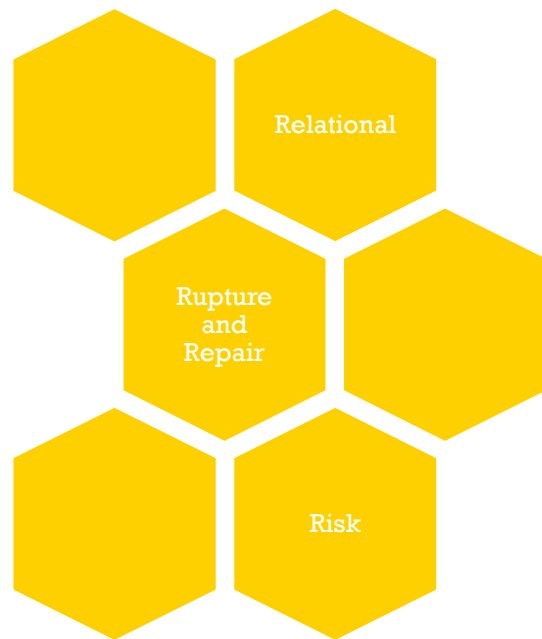
Calming & engaging



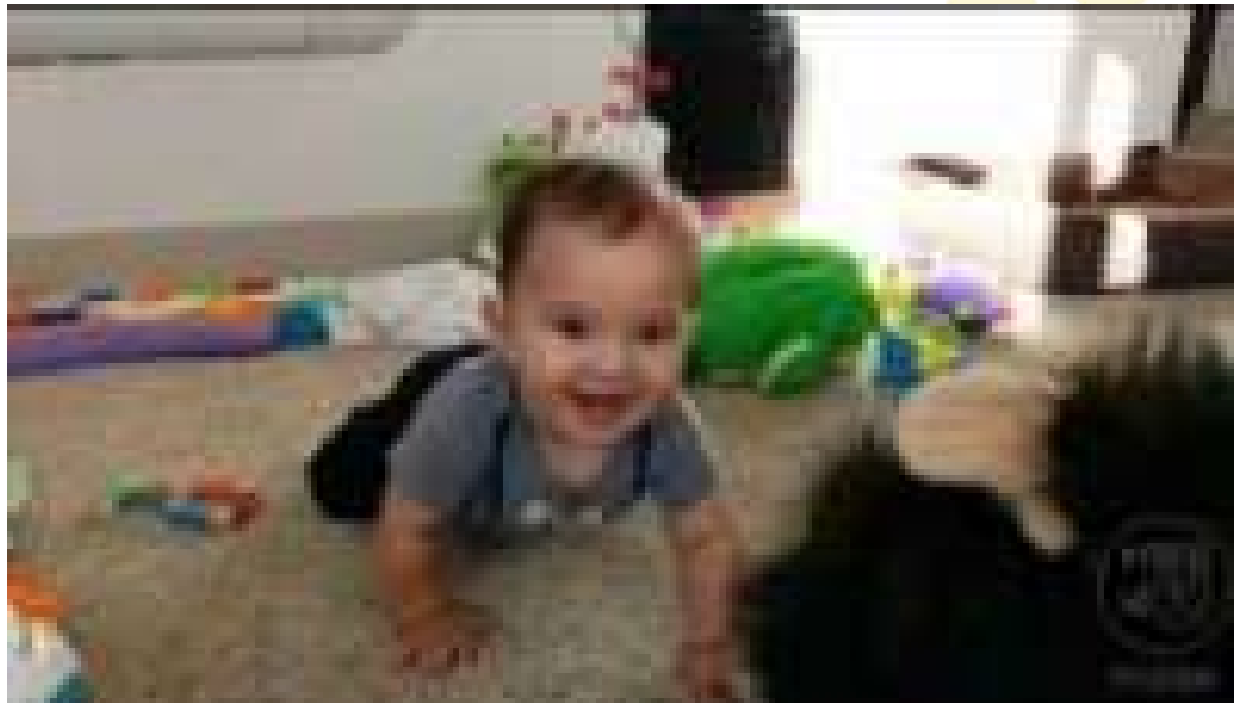
Mindful breathing



Play as a classroom collective regulation tool to up-regulate and build neural tone



Energising & Releasing

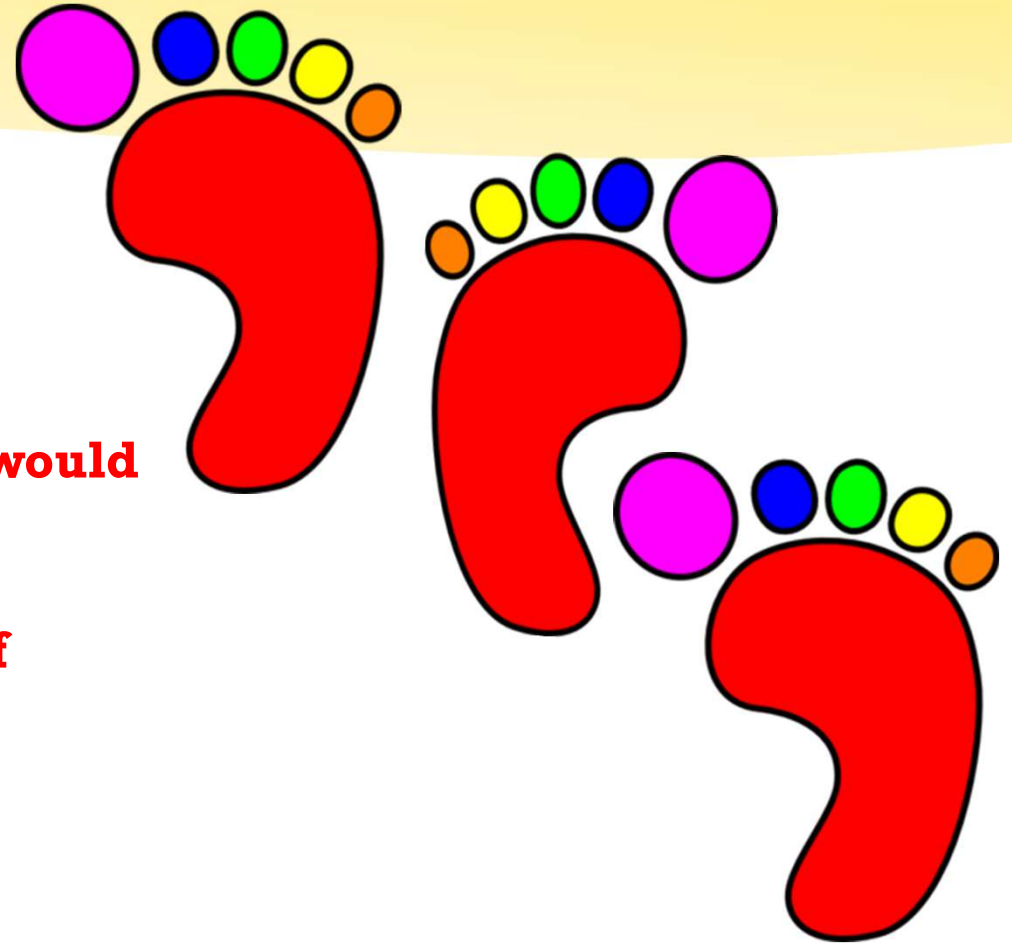


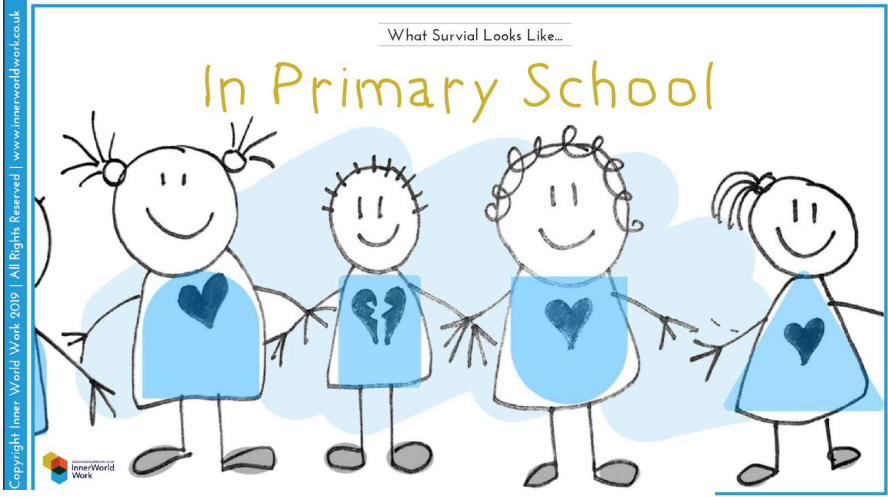
Next steps/what else

What are 3 things I would like to understand more or research?

What are three concepts/areas I would like to explore further next week?

What are three things the whole of school needs to do?





What Survival Looks Like At Home

© Helen Townsend



In collaboration with Beacon House Therapeutic Services & Trauma Team



Developmental Trauma Close Up



Authors:

Dr Shoshanah Lyons, Dr Kathryn Whyte, Ruth Stephens and Helen Townsend
www.beaconhouse.org.uk/useful-resources/

©2020 Beacon House Therapeutic Services & Trauma Team All Rights Reserved

WWW.BEACONHOUSE.ORG.UK



Professional Education Services
childhood.org.au/training

Thank you for your participation!

To find out more about the
Australian Childhood Foundation
please visit our website:

www.childhood.org.au

Training enquiries:

training@childhood.org.au

