2016 Professional Learning Programs
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NARRAGUNNAWALI: DEVELOPING YOUR SCHOOL’S RECONCILIATION ACTION PLAN
Narragunnawali: Reconciliation in Schools and Early Learning is designed to support early learning centres, primary and secondary schools in Australia ‘to develop environments that foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.’

This half day course will scaffold school leaders and/or key teachers through the process of creating their own school based Reconciliation Action Plan (RAP). Insights into the leadership practices which facilitate best practice in implementing school RAPs and maintaining their momentum will be shared.

The workshop will outline the process for selecting members of a school’s RAP Working Party and demonstrate how easy it is to navigate the Narragunnawali website and complete the documentation using the drop down menus. The workshop will show how the school based RAP documentation process can be completed in one day.

The RAP plan can then be electronically lodged on Narragunnawali, the Reconciliation Australia website for school RAPs. An AISSA consultant can support schools through the RAP development process following this workshop.

Target Group
School Principals, Members of school leadership teams

Date/s
7 March
AUSTRALIAN CURRICULUM

ASSESSMENT IN THE AUSTRALIAN CURRICULUM
This professional learning program will address the following topics: designing assessment tasks to meet the needs of all learners, assessing against the Achievement Standards, designing rubrics for assessment tasks and assessment types, using student portfolios in the Australian Curriculum, developing Learning and Assessment Plans Foundation to Year 9 and using Achievement Standards to report student progress in the Australian Curriculum.

Target Group
Curriculum leaders and teachers

Date/s
24 March, 7 June, 1 August

CRITICAL AND CREATIVE THINKING (CORE): SECONDARY TEACHERS
This professional learning program will explore various thinking skills frameworks to support critical, creative and reflective thinking. A particular focus will be upon developing students’ ability to pose questions and to establish challenging learning goals. The workshops will also explore the interrelated elements of the General Capabilities of the Australian Curriculum: Critical and Creative Thinking, Literacy and Numeracy.

Target Group
Secondary teachers

Date/s:
23 March, 13 May, 23 June, 18 August, 15 November

CRITICAL AND CREATIVE THINKING (CORE): PRIMARY TEACHERS
This professional learning program will explore various thinking skills frameworks to support critical, creative and reflective thinking. A particular focus will be upon developing students’ ability to pose questions and to establish challenging learning goals. The workshops will also explore the interrelated elements of the General Capabilities of the Australian Curriculum: Critical and Creative Thinking, Literacy and Numeracy.

Target Group
Primary teachers

Date/s:
4 March, 5 May, 17 June, 12 August, 31 October
CRITICAL AND CREATIVE THINKING (CORE): JUNIOR PRIMARY TEACHERS
This workshop will explore various thinking skill frameworks that can be used to support critical, creative and reflective thinking in Junior Primary classes. The workshop will also explore a portfolio approach to documenting visible thinking and learning through the interrelated elements of the Critical and Creative Thinking General Capability in the Australian Curriculum. Part of the session will explore this capability within the context of Mathematics.

Target Group
Junior Primary teachers

Date/s:
16 August

ASSESSMENT AND STUDENT DIVERSITY
Participants in this workshop will be guided through the Student Diversity advice in the Australian Curriculum and will explore ways in which the learning needs of students with disabilities, gifted students, twice exceptional: gifted students with learning disabilities and students for whom EAL/D can be met. Practical advice will be offered about effective assessment strategies and processes, particularly assessment for and as learning. Illustrations of personalised learning will be viewed, analysed and evaluated. Participants will have the opportunity to personalise learning for a chosen student in their school using the relevant Learning Area and the relevant General Capability.

Target Group
Foundation to Year 9 teachers

Date/s:
8 March, 29 June

CRITICAL AND CREATIVE THINKING IN MATHEMATICS
This professional learning program will explore various thinking skills frameworks that can be used to support critical, creative and reflective thinking in Mathematics. A particular focus will be upon the Proficiency strands. The workshops will also explore the interrelated elements of the General Capabilities of the Australian Curriculum: Numeracy and Critical and Creative Thinking.

Target Group
Foundation to Year 9 teachers

Date/s:
30 March
MASTER CLASSES
Master Classes focusing on a specific skill, strategy, topic or disposition will be offered once each term from 4:30 pm- 6:30 pm. The first Master Class will be based on Quality Student Questioning, where participants will explore various models which assist students in posing higher order questions. Types of questions that students need to understand will also be addressed. Future Master Classes will be developed in response to requests from teachers and schools and may address topics such as Quality Questioning, Assessment Task Design and Concept Development.

Target Group
Foundation to Year 10 teachers

Date/s:
16 March, 15 June, 7 September, 23 November

QUALITY QUESTIONING
Quality questioning can be used to leverage three of the most powerful engines for student learning: metacognitive behaviours, engagement and self-efficacy. Over time, quality questioning can help to develop and nurture the behaviours of quality thinking.

Essential questions that will be addressed in these workshops:
- What are the characteristics of quality questions?
- How can I frame quality questions that develop and enhance the thinking of all of my students?
- How can I use quality questions to differentiate the curriculum?
- How can I use question sequences to cultivate deep and rich learning?

Target Group
Foundation to Year 10 teachers

Date/s:
31 May, 21 August

HASS (HUMANITIES AND SOCIAL SCIENCES)
This workshop will explore the interdisciplinary concepts contained in the new HASS subject: significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities and perspectives and action. It will also focus upon the altered HASS skill set: questioning, researching, analysing, evaluating and reflecting and communicating. A practical example of an interdisciplinary unit will be presented and participants will have the opportunity to create one of their own.

Target Group
Foundation to Year 7 teachers

Date
21 March, 23 May
DIFFERENTIATION

DIFFERENTIATION FOR ALL LEARNERS, INCLUDING THE GIFTED
This course will explore several curriculum models which will enable teachers to understand the theory and practice of differentiation in the regular classroom. Participants will develop and implement a differentiated unit of work which caters for the range of learners in their classroom.

Target Group
Foundation to Year 10 teachers

Date/s:
29 March, 20 May, 1 July
DIGITAL TECHNOLOGIES

AUSTRALIAN CURRICULUM: AUSTRALIAN DIGITAL TECHNOLOGIES CURRICULUM: FOUNDATION TO YEAR 2

The Australian Curriculum Digital Technologies learning area ‘builds on concepts, skills and processes developed in the Early Years Learning Framework. It focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems.

By the end of Year 2, students will have had opportunities to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications.’

This one day workshop will focus on the content of this new curriculum area and consider some strategies for classroom implementation. Participants will be provided with resources, including digital tools that can be used to engage young learners in computational thinking and coding. The workshop will consider the attributes of learning designs for the Digital Technologies curriculum which encourage students to be critical and creative thinkers and collaborative problem solvers. Where possible, links will be made to other curriculum areas to enable integration.

Target Group
Foundation to Year 2 teachers

Date/s:
16 May

AUSTRALIAN CURRICULUM: AUSTRALIAN DIGITAL TECHNOLOGIES CURRICULUM: YEARS 3 TO 6

The Australian Curriculum Digital Technologies learning area focuses on further developing understanding and skills in computational thinking in Years 3 to 6:

- categorising and outlining procedures
- developing an increasing awareness of how digital systems are used and could be used at home, in school and in the local community
- identifying similarities in different problems
- describing smaller components of complex systems
- how information systems can be sustainable for current and future uses.

This one day workshop will focus on the content of this new curriculum area and consider some strategies for classroom implementation. Participants will be provided with resources, including digital tools that can be used to engage learners in computational thinking and coding. The workshop will consider the attributes of learning designs for the Digital Technologies curriculum which encourage students to be critical and creative thinkers and collaborative problem solvers. Where possible, links will be made to other curriculum areas to enable integration.

Target Group
Years 3 to 6 teachers

Date/s:
24 May
AUSTRALIAN CURRICULUM: AUSTRALIAN DIGITAL TECHNOLOGIES CURRICULUM: YEARS 7 AND 8

The Australian Curriculum Digital Technologies learning area at Years 7 and 8 ‘focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.’

This one day workshop will focus on the content of this new curriculum area and consider some strategies for classroom implementation. Participants will be provided with resources, including digital tools that can be used to engage learners in defining problems, abstract thinking, complex algorithms and the evaluation of solutions. The workshop will consider the attributes of learning designs for the Digital Technologies curriculum which encourage students to be critical and creative thinkers and collaborative problem solvers.

Target Group
Years 7 and 8 teachers

Date/s:
6 September

AUSTRALIAN CURRICULUM: AUSTRALIAN DIGITAL TECHNOLOGIES CURRICULUM: YEARS 9 AND 10

The Australian Curriculum Digital Technologies learning area at Years 9 and 10 ‘focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.’

This one day workshop will provide an overview of the content of this new curriculum including multilevel abstractions, data security, data integrity, structured analysis and functional and non-functional requirements. The workshop will consider the attributes of learning designs for the Digital Technologies curriculum that encourage students to be critical and creative thinkers and collaborative problem solvers.

Target Group
Years 9 and 10 teachers

Date/s:
16 September

CODING AND COMPUTATIONAL THINKING YEARS FOUNDATION TO YEAR 2

This two day course is an introduction to coding as an expression of computational thinking as described in the Australian Curriculum: Digital Technologies: ‘a problem-solving method that involves various techniques and strategies in order to solve problems that can be implemented by digital technologies’.
The course will focus on engaging learners in creating a range of digital solutions through guided play and integrated learning. Participants will explore strategies to encourage young children to sequence instructions, present data digitally and plan, create and share digital texts. There will be opportunities to explore how robotic toys and digital tools can be integrated into learning to further computational thinking and coding.

**Target Group**
Foundation to Year 2 teachers

**Date/s:**
6 May, 9 August

**CODING AND COMPUTATIONAL THINKING YEARS 3 TO 6**
This two day course is an introduction to coding as an expression of computational thinking as described in the Australian Curriculum: Digital Technologies: ‘a problem-solving method that involves various techniques and strategies in order to solve problems that can be implemented by digital technologies’.

The course will focus on computational thinking skills and will investigate strategies to reduce problems into components. There will be opportunities to explore how students can design and use simple digital solutions, evaluate alternative solutions and create and implement algorithms of increasing complexity. Participants will be able to engage with robotic toys and digital tools and consider how they can be most effectively integrated into the learning design to further computational thinking and coding skills.

**Target Group**
Years 3 to 6 teachers

**Date/s:**
4 August, 27 October

**CODING AND COMPUTATIONAL THINKING YEARS 7 TO 10**
This two day course is an introduction to coding as an expression of computational thinking as described in the Australian Curriculum: Digital Technologies: ‘a problem-solving method that involves various techniques and strategies in order to solve problems that can be implemented by digital technologies’.

This course will provide participants with strategies to engage learners in computational thinking and coding as part of the new Digital Technologies curriculum. Models of computational thinking will be explored and participants will have opportunities to investigate methodologies and experiment with resources for engaging students in coding, programming and computational thinking. There will be opportunities to consider how software programs can be integrated into effective learning designs that promote and extend student engagement with more complex algorithms.

**Target Group**
Years 7 to 10 teachers

**Date/s:**
2 March, 22 June

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EARLY CAREER TEACHERS PROGRAM

Early career experiences have a lasting effect on the way teachers develop and hone the skills they bring to their teaching. This series of five workshops is an opportunity for all Independent school primary and secondary teachers in their first three years of teaching to:

- Get expert advice and support
- Learn how to increase student engagement
- Share early teaching experiences
- Establish collegial networks
- Increase confidence and gain greater satisfaction from the classroom experience
- Collect evidence and work toward progressing from the Graduate to Proficient teacher career stage

Throughout the program, the early career teacher will be required to work alongside a mentor. The establishment of effective mentoring relationships is an important way to support and induct new teachers into the profession. Mentors will need to attend workshop 2 with their colleague.

Target Group
Early career teachers

Date/s:
8 and 9 March, 9 June, 5 August, 5 September
Early Childhood

EARLY CHILDHOOD

DEVELOPING LEADERSHIP CAPACITY IN EARLY CHILDHOOD
These workshops will support leaders in Early Learning Centres to:
- explore how to deepen the development of a participatory culture of ethical inquiry – “a culture of solidarity, responsibility and inclusion”
- sustain a culture of change and growth
- effectively distribute leadership
- lead a learning community to be capable life-long learners, who are “driven by purpose and passion, and serve with humility and grace” (Jupp, 2013).

Target Group
Early childhood leaders and educators

Date/s:
17 February, 17 May, 17 August, 25 October

INCLUDING COMPLEX YOUNG LEARNERS
This series of 3 workshops provides deeper understandings of inclusive practices for early childhood teachers and educators working with children from 0-8 years of age. The workshops provide a foundation of research-based knowledge as well as practical processes to use, including developing environments for inclusion, teaching and learning strategies, assessing and supporting behaviours that challenge those around the child and the importance of working in partnership with parents and the community.

Target Group
Early Childhood, Foundation and Year 1 teachers and educators

Date/s:
14 June, 8 August, 9 November

EFFECTIVE TRANSITIONS PRACTICE
Early childhood entails a succession of transitions as young children rapidly develop and make transitions into new environments. These include both horizontal and vertical transitions. Their ability to adapt to such a dynamic and evolving environment directly affects their well-being, sense of identity and status within their learning community over the short and long term. This series of 3 workshops explores major perspectives in research on early childhood transitions. We explore transitions as a process involving multiple continuities and discontinuities of experience. We investigate practices which deeply support our understandings of children and their well-being and how we can support and empower them through the supportive structures we put in place.
Target Group
Early childhood and Foundation teachers and educators

Date/s:
2 August, 13 September, 1 November

USING YOUR AEDC PROFILE TO INFORM STRATEGIC PLANNING
The AEDC provides a national measurement to monitor Australian children’s development. It provides evidence to support policy, planning and action for health, education and community support. In providing a snapshot of children’s learning profiles as they enter school, its data can be used strategically and longitudinally alongside and with other data collection points in the school. This 3 day workshop series provides information about the Australian Early Development Census (AEDC), the calculation of domain scores and measures of vulnerability, the purpose of the data collection process and an overview of accessing and using AEDC data to support strategic planning and school improvement.

Target Group
Principals, Heads of Junior Schools and Junior School leaders

Date/s:
4 April, 5 April, 23 August

GIFTEDNESS AND EARLY CHILDHOOD
Teachers and educators working with young children who are gifted or talented can support them to reach their full potential. This workshop will assist teams to identify and engage in good practice when working with young gifted and talented children.

Target Group
Early Childhood teachers and educators

Date/s:
12 September, 18 October

EARLY CHILDHOOD IMPLEMENTATION GROUP
The AISSA Early Childhood Implementation Group will reconvene in 2015. This group provides an important mechanism for leaders, teachers and educators from our member schools to have collaborative professional engagement which invigorates and enriches practice, provides a forum for provocation and discussion and facilitates a community of practice approach to implementing the Early Years Learning Framework and the National Quality Standard.

Target Group
Early Childhood and Foundation leaders, teachers and educators

Date/s:
1 March, 20 June, 30 August, 8 November

OSHC IMPLEMENTATION GROUP
The AISSA will reconvene our OSHC Implementation Group in 2015. This group provides an important mechanism for OSHC leaders and educators from our member schools to engage collaboratively in ways which invigorate and enrich practice, provides a forum for provocation and
discussion, and facilitates a community of practice approach to implementing the My Time Our Place Framework and the National Quality Standard.

**Target Group**
OSCH providers

**Date/s:**
1 March, 20 June, 30 August, 8 November
GIFTED AND TALENTED

PROVIDING FOR GIFTED AND TALENTED LEARNERS
This professional learning course for school leaders and teachers is based upon the Federal Government’s Professional Development Package for Teachers produced by the Gifted Education Research, Resources and Information Centre (GERRIC), University of New South Wales. It will help participants to identify gifted and talented students and to differentiate the regular curriculum to respond to their individual learning needs. A particular focus will be upon learning and teaching curriculum models that can be used in mainstream classes to enhance the learning of all students, including the gifted and talented. Implementing a program for gifted and talented students in a school will also be addressed.

Target Group
Foundation to Year 10 teachers

Date/s:
26 February, 11 April, 8 June, 28 July, 26 August, 16 November

BEYOND BLOOM: CRITICAL AND CREATIVE THINKING (ADVANCED)
“Gifted and talented students are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals.” (Student Diversity Advice, Australian Curriculum 5.1) Various ways of meeting the challenge of educating gifted students in mainstream classes will be demonstrated in this course. Participants will be introduced to several learning and thinking models which teachers can use in their mainstream classes to enhance the learning of all students, including the gifted.

Target Group
Primary, middle and secondary teachers

Date/s:
11 March, 7 April, 30 May, 3 August, 20 September

GIFTEDNESS AND EARLY CHILDHOOD
Teachers and educators working with young children who are gifted or talented can support them to reach their full potential. This workshop will assist teams to identify and engage in good practice when working with young gifted and talented children.

Target Group
Early Childhood teachers and educators

Date/s:
12 September, 18 October
USING DEPTH AND COMPLEXITY ICONS TO PLAN FOR IMPROVED TEACHING AND LEARNING

Participants in this workshop will learn about the eleven Depth and Complexity Icons and how they can be used to enrich and challenge students in the regular classroom. The icons are based on concepts such as patterns and big ideas. Each is represented as an image and is a part of a set of images that can be downloaded and used when writing Learning and Teaching units. They assist with developing working memory, appeal to students with a strong preference for visual learning and help all students develop further their visual thinking skills. A set of Content Icons and a set of Maths Icons will also be presented.

Target Group
Foundation to Year 10 teachers

Date/s:
9 September
LITERACY

THE AUSTRALIAN CURRICULUM: PHONICS AND PHONEMIC AWARENESS
Phonics and phonemic awareness have been given greater emphasis in changes announced to the Australian Curriculum: English (v8 October 2015). The Sound and letter knowledge/sub-strand of the Language strand has been strengthened and renamed Phonics and word knowledge, comprising of three threads: Phonological and phonemic awareness; Alphabet and phonic knowledge; and Spelling. This professional learning program will explore these changes to the Australian Curriculum: English and consider the place of phonics in learning to read and write.

Target Group
Junior School Leaders, Key Literacy Teachers & Foundation to Year 3 teachers

Date/s:
16 March

INVESTIGATING NARRATIVE AND PERSUASIVE TEXTS
This professional learning program will support teachers to develop students' abilities to understand and compose a range of texts that entertain (narrative) and persuade. The course will investigate key components of narrative and persuasive writing as well as key elements of the NAPLAN Marking Guides. Where relevant, links will be made to the Australian Curriculum.

Target Group
Key Literacy Teachers, Year 2 to Year 9 teachers and Special Education teachers

Date/s:
15 March, 8 April

LANGUAGE FOR LITERACY LEARNING
Literacy is the capacity to interpret and use language features, forms, conventions and text structures in imaginative, informative and persuasive texts. It also refers to the ability to read, view, listen to, speak, write and create texts for learning and communicating in and out of school (Australian Curriculum: English v8). This professional learning program will focus on learning about language in the Australian Curriculum: English and explore strategies that purposely tie teaching and learning to authentic discussions about the language of literature and community texts. Children’s literature will be embedded in each experience, creating opportunities for focused discussion and shared exploration of language for literacy learning.

Target Group
Foundation to Year 7 teachers

Date/s:
2 June, 19 August, 11 November
DEVELOPING WRITERS IN TODAY’S CLASSROOMS
Teachers play a pivotal role in any effective school writing program and at every year level. This professional learning program will explore various approaches to the teaching of writing, and how we, as teachers, can support our students as developing writers.

Target Group
Key Literacy Teachers and Foundation to Year 7 teachers

Date/s:
10 August, 8 September

READING IS A THINKING PROCESS
What does current research say about teaching readers and teaching comprehension strategies? Comprehension strategies – what are they? How do you teach them explicitly? This professional learning program will explore these questions and focus on specific strategies good readers use to understand an author’s message.

Target Group
Years 3 to 9 teachers

Date/s:
31 August, 10 November
NATIONAL ASSESSMENT PROGRAM

EFFECTIVE USE OF THE NAPLAN ANALYSIS TOOL
Designed for leadership teams, this professional learning opportunity will explore the functionality aspects of the NAPLAN analysis tool developed by the Department for Education and Child Development for Independent schools. The workshop will also investigate how the application can support analysis of cohort, class group and individual student data in relation to 2015 NAPLAN student and school achievement data. Growth data functionality will also be a key component of the workshop.

It is highly recommended that each school is represented at one of the four sessions offered.

Target Group:
Principals, school leaders, curriculum and NAPLAN coordinators

Date/s:
16 February or 19 February or 23 February or 24 February

NAPLAN INFORMATION SESSION
Important information for 2016 NAPLAN will be provided in this session including critical dates and information relating to student adjustments, the online student participation website, the Principals Handbook, delivery of test materials and the test security period.

It is highly recommended that each school is represented at one of the sessions offered, especially school leadership and staff new to NAPLAN coordination responsibilities.

Target Group:
Principals, school leaders and NAPLAN coordinators

Date/s:
31 March, 1 April

INVESTIGATING IMAGES, GRAPHICS AND LANGUAGE: TEACHING CONSIDERATIONS WITHIN THE CONTEXT OF NAPLAN AND ACROSS SUBJECT AREAS
This professional learning program is relevant for primary teachers and secondary subject teachers. The course focuses on how teachers can empower students to use graphics, images and language to inform and apply reasoning skills to problem solving and inference making in relation to the Reading and Numeracy NAPLAN test items and the relevance of visual literacy across subject areas. Teachers will investigate and analyse test items and consider implications for their teaching.

Target Group:
Years 2 to 9 teachers

Date/s:
6 April, 3 June
INVESTIGATING RICH MATHEMATICAL ENVIRONMENTS FOR LEARNING
Engaging young children in mathematical concept development, language experiences and problem solving outside and inside the classroom are the foci for this program. The use of natural and manufactured materials, manipulatives and technology will be explored in relation to the content and proficiency strands of the Australian Curriculum: Mathematics and the General Capability: Numeracy.

Target Group
Foundation to Year 2 teachers

Date/s:
19 May, 27 June, 2 September

PLANNING AND TEACHING AN EFFECTIVE MATHEMATICS PROGRAM
Teachers will engage in the ‘thinking and doing’ of mathematics with a specific focus on whole and part number, operations and algebraic thinking. Mental computation strategies, creating and assessing collaborative problem solving tasks, the intentional use of games and manipulatives and a ‘flipped’ approach for developing deep conceptual understanding and fluency will all be explored.

Target Group
Foundation to Year 5 teachers

Date/s:
25 May, 11 August, 20 October

SUPPORTING AND ENGAGING STRUGGLING LEARNERS IN MATHEMATICS
Practical strategies for developing multiplicative, proportional and algebraic thinking and the use of models, manipulatives and games to engage and support struggling learners in mathematics will be explored. Diagnostic tasks to identify gaps in understanding and misconceptions will be shared. The importance of developing a supportive mathematical learning environment and developing a positive mindset towards mathematics will also be a focus for this workshop.

Target Group
Years 6 to 9 teachers

Date/s:
18 May, 24 June, 7 September
DEVELOPING MENTAL COMPUTATION STRATEGIES
Back by popular demand, this three day practical course will share the strategies approach to
developing mental routines in mathematics. Strategies for developing the understanding of, and
fluency with, basic facts and the four operations will be the focus of this series.

Target Group
Years 3 to 7 teachers

Date/s:
16 June, 15 September, 26 October

DEVELOPING MULTIPLICATIVE THINKING FOR COMPUTATION AND PROBLEM SOLVING
This one day round table professional learning session will involve collaborative knowledge sharing
and building through networking, sharing resources and the exploration of the conceptual
development of multiplicative thinking. Using investigations to support multiplicative thinking,
reasoning and problem solving, will be a focus
Maximum of 10 registrations per session.

Target Group
Years 5 to 8 teachers

Date:
21 September

SUPPORTING STUDENTS TO THINK PROPORTIONALLY
This one day round table professional learning session will involve collaborative knowledge sharing
and building through networking, sharing resources and the exploration of the conceptual
development of proportional reasoning. Strategies for building fraction, decimal, percentage and
ratio knowledge and understanding will be shared and developed.
Maximum of 10 registrations per session.

Target Group
Years 3 to 9 teachers

Date:
15 August
SPECIAL LEARNING NEEDS

SUPPORTING STUDENTS WITH AUTISM SPECTRUM DISORDER IN THE MAINSTREAM SETTING
Kerry Burke, Clinical Psychologist and Lauren Sullivan, Speech Pathologist from CEDAS will present a full day workshop for teachers around ways to support students with Autism Spectrum Disorder in the classroom. This workshop will include several components aimed at providing information to teachers about best practice teaching strategies for ASD. The strategies will cover several areas considered important for the child with ASD at school including learning behaviours, social skills and friendships, communication, positive behaviour management strategies and sensory processing. The workshop will take a proactive approach to supporting students on the spectrum and will aim to provide participants with practical skills that they can take back to the class and start using straight away. Additional topics covered include: ways to build a positive parent/teacher relationship, ways to teach the “hidden curriculum” to students with ASD and ways to support the peer group to learn about ASD.

Target Group
All teaching staff

Date/s:
10 March

MANAGING CHALLENGING BEHAVIOURS IN SCHOOLS – HOW TO CREATE A SCHOOL COMMUNITY AND CLASSROOMS WHICH ENCOURAGE LEARNING
Tim Dansie, Clinical Psychologist has worked with member schools extensively over the last three years. His workshops are both informative and entertaining and provide practical information that is easy to implement in the mainstream setting. This workshop will provide participants with information on the following:

- How to identify challenging behaviours in schools
- The causes of challenging behaviour
- Strategies to help teachers work with and manage challenging behaviours in schools
- How to support parents/carers, staff members and the school community to help students with challenging behaviours.

Target Group
All teaching staff

Date/s:
15 June
VOCATIONAL EDUCATION AND TRAINING

VOCATIONAL EDUCATION COORDINATORS PD AND NETWORK DAYS
Teachers and staff in schools who have a role in providing transition pathway advice to students about post-secondary options, including higher and further education, training and/or employment will engage in a range of professional learning and networking activities that will enhance and update their knowledge and understanding of the vocational education and training sector as well as further education opportunities.

Target Group
VET Coordinators, Teachers, Pathways Counsellors, Career Counsellors and Flexible Learning Managers

Date/s:
4 March, 6 June, 26 August, 14 November

INTRODUCTION TO VET COORDINATION
A series of three workshops is provided over the course of the year to support teachers and staff new to the role of VET Coordination in an Independent School. These workshops are designed to build and develop awareness of the unique scope and nature of the VET sector and how VET learning opportunities may be integrated into programs of learning for students in schools.

Target Group
VET Coordinators new to their role

Date/s:
6 April, 15 June, 7 September