



# 2017 PROFESSIONAL LEARNING



Association of  
Independent Schools  
of South Australia



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## Message from the Chief Executive

Our professional learning offerings for staff include both face to face and online opportunities. Our topics are wide ranging and are based upon feedback from schools about those areas where they will find professional learning for their staff most useful and supportive.

Typically, work will be done around the Australian Curriculum, Assessment, Pedagogy, Literacy and Numeracy and all of those things that are critical to a school's improvement journey.

We hope that you will find our offerings this year both interesting and useful and look forward to your participation in the professional learning program that the AISSA is providing for its member schools and their staff.

Very best wishes for 2017.

A handwritten signature in black ink that reads "Carolyn Grantskalns". The signature is written in a cursive style.

Carolyn Grantskalns  
Chief Executive



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# ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES & CULTURES

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## Narragunawali: Developing your School's Reconciliation Action Plan

Narragunawali: Reconciliation in Schools and Early Learning settings 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 Narragunawali 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 Narragunawali, 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**

1 June

### **Time**

1pm to 3.30pm

### **Cost**

\$60

# AUSTRALIAN CURRICULUM

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## Assessment and Student Diversity: Foundation to Year 10

Participants in this two day 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 and talented students and students for whom EALD 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 and critically assessed. 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 10 Teachers

### **Date/s**

5 June and 8 August

### **Time**

9am to 3.30pm

### **Cost**

\$190

## Critical and Creative Thinking (CORE): Junior Primary

This three day 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 General Capabilities of the Australian Curriculum: Critical and Creative Thinking and Ethical Understanding.

### **Target Group**

Junior Primary Teachers

### **Date/s**

26 June, 6 September and 27 October

### **Time**

9am to 3.30pm

### **Cost**

\$285

# AUSTRALIAN CURRICULUM

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## Critical and Creative Thinking (CORE): Primary

This five day 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, Ethical Understanding and Literacy. The core Visible Thinking Routines will be the subject of the final workshop.

### **Target Group**

Foundation to Year 7 Teachers

### **Date/s**

21 February, 15 May, 27 July, 29 August and 23 October

### **Time**

9am to 3.30pm

### **Cost**

\$475

## Critical and Creative Thinking (CORE): Secondary

This five day 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, Ethical Understanding and Literacy. The core Visible Thinking Routines will be the subject of the final workshop.

### **Target Group**

Year 7 to Year 10 Teachers

### **Date/s**

1 March, 19 May, 28 July, 5 September and 6 November

### **Time**

9am to 3.30pm

### **Cost**

\$475

## Master Classes: Foundation to Year 10

Master Classes focusing on a specific skill, strategy, topic or disposition will be offered once each Term from 4.30pm to 6.30pm. The first Master Class will be based on Quality Student Questioning, where participants will explore various models which assist students in posing

# AUSTRALIAN CURRICULUM

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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 Teacher Questioning, Assessment Task Design and Taxonomies, such as the SOLO taxonomy and the Depth of Knowledge Taxonomy.

## **Target Group**

Foundation to Year 10 Teachers

## **Date/s**

One session per Term: 8 March, 7 June, 30 August and 22 November

## **Time**

4.15pm for 4.30pm start to 6.30pm

## **Cost**

\$20 per session

## **Quality Questioning: Foundation to Year 10**

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 this two day workshop program include:

- 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**

28 June and 23 August

## **Time**

9am to 3.30pm

## **Cost**

\$190

# EARLY CAREER TEACHERS PROGRAM

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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:

- access 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. Participants must attend all workshops in the series. Mentors will need to attend workshop 2 with their colleague.

### **Target Group**

Early Career Teachers

### **Date/s**

7 March, 8 March, 8 June, 2 August and 4 September

### **Time**

9.30am to 3.30pm

### **Cost**

\$475

# EARLY CHILDHOOD

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## Developing Leadership Capacity in Early Childhood Staff

The diversity and complexity of improving quality through innovation and change requires significant investment and attention to the development of the leadership capacity in a professionally qualified early childhood workforce (Campbell Evans et al, 2014).

These workshops will support leaders in Early Learning Centres to use professional understandings about leadership theories, principles, concepts and their personal experience of leadership practice to:

- take responsibility for improving their own leadership expertise and encourage the development of leadership capability in others
- act as a role model and openly support others' leadership aspirations, potential and efforts, building leadership capability from within
- open up opportunities for potential leaders to offer ideas and influence others' learning, thinking and practice
- understand and address challenges and be responsible for creating a climate that promotes optimal growth and high quality
- envision goals, affirm values, motivate staff, achieve unity of purpose, and foster norms of continuous improvement for their programs (Bloom, 2004).

The professional responsibility to 'raise the bar' and drive quality forward through a continuous focus on improvement, innovation and change, and emphasis on leadership expertise as a critical function for implementing change and reform for enhanced quality improvement in early childhood services (Urban et al, 2012) are ongoing challenges that will be explored.

### Target Group

Early Childhood Leaders and Educators

### Date/s

One session per Term: 6 March, 8 May, 7 August and 9 November

### Time

9am to 3.30pm

### Cost

\$95 per session

## Early Childhood Implementation Group

In 2017, Early Childhood Implementation Group meetings will continue to focus on and provide opportunities to:

- engage in professional learning on topics of interest
- inform the development of policies and directions
- provide a forum for questions and sharing of best practice
- network with interested early childhood professionals.

# EARLY CHILDHOOD

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The South Australian government has expressed a commitment to doing whatever it can to improve the quality of children's formative experiences. The *"Re-imagining Childhood" Report* is a direct result of this commitment and has been issued as a state-wide resource to guide early childhood development in South Australia for years to come.

It is our intention that ELC colleagues from across the Independent sector will share best practice, the learning of children, and what it means to educate the 'whole child' through professional discourse and observation. The Implementation Group will be encouraged to respond to the provocations of the *"Re-Imagining Childhood" Report*, written by Professor Carla Rinaldi and resulting from the 2011-12 SA Thinkers in Residence program.

Whilst the report will be reviewed using the principles of the image of the child, interdependence and citizenship, meetings will draw on the deep wisdom and rich experiences based in all educational approaches including Steiner and Montessori, as well as faith-based beliefs that underpin a range of approaches.

An agenda will be followed at each meeting. The format will include time allocated for the review of the *"Re-imagining Childhood" Report*, the focus topic and other business which will provide a forum for questions and issues to be raised.

We hope that this will enable the Implementation Group to gather, discuss and share their collective wisdom on a range of topics.

## **Target Group**

Early Childhood and Foundation Leaders, Teachers and Educators

## **Date/s**

One session per Term: 28 February, 30 May, 22 August and 14 November

## **Date/s & Times**

28 February 4pm to 6pm

30 May 4.15pm to 6.15pm

22 August 4pm to 6pm

14 November 4pm to 6pm

## **Cost**

\$20 per session

## **Giftedness in Early Childhood**

Teachers and educators working with young children who are gifted or talented can support them to reach their full potential. This two day professional learning course for early learning educators 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 assist teams to identify and engage in good practice when working with young gifted and talented children.

## **Target Group**

Early Childhood Educators

# EARLY CHILDHOOD

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**Date/s**

16 August and 19 September

**Time**

9am to 3.30pm

**Cost**

\$190

## Nature at Play: Building Knowledge & Understanding about Natural Environments through Creating, Exploring and Risk Taking

This series of workshops will explore ways to create outdoor learning environments that promote the healthy growth, learning, development and wellbeing of young children. Opportunities to promote children's natural curiosity, which draws them to the outdoor environment, will be explored. This series will involve the senses and allow creative minds to connect with nature.

A range of guest speakers will be invited to bring the natural environment to these workshops. These will progress from planning to play, making "unstructured outdoor play in nature an everyday part of childhood" (Nature Play SA, 2016).

**Target Group**

Early Childhood and Foundation Leaders, Teachers and Educators

**Date/s**

One session per Term: 14 March, 29 June, 25 September and 15 October

**Time**

9am to 3.30pm

**Cost**

\$95 per session

## OSHC Implementation Group

The AISSA will reconvene our OSHC Implementation Group in 2017. 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.

An agenda will be followed at each meeting. The format will include time allocated for the focus topic and other business which will provide a forum for questions and issues to be raised.

# EARLY CHILDHOOD

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The first meeting in 2017 will share ideas and practice relating to the beginning of year transition into OSHC for children, families and staff. Planning for the 2017 Implementation Group meetings will also occur.

We hope that this will enable the Implementation Group to gather, discuss and share their collective wisdom on a range of topics.

## **Target Group**

OSHC Providers

## **Date/s**

One session per Term: 28 February, 30 May, 22 August and 14 November

## **Time**

10am to 12pm

## **Cost**

\$20 per session

# GIFTED AND TALENTED

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## A Complex Learning Framework: Foundation to Year 10

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. Other aspects of the framework, such as “Think like a Disciplinarian”, “Universal Concepts and Themes” and “Scholarly Behaviours” will be addressed.

### **Target Group**

Foundation to Year 10 Teachers

### **Date/s**

12 September

### **Time**

9am to 3.30pm

### **Cost**

\$95

## Beyond Bloom: Critical and Creative Thinking (Advanced): Foundation to Year 10

*“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 8.2)

Various ways of meeting the challenge of educating gifted students in mainstream classes will be demonstrated in this five day course. Participants will be introduced to several learning and thinking models that teachers can use in their mainstream classes to enhance the learning of all students, including the gifted. These include taxonomies, for example the SOLO and Marzano models, philosophical thinking and co-cognitive factors such as mindsets, self-efficacy and grit.

### **Target Group**

Foundation to Year 10 Teachers

### **Date/s**

15 March, 23 May, 1 August, 11 September and 8 November

### **Time**

9am to 3.30pm

### **Cost**

\$475

# GIFTED AND TALENTED

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## Differentiation for all Learners including the Gifted

This three day professional learning course is based upon Tomlinson's model of Differentiation, although other models will be presented where relevant, for example, Tomlinson's *Parallel Curriculum*. Participants will understand the theory and practice of differentiation for a variety of learning needs in a mixed-ability classroom. A particular focus will be upon curriculum models that invite differentiation and students' readiness for learning as determined by learning progressions. Participants will be encouraged to develop and implement a differentiated unit of work which caters for the range of learners in their classroom.

### **Target Group**

Primary and Secondary Teachers

### **Date/s**

3 April, 13 June and 14 August

### **Time**

9am to 3.30pm

### **Cost**

\$285

## GERRIC: Gifted and Talented Learners (Professional Development Package for Teachers)

This six day 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**

Primary, Middle and Secondary Teachers

### **Date/s**

3 March, 26 May, 4 August, 1 September, 20 October and 17 November

### **Time**

9am to 3.30pm

### **Cost**

\$570

# GIFTED AND TALENTED

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## Giftedness in Early Childhood

Teachers and educators working with young children who are gifted or talented can support them to reach their full potential. This two day professional learning course for early learning educators 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 assist teams to identify and engage in good practice when working with young gifted and talented children.

**Target Group**

Early Childhood Educators

**Date/s**

16 August and 19 September

**Time**

9am to 3.30pm

**Cost**

\$190

# LITERACY

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## Developing Writers in Today's Classrooms: Foundation to Year 7

Teachers play a pivotal role in any effective school writing program and at every year level. This two day 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**

9 June and 17 August

### **Time**

9am to 3.30pm

### **Cost**

\$190

## Reading is a Thinking Process: Years 3 to 9

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

### **Target Group**

Key Literacy Teachers and Years 3 to 9 Teachers

### **Date/s**

23 June and 13 September

### **Time**

9am to 3.30pm

### **Cost**

\$190

# LITERACY AND NUMERACY

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## Learning Design within the Context of the Australian Curriculum: Foundation to Year 7

Learning Design is a framework that supports quality learning and teaching. It makes the structures of intended learning and teaching – the pedagogy – more visible and explicit thereby promoting understanding and reflection.

Central to this is authentic assessment that scaffolds understanding and informs, monitors and evaluates teaching and learning. Assessment, within an effective learning design informs both learners and teachers equally about what learners currently understand and how to proceed with subsequent teaching and learning. It is also used to gather evidence about where the learners are in their learning so that teaching and learning can be adapted to meet learner needs.

This four day workshop series is aimed to support primary leaders and teachers. It will explore learning design as a process, within the context of the Australian Curriculum English and Mathematics learning areas and related effective pedagogies.

### **Target Group**

Primary Leaders and Foundation to Year 7 Teachers

### **Date/s**

16 March, 6 June, 10 August and 2 November

### **Time**

9am to 3.30pm

### **Cost**

\$380

# NATIONAL ASSESSMENT PROGRAM

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## NAPLAN Data Analysis: Advanced

This professional learning opportunity is designed for leadership teams who are familiar with the functionality of the NAPLAN Analysis Tool developed by the Department for Education and Child Development for Independent schools. This workshop will provide an opportunity for leadership teams to interrogate your student achievement data at a deeper level. Knowledge and experience in using the NAPLAN Analysis Tool developed in 2015 is essential.

### **Target Group**

Principals, School Leaders, Curriculum Coordinators and NAPLAN Coordinators

### **Date/s**

Participants may attend 1 of 3 sessions; 16 February, 22 February **OR** 2 March

### **Time**

9am to 12pm

### **Cost**

Nil

## NAPLAN Data Analysis: Introducing the 2016 Analytical 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 2016 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 sessions offered.

### **Target Group**

Principals, School Leaders and NAPLAN Coordinators

### **Date/s and times**

15 February 9am to 12pm **OR**  
23 February 1pm to 3.30pm **OR**  
27 February 9am to 12pm

### **Cost**

Nil

## 2017 NAPLAN Information Session: Paper and Pen Test

Important information about the 2017 NAPLAN (paper and pen) will be provided in this session including critical dates and information relating to student adjustments, the online Student

# NATIONAL ASSESSMENT PROGRAM

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Participation Website, the Handbook for Principals, 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**

29 March **OR** 31 March

## **Time**

9.30am to 11.30am

## **Cost**

Nil

## 2017 NAPLAN Online Training

In 2017, some Principals have indicated their intention for their school to participate in the NAPLAN tests in the online environment. Staff of these schools are encouraged to attend one of the training sessions scheduled for March. The training session will provide participants with important information related specifically to 2017 NAPLAN Online.

## **Target Group**

Principals, School Leaders, NAPLAN Coordinators and IT Staff

## **Date/s**

23 March **OR** 28 March

## **Time**

9am to 3pm

## **Cost**

Nil

## NAPLAN Online 2018 Readiness Process: Information Session

This session, for Principals and school leadership teams, will outline key information, steps and activities required to be undertaken in 2017 if a school wishes to transition to NAPLAN Online in 2018. It is highly recommended that schools interested in NAPLAN Online participation in 2018 attend one of the sessions offered.

## **Target Group**

Principals, School Leaders, NAPLAN Coordinators and IT Staff

# NATIONAL ASSESSMENT PROGRAM

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## **Date/s and times**

4 April 9am to 11.30am **OR** 4 April 1pm to 3.30pm

## **Cost**

Nil

## **NAPLAN Online 2018 Readiness Process: Readiness Test**

The Readiness Test (RT) will provide Principals and school leadership, staff and students with the opportunity to trial the new online National Assessment Platform (the Platform). The RT will provide useful information to each participating school about readiness at the local level, so that school leadership can make an informed decision about 2018 NAPLAN Online participation.

## **Target Group**

Principals, School Leaders, NAPLAN Coordinators and IT Staff

## **Date/s**

The national schedule for training and the Readiness Test is still being finalised. Training will be one day in length and take place towards the end of Term 2 or early Term 3. A two-week window where schools and students will engage with the platform is expected to be held early to mid-Term 3. Schools will be advised of dates as soon as they are confirmed by ACARA.

## **Time**

9am to 3pm

## **Cost**

Nil

# NUMERACY

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## Designing Mathematical Learning for Today's Learner: Foundation to Year 5

Research identifies seven interconnected processes needed to engage today's mathematics learner in the development of conceptual understanding, mathematical problem solving and mastery. These seven processes are: problem solving, reasoning and proving, reflection, selecting tools and computational strategies, connecting to authentic contexts, representation and communication.

This two day workshop will engage teachers in crafting mathematics programs that embed these processes into rigorous learning plans designed to meet our diverse learners' needs. Practical examples will be drawn from the different Content Strands, Number and Algebra, Measurement and Geometry and Statistics and Probability.

### Target Group

Foundation to Year 5 Teachers and Coordinators

### Date/s

30 June and 15 September

### Time

9am to 3.30pm

### Cost

\$190

## Re-engaging Disengaged Learners in Mathematics: Years 6 to 9

This two day practical workshop will engage teachers in strategies for re-engaging middle years' students in mathematics learning. This workshop will focus on:

- the identification of misconceptions and gaps in knowledge and understanding
- planning for targeted intervention
- the use of tools, thinking frameworks, concrete materials and games to build conceptual understanding
- the importance of developing a supportive mathematical learning environment and positive mindset to build confidence in, and motivation for mathematics learning.

A key message shared throughout the workshop series will focus on the importance of creating opportunities for all students to experience success. *"This will mean different things for different students, but by designing lessons, activities, assignments and questions that will set students up for success we can begin to repair student self-esteem and open doors for greater challenges."* <https://azjd.wordpress.com/2011/09/11/re-engaging-the-disengaged-5-strategies/>

### Target Group

Year 6 to Year 9 Teachers and Coordinators

# NUMERACY

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**Date/s**

29 May and 8 September

**Time**

9am to 3.30pm

**Cost**

\$190

# SPECIAL LEARNING NEEDS

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## Assessment and Student Diversity: Foundation to Year 10

Participants in this two day 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 and talented students and students for whom EALD 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 and critically assessed. 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 10 Teachers

### Date/s

5 June and 8 August

### Time

9am to 3.30pm

### Cost

\$190

## Growth Mindset: More Than Just Trying Harder: Foundation to Year 12

It's been a decade since Stanford University Psychology Professor Carol Dweck introduced the idea of mindsets. A fixed mindset refers to the belief that abilities, intelligence and talents, are just fixed traits. You get what you are born with and that's that! In a growth mindset we understand talents and abilities can be developed through effort, good teaching and persistence.

The idea has gained widespread popularity but has this led to oversimplification? Are we just seeing a growth mindset as just 'hard work' repackaged? Simply encouraging students to try harder is not enough, incorporating a growth mindset is also about creating classrooms that encourage students to take on challenges, try new strategies, take risks, make mistakes, receive critical feedback and have a chance to try again. It is also about helping children understand how their brain works, managing their emotions and developing resilience.

Students with a growth mindset will:

- show persistence
- develop confidence
- embrace challenges
- bounce back from failure
- seek help rather than concealing their struggles.

# SPECIAL LEARNING NEEDS

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Psychologists Kerry Burke and Rochelle Hay will use this workshop to explore the concepts and research related to mindsets but will focus primarily on practical strategies that teachers can use immediately in their classrooms to help their students develop a growth mindset. They will also cover the difficult issue of developing a growth mindset in children with specific challenges to their learning.

## **Target Group**

Reception to Year 12 Teachers

## **Date/s**

18 May

## **Time**

9am to 3.30pm

## **Cost**

\$95

## Managing Challenging Behaviours in Schools: Creating a Calm Place for Children to Flourish: Foundation to Year 12

Improving behaviour management in schools provides a common sense approach to understanding the causes and triggers of students' challenging behaviours and equips teachers and school leaders with simple tools that can be easily implemented in any school. Psychologist Tim Dansie uses case studies which draw on strategies based on CBT and mindfulness. These strategies have proven to make a huge difference to school life and to how challenging students are managed. This workshop will encourage teachers to question how schools and classrooms are structured, in order to create environments where all students have the greatest possible opportunity to learn and grow as individuals. This professional learning includes accessible chapters on:

- What are challenging behaviours?
- What are the causes of challenging behaviour in students?
- How can schools best work with parents?
- How to ensure that all school staff are on board?

## **Target Group**

Foundation to Year 12 Teachers

## **Date/s**

27 March

# SPECIAL LEARNING NEEDS

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**Time**

9am to 3.30pm

**Cost**

\$95