



Secondary Course Summaries 2017

Kathy Deacon, Director CPL

Aboriginal Education in Your School K-12 Conference: Relationships, Partnership and Growth

The Aboriginal Education in Your School K-12 Conference: Relationships, Partnership and Growth, is designed to support the implementation of Aboriginal Education in public schools. Participants will engage with research, DoE and NSWTF policies and planning frameworks to underpin and embed practices in the classroom.

Educational leaders and experienced teachers will explore practical examples of ways to build cultural knowledge and high expectations. Participants will reflect on the importance of improving outcomes for Aboriginal students, developing knowledge and understandings of Aboriginal Australia for all students and building relationships and partnerships with Aboriginal communities.

Participants will be equipped to make practical and manageable changes in their classrooms, inspire colleagues and further develop Aboriginal education for all.

Target Participants: Teachers K-12 and teachers in DoE preschools

A Practical Approach to the Performance and Development Framework

This course is intended for principals, executives and teachers in schools, who are required to engage with the Performance and Development Framework from the perspective of the role of supervisor and/or being supervised.

Participants will be provided with an understanding of the structure of the Framework, the relationship between each of the components and the cyclical nature of the Framework.

The course will also provide an overview of other performance related and professional requirements such as the accreditation process, beginning teacher support structures, mentoring and the teacher efficiency process.

Participants will understand the different approaches to the Framework to be adopted by permanent and temporary employees, and casual teachers.

Participants will work through the practicalities of setting goals, collecting and collating evidence of performance, participating in observations and providing and receiving feedback.

The course will provide a perspective of the framework as part of an ongoing cyclical process, flowing from one school year to the next.

Target Participants: Principals, executives and teachers in schools

Classroom Management through Effective Teaching

This course focuses on the key concern of classroom management through the essential development and use of effective teaching strategies. Highly experienced teachers present the course in partnership with younger teachers who specialise in mentoring and teacher improvement. The course provides participants with practical strategies and deeper understanding of the theory and practice of good management and good teaching. The course has whole group discussions and also breaks up into specific primary and secondary workshops.

Target Participants: Teachers in the earlier stages of their careers

[Conversations about Text in Secondary Schools](#)

The focus of this workshop is on supporting participants to identify the language demands of texts commonly read and written in the secondary school and recognising the features of their students' writing. We will focus on the teaching of writing as the context in which grammar is taught to support meaning and we will outline those grammatical features which best support teachers to make an impact on students who are writing extended responses. Our aim is not to focus on the basics, but we will briefly review or address grammar for those who may be addressing it explicitly for the first time. This will support participants to identify and address their students' needs as they analyse their written work. We will provide practical examples for engaging students in writing and supporting students to write effectively.

***All participants are requested to bring copies of their students' writing. (*Preferably three examples with two copies of each.)**

Target Participants: Secondary teachers of all subjects requiring extended response writing such as HSIE, English, PDHPE and Science.

[Developing Dialogue about Texts in Secondary Schools](#)

The focus of this three day course presented by Kathy Rushton and Joanne Rossbridge is on supporting participants to identify the language demands of texts commonly read and written in the secondary school and recognising the features of their students' writing. We will focus on the teaching of writing as the context in which grammar is taught to support meaning and we will outline those grammatical features which best support teachers to make an impact on students who are writing extended responses.

Our aim is not to focus on the basics, but we will briefly review or address grammar for those who may be addressing it explicitly for the first time. This will support participants to identify and address their students' needs as they analyse their written work. We will provide practical examples of strategies for engaging students in writing and supporting students to write effectively.

Target Participants: Secondary teachers especially teachers of all subjects requiring extended response writing such as HSIE, English, PDHPE and Science.

[Effective Decisions for Successful School Leaders](#)

This course is designed for school leaders and aspiring school leaders, encompassing the various components of school decisions which are critical to the role of a school leader at any level and is presented by Peter Johnson, who previously had an extensive and diverse career with the NSW Department of Education.

It is intended to provide participants with a sound knowledge of the basics of decision making in schools, including the evidentiary basis for those decisions, a framework within which to make those decisions and exposure to a range of scenarios which have faced their colleagues.

The course also deals with the personal and professional ethics which play a major part in decision making in schools.

Target Participants: Teachers in leadership positions in schools or aspiring to those positions.

[Geography 7-10 – Using the New Syllabus Effectively](#)

This course provides an overview of the new Geography 7-10 syllabus and key considerations for using the syllabus effectively. The course aims to clarify the nature of geographical inquiry and the concepts, tools and skills that are central to teaching and learning in Geography.

Target Participants: Teachers of Years 7-10 who wish to develop an understanding of the new NSW Geography syllabus and approaches to integrating key elements that present particular challenges for teachers, including fieldwork and spatial technologies.

Implementing the New Stage 6 Science Syllabuses

This course is designed to provide Science teachers the time and space to analyse the new syllabuses and prepare for their implementation by creating a program, guided by experts, of study and an assessment. Their efforts will be shared on a Moodle forum so that participants may benefit from the collective efficacy of the group.

Target Participants: Stage 6 Science Teachers (Physics, Chemistry, Biology and Earth and Environmental Science).

Implementing the New Stage 6 Mathematics Syllabuses

The course will include coverage of new course content and assessment structures in the syllabuses, an exploration of the reasons behind the changes, and the implications of this for your teaching. There will be a strong focus on practical approaches to planning, programming, assessment and resourcing for Years 11 and 12.

Sessions will provide participants with opportunities to develop and share their understanding of new content areas. Key links between content and opportunities for assignments and research based tasks will be considered as well as opportunities to experience and analyse different assessment tasks. Participants will plan a scope and sequence for Years 11 – 12 for one course, using their knowledge and understanding gained from earlier sessions and focus on creating a research task or assignment, identifying appropriate timing and content within their scope and sequence.

Target Participants: Stage 6 Mathematics Teachers (Mathematics Standard)

Introducing the New Ancient and Modern History Syllabuses: Focus on Year 11

Session 1 clarifies features of the new Stage 6 Ancient and Modern History syllabuses, through an analysis of new directions in course rationales, new content areas and assessment requirements. It also explains the more explicit emphasis on historical thinking through the use of historical concepts and skills and their integration into course outcomes.

Session 2 offers workshops devoted to new content areas and resources and discussion of effective teaching and assessment strategies for Year 11 students.

Session 3 requires participants to work in pairs or small groups to apply knowledge and understanding gained from Sessions 1 and 2 to plan a scope and sequence for Years 11 - 12, then focus on developing a teaching program for Year 11 (or reviewing and refining an existing program) that incorporates mandatory and selected content, addresses appropriate outcomes and integrates relevant assessment activities.

Target Participants: Teachers of Year 11 Ancient and/or Modern History who wish to develop a deeper understanding of the new Stage 6 History syllabuses in preparation for implementation for Year 11 in 2018.

K-12 Multicultural Education and Social Inclusion Conference

The K-12 Multicultural Education and Social Inclusion Conference is a major conference for teachers and educational leaders in school communities implementing the DoE Multicultural Education Policy, including Anti - Racism and English as an Additional Language/Dialect (EALD). Teachers and educational leaders in schools will partner with academics to explore theory, current research and the practical implications for pedagogy and whole school organisation as related to Multicultural Education. Presenters will also expand on current projects and ideas that have been successfully applied in school settings, both primary and secondary. They will explore the themes of cultural diversity in schools, anti – racism, social and cultural insights for teachers, EALD pedagogy and curriculum.

Target Participants: Teachers and educational leaders K – 12 implementing Multicultural Education policies and those catering for the needs of culturally and linguistically diverse students.

Leading Aboriginal Education in Your School

Leading Aboriginal Education – Relationships, Partnerships and Growth is a course designed for principals and aspiring principals, leading the implementation of Aboriginal Education in school communities. Participants will reflect on the importance of explicit leadership to support the implementation of the existing Aboriginal Education Policy 2008 NSW Department of Education and Communities (DEC) in the context of various and relevant NSW and federal government policies.

There will be an exploration of the different ways to meet the challenges often associated with the implementation of whole school change with a focus on the importance of relationships and partnerships. Our presenters, who are highly experienced in varied leadership roles in the DEC, will explore practical examples of ways to build cultural knowledge and understanding in schools and will assist participants to develop an action plan within the 6 domains of the National & Torres Strait Islander Education Action Plan 2010 - 2014.

Target Participants: Principals and aspiring principals, leading the implementation of Aboriginal Education in school communities.

Lifting Achievement in Years 7-12

This course focuses on developing approaches to improve student performance in public high schools. Prof Wayne Sawyer, who has conducted extensive research in this area, is joined by senior, experienced teachers to share demonstrated, successful strategies and ideas for lifting achievement levels. The course focuses on what individual teachers can do, what faculties can do and what whole school approaches are most successful.

Target Participants: Classroom teachers and teachers in promotions positions in secondary schools

Managing Difficult Situations in Schools

This course is intended for principals and executives in leadership positions in schools and teachers relieving in or aspiring to those positions.

The course will examine the various challenges of school leadership, in the context of difficult situations which may arise for school leaders.

Participants will be exposed to the various means of resolving difficult situations, including mediation, negotiation and compromise.

The course will refer to the various policies, procedures, guidelines and agreements which are relevant to the resolution of difficult situations in schools and how they should be utilised.

Participants will also investigate the various resources, support mechanisms and structures which are available to assist them in resolving difficult situations in schools.

Participants will workshop scenarios, using role play and discussing approaches used by other participants.

The course will provide participants with the opportunity to develop their own skills in using the various resolution means.

Target Participants: Principals and executives in leadership positions in schools and teachers relieving in or aspiring to those positions.

Professional Writing for Principals, Executives and Teachers

This course is intended for principals, executives and teachers, encompassing the various styles of writing required of them in their everyday work at school.

It is intended to provide participants with a sound knowledge of the basics of writing to the various audiences which may be the focus of their letters, submissions, emails, newsletters, policy/procedural documents and other written communication.

Target Participants: Principals, executives and teachers in schools.

Secondary English Conference – Stage 6 “...Come, my friends,’ Tis not too late to seek a newer world”: Exploring the new Years 11 and 12 Standard and Advanced Courses

This is a major English conference for all involved in teaching English in the senior secondary years. The focus of the conference will be the recently released revised *English Stage 6 Syllabus* (Standard and Advanced courses). This is an opportunity for English teachers to engage in a significant professional learning experience in order to plan, program, resource and implement the new English syllabus for 2018. Our three highly experienced and passionate presenters, Associate Professor Jackie Manuel, Deb McPherson and Jane Sherlock are back for 2017.

Target Participants: All secondary English teachers and Head Teachers of English.

Teaching Students with Special Needs in Mainstream Classes

This course provides participants with a snapshot of the priority focus areas to be considered when addressing the needs of students with disabilities and special needs. The course provides understanding and strategies to engage students through adjusted planning, teaching and behaviour support. The relevant Disability Standards are outlined to participants and ideas developed about how to adjust and accommodate teaching and learning programs, teaching strategies, behaviour management and assessment for diverse learners.

Target Participants: Current or early career teachers with limited experience catering for students with disabilities or special needs in mainstream classes.