



Course Summaries 2017

Kathy Deacon, Director CPL

[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.

[Composing Multimodal Texts in English K-6 - Visual Literacy in Practice](#)

In order to meet the demands of the English K-6 syllabus students are required to compose spoken, written and visual texts. This course focuses on composing a range of visual texts, by hand and digitally. Using the resources that are readily available in any classroom and that all teachers can confidently use, we will show participants how to teach students to compose simple visual texts. We will progress from posters to digital storytelling and simple movies. This is a practical hands-on course. *Participants will need to bring a computer.*

Target Participants: Teachers K-6 who wish to develop a deep understanding about how to teach students a variety of simple ways to compose visual and digital texts to meet the outcomes of NSW English Syllabus K-6.



Course Summaries 2017

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.

Early Career Teachers

This course will provide "new" teachers with an overview and orientation to the profession and to teaching. It will have a range of presenters who will consider questions around classroom management, the NESAs, (formerly BOSTES), and accreditation, planning and research, specific sector issues, mentoring, the importance of the big picture, programming, the stages of a career, and why everyone in public education is a leader.

Target Participants: Teachers in the first two years of their teaching career.



Course Summaries 2017

[Early Stage 1 Conference - Dynamic learning for the first year of school](#)

This whole day conference will focus on the particular needs of students in their first year of schooling as they transition from the Early Learning Framework to the English and Mathematics syllabuses. Our goal for the first year of schooling is to teach students to become dynamic learners who are positive in attitude and full of energy and new ideas. Through the many options offered on the day teachers will gain an understanding of effective teaching in English. Developing mathematical concepts will be explored and ways to take learning outside as well as including music and movement will be considered. The emphasis of this conference is on dynamic learning.

There will be four speakers. All are experienced K-6 teachers. Mary-Ellen Betts, Sandra Rowan and Jenny Williams work as Educational consultants in a number of NSW schools. Jann Barry is currently teaching in an inner west school and has taught Early Stage One in a variety of settings. There will be a plenary talk and a range of workshop sessions with some choice for participants. Discussion and sharing by participants will be a feature of the day.

Target Participants: Teachers in DEC pre-schools: ES1 teachers and executive: Teachers differentiating learning to meet student needs in Stage 1.

[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.

[Effective Programming using the English K-6 Syllabus](#)

Many hours are devoted to planning and programming. This course focuses on using the English K-6 Syllabus to plan clear and concise teaching sequences that directly address identified outcomes.

This step-by-step day of planning will help you pull together big ideas, text sets, English syllabus outcomes, responding and composing and a rich assessment task into a unit of work.

This course is ideal for a grade or stage team who want to work collaboratively or for individual teachers wanting to refine their practice.

This is a hands-on course with teachers working in stage groups to plan a unit of work using a text set.

Target Participants: Teachers in the early years of their career and teachers of all stages who wish to rethink their approach to programming from the syllabus to ensure that strategies and tasks are achieving desired outcomes.

Course Summaries 2017

[Exploring Problem Solving and Working Mathematically K-6](#)

This workshop will provide an insight into the five components of working mathematically in the NSW Mathematics syllabus K-6. It will include word problems and open-ended problems that develop student understanding, enabling them to confidently solve problems related to everyday life. Teachers will gain knowledge and understanding of syllabus content including assessment and planning for teaching.

Target Participants: Teachers K-6 who wish to deepen their understanding of working mathematically and problem solving as outlined in the NSW syllabus for the Australian Curriculum Mathematics K-6. Participants will explore how to practically implement aspects of working mathematically in their classrooms.

[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.

[History K-6 Integrating Geography](#)

This course provides an overview of the new History and Geography K-6 syllabuses and the possible links between them. The course aims to clarify the content, skills and concepts in each course and to identify topics where integration makes good sense for teaching and learning.

With this as the foundation, course participants will engage in ‘hands on’ activities to develop more fully their understanding of the ways that both courses can be integrated to broaden understandings and reinforce each other. Some topics lend themselves more fully than others to integration and these will be the focus.

Target Participants: Teachers K-6 who wish to develop a deeper understanding of approaches to integrating some aspects of the History and Geography K-6 Syllabuses.

[Implementing a Daily English Block using the English K-6 Syllabus](#)

The NSW English K-6 Syllabus has two key processes at the heart of its organisational structure – responding and composing. This workshop will look at the literacy session through responding and composing in order to teach syllabus content in a meaningful and coherent way. Teachers will deepen their understanding of the components of an effective English block and learn techniques and routines for the smooth implementation of quality literacy practices.

Target Participants: Teachers K-6 at the beginning of their career and those wishing to revitalise their daily literacy session in light of the current NSW English syllabus. Participants will explore the components of an effective English block, how each component relates to syllabus content and how to address the individual learning needs of all students in their class.

Course Summaries 2017

[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).

[Improving Student Learning by Creating a Thinking Classroom](#)

This course is for teachers who want to create a classroom where thinking skills are embedded into the curriculum and become an essential component of lessons. Student learning outcomes improve as students develop sophisticated thinking skills and learn how to approach problems and new learning.

Participants will explore current brain research around thinking skills. The requirements of NSW syllabus documents K-6 will be explored and connections made to the critical and creative thinking general capability.

Target Participants: Teachers K-6.

[Improving your Pedagogy with Assessment in English K-6](#)

This course will enable participants to explore assessment in the NSW English syllabus. Teachers will examine assessment for learning, assessment as learning and assessment of learning. Participants will explore how to practically implement aspects of assessment in their classrooms. They will look at the power of feedback, learning intentions, success criteria and learning goals to improve student learning as part of the teaching, learning and assessing cycle. Designing rich assessment tasks will be a focus.

Target Participants: Teachers K-6 who wish to deepen their understanding of assessment and the NSW English syllabus for the Australian Curriculum.

[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.



Course Summaries 2017

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



Course Summaries 2017

[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.

Course Summaries 2017

Spelling and the NSW English K-6 Syllabus

This course will help participants to revitalise their approach to the teaching of spelling. Participants will examine how to embed spelling in reading and writing instruction for the NSW English syllabus for the Australian Curriculum. In addition participants will explore the importance of vocabulary development and editing skills. Participants will unpack the four types of spelling knowledge and examine the spelling strategies every student needs to understand.

Target Participants: Teachers K-6 who wish to rethink their teaching of spelling to more effectively engage with 21st century learners and the NSW syllabus for the Australian Curriculum.

Teaching for Growth in Reading and Writing in Years 3 to 6

All teachers would acknowledge the importance of student growth in reading and writing. The challenge is how to maintain growth across the primary grades. This course outlines a number of simple processes for a class teacher or a whole school to monitor progress in reading and writing across stages 2 and 3.

Teachers will examine the identification of learning needs for the diversity of students in their class. A range of strategies that assist teachers to ensure growth in reading and writing outcomes will be explored.

Target Participants: Teachers of stages 2 and 3 and executive teams who wish to explore practical teaching strategies to monitor and promote growth in reading and writing across the primary years.

Teaching Grammar, Punctuation and Vocabulary English K-6

This course is designed for teachers who wish to deepen their knowledge of the NSW English K-6 syllabus with a particular focus on teaching grammar, punctuation and vocabulary. This course takes a hands on approach to the age-old problem of teaching students to apply the conventions of accurate grammar in their writing.

Target Participants: Teachers K-6 who wish to develop a deeper understanding of the NSW English K-6 syllabus outcomes for grammar, punctuation and vocabulary.

Teaching Poetry K-6

In many classrooms teachers are unsure about how to effectively teach poetry. This workshop explores reading and writing poems K-6 using the NSW English syllabus outcomes. It explores writing, reading and comprehending poetry. A rich variety of poems to share with students and strategies for developing student writing of poetry will be explored. Participants will examine many resources that can be used to explore poetry in their classrooms. Imaginative, informative and persuasive poetry will be shared.

Target Participants: Teachers K-6 who wish to develop a deep understanding of poetry and the NSW syllabus for the Australian Curriculum. The aim of the workshop is to build teacher confidence teaching poetry.



Course Summaries 2017

[Teaching Reading and Writing Years K-6](#)

This course is designed for teachers who wish to deepen their knowledge of the NSW English K-6 syllabus. This workshop will engage participants in an examination of syllabus outcomes for reading and viewing and writing and representing. There will also be an examination of text sets and the key processes of responding and composing.

Target Participants: Teachers K-6 who wish to develop a deeper understanding of the NSW English K-6 syllabus.

[Teaching Reading, Comprehension and Critical Thinking K-6 using the English Syllabus](#)

Effective readers can decode and comprehend a variety of texts. They have a range of strategies they employ to decode, comprehend and think critically about texts. This practical workshop unpacks how to teach these strategies in an explicit and systematic way using the NSW English syllabus K-6. Participants will explore effective reading strategies and lesson planning in order to meet the learning needs of the students in their classrooms.

Target Participants: Teachers K-6 who wish to deepen their understanding of the explicit and systematic teaching of reading, comprehension and critical thinking as part of the NSW English syllabus K-6.

[Teaching Students to Write Imaginative, Informative and Persuasive Texts K-6 using the English Syllabus](#)

Participants will examine the text structures and language features of texts written for different purposes and audiences. How to develop lifelong writers using the NSW English syllabus K-6 will be discussed. This is a practical course and will look at the use of mentor texts and the key processes of responding and composing. We will explore teaching the writing process as part of the daily English block. Participants will explore what makes an effective piece of writing and how to develop writing sophistication across years K-6.

Target Participants: Teachers K-6 who wish to develop a community of writers in their classrooms. Participants will explore how to teach writing effectively in years K-6 so that students are confident, independent writers across a range of purposes.

[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.



Course Summaries 2017

Teaching Visual Literacy K - 6

We all live in a visual world and students need to be able to critically analyse visual images in texts. This course will provide participants with a closer look at the metalanguage of visual literacy in the NSW English K-6 syllabus for the Australian Curriculum. Participants will explore the ways in which the visuals in print and multi modal texts add to the author's purpose and impact on the intended audience. Resources and ideas will be shared and participants will learn how to plan lessons on visual literacy for students K-6.

Target Participants: Teachers K-6 who wish to develop a deep understanding of visual literacy and the NSW English syllabus for the Australian Curriculum.

The Essentials of Teaching Mathematics K-6

This course investigates the key components for effective teaching of mathematics in the primary classroom. Participants will examine practical strategies to improve student engagement, ways to develop mathematical concepts and the role of numeracy within the study of mathematics.

Questioning techniques, the value of student reflection, problem solving and how to teach mathematical vocabulary, will be addressed within the framework of designing effective lessons.

Target Participants: Beginning career teachers K-6 and those teachers who wish to review their understanding of the NSW K-6 Mathematics Syllabus and expand their understanding of the pedagogy related to teaching mathematics.



Contents Page

A Practical Approach to the Performance and Development Framework	1
Classroom Management through Effective Teaching	1
Composing Multimodal Texts in English K-6 – Visual Literacy in Practice	1
Conversations about Text in Secondary Schools	2
Developing Dialogue about Texts in Secondary Schools	2
Early Career Teachers	2
Early Stage 1 Conference – Dynamic learning for the first year of school	3
Effective Decisions for Successful School Leaders	3
Effective Programming using the English K-6 Syllabus	3
Exploring Problem Solving and Working Mathematically K-6	4
Geography 7-10 – Using the New Syllabus Effectively	4
History K-6 Integrating Geography	4
Implementing a Daily English Block using the English K-6 Syllabus	4
Implementing the New Stage 6 Science Syllabuses	5
Improving Student Learning by Creating a Thinking Classroom	5
Improving your Pedagogy with Assessment in English K-6	5
Introducing the New Ancient and Modern History Syllabuses: Focus on Year 11	5
Leading Aboriginal Education in Your School	6
Lifting Achievement in Years 7-12	6
Professional Writing for Principals, Executives and Teachers	7
Target Participants: Principals, executives and teachers in schools.	7
Spelling and the NSW English K-6 Syllabus	8
Teaching for Growth in Reading and Writing in Years 3 to 6	8
Teaching Poetry K-6	8
Teaching Reading and Writing Years K-6	9
Teaching Reading, Comprehension and Critical Thinking K-6 using the English Syllabus	9
Teaching Students to Write Imaginative, Informative and Persuasive Texts K-6 using the English Syllabus	9
Teaching Students with Special Needs in Mainstream Classes	9
Teaching Visual Literacy K – 6	10
The Essentials of Teaching Mathematics K-6	10