



# Course Summaries 2019

## Primary

Kathy Deacon, Director CPL  
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### [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.

***Target Participants: Principals, executives and teachers in schools.***

### [Assessment K-6: Making Use of Meaningful Data](#)

This course will enable participants to explore the value of their current assessment practices and how they align with NESA guidelines. Teachers will examine assessment for, as and of learning and how that information impacts on their pedagogy to improve student learning outcomes.

A range of current assessment practices will be explored.

***Target Participants: Teachers K-6 who wish to deepen their understanding of assessment and the NSW English and Mathematics syllabus documents. Participants will explore how to practically implement aspects of assessment in their classrooms.***

### [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.***



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### Differentiation: Catering for Diversity in a K-6 Classroom using the English and Mathematics Syllabuses

All teachers want to improve the learning outcomes of every student in their class.

This practical course unpacks how to plan for differentiation using the English and Mathematics syllabus in an effective and manageable way. The principles of differentiation will be explored and practical suggestions for how to address the specific learning needs of English as an additional Language or Dialect (EAL/D) students, Gifted and Talented students and students with learning disabilities will be discussed. A range of practical and simple strategies, which can be embedded in classroom practice, will be investigated. These include differentiating content, process, product and the learning environment.

**Target Participants: Teachers K-6 who wish to develop an understanding of how to differentiate to meet the needs of EALD, Gifted and Talented and students with learning difficulties.**

### Difficult Situations and You as an Educational Leader

- Participants will develop an understanding of the policy, procedures and organisational processes that apply in schools and their significance to school culture and the learning environment for students (links to 6.3.3)
- Participants will practice, model and evaluate with professional colleagues the effective management of a range of scenarios involving students, parents and teachers (links to 7.2.3, 7.3.3 and 6.3.3)
- Participants will review, practice and model the application of codes of conduct and ethics to the management of a range of situations which arise in schools and have impacts both within the school and wider community (links to 7.1.3 and 7.3.3)

**Target Participants: Teachers executive staff and principals who play a leadership role within schools.**

### 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.**



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### Effective Decisions for Successful School Leaders 2019

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.

The course will consider three key aspects of decision making in schools before participants consider the elements of an effective decision making framework:

1. the distinction between leadership and management
2. the international and national trends in devolving decision making to schools
3. the personal and professional ethics of decision making in schools

The course will workshop examples of real life scenarios, within the context of a decision making framework and with reference to the ethical basis for those decisions.

***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.**

### 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.**

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### [For the Love of Language – Teach Poetry K-6](#)

Is poetry the forgotten text in your classroom? Students are exposed to poetic language in advertising, persuasive texts and quality texts everyday. Reading and writing poems can improve writing as students unpack figurative language, descriptive vocabulary and meet the demands of writing for a specific purpose. This workshop explores reading and writing poems using NSW English K-6 Syllabus outcomes. Participants will look at writing, reading and comprehending poetry and will examine many resources that can be used to explore poetry in their classrooms. Imaginative informative and persuasive poetry will be explored.

**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.

### [Improving Student Learning by Creating a Thinking Classroom K-6](#)

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 Writing Stage 1 to Stage 3](#)

How to develop and improve student writing is an age-old question. Participants will explore key elements that can be used by all writers to develop and improve their understanding of effective written communication. The writing process will be unpacked. In addition, participants will look at the process of writing moderation to examine:

- How to identify the writer's strengths
- Select next steps for teaching
- Design individual learning goals.

**Target Participants:** Teachers in stage 1 to stage 3 who have assessed where their students current writing capabilities are and are looking for a realistic and practical path to further developing their writing skills.

### [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.

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### Leading a School Choir in Primary Schools

This one-day course is designed for teachers who want to develop skills in directing and developing K-6 choirs, both auditioned and inclusive. The course will approach group singing as a medium for achieving or complementing curriculum outcomes, and cover aspects that include:

- repertoire selection for different stages and abilities
- conducting techniques, beat patterns and meaningful physical gestures
- auditioned versus non-auditioned choirs
- working with young voices
- working with and developing limited vocal capabilities
- articulating the group singing experience with curriculum outcomes

Catering for early stage 1 through stage 3, the course will cover both theoretical and practical aspects of teaching choir, with instruction on techniques for meaningful and efficient gestural communication, along with guidance on how to choose pedagogically and developmentally appropriate songs. Strategies for inclusion of students with limited experience and / or apparent abilities will be discussed and tips for improving pitch accuracy and blending of voices will be demonstrated.

**Target Participants:** Teachers K-6 who wish to develop practical conducting skills, an understanding of appropriate, developmentally sound repertoire, techniques for developing young voices and the ability to connect the choral learning experience to the NSW Creative Arts K-6 Syllabus – Music.

### Leading Aboriginal Education

- Explore practical examples of ways to build cultural knowledge and understanding in schools and assist participants to develop an action plan within the domains of the National Aboriginal & Torres Strait Islander Education Action Plan (links to 1.4.3, 2.4.3 and 7.2.3).
- Turn policy into action with practical strategies including building links beyond the school through knowledge of community and the context in which you are teaching and your students are learning (links to 1.4.3, 3.7.3 and 7.2.3)
- Building collective efficacy around practice and implementation of NSW DET's Aboriginal Education Policy at the school level and educating the whole school community on aboriginal histories and cultures (links to 2.4.3)
- Analyse and reflect on student participation and achievement data to build capacity of school leaders to confidently lead aboriginal education across the school with a focus on the importance of relationships and partnerships (links to 6.3.3)

**Target Participants:** Teachers and executives playing a leadership role in implementation of the Aboriginal Education Policy in NSW public schools.



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### Leading Decision Making in Your School

School leaders and aspiring school leaders will gain a sound knowledge of the elements of educational leadership decision making in schools, including the evidentiary basis for decisions, a framework within which to make those decisions and practical examples of how decisions may be analysed and implemented. This will encompass:

- professional knowledge and interactions with colleagues to extend that professional knowledge (6.3.3);
- professional ethics and an understanding of adherence to the Department's Code of Conduct (7.1.3);
- expanded knowledge and working understanding of knowledge of administrative, regulatory and other requirements in schools (7.2.3); and
- effective communication strategies to interact with school, community and professional groups (7.4.3).

***Target Participants:* School principals, executives and teachers in leadership roles or aspiring to leadership roles.**

### Leading Improvement in Literacy Years K-6

This course has multiple sessions over two days focussed on different aspects of theory and practice of teaching the NSW English K-6 Syllabus in order to lead. It starts with outlining the components of a quality English block and a straightforward approach to enable participants to reflect and support own colleagues programming using the syllabus. The course then expands this understanding with an in depth explanation of current and appropriate best practice in teaching responding and composing. While encouraging the integration of key learning areas, our focus remains on the explicit skills needed to be effective communicators in our 21st century world.

There is a task for completion between days 1 and 2 that involves trialling of the session materials and leading school based implementation. Participants will report and reflect on the task at day two of the course.

All sessions provide examples of quality formative assessment practices, visible thinking routines and use of departmental and ACARA resources such as the learning progressions.

***Target Participants:* Literacy leaders, assistant principals and instructional leaders wishing to explore current pedagogy in implementation of the NSW English K-6 syllabus in order to improve student learning outcomes in English.**



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### 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.**

### Music K-6

This course is designed for all teachers who wish to use music as an element of their classroom practice. It will also explore the NSW Creative Arts K-6 Syllabus, specifically strategies for achieving music outcomes in the classroom. Catering for early stage 1 through to stage 3, the course will investigate and explain in a simple and straight forward fashion the 5 musical concepts: duration, pitch, dynamics, structure and tone colour through performing, organising sound and listening. Participants will explore how singing, the use of musical instruments and technology can be utilised to support teaching and learning. Teachers will delve into practical methodologies as they learn how to integrate voice, instrument and movement. The integration of music into other subject areas will be explored.

**Target participants: Teachers K – 6 who wish to develop a deeper understanding of the NSW Creative Arts K-6 Syllabus, specifically the music component.**

### Primary Conference – Your First Years of Teaching ‘From inspiration to reality’

This whole day conference will focus on the particular needs of early career teachers in primary school settings. This conference will explore some of the interests and concerns that are unique to early career teachers. Through the varied options offered on the day teachers will gain an understanding of how to address the needs of their students in English and mathematics.

There will be 3 speakers. All are experienced K-6 teachers. Mary-Ellen Betts, Jenny Williams and Sandra Rowan have worked in a number of schools in NSW as consultants, classroom teachers and in executive positions.

The day will consist of a plenary talk: ‘From inspiration to reality.’

In addition, participants will be able to select three elective sessions across the day.

**Target Participants: Early Career teachers, supervisors, mentor teachers. Through the varied options offered on the day teachers will gain an understanding of how to address the needs of their students in English and Mathematics.**

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### 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 21<sup>st</sup> century learners and the NSW syllabus for the Australian Curriculum.

### Stage Three Conference: Fostering academic growth and social capability

This whole day conference will focus on the particular needs of students in stage three as they grow and develop towards the transition to secondary school. This conference will explore some teaching and assessment ideas related to English and maths in stage 3. Resilience and maximizing individual learning will be discussed. Through the options offered on the day teachers will gain an understanding of how to effectively impact student learning in grades five and six.

There will be 6 speakers. All are experienced K-6 teachers. Mary-Ellen Betts, Jenny Williams and Sandra Rowan work as educational consultants in a number of NSW schools. Beth Edgley, Catherine Myson and Amanda Delvecchio have recent teaching experience in stage three classes and will be sharing their experiences.

The day will consist of two plenary talks as well as a number of workshop sessions.

Participants will be able to select two elective sessions across the day.

**Target Participants:** Stage 2 and 3 teachers, supervisors and executive teachers. Secondary Year 7 Advisors wishing to gain additional insights into stage 3 learners in primary schools.

### Supporting Students with Autism K-6

The Supporting Students with Autism K-6 Workshop is designed to: develop an understanding of the wide range of characteristics of students on the Autism Spectrum; explore a range of strategies which address the needs of students on the Autism Spectrum in the areas of language and cognitive development, communication skills and social behaviour; and develop specific strategies to help students on the Autism Spectrum access the curriculum, manage their own stressful reactions and modify their behaviours.

Participants will also: Write a social story that addresses the individual needs of a student on the Autism Spectrum; and develop an understanding of how to set up an effective learning environment for students on the Autism Spectrum.

**Target participants:** Teachers K-6.

### Teaching English and Literacy Creative in Primary Classrooms

**Target participants:** Teachers K – 6 who wish to develop a deeper understanding of embedding the Creative Arts in Primary English and Literacy

Through three interactive workshop sessions participants will explore how creative arts processes and experiences can be meaningfully embedded in the English and literacy classroom to enhance the educational outcomes of primary children. All participants will have the opportunity to experience all sessions on the day, and all activities can be easily adapted for use in the classroom. No prior knowledge is assumed - Come prepared and get involved and have fun!



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### [Teacher Librarian K-6 Conference: Connection through Stories](#)

This whole day conference will focus on the school library. Teacher librarians play a vital role in schools through their work with students encouraging them to read and explore texts. In addition teacher librarians support classroom teachers through their knowledge of available resources for classroom teaching. The focus of this conference is connection through stories. There will be six sessions throughout the day and a variety of speakers. Mary-Ellen Betts, Jenny Williams and Sandra Rowan work as educational consultants in a number of NSW schools. Dr Stephanie Owen Reeder is an Australian author and Kate Colley will also present sessions. There will be an opportunity for a panel of teacher librarians to share what is happening in their schools.

**Target Participants: Teacher Librarians K-6**

### [Teaching Grammar, Punctuation and Vocabulary for the NSW English K-6 Syllabus](#)

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. Participants will explore a number of practical ways to integrate the teaching of grammar into the English block.

**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 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 best practice in modelled, guided and independent reading for students in K-2 and grades 3-6. We will unpack comprehension strategies and how to teach critical thinking during the English block.

**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 Visual Literacy using the K-6 Syllabus](#)

Our students live in a visual world. This workshop will provide participants with a closer look at the metalanguage of visual literacy in the context of the NSW English K-6 Syllabus. Author's purpose and intended audience will be addressed in reading visual images as well as composing visual texts. Participants will explore how to effectively support students K-6 as they decode, interpret and evaluate texts that communicate predominantly with visual images.

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



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### [Tell me your story: Supporting EAL/D Students in the Primary Years](#)

The focus of this three day course presented by Kathy Rushton and Joanne Rossbridge is to develop understandings and strategies for participants who support EAL/D students in both small groups and mainstream classrooms.

We will focus on oral language development as the basis for developing literacy through the cyclical use of a range of strategies. This will be achieved through consideration of how students need to make meaning in curriculum contexts with a particular emphasis on developing knowledge about language particularly grammar and vocabulary. Practical strategies will be provided to foster the use of English language (L2) while encouraging students to use all the linguistic resources that they bring to school including the use of their first language (L1). Consideration will be given to the wellbeing framework and supporting students in an inclusive environment which honours and confirms their identity, language and culture.

**Target Participants:** EAL/D and mainstream teachers K-6.

### [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.

### [Understanding the Role of Phonics in the Literacy Journey K-6: What the Research Tells Us](#)

This one-day course reviews the most up to date research on the role of phonics in the teaching of literacy. It then places systematic phonics in the context of the whole literacy learning journey. It will include:

- a consideration of the implications for stages ES1-3 classrooms,
- practical hands-on classroom activities
- the selection of appropriate literature,
- differentiated learning needs

**Target Participants:** K-6 teachers

### [Writers for Life – Teaching Writing K-6](#)

Learning to write is a life skill. All students need to understand and produce texts for a variety of audiences and purposes and in a variety of mediums ranging from pen and paper to multimodal texts.

This course examines the NSW English syllabus and how teachers can teach students to write in engaging, purposeful and relevant ways. The key processes of responding and composing will be addressed. Teachers will gain an understanding of how to connect purpose and audience with text structures and language features. The value of using choice, creativity and flexibility in writing in order to build independent skills throughout each stage will be a focus.

Participants will explore what makes an effective piece of writing and how to develop writing sophistication across years K-6.

**Target Participants:** Early Stage 1 to Stage 3.



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