Course Summaries 2019 Secondary

Kathy Deacon, Director CPL

A Closer Look: HSC Ancient and Modern History

Session 1 explores the key skills and concepts relevant to both Year 12 Ancient and Modern History. It will provide practical ideas for working with these skills and concepts that can be applied in both courses.

Session 2 offers workshops devoted to mandatory topics in Year 12 Ancient (the Personality Study) and Modern History (the Core: Power and Authority in the Modern World).

Session 3 offers workshops targeting popular and challenging options in Year 12 Ancient and Modern History. These sessions will include discussion of effective teaching and assessment strategies and resources.

Session 4 requires participants to work in small groups to apply knowledge and understanding gained from Sessions 1-3 to analyse teaching programs, assessment strategies and teaching and learning activities.

Target Participants: Teachers of Year 12 Ancient and/or Modern History who wish to develop a deeper understanding of the Stage 6 History syllabuses and some of its key options.

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.

Art Matters: A practical approach towards achieving HSC success in Visual Arts

Session 1 explores the key skills and concepts relevant to both practical and theory components Year 11 Visual Arts. It will provide practical ideas for creating programs and learning activities that can be applied in the year 11 course with a view to setting students up for success in the HSC year.

Session 2 explores the development of skills relevant to creating a HSC Body of Work. Investigating both material and conceptual practice, this module will give teachers information on how to inspire students' art works through a demonstration of new and different mediums.

Session 3 offers practical examples of ways to structure writing for the HSC examination paper and how to teach writing. This session will also look at syllabus requirements in terms of how to structure case studies.

Session 4 requires participants to work in small groups to apply knowledge and understanding gained from Sessions 1-3 to analyse teaching programs, assessment strategies and teaching and learning activities. Teachers will generate ideas for programming to be used upon their return to school.

Target Participants: Teachers of Year 11 and 12 Visual Arts who wish to develop a deeper understanding of the Stage 6 Visual Arts syllabus content. Teachers who are new to teaching Visual Arts. Teachers who would like practical ideas for programming that can be implemented in their schools.

Course Summaries 2019 Secondary

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.**

Communicating Science 7-12

Communicating Science 7-12 is designed for all teachers of science wanting to know how subject specific literacy skills impact on the conceptual development of science.

Participants will analyse science texts including HSC Science test papers for literacy demands. Participants will link development of scientific concepts and language. They will explore different strategies, including the use of ICT, to improve student grammatical and structural responses to scientific questions.

This course focuses on the integration of two syllabus general capabilities:

*   Literacy
*   Critical and creative thinking

And provides a selection of resources to integrate ICT.

Target Participants: **Secondary Science Teachers and teachers supporting EAL/D learners in the Science classroom.**

Depth Studies and Student Research Projects for Science 7-12

Design engaging, student-centred depth studies and student research projects that are manageable, support student learning and are standards-based.

This course is suitable for all Science teachers wanting to develop depth studies suitable for Stage 6 and for those Stage 4 and 5 science teachers wanting to improve the quality of Student Research Projects (SRPs).

Participants will

*   develop a deeper understanding first hand and secondary investigations in science
*   participate in a moderating exercise using a standards-framework to assess student work samples
*   collaboratively develop a rich Depth Study task (or SRP) and marking rubric.

Target Participants: **Secondary Science teachers.**

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.**

The NSW Teachers Federation is endorsed to provide NESA Registered Professional Development for teachers accredited at Proficient and Highly Accomplished Teacher.
www.cpl.asn.au/courses

2

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 NESA, (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.

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.

Extended Response Writing - 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.

The NSW Teachers Federation is endorsed to provide NESA Registered Professional Development for teachers accredited at Proficient and Highly Accomplished Teacher.
www.cpl.asn.au/courses

3

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.**

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 the Lifting and Achievement in Years 7-12

Participants will:

- Deepen understanding of what extensive research has shown to be the most effective classroom practice to promote student learning. (links to 1.2.3)
- Expand their repertoire of practice to support colleagues in the use of questioning, collaboration, problem solving and analysis to deepen intellectual challenge for students. (links to 1.2.3)
- Work with colleagues to expand their repertoire of practice in creating productive learning environments through enhanced use of note making, reading and writing. (links to 1.2.3 and 6.3.3)
- Deepen understanding of the use of and strategies for collaboration in professional work with colleagues to plan, program, evaluate and improve practice. (links to 1.2.3, 3.3.3 and 6.3.3)
- Establish a formative assessment mindset to drive practice through the use of a wider variety of methods for effective feedback to promote student learning. (links to 5.2.3 and 6.3.3)
- Expand their repertoire of practice in student assessment to build autonomous and resilient learners. (links to 5.2.3 and 1.2.3)

Target Participants: **Experienced and accomplished teachers of year 7-12 students.**

Course Summaries 2019 Secondary

Learning Through Projects and Assessment for Technology 7-12

Session 1 explores the key skills and concepts relevant to the new Stage 4 Technology Mandatory syllabus. It will provide practical ideas to develop students' skills and apply concepts in a range of settings. Session 2 offers individual breakout sessions for Stage 5 electives (Food Technology, Industrial Technology – Electronics, Metal & Timber, Textiles Technology) that involves learning through projects and assessment strategies.

Session 3 will include discussion of effective teaching and assessment strategies for Stage 6 Technology subjects (Food Technology, Industrial Technology – Electronics, Metal & Timber, Textiles Technology) with a focus on building towards HSC success.

Target Participants: Teachers of Years 7-12 Technology courses who wish to develop a deeper understanding of their syllabuses and teachers who are new to teaching Technology courses.

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.**

The NSW Teachers Federation is endorsed to provide NESA Registered Professional Development for teachers accredited at Proficient and Highly Accomplished Teacher.
www.cpl.asn.au/courses

5

Response Writing – 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.

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

Secondary English Stage 6 Conference – Let's Enrich and Enjoy HSC English

The new *English Stage 6 Syllabus* is now part of our classroom teaching and learning. This conference will focus on key areas of the new syllabus with close attention to Year 12. It builds on previous English conferences and provides a deeper exploration of specific areas identified from teacher feedback. This is a major English conference for all involved in teaching English in the senior secondary years.

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

Secondary Music Ensemble Conducting

This course is designed for teachers who wish to develop their understanding of conducting techniques, specifically in relation to strategies for supporting the development of school ensembles. Catering for secondary classroom and instrumental music educators, the course will investigate and explain conducting techniques, score preparation and supporting musical development through inclusive instrumental and vocal music programs.

Target Participants: Secondary classroom and instrumental teachers who wish to develop their conducting skills and their instrumental and vocal ensemble pedagogy.

Statistics for Mathematics and Science Teachers – Stage 6

Statistical Analysis involves the collection, display, analysis and interpretation of data to identify and communicate key information.

During this course participants will:

- conduct experiments to collect first hand data.
- review basic statistical descriptions
- analyse first-hand and secondary datasets with Excel
- visually represent data in graphical form using Excel
- analyse normal distributions
- analyse bivariate data sets
- develop engaging teaching activities
- explore the links between the Mathematics Standard 2 syllabus and the Extension Science syllabus
- explore the assessment of statistics in Stand 2 Mathematics and Extension Science
- share the language of statistics between Mathematics and science teachers

Target Participants: Stage 6 science and mathematics teachers and other interested science and mathematics teachers

Supporting Students with Autism 7-12

The Supporting Students with Autism 7-12 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;
- 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 develop an understanding of how to set up an effective learning environment for students on the Autism Spectrum.   **Target Participants: Teachers 7-12**

The NSW Teachers Federation is endorsed to provide NESA Registered Professional Development for teachers accredited at Proficient and Highly Accomplished Teacher.
www.cpl.asn.au/courses

7