



Course Summaries 2018

Primary

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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

[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.

[Developing Music Reading Skills for Singing and Playing Instruments in Your K-6 Classroom](#)

This course is being presented by the Association of NSW Regional conservatoriums in partnership with the NSW Teachers Federation - Centre for Professional Learning CPL).

It is a one-day course, comprising theoretical and practical elements, with hands-on instrumental activities and role play designed to simulate facilitated group music activity in the classroom setting.

Aspects that will be covered include:

- the fundamentals of music notation reading
- common vocal and instrumental music score formats and music literacy conventions
- ‘reading’ multiple musical parts or lines simultaneously

basic conducting, and how to translate written musical directions into physical gestures

Target Participants: Teachers K-6 who wish to develop music score literacy, with a view to being able to teach and lead ensemble and music group activities in the classroom, and connect music literacy to the NSW Creative Arts K-6 syllabus – Music.

[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.

[Effective Decisions for Successful School Leaders 2018](#)

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**

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.

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.

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 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 domains of the National & Torres Strait Islander Education Action Plan.

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

Leading a School Choir in Primary Schools – As Embedded in the NSW Creative Arts K – 6 Syllabus

This course is being presented by the Association of NSW Regional Conservatoriums in partnership with the NSW Teachers Federations - Centre for Professional Learning (CPL).

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.

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.

Online Modules are offered by 'Education' at the University of Wollongong (UOW) in partnership with the NSW Teachers Federation – Centre for Professional Learning (CPL). The UOW is the endorsed provider for these modules.

Target Participants: Teachers K-10

Module 1 - 'Coming to Grips with Grammar in English K-10'

As a result of completing this module, participants will:

- Consolidate their knowledge of language for creating cohesive texts.
- Continue to develop their knowledge of strategies for teaching grammar in context.
- Be more confident in implementing the grammar requirements of English K -10 in their classroom contexts.

Module 2 – 'Getting Interpersonal with Grammar in English K-10'

As a result of completing this module, participants will:

- Revisit the relationship between functional parts of language and the various forms they take.
- Consolidate their knowledge of language for expressing content-related ideas and interpersonal meanings.
- Extend their repertoires of strategies for teaching the grammar requirements of English K-10 with an emphasis on interpersonally-orientated language.
- Apply their knowledge about language to provide feedback to students.
- Participate in collaborative discussions related to teaching grammar.

Module 3 – Language for Organising Text in English K-10

Language for Organising Text in English K-10 is an online module and is being offered by Education at the University of Wollongong (UOW) in partnership with the NSW Teachers Federation - Centre for Professional Learning (CPL).

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.

Professional Writing for Principals, Executives and Teachers 2018

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.

The course will examine the identification of the audience, the use of evidence in writing and the need to use audience appropriate language and presentation.

The course will workshop examples of writing produced by principals, executives and teachers, analysing the content and assessing the appropriateness of purpose.

Participants will also consider the risks associated with cases of inappropriate or unprofessional writing.

The course will provide participants with the opportunity to develop their own writing skills and to share examples of their work with other course participants for critical analysis.

Target Participants: Principals, executives and teachers in schools.

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.

Starting a School Band in a Primary School? The Fundamentals Explained

This course is being presented by the Association of NSW Regional conservatoriums in partnership with the NSW Teachers Federation - Centre for Professional Learning CPL).

It is a one-day course, comprising organisational, logistical and practical elements, with hands-on instrumental activities and role play designed to simulate the beginner band experience. Aspects that will be covered include:

- selection and sourcing of resources, including instruments, music and support materials
- recruitment, including assessment of student suitability for a balanced and viable ensemble
- aligning instrumental allocation with differentiated learning needs
- aligning repertoire with community and cultural settings
- aligning instrumental allocation with support of participation and learning for students with disability
- the band as a format for summative assessment and direct feedback on student achievement
- allocation and maintenance of instruments
- beginner band timelines and satisfying school, student and family expectations

basic band conducting gestures.

Target Participants: Year 3 – 6 teachers who wish to develop the practical and organisational skills required to start a school mixed - instrumental ensemble (band) in a primary school.

Teacher Librarian Conference K-6 Talking about Texts

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. This conference focuses on how to talk about texts in order for students to understand the many layers within texts and analyse texts in the sophisticated way the NSW English Syllabus K-6 expects.

There will be six sessions throughout the day and a variety of speakers are all experienced K-6 teachers. Mary-Ellen Betts, Jenny Williams and Sandra Rowan work as educational consultants in a number of NSW schools. Paul Macdonald from the Children's Bookshop and a panel of three teachers will assist in the presentation. The topics which will be addressed are:

Target Participants: Early Stage 1 – Stage 3

Teaching English and Literacy Creatively in Primary Classrooms

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!

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

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. 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 Poetry K-6 ('For the Love of Language')

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.

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 K – 6

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.

Tell me your story: Supporting EAL/D Students in the Primary Years

The focus of these workshops 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