



# Course Summaries 2018

## Secondary

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.

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

### **Assessment: Inside and Out of the 7-10 Geography Classroom**

The course aims to clarify the nature of assessment and assessment requirements for Geography 7-10. Geographical inquiry, tools and skills central to teaching and learning in Geography will be discussed in the context of assessment, including fieldwork and the use of ICT. Aligning assessments to the achievement of syllabus outcomes will be a focus. Course participants will engage in 'hands on' activities to develop more fully their understanding of ways assessments might be constructed and implemented and linked to teaching programs. The first part of the course will be devoted to assessment requirements using NESA support materials and sample tasks. The importance of feedback to inform student learning and teacher professional development will be discussed.

The second part of the course will focus on developing assessments for content areas of the 7-10 syllabus including the use of templates to guide the development of effective and meaningful assessment activities.

Engaging in these activities will help build teacher confidence and generate a multitude of ideas for the classroom. The course will encourage the sharing of resources and ideas and provide the opportunity to discuss questions relating to assessment and the Geography Syllabus 7 - 10.

**Target Participants: Stage 4 and Stage 5 Geography Teachers**

### **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**



The NSW Teachers Federation is endorsed to provide NESA Registered Professional Development for teachers accredited at Proficient Teacher.

[www.cpl.asn.au/courses](http://www.cpl.asn.au/courses)

30 May 2018

## **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**

## **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**

## **Developing Dialogue about Texts in Secondary Schools**

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

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

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

## **Effective Decisions for Successful School Leaders 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**

## **Introducing the New Mathematics Advanced and Extension Syllabuses**

**Session 1** clarifies features of the new Stage 6 Mathematics Advanced and Extension courses, through an analysis of new directions in course rationales, new content areas and assessment requirements. We will also investigate the reasons behind these changes and analyse the implications for the Standard course and opportunities that this new beginning can bring.

**Session 2** provides participants with opportunities to develop and share their understanding of new content areas through group discussions and participation in activities. This session will focus on key links between content and opportunities for assignments and research based tasks. This session will also include an opportunity to experience and analyse different assessment tasks.

**Session 3** requires participants to plan a scope and sequence for Years 11 – 12, using their knowledge and understanding gained from sessions 1 and 2 to consider important links between content areas. Participants will then focus on creating a research task or assignment, identifying appropriate timing and content within their scope and sequence.

**Target Participants Stage 6 Mathematics Teachers**

## **Introducing the New Year 12 Modern History Syllabus**

**Session 1** introduces approaches to planning and teaching the new Core Study: Power and Authority in the Modern World 1919-1946. The session also draws connections between the Year 11 and Year 12 courses and their 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, popular and challenging content areas and resources and discussion of effective teaching and assessment strategies for Year 12 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 Year 12, then focus on developing a teaching program for Year 12 (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 Stage 6 Modern History who wish to develop a deeper understanding of the new Year 12 course**

## **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.**

## **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**

**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).

## **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.**