

TEACHERS' VISIT DAY

University of Newcastle

Friday 25 July 2014

SESSION TIMES

Registration - 8:30am to 8:50am (Hunter Griffith Duncan Theatre)

Welcome and Overview - 9:00am to 10:00am (Hunter Griffith Duncan Theatre)

Including Key Note Speaker, Professor John Fischetti, Head of School

Reframing Schooling for the 22nd Century

Session 1 – 10:00am to 10:50am

Morning Tea - 11:00am to 11:30am

Session 2 - 11:30 to 12:20pm

Lunch - 12:30pm to 1:30pm

Session 3 – 1:30pm to 2:20pm

Session 4 - 2:30pm to 3:20pm

Session 1: 10:00am to 10:50am

1 x 50 minute session

Rock and Water

Rock and Water - a new way for educators to interact with students through physical / social teaching.
(P, S, AE, C, PDHPE, SpEd)

Brian Hayes
Family Action Centre

HA145

Understanding Career and Educational Aspirations: Initial findings of the Aspirations Longitudinal Study

The Aspirations Longitudinal Study is a significant four-year research project that seeks a comprehensive insight into the factors that shape the career and educational aspirations of students in the middle years of schooling. The study has attracted more than \$1m in funding from the Australian Research Council and the NSW Department of Education and Communities (DEC). The research team, led by Professor Jenny Gore, will track students from 85 state schools to investigate how their aspirations develop or change over time.

In this session participants will:

- get an overview of the study and why it is being conducted;
- learn about the theory and methodology behind the Aspirations study;
- spend time exploring the interim data on career and educational aspirations for students; and
- review the evidence relating to the key factors influencing these aspirations using hands on activities.

(P, S)

Aspirations

Teaching Social and Emotional skills- don't just wait for them to 'develop'

This session explores the use of tiered approaches to preventing and addressing challenging behaviour. The Teaching Pyramid and Response To Intervention (RTI) frameworks will be examined to identify how the classroom environment and teaching/learning activities can be modified to promote learning and appropriate behaviour. Participants will develop strategies for explicitly teaching the social and emotional skills that children need to regulate their own behaviour and to interact successfully with others. This session will be of interest to primary teachers or staff in early childhood centres.

(EC, SpEd)

Dr Kerry Dally

Be the Teacher You Want to Be

This workshop will get you thinking about why we do what we do in the classroom.
(EC, P, S)

Angela Leyden and Bronwyn
Gallagher

Using a Games Focus for Implementing Quality Physical Education in Primary Schools

This practical session will focus on teaching physical education and sport using a games-focus. Improving the quality of physical education and student learning in physical education is linked to better educative and health outcomes and is an area of need in Australian primary schools. This session will focus on the PDHPE KLA and sports coaching within primary schools. **PLEASE arrive dressed and prepared to be involved in a practical PE lesson.**

(P, PDHPE)

Narelle Eather

Assessment Task Analysis and Modification using the Quality Teaching Model

This session will guide participants through use of the NSW Quality Teaching Scales for the coding of a current assessment task, with subsequent discussion regarding the modification of assessment tasks for improved coding. The goals of this session are for teachers to: (1) become familiar with the use of the Quality Teaching scales for coding of assessment tasks, and (2) code a personal assessment task and gain insight into the modification of this task for improved coding. Teachers from all stages and strands are invited to participate in this interactive session.

Participants are asked to bring their own assessment task for the purposes of coding.

(P, S)

Dr Drew Miller

Chemistry - Forensics, Drugs and Rock & Roll

Medicinal Chemistry is an important discipline at the intersection of chemistry, pharmacology, physical chemistry and various other biological specialties, where scientists are involved in the design, production and development for market of pharmaceutical agents, or bio-active molecules (drugs). My group works under the big umbrella of medicinal chemistry from a glycobiological perspective. We specialise not only in the design and production of pharmaceutical agents, but we also study the roles of carbohydrates in nature. This includes their roles not just in energy production, but also in viral infection cycles, lysosomal storage disorders, cancer progression, diabetes and quality control systems within cells.

(Sc, S)

Dr Michela Simone

The IMSITE project: Inspiring the next generation of Mathematics teachers

In this talk we will present a new exciting project we are undertaking as part of an Australia-wide consortium of teacher training institutions (with UQ, JCU, USyd, UTas, UoW). This project will develop and disseminate new interdisciplinary approaches to mathematics pre-service teacher education. The project has two overarching aims: the first is to institutionalise new ways of integrating the content and pedagogical expertise of mathematicians and mathematics educators to enrich all stages of teacher preparation – from recruitment into the pre-service program until the early years of professional practice following graduation. The second aim is to foster genuine, lasting collaboration that unites mathematics and education practitioners across the disciplinary boundaries that have previously divided them.

As part of the project we are seeking to establish a community of practice (consisting of university mathematicians, university mathematics educators, industry mathematicians, high school mathematics teachers and pre-service mathematics teachers) to make the teachers of the future the best they can possibly be. Are you interested?

(S, Maths)

Dr Elena Prieto

Innovative and Engaged Teaching Practices

This session will demonstrate how subjects that are considered boring and difficult to students can be made interesting and easy using simple innovative practices in teaching. "I hear, I know. I see, I remember. I do, I understand" (Confucius) ... but more importantly if I can relate to and apply, you have taught me best!

Join me in an active, interactive and practical session on how we can make teaching a joy and to give our best to our students for their future careers!

(S, Social Science)

Dr Marcus Rodrigs

Including Aboriginal Studies in the Curriculum

Should Aboriginal studies be included in the curriculum? The answer is obviously yes however many teachers are intimidated by the content thus opting to err on caution and not to include it for fear of criticism. This workshop will look at what you might include, how to resource accurate and up to date information and be creative in the inclusion of Australian Aboriginal content in diverse subjects from maths to science, geography and history.

(AE, EC, P, S)

Professor Dennis Foley

How do we get more students from low socio economic status to engage in Medical Studies?

This session will outline work being undertaken locally by the Faculty of Health, in collaboration with the Faculty of Education and Arts, to better understand why students from low socioeconomic status (SES) and first-in-family (FIF) status background continue to be underrepresented in medical schools. This situation remains despite the recognition of non-academic attributes in selection processes. This session will be of interest to school executive members, teachers and careers advisors, discussing findings regarding factors that influence student aspirations and strategies relevant to the schools to promote better representation of students from diverse backgrounds in University medical programs.

(S)

Brian Kelly

What Does Being a Teacher of Literacy Mean in the 21st Century?

There is an expectation for all teachers to be teachers of literacy; however, there are multiple notions of literacy present in schools and within literacy discourse more generally. What are the various ways literacy is conceptualized? What does the change from literacy to literacies to multiliteracies mean? What are the implications of these multiple notions of literacy as schools work to build stage/whole school literacy approaches/programs? This session, which will include discussion of the new NSW syllabuses for the Australian Curriculum, is for those who accept the importance of literacy teaching but are seeking clarification about the current issues relating to being a teacher of literacy.

(E, P, S)

Lisa Knezevic

**Making and Appreciating Art (This presentation will run over Session 1 and Session 2- 10:00am to 12:20pm)
If you choose this presentation you DO NOT need to choose from Session 2.**

Margaret McBride

HG15

Creative Arts K-6 is one of the six learning area syllabuses for Primary Curriculum. The Education Act (1990) sets out a minimum requirement for this syllabus as in the other five areas. Visual Arts is an important part of this syllabus. Although the Visual Arts area of the syllabus is designed to be used by the classroom teacher, not all teachers feel confident about its implementation. Some students also feel apprehensive about their own ability in this area which can have a negative impact on their performance.

The making experiences in this session and their link to appreciating the artworks of other artists will provide the teacher with a number of tasks, that, when used in the classroom, have the dual advantage of creating confidence in both the teacher and student. In these sessions the participants will explore new ways of using materials and techniques and become familiar with how to make the links between the making and the appreciating interesting and relevant. The subject matter is in keeping with those studied across the curriculum. These tasks can be adapted to suit any stage. This session will also be the starting point of a greater interest in developing tasks to stimulate students, and make their learning experiences rewarding and meaningful.

All materials will be provided.

Participants are advised that covered shoes must be worn in the studio and that appropriate cover-ups or aprons will prevent clothing damage.

(P, VA,)

Session 2: 11:30am to 12:20am

1 x 50 minute session

Literacy as a Social Practice

Contemporary research and scholarship about early literacy has shown that traditional literacy practices have often excluded some children and families, were often dominated by discourses of poor families as deficient in literacy practices or motivations, and lead to practices based on narrow skills based teaching for children from poor families who were having difficulties learning to read and write. In this session the presenters show how contemporary literacy theories that promote literacy as multifaceted, contextual social practice have the potential to engage children and families in learning that is contextually relevant, leading to improved success rates with reading, writing and other modes of literacy learning. The presenters will draw on principles and practices from the Early Years Learning Framework (EYLF) to show how it does, and doesn't, connect to contemporary literacy theory.
(EC)

Associate Professor
Linda Newman

Promoting Conversations with Parents through World Cafés

World Cafés are interactive, inclusive group processes that encourage conversation-like discussion of things that matter. The basic concept is to create a café like atmosphere (eg, tables of 4 or 5 people, with refreshments) where participants have a series of conversations with different groups of people. This relatively simple process can be very effective in promoting discussion between parents and teachers, addressing contentious issues in a constructive manner, and identifying ways forward.

This workshop will demonstrate the process and also explore issues to consider in hosting a World Café, creating questions, dealing with challenges, and how they can be used in a school context.

(P, S)

Dr Graeme Stuart

Educational Psychology: Its contribution to teaching and learning

The Information Processing Model (IPM) is used widely in educational psychology as a way of understanding cognition, that is, how we process information. It helps to explain why we remember some things and forget other things. The IMP can be applied in classrooms. Why do some students learn easily while others struggle? What is the best way to introduce new content to students? How can you help students to remember what you have taught them? What teaching techniques are likely to be most effective? What teaching techniques are likely to be ineffective? What can teachers say to struggling students who show signs of giving up trying to learn? How do teachers accommodate students' level of cognitive development?

This session will introduce the constructs that make up the IPM and show how they can be applied in the classroom.

(P, S)

Dr Jennifer Archer

CMT Mind Mapping Software for Science and General Education

cMap tools is a powerful FREE mind mapping software that has a strong science, IT and design following. It provides synchronous and asynchronous collaboration in the construction of mind-maps that could represent science research and report construction, syllabus interpretation for program development and has access to a large public database of mind-map resources located in public servers. It can be developed as a metacognitive tool for students sitting the HSC. Mind maps can be saved in the cloud for access elsewhere. Developed and maintained by the Institute of Human and Machine Cognition at the University of Florida it is used by NASA, IBM and many other large corporations, tertiary institutions and schools. Collaboration can be ongoing.

(S, Sc)

Michael Linich

HC47

What is Studio Crasher: Creating an online multimedia resource for Art teachers

This session will interest teachers who want to develop original online teaching resources, or want to use and share resources online.

(P, S, VA)

Dr Christian Messham-Muir

ATG25???

Designing Effective Questionnaires for School Planning

This session will focus on designing effective online questionnaires for collecting data about schools and school communities to be used in School Planning. The session will give practical advice on how to design effective measures that can be used to track change over time, and which will result in reportable measures for use in school plans. It would suit School Executive, Head Teachers and those aspiring to leadership positions.

(EC, P, S)

Dr Kylie Shaw and Professor
Sid Bourke

Pompeii, Vesuvius, the Walls of the City and Major Public Areas

An introduction to major issues relating to Pompeii, this might be of interest to teachers who are teaching HSC Ancient History.

The presenter will briefly explore the history of the eruption and rediscovery of Pompeii and Herculaneum, and will give a summary of what is known about the main public areas in the city and their relationship to the walls and the major excavated area. Also to be discussed is the kind of approach to Pompeii that can be adopted by HSC teachers to provide an interesting coverage for their students. The best resources to be employed for this purpose will be identified.

(S, H)

Hugh Lindsay

Screen Education

This session will explore the pedagogical and production processes underpinning the use of filmmaking in the classroom, from design through to assessment. It will share insights into visual and digital literacies relevant for video production, and provide practical information on developing a screen education unit. Project ideas for using screen technologies to teach different topics will be explored and practical examples shared. Pathways for developing your own digital skills will be made clear.

(P, S)

Dr Robert Parkes

HC49

Communication Support in the Inclusive Classroom

Augmented and alternative communication facilitates participation of children with special needs across all aspects of the curriculum. Early childhood and primary teachers will gain insight into how to make accommodations for inclusive practice when supporting children with communication delays or disorders including Autism Spectrum Disorder, intellectual impairment, behaviour and anxiety disorders.

(EC, P)

Michelle Ralston

The National Curriculum in NSW- latest developments

TBA

Dr Mitch O'Toole

Quality Teaching Rounds: Developing a shared understanding of what matters for teacher professional development

Julie Bowe

This session will look at what professional conversations require in order to broker agreement between teachers. In particular, we will look at how best to identify, analyse and reach agreement about what constitutes productive classroom practice. Participants will have an opportunity to deepen their understanding of how the Quality Teaching model, operationalised for professional development through a rounds process, can support teachers in developing a shared understanding of teaching and learning. This session is relevant to teachers currently engaged with BOSTES accreditation processes and teachers involved in refining programs to align with the National Curriculum and GTIL. Importantly, the session focuses on the decisions needed to develop a coherent program of professional development that meets local school needs and therefore is also relevant for executive teachers.
(P, S)

The Science and Engineering Challenge programs: helping you teach

Dr Terry Burns

The University of Newcastle's successful Science and Engineering Challenge ("The Challenge") aims to get more students to consider a career in Science and Engineering. As a first step we aim to provide students with an appreciation of what scientists and engineers actually do. Next, the Challenge event provides a fun and competitive experience that cause students to realise that perhaps this is an occupation that they should pursue. Lastly, we involve and equip teachers and members of the community to support students to achieve their career goal. Dr Terry Burns is a professional science communicator, founder of the SMART program and Director of the Challenge program. During the interactive session Dr Burns will talk about the way Challenge activities are developed and how they can be used to support primary and secondary teaching. There will be opportunities to play with a Challenge activity and discuss ways that we can support each other better. If time/interest allows, Dr Burns will also address the pragmatic questions 'why do students need to know about science?', 'why study maths?' and 'where could engineering or science study take your students?' (...and any other related questions you want to ask).
(Sc)

Session 3: 1:30pm to 2:20pm

1 x 50 minute session

Current Research in History Education: Teaching the concepts

This session will present insights into current Australian and international research that explores how people understand and engage with the past. It will reveal how this research translates into the skills and concepts continuum of the Australian Curriculum, and what challenges and possibilities are presented by this area of the new K-10 History syllabus for the curriculum planning of Primary and Secondary teachers of History. This session will include examples of activities for integrating the concepts into the teaching of history and conclude by exploring opportunities for Primary and Secondary teachers, with a passion for History, and an interest in research, to contribute to the production of new knowledge in History education through collaboration with university colleagues.

(P, S)

Dr Robert Parkes,
Dr Debra Donnelly and
Dr Heather Sharp

Embedding ICT Capabilities Across the Primary Curriculum

This session will be a hands-on workshop for teachers, held in a computer lab. The focus will be on how to engage students in the primary classroom using 21C tools and 21C learning design. There will be a focus on creating and evaluating multi-modal texts in line with new syllabus requirements and embedding ICT capabilities across the curriculum in the primary classroom.

(P)

Dr Kylie Shaw and
David Shaw

HC49

DRUMBEAT

DRUMBEAT was developed in the Wheatbelt of WA to reach Aboriginal youth, combining experiential learning with Cognitive Behavioural Therapy. The key to the program's success is its ability to engage students resistant to talk based therapies. The drum is a useful tool for engagement, cathartic release of emotion, and safe social connection. DRUMBEAT uses these factors as well as analogies that connect the drum circle experience to other relationships. The main emphasis is on working with others and improving social competence in order to form healthier social support - by playing music together. DRUMBEAT provides students with a sense of connectedness with self and others. Structured sessions cover topics such as Values, Peer Pressure, Identity, Social Harmony, Teamwork and Emotional Expression. The main lessons from the program are learned experientially as participants work together to develop a harmonious sound. The presenter will demonstrate how teachers can engage students through the medium of music in a cooperative group process that explores relationship issues. The physical nature of the program provides an avenue for the release of inner tension that is non-competitive and fun.

NO PRIOR MUSIC EXPERIENCE IS NECESSARY

(P, S, AE, C, PDHPE, SpEd)

Family Action Centre

HA145

Lift Your Voice, Don't Raise It! Voice maintenance and rehab for teachers

Teaching is one of the most vocally intense occupations, and as a result, teachers suffer more vocal strain and voice disorders than most other working people. All teachers need quality voices, good vocal dynamics and projection.

Understand basic vocal anatomy and voice production.

Learn about the common voice disorders among teachers, and how to guard against them. Get some tips on how to rehabilitate, project and lift your voice!

(EC, P, S)

Dr Judy Bailey

Engaging Families and the Local Community

The Australian National Professional Standards for Teachers state that "teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students." What does this mean in practice?

Community engagement is a two way process that involves more active participation than simply inviting parents to the school. Research shows that strong partnerships between schools, parents, businesses and local community organisations can make a significant difference to educational and social outcomes for students. Drawing on the work of the Family Action Centre and the experience of participants, this workshop will explore practical strategies for engaging families and the local community in your school.

(EC, P, S)

Dr Graeme Stuart

Exploring Students' "writing in transition"- the case of School to University. How do differences in the treatment of knowledge affect how students do and think about their writing?

This session is aimed at secondary level teachers and educators involved in enabling students into higher education. It draws on a UK-based PhD study that explored students' writing 'in transition' as a group of students moved from A-levels (HSC equivalent) to university. The ethnographic, longitudinal shape of the research allowed for deep engagement with a group of 11 students over 2 years, following them from the last year of their A-level to their second year of degree study. Data analysis suggests that similar institutional messages communicated about writing, and differences in the treatment of knowledge between A-level and university, are particularly salient when seeking to understand how some students struggle to adapt to the new reading and writing practices when they start writing for their disciplines at university. Rather than making pedagogical suggestions, this session will end with collaborative discussion on how gaps in the way knowledge is treated between 'school' and university can best be addressed and share good practice.

(S)

Sally Baker

Family Participation in Children's Literacy Learning: Families in Northern Chile talk about literacy

This paper reports on an investigation of family perspectives on their role in their children's literacy learning. Data were generated within the Futuro Infantil Hoy early childhood pedagogical change project in low socio-economic communities in Chile. Families living in poverty are often perceived as disinterested in their children's learning and not having anything to offer (Delpit, 1995). They are judged as not providing adequate language and literacy experiences at home and their children are considered to be at risk of literacy failure (see for example Beals & Tabors, 1995; Bowman, Donovan, & Burns, 2001; Hart & Risley, 1995, 1999).

The project draws on sociocultural theory to challenge these deficit assumptions. It values the contributions that families make to children's learning and recognises that all children develop understandings of literacy as they participate in family and community activities (Gee, 2011). The project aims to connect educators and families to support children's literacy learning at home. It examines and extends on how educators build on children's family literacies in early childhood settings.

In contrast to the dominant discourse which makes deficit assumptions about families in low socio-economic communities, we report on family views and experiences that indicate they have high aspirations for their children's futures, understand the importance of learning in the early years and provide a range of experiences that support children's literacy learning.

(EC)

Autism and Pedagogy- The Latest Research

The increasing prevalence of autism in children across Australia has had significant impact on how school settings respond to the educational needs of these children. Craig Smith, school coordinator and educational outreach consultant for Autism Spectrum Australia, will discuss the latest research on what classroom practices are best supporting the varied needs of children with autism in our schools.

(SpEd)

Mathematical Preparation for University and Prerequisites

The recent introduction of prerequisites and the analysis of NSW HSC results clearly show that students choosing to take General Mathematics are at a disadvantage compared to those who take Mathematics. These disadvantages include lower ATAR, poorer preparation for tertiary study in STEM and less choice in their degree content. This session will cover analysis of HSC outcomes as well as the comparison of success rates in first year mathematics for General Mathematics and Mathematics students.

(S, Maths, Ca)

Associate Professor
Linda Newman

Craig Smith

Professor John O'Connor

Getting Inky: an introduction to solar plate printmaking (This presentation will run over Session 3 and Session 4- 1:30pm to 3:20pm) If you choose this presentation you DO NOT need to choose from Session 4.

This practical session offers an introduction to photopolymer intaglio printmaking using solar plate. It will provide teachers with an opportunity to engage with a safe, easy and versatile form of printmaking that also produces high quality prints of great detail and tonal variation.

Solar plate uses ultraviolet light to transfer a drawn or photographic image onto a printing plate. Through a demonstration and workshop, participants will learn how to use sunlight to expose an image onto the plate, to develop the plate using water, and how to then ink and print the work.

This technique offers great results without the need for the chemicals and acids typically associated with printmaking. Solar plate produces sophisticated results with simple technology, making it an appealing choice for the classroom. **Bring along an apron or other covering, and some of your own drawings or photographs to use as source material for your print.**

(S, VA)

Session 4: 2:30pm to 3:20pm

1 x 50 minute session

Rhythm and Groove: Practical Percussion for everyone

A workshop involving body percussion, West African hand drumming, and Brazilian vocal percussion. The workshop is intended to assist teachers at three levels, firstly to acquire some specific rhythmic repertoire for use with students, learn how to present and teach it, and thirdly to examine how to use rhythm and groove to entrain students for cooperative activity.

(P,S)

Dr Jim Chapman

Intentional Teaching: what strategies are we using in an Early Childhood setting

This session will provide information from a recent study on the intentional teaching practices of early childhood educators. Intentional teaching is a newly adopted term for the role of the educator as part of the Early Years Learning Framework in Australia. Research involving six educators from three participating centres has identified explicit and mediating strategies that lead children's thinking and scaffold development. As well as disseminating findings from this study, participants will be encouraged to share what strategies they are using in their everyday practice. It is anticipated that engagement in reflective practice will greatly enhance the role educators play as they negotiate curriculum and develop pedagogical approaches to teaching and learning.

(EC)

Nicole Leggett

From IPT to INFT: Linking School Curriculum to Higher Education and the Digital Age

The session will briefly examine the current NSW BoS IPT syllabus, and provide an overview of how this is developed and extended in the higher education setting. The session will also cover key current and emerging digital trends, focussing on the IT skills currently in high demand, and those that are likely to experience an increase in demand in the future.

(P, S)

Karen Blakemore

The University of Newcastle- Maths Enrichment Program

The School of Mathematical and Physical Sciences is running a series of maths enrichment sessions for interested year 9/10 students in term 2 and term 3 this year. Next year we have plans to extend the program.

In this session the plans for the extended program will be outlined and followed by a discussion of how teachers and their students can get involved. Time permitting, the session will finish by looking at an example maths enrichment session.

A laptop with GeoGebra on it would be useful for this last activity.

(S, Maths)

Dr Malcolm Roberts

Speech Pathology in Schools (SPinS)

The links between language development and literacy acquisition are well documented. Evidence shows that a child with a speech and/or language delay will struggle with literacy tasks in the classroom. The Speech Pathology in Schools (SPinS) program run through the University of Newcastle helps to address the needs of school aged children with a speech and/or language delay by providing school based intervention and in-servicing.

This session will give a brief overview of the evidence supporting the link between speech/language delay and literacy acquisition. It will also provide information on how a child with a speech and/or language delay might present in the classroom as well as some ideas and strategies for classroom teachers and support staff to assist these children.

This session will best suit Early Stage One to Stage Three Classroom Teachers and Learning Support Staff.

(EC, P, S)

Joanne Walters and
Annemarie Laurence

Environmental Sustainability into the Curriculum Through Designing and Building Electric Vehicles

The National Curriculum requires that environmental sustainability be taught in every one of the core subjects and at level from K-12. The Hunter Valley Electric Vehicle Festival run by the Tom Farrell institute for the Environment is an ideal way of inspiring and interesting students in maths, science, and technology.

The Electric Vehicle Prize competition is designed to drive both innovation in electric vehicle design and regional skills development. The prize rules lay an excellent foundation to engage young people in science, engineering and technical trades as well as project management and entrepreneurialism. Schools especially are assisted by a resource pack and connecting them with experienced EV builders and local businesses.

(S)

Dr Tim Roberts

Religion in a Secular World: The University of Newcastle Approach to the Subject

Recent census data in the United Kingdom and Australia indicates that rates of religious observance remain low. However, from marriage equality and reproductive rights to political radicalism and terrorism, religion remains ever visible in political life. So too, a quick pass through the cinema presents us with a popcorn of paranormal activity. The ghosts of religion haunt our secular societies, and this has prompted new approaches to studying religion and theology at the University of Newcastle. After a brief discussion of current trends, Dr Stanley's session will focus on a "hermeneutic" model of studying religion and why it is important for Australian society today.
(P, S)

Dr Timothy Stanley

ACARA AND EAL/D- All teachers are now ESL teachers

Early this year ACARA published a number of documents designed to assist teachers to understand the learning processes of EAL/D teachers. This session is designed to examine the ways in which these documents can contribute directly to classroom practices and to investigate areas which may offer potential conflict with current values. Some concrete examples will be analysed in relation to the parameters set up by the National Syllabus and individual subject.
(P, S)

Associate Professor
Doug Absalom

The Management of Student Behaviour across Local Management Groups in the Hunter Central Coast Region – what is happening and how does it compare with international research?

A snapshot of the preliminary current research outcomes of interviews with school principals, surveys to school staff and interviews with assistant principals behaviour of selected Local Management Groups (LMG) in the Central Coast and Hunter DEC schools. Outlined will be some of the results of surveys to staff about concerns of the management of student behaviour and the priority for improvement in their schools. In addition some of the comments given by school staff and a discussion of common concerns across different schools. Also, an overview of interview results from school principals and the positive and challenging aspects of working in a LMG. Results are compared with international research from the USA, England, Scotland, New Zealand and Australia.
(P, S)

Judith Foggett

iPad and Edutainment - Our School's Journey

A daily goal of all teachers is to successfully meet a broad range of student needs. These needs are often in a constant state of flux. With the introduction of the iPad, our school for children with autism found a powerful tool to assist in accommodating the evolving outcomes of our students. In this session we will showcase a range of creative classroom approaches to incorporating new technology in the classroom to empower students across educational settings.

Craig Smith

LEGEND

AE	Aboriginal Education
ALL	All
BS	Business Studies
C	Counsellors
Ca	Careers
CS	Computer Studies
D	Drama
D&T	Design & Technology
E	English
EC	Early Childhood
Econ	Economics
Eng	Engineering
Ex	Executive
FT	Food Technology
Geog	Geography
H	History
HSIE	Human Society and Its Environment
ICT	ICT
L	Librarians
LAW	Law
LOTE	Languages
Maths	Mathematics
Mu	Music
P	Primary
PDHPE	Physical Education
S	Secondary
Sc	Science
SpEd	Special Education
VA	Visual Arts