

Workshops

Inspire Innovate Session Information v13: 07 March 16

The information below lists the 65 available workshops over seven sessions. There are three sessions on Day 1 and four sessions on Day 2.

Please select one workshop for each of the seven workshop sessions below unless you are selecting a 120 minute double session.

NOTE: Once a particular workshop is FULL, it is removed from the drop-down menu and delegates must select an alternative workshop. Delegates are advised that no 'reserve' lists will be created for workshops that are full.

Should you experience any difficulty using the online registration and workshop selection process, please contact: info@inspireinnovate.nsw.edu.au

NOTE: Please check the requirements for each workshop you select to have the appropriate equipment and software installed if specified.

Session 1: Wednesday 9 March 2016 (11:00am – 12:00pm)

Choose **ONE** workshop from this session.

Number	Title	Presenters	Workshop Synopsis
101	<p>Elephants in the Room: Confronting the Barriers to Effective Collaboration</p> <p>Session format: Showcase Target Audience: K-12, School Leaders</p>	<p>Anthony Muhammad Keynote</p>	<p>Overview: Many educators are placed into teams, but many never make progress because of personal and professional drama that prevents them from focusing on the needs of students. A house divided cannot stand! We will examine all of the psychological and sociological barriers that can arise and interfere with a school or a team's ability to move forward. After leaving this session, participants will have a clear understand on what it takes to create a highly collaborative culture. Participants will:</p> <ul style="list-style-type: none"> • Recognize the barriers to effective collaboration • Strategize on how to prevent and overcome barriers to effective collaboration • Leave with practical tools to immediate address disturbing issues that prevent progress <p>Requirements: Nil</p>
102	<p>GirlsMake - Encouraging the awesomeness of STEM in Middle Years Girls</p> <p>Session format: Showcase Target Audience: 7-12, Teachers & Executive, School Leaders</p>	<p>Pip Cleaves Sunny South</p> <p>Sydney Secondary College – Leichhardt Campus</p>	<p>Overview: "One of the things that I really strongly believe in is that we need to have more girls interested in math, science, and engineering. We've got half the population that is way underrepresented in those fields and that means that we've got a whole bunch of talent...not being encouraged the way they need to." -- President Barack Obama, February 2013 At Sydney Secondary College Leichhardt Campus we have embarked on a deliberate journey to bring STEM to girls. We want our girls to be part of Science, Technology, Engineering, and Maths careers. In 2015 we made a decision to nurture and inspire girls to step into Makerspace, Engineering, Coding and robotics. The pan was to make our girls to stand tall and proud in their curiosity. The outcomes were above and beyond our expectations. Join Pip Cleaves and Sunny South to hear not just the why, but the how and what of developing your own GirlsMake events and club. Spend time playing, discussing and plotting. Leave this session inspired and with a plan for action in your school.</p> <p>Requirements: Bring a device with Internet access</p>

103	Introducing students to coding through Makey Makey projects Session format: Practical Target Audience: K-12, School Leaders	Jim Mallios James Cook Boys Technology High School	Overview: Participants will explore the concepts of a Maker Space being introduced through a practical activity highlighting the human-computer interface to activate code utilizing a Makey Makey device. The activity and examples presented will suit stage 3 to stage 5 students. Everyone attending the workshop will have the opportunity to collaborate in small teams to develop and test their creations. Requirements: Laptop
104	Engage, Excite, Achieve: effective classroom practices to enhance student engagement Session format: Showcase Target Audience: K-12, Teachers & Executive	Carla De Angelis Kim Osborne Positive Behaviour for Learning, Educational Services, Department of Education	Overview: The workshop will focus on classroom system and engagement approaches including multiple opportunities to respond, response modes to reduce task difficulty, and activity sequencing to provide choice. Evidence indicates that successful classrooms have all of these practices in place, supporting the academic and wellbeing needs of all students across all types of educational settings. Participants will: <ol style="list-style-type: none"> 1. Understand the value of a systematic approach to assessing and improving classroom learning environments to increase academic learning time and student engagement. 2. Reflect on classroom practice in relation to the effective evidence-based practices presented. 3. Increase their repertoire of teaching strategies to successfully engage students in learning. 4. Participate in a range of activities throughout the workshop including discussion in pairs/small groups, modelling of key strategies, scaffolded reflection on practice and contribution to brainstorming of successful teaching tips. Requirements: A mobile device or tablet would be beneficial for parts of this workshop.
105	Disciplined Collaboration Session format: Showcase Target Audience: K- 12, Teachers & Executive	Lisa Sands Jane Davison Educational Services Ultimo Operational Directorate	Overview: The Disciplined Collaboration approach examines how to improve teacher professional practice through focused and purposeful professional collaboration aimed at specific and relevant goals that relate to the learning needs of students. The Disciplined Collaboration model draws upon the best evidence about effective professional learning to inform its design. The approach investigated in the showcase explores the phases of Implementation, Innovation, Impact and how to apply this model successfully in a whole school context. Participants will explore a process for the disciplined collaboration team identifying authentic teaching or learning issues that their students face, teachers working collaboratively and interdependently to identify new ways of solving these issues or problems, followed by trialling and refining new pedagogical approaches before adding them to their own teaching repertoire or suggesting these approaches to others. Requirements: Laptop or mobile device.
106	Instructional Rounds – Q & A Panel Session format: Practical Target Audience: K-12, Teachers & Executive, School Leaders	Nicole Tainsh Louise Reynolds Granville East PS Carolyn Wallace-Whelan Burwood PS Sharna Labbe Sefton Infants School	Overview: ‘Listen up! Instructional Rounds redefines the teaching profession... This is a powerful, specific, accessible treatment of what it means to get in the classroom in order to make a difference in the daily lives of teachers and their students.’ (Michael Fullan). There is much interest in Instructional Rounds as an important professional development model and valuable school improvement tool. Our Instructional Rounds Network has been running since 2010 and includes principals, executive and teachers with varying experiences from across five different schools. If you are interested in starting or progressing your own Instructional Rounds Network, or simply would like to know more about Instructional Rounds, come along to ask questions and hear from our panel members about their experiences and top tips for a successful network. Requirements: Mobile Device

107	Catering for Right and Left Brain Learners Session format: Showcase Target Audience: K-6, Teachers & Executive	Georgia Moisisdis Edensor Park Public School	Overview: Are you a left brain or right brain person? How do you know? What type of brain do your students have? What strategies can you use to enhance these students' learning and memory? In this workshop you will learn to identify what type of brain your students have. You will be given examples of characteristics and various lessons and strategies to help your students improve their learning outcomes within the classroom. You will be given examples of classroom programs that support these strategies, based from Kindergarten to Year Six. Activities and strategies can be adapted to suit your own students' needs. This information can also be helpful when working with other members of your staff, as gaining a deeper understanding of different brain types can help you deal with a variety of people. Requirements: Nil
108	Creating Lessons and Programs using iTunes U Session format: Practical Target Audience: K-6, Teachers & Executive	Andrea Kontozis Melinda Henry GyMEA Bay Public School	Overview: iTunes U is an app that allows teachers to digitize programs for distribution to other staff members and students. Participants will engage in a step by step workshop where they will look at examples of iTunes U courses and how they are being designed and implemented at GyMEA Bay Public School. Educators will be able to gain a basic understanding of how to introduce and implement iTunes U to their school and how to access courses already developed. Participants will also create their own iTunes U course which can be used in forming lessons and programs for easy distribution on a platform that students and teachers are becoming more competent navigating. Requirements: iPad, personal Apple username and passwords.
109	It's All About The Clarity - Leading Change Session format: Showcase Target Audience: K-6, Teachers & Executive	Sian Websdale Sarah Francis Villawood East Public School	Overview: You know that you need to make changes in your school to improve outcomes for students but you don't know where to start. This workshop offers a process for making change happen using a program logic and provides a window into the practicalities of the process using a worked example. Villawood East Public School uses this method to identify their current situation and to determine a plan of action with ongoing evaluation embedded in the process. The school focused on 'Teacher Clarity' (formative assessment) due to its 'effect size' and began a process of change. The use of data to determine where students are at on a continuum of learning has become embedded in the school and the opportunities for teachers to analyse classroom data on a daily basis will also be explored. Participants will learn about leading colleagues to evaluate the effectiveness of teaching strategies using research based knowledge. You will learn about one schools exploration into the effectiveness of using learning intentions, success criteria and timely and effective feedback and the impact that has had on teachers and students. Participants will be given a suggested formula for initiating and sustaining change to use in combination with the development of their own school plans. They will also be introduced to the concept of a continuum of learning for teachers. Requirements: Nil
110	Through the eyes of..... Session format: Showcase Target Audience: K-6, Teachers & Executive	Lorraine Bradwell Alison Strinic Amanda Bleeker Emma Phillips Leanne Hebden Woonona Public School	Overview: Woonona Public School will take you on a pedagogical journey as seen through the eyes of staff, students and parents that is applicable to all settings, all subjects, all students regardless of stage. We will showcase how we have transformed learning and engagement using elements of the work of John Hattie, Dylan Williams, Micheal Fullen and Lyn Sharrat in combination to achieve high student growth, engagement, active learners responsible for their own progress and staff who know their impact, evaluate it daily and adjust learning accordingly. The showcase will feature staff, student and parent voice and provide practical ideas seen in action. Requirements: Nil

Session 2: Wednesday 9 March 2016 (2:00pm – 3:00pm)

Choose **ONE** workshop from this session.

Number	Title	Presenters	Workshop Synopsis
201	<p>Amplifying Student Voice through Social Media</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive, School Leaders</p>	<p>Jennie Magiera</p> <p>Keynote</p>	<p>Overview: Learn how to harness social media tools to amplify student voices and empower them to share their thinking with the world. In this session we will explore how to scaffold social media use and show students how to use it for good and not evil. From school-wide movements to classroom-based activities for K-12, participants will walk away with ideas for all ages and situations.</p> <p>Requirements: Nil</p>
202	<p>Creating authentic 'how to' videos using feedback and testing for effectiveness</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive</p>	<p>Kaye Pearson</p> <p>Beresford Road Public School</p>	<p>Overview: When students create a procedural text, they often do not understand the audience and purpose. By creating a video using iPads and iMovie then receiving critical feedback from peers, the product is improved. Testing by someone who does not know how to complete the task will help them understand how successful their video was and whether they require further modifications. This is based on our experience in creating videos demonstrating 'How to fix a TouchScreen on an XO' and 'How to replace an XO keyboard' to present to other students at an XO KidsMeet. The videos were critiqued during the process resulting in the students improving the product and tested by students who didn't know how to perform this skill. They were then used to teach students from 10 different schools in a workshop, how to fix their XO laptops. One Education has asked to use the videos on their YouTube How to channel.</p> <p>Requirements: Nil</p>
203	<p>Make2Learn</p> <p>Session format: Showcase Target Audience: K-6, Teachers & Executive</p>	<p>Neil Bramsen</p> <p>Mount Ousley Public School</p>	<p>Overview: What might a makerspace or tinkering K-6 environment look like in your school? Mount Ousley PS has created a K-6 makerspace room that goes beyond the classroom. It is designed to encourage creativity, design, tinkering and making activities that regularly meet the Working Technologically strand of the Science syllabus while also developing student resilience and design skills. Come and see student work samples, ideas and activities and the mindset that makes it happen! Step into STEM with fresh perspective! Electronics, LEGO, robotics, Parrot drones and Sphero robots, marble runs, cardboard, Knex, paper aeroplanes and more - creativity and the iterative design process are valued. Staff and students fail forward to succeed!</p> <p>Requirements: A website will be provided with resources and links. A device will be beneficial to enable use of the TodaysMeet back channel for questions and discussion.</p>
204	<p>Getting the most out of the touchscreen in your classroom</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive</p>	<p>Nicholas Hall Parviz Gouniai</p> <p>CommBox Platinum Sponsor</p>	<p>Overview: Projectors are now old technology and are being replaced by multi touch LED touchscreens. This workshop will ensure you get the most out of your touchscreen and really engage your students. We will focus on:</p> <ul style="list-style-type: none"> • The basics of using multi touch on windows • How to annotate using dedicated software (Smart Notebook, Active Inspire, Oktopus etc) • How to use the new built in pen tools (inkings) • The difference using Mac, Windows 8, Windows 10 on a touchscreen • Some very cool presentation tips and software <p>Requirements: Nil</p>

205	Kids Curriculum Session format: Showcase Target Audience: K-6, Teachers & Executive, School Leaders	Simone Isaacs Barbara Simic Nadine Haynes Rita Elias Ermington West Public School	<p>Overview: This workshop will outline the exciting and dynamic curriculum delivery methods utilised at Ermington West PS. Participants will experience the journey the school community is undertaking: dynamic and flexible learning spaces; student directed learning through Genius Hour; play-based Discovery Time; and Kids Curriculum. The Ermington West Learning Model will be presented and work-shopped so participants better understand how 21C competencies can be incorporated into the primary school curriculum. Presenters will showcase our processes for getting the balance between explicit, evidence-based teaching and student directed learning. This workshop will facilitate deep reflection on the variety of teaching methodologies used in schools and lead participants to question what defines them as an educator.</p> <p>Requirements: Nil</p>
206/ 306	Futures Learning - A practical approach to building the vision with your whole school community Session format: Showcase 120 minutes Target Audience: K-12, Teachers & Executive, School Leaders, Special Education, Rural & Remote	Stacey Quince Futures Learning Unit Department of Education	<p>Overview: Presented by the NSW Department of Education’s Futures Learning Unit, this workshop will provide you with the resources and tools you need to build a whole school vision for a future-focused learning environment. In a time of rapid educational change, it can be challenging to get “buy-in” from all members of the community to shift thinking and practice. This workshop will provide you with processes and materials you can use to build a collaborative vision for learning in your local context with executive, teachers, students and the broader community. Participants will actively participate in a number of activities, including consultation protocols that can also be used back at school to shift practice in learning, technology, design of space, professional learning, evaluation or any other school priority. These processes can be used in the classroom, with a team of teachers or at a whole school level.</p> <p>Requirements: Nil</p>
207	Tech Club – Coding, Digital Design and 3D Printing for a Purpose Session format: Showcase Target Audience: K-6, Teachers & Executive	Chris Duker Newington Public School	<p>Overview: Are you looking for ways to extend gifted and talented students in your school, utilising new technologies in a meaningful way? Are you interested in developing the capacity of students to act as “techxperts” and mentor their peers when using technology in the classroom or library? This session showcases the development of an extra-curricular ‘Tech Club’, targeted for students with interest and ability in the area of ICT. It outlines the process used for setting up the group and the activities that were covered in the first year of implementation. I will discuss how students learnt how to code, use modelling software and use a 3D printer during weekly sessions. I will present the projects they worked on with real life applications to give significance to their learning. We will discuss the successes and the challenges encountered along the way and I will provide links to lessons, resources and work samples to facilitate your own program.</p> <p>This session is not only for those wishing to start an extra-curricular group, but also for teachers who want to embed creativity, critical thinking, problem solving, collaboration and innovation in their classroom through engaging learning opportunities. In this session, you will have an opportunity to see a 3D printer in action, experiment with digital design and coding. You leave with an understanding of how to utilise these technologies in your school setting.</p> <p>Requirements: Participants will need a laptop computer that has SketchUp Make installed which can be downloaded for free at http://www.sketchup.com/download</p>

<p>208</p>	<p>Words or content? supporting EAL/D learners to access the curriculum</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive</p>	<p>Jodie Braiding Elizabeth Campbell</p> <p>Equity (Multicultural Education) Learning and Teaching</p>	<p>Overview: In this session teachers will identify the language and cultural demands of learning tasks so they can better understand the learning challenges faced by EAL/D students and begin to better support EAL/D students to access and engage in learning. Teachers will gain an understanding of the characteristics of EAL/D learners who are at Emerging and Developing levels of English using the ACARA EAL/D Learning Progression. They will gain some understandings of language use, some of the key theories in EAL/D pedagogy and use a model of differentiation and backward mapping to scaffold student learning. Teachers will unpack a learning task and know which resources can be used to support learning.</p> <p>Requirements: Nil</p>
<p>209</p>	<p>5 Principles to Make Maths Inspiring</p> <p>Session format: Practical Target Audience: 7-12, Teachers & Executive</p>	<p>Eddie Woo</p> <p>Cherrybrook Technology HS</p>	<p>Overview: Mathematics is an inspiring and groundbreaking field of endeavor that we benefit from individually and as a society every single day. But students' experience of maths in the classroom often falls short of this reality. This workshop is designed to equip mathematics teachers with pedagogical approaches that will make their lessons more engaging and placing more emphasis on the Working Mathematically strands. This workshop explores principles to inspire students and teachers alike to not just do maths but be mathematicians.</p> <p>An outline of the session's main points are:</p> <ul style="list-style-type: none"> • Mathematics as exploration • The importance of storytelling • Engaging students outside the classroom • Being an inspired teacher • The place of playfulness in mathematics <p>Requirements: Nil</p>
<p>210/ 310</p>	<p>Online Collaboration</p> <p>Session format: Showcase & Practical (120 mins) Target Audience: K-12, Teachers & Executive, School leaders, Special Education, Rural & Remote</p>	<p>Steve Wilkins Eric Land</p> <p>Learning Systems Department of Education</p>	<p>Overview: This session will provide an overview of Microsoft Office 365 and Google Apps for Education—the collaboration tools available to Department of Education staff and students—with a focus on using the tools in a pedagogical setting. In the practical session, participants will engage in a choice of hands-on activities to further explore the tools, for example, use Google Sites to create an online digital learning resource (the Collaboratus model); or create and publish an online digital handout using Microsoft Sway. Participants will:</p> <ul style="list-style-type: none"> • reflect on their current understanding of collaborative technologies • reflect on how features of 21st century learning design apply in their own context • access and explore the features and differences between available online collaboration tools • develop an understanding of how online collaborative technologies can be used for polling, sharing and publishing within the classroom • reflect on how the use of the available online learning tools can enhance collaboration (student-student, student-teacher, teacher-teacher) • use collaboration tools to develop an online resource that can be used with students and/or teachers <p>Requirements: Nil</p>

Session 3: Wednesday 9 March 2016 (3:00pm – 4:00pm)

Choose **ONE** workshop from this session.

Number	Title	Presenters	Workshop Synopsis
301	<p>Get REAL: EngageMeE</p> <p>Session format: Practical Target Audience: K-12, Teachers & Executive</p>	<p>Tiffany Sinton Brad Tate Mount Ousley Public School</p> <p>Michelle Tregoning Fairfield PS</p>	<p>Overview: Are you having fun? Is your brain getting sweaty? Are you achieving something / feeling productive? Once you understand the power of Engagement, you are transformed: You cannot teach, interact or run a school without it influencing everything you do! “Get REAL: Engage MeE” is a showcase designed to delve into exactly what the MeE Framework is... and its profound impact on student, teacher and whole school engagement. We will share how our school has used this framework to rejuvenate its experienced staff, empower its beginning teachers and transform the culture of the school! Students really believe ‘School is for Me’! During the workshop, participants will interact with the Framework finding a ‘way in’ for enabling engagement in their own contexts. The design of the workshop itself will illustrate what it feels like to be a learner in an engaging learning environment. There will be fun social interaction, sweaty brains and reflection! Largely based on the findings of multiple researchers at UWS as part of the Fair Go Project.</p> <p>Requirements: Recommended but not required: - a connected device to share / record ideas / design reflection tools - Twitter to connect & enable further PL through our network of passionate educators</p>
302	<p>Differentiation in Mathematics</p> <p>Session format: Showcase Target Audience: K-6, Teachers & Executive</p>	<p>Susan Tickle</p> <p>Killarney Heights Public School</p>	<p>Overview: Participants will familiarise themselves with Assessing for Programming and Differentiation. Practical examples of how to pre- test, plot data & analyse student results within teachers’ classrooms are given and how this information can be used to easily group and provide feedback to their students. Once grouped into fluid ability levels, various classroom scenarios are scaffolded to show the ways Mathematics can be differentiated in K – 6 mainstream classes. This model takes into account the open – ended and challenging activities GATS students require as well as teaching ideas for gifted underachievers. Susan has presented at DoE GATS Conferences in 2011, 12, 13 & 14 and this year presented at the UNSW Differentiation for Diversity Conference.</p> <p>Requirements: Nil</p>
303	<p>The ACCORD Project: An innovative stage 5 elective</p> <p>Session format: Showcase Target Audience: 7-12, Teachers & Executive</p>	<p>Stephanie Ward Rachael Alonso</p> <p>Sydney Secondary College Leichhardt Campus</p>	<p>Overview: Sydney Secondary College, Leichhardt Campus has developed an innovative new stage 5 elective inspired by the principles of project based learning. By using student choice to enhance engagement the elective aims to build student capacity in the future focussed areas of critical thinking, communication, collaboration and creativity. Participants will learn about the various mentoring strategies used by teachers to run the elective and the negotiated learning pathways and assessment used to personalise the learning experiences for all students. The ACCORD Project has been running successfully as an elective for gifted and talented students for two years and has recently been endorsed by the Board of Studies. The elective has run successfully for two years and has recently been endorsed with the Board of Studies. We would like to share this elective to showcase how we are responding innovatively to the changing requirements of education. We live in a hyper-connected world and the role of the teacher is changing as a result; we are no longer the distributors of information but are designers of learning experiences that allow students to critically engage with information as both consumers and contributors.</p> <p>Requirements: Participants should bring a mobile device or laptop so that they can access our programs and assessment tasks.</p>

<p>304</p>	<p>BYOD Redefining Education: just good pedagogy</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive, Rural & Remote</p>	<p>Michelle Michael Gynea Bay Public School</p>	<p>Overview: With a large percentage of principals either partially implementing BYOD or considering implementing BYOD, the push for BYOD within schools has never been greater. What are the pedagogical implications for such a strategy? What Professional Learning models work best in facilitating teacher understanding and skill development in a 1:1 environment? What does BYOD look like in context? How are successes and failures of such a program measured? Feedback from previous workshops include: "I thoroughly enjoyed the course and you really clarified a few things for me. The biggest was probably 'Why should we implement a BYOD plan at our school?' I think this could be an entire course by itself. I'm sure many schools and principals would be interested to see exactly how things work!"- Kingsgrove PS 2015. "I thought you struck the perfect balance between inspiring your audience with the rather awesome potential of BYOD, while still keeping us grounded in the reality of the hard work, expense and perseverance involved in initiating and pushing through such a strategy. The practical setup information was also extremely valuable and well-explained." -Wilkins PS 2015. Requirements: Nil</p>
<p>307</p>	<p>Reflective, collaborative learners need reflective, collaborative teachers: How opening our doors challenged our teaching, promoted collective efficacy and increased student autonomy</p> <p>Session format: Showcase Target Audience: K-6, Teachers & Executive, School Leaders</p>	<p>Leanne Hodges Christie Adams Natalie Cooper Auburn West Public School</p>	<p>Overview: In 2014 we began our open-classroom journey. We began this journey to provide our students with 21st century learning experiences; we wanted our teaching and learning to reflect the challenges of our changing world. While our focus was to provide more opportunities for innovative and authentic learning experiences, our staff needed to ensure we continued to support the literacy and numeracy development of our students. We sought to develop a culture of reflective, collaborative and goal orientated learners, and to do this we needed to embed this same culture in our teaching partnerships and teams across the school. This session will examine how our team enhanced their teaching relationships to ensure all students were engaged in quality learning experiences. We will explore how leading teachers and executive staff can support colleagues to develop engaging teaching and learning programs with challenging learning goals that support all learners in flexible learning spaces. The session will include the perspectives and experiences of teachers undertaking a radical change in their own teaching practice as well as those of executive staff guiding and supporting these changes across their teams. Requirements: Nil</p>
<p>308</p>	<p>Integrated STEM Project</p> <p>Session format: Showcase Target Audience: 7-12, Teachers & Executive, School Leaders, Rural & Remote</p>	<p>Vatché Ansourian Nagla Jebeile Dan Rytmeister Ruth Glasgow Learning and Teaching Department of Education</p>	<p>Overview: STEM refers to Science, Technology, Engineering and Mathematics. STEM education enhances student learning experiences through engaging curriculum that may include integration, inquiry and problem-based learning. The Integrated STEM Project involves 28 secondary schools across NSW, including metropolitan and rural and remote schools. In each school project, science, technology and mathematics teachers are collaborating to produce a STEM unit of work developed to best meet the learning needs of their students. Participants will be presented with case studies of schools in the Integrated STEM Project as models of integration. Participants will engage in project based learning and inquiry based learning as pedagogical vehicles to engage students in STEM education which is authentic and academically rigorous. Requirements: Nil</p>

309	Scaffolding Numeracy in the Middle Years (SNMY) Session format: Showcase Target Audience: K-12, Teachers & Executive	Praveen Krishna Sarah Redfern High School	Overview: This Research Project is designed to be used in Middle School with Year 7 through to Year 8 in order to build learning and teaching resources to support mathematical reasoning. The goal is to improve student outcomes in relation to multiplicative thinking and proportional reasoning in Years 7 to 10. Scaffolding Numeracy in the Middle Years (SNMY) materials help us to identify student learning needs; deepen teacher knowledge in this domain; and improve teacher responsiveness to student learning needs. The Learning and Assessment Framework (LAF) is a key resource for teachers. It is a hierarchy of key ideas and strategies related to the development of multiplicative thinking, expressed in a way that is accessible and useful to teachers. Requirements: Nil
------------	---	--	---

Session 4: Thursday 10 March 2016 (9.45am-10.45am)

Choose **ONE** workshop from this session. Please note if you previously selected Sessions 305-405 they continue during session four and you do not select any additional workshops in this session.

Number	Title	Presenters	Workshop Synopsis
401	<p>Charles Leadbeater - new and effective approaches to learning</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive</p>	<p>Charles Leadbeater</p> <p>Keynote</p>	<p>Overview: In this interactive workshop Charles Leadbeater will use examples of schools practice from around the world that exemplify new and more effective approaches to learning, based on the framework he will have outlined in his plenary session. He will examine learning that builds knowledge (often conceptual, interdisciplinary and thematic) but also a sense of agency (learning by making, doing and serving) personal strengths (resilience, purpose, persistence) and social skills (especially collaboration, sharing and communication.) Leadbeater argues that these four ingredients define the kind of learning young people need to be entrepreneurial, innovative, non-routine, collaborative problem solvers. Really good places to learn do all four well, combine them in interesting ways and know how to move students along these dimensions, sometimes building basic knowledge and personal attributes at other times encouraging learning through agency and collaboration, as well as critical thinking and intellectual synthesis. He will look at the organisational and leadership characteristics of schools that work this way as well as touching on some of the wider enablers of this approach, especially new approaches to assessment.</p> <p>Requirements: Nil</p>
402	<p>Student Agency</p> <p>Session format: Showcase Target Audience: K-6, Teachers & Executive</p>	<p>Renee Cowpe Demet Caliskan Kate Lavery</p> <p>Hilltop Road Public School</p>	<p>Overview: The main focus of this session will focus on student agency and how we are engaging students through voice and choice whilst enabling them to connect with their world on a deeper level. Student agency is promoted by stepping up Project Based Learning to incorporate design thinking allowing students to co-create authentic units of work. We are also embedding design thinking into S.O.L.E Sessions and Genius Hour to ensure the learning is personalised. The importance of feedback and multiple drafts also encourages students to speak freely and confidently, to explore their own and others' thinking, take risks and to be resilient in facing challenges</p> <p>Requirements: Nil</p>
403	<p>BYOD - Changing the culture at SSC Leichhardt</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive, School Leaders</p>	<p>Pip Cleaves Melinda Bright David Springbett</p> <p>Sydney Secondary College Leichhardt Campus</p>	<p>Overview: The ownership and usage of BYOD at SSC Leichhardt went from under 50% to 95% within 3 months. A focused and strategic implementation plan covered many aspects of the school. In this session Melinda Bright – Principal, David Springbett – Technology Committee Chair, and Pip Cleaves - Head Teacher Teaching and Learning, will bare their souls and share with you the good, the bad and the ugly of their implementation process. You will walk away with toolkit of ideas and strategies and the beginning of an action plan for your school community. If BYOD is on your school radar, you won't want to miss this session.</p> <p>Requirements: Nil</p>
404	<p>Teaching and Learning with iTunes U</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive</p>	<p>Steve Papp Liz Shenstone</p> <p>Field of Mars Environmental Education Centre</p>	<p>Overview: It's now easier than ever to create teaching and learning sequences or courses on an iPad to support BOSTES Syllabus. In this professional learning session Field of Mars EEC staff will showcase how they have used and you can use iTunes U Course Manager to streamline teaching workflows and transform student learning. Using iTunes U you can embed Apps, books, videos and other resources into exciting digital learning sequences. iTunes U provides an platform to easily implement flipped classroom methodology. With iTunes U 3.0 students can even hand in work. We will examine</p>

			successful examples of the use of iTunes U in both classroom and non-traditional classroom settings. Requirements: iPad with the following apps.
405	<p>Filmmaking: An Introduction to Engaging Young Minds through Movie Projects</p> <p>Session format: Practical Target Audience: K-12, Teachers & Executive</p>	<p>Eric McCarron Fort Street Public School</p>	<p>Overview: Filmmaking is more and more an accessible tool that engages our students, giving them a voice and affording them the opportunity to share their stories and ideas with others. This workshop introduces you to the processes and tools of using movie projects in the classroom. The objectives of this workshop are two-fold. One, to share the filmmaking processes, from scriptwriting to editing. Two, the practical session shows how making movies is collaborative, bringing a diverse group together improving social development and expression. Filmmaking is varied and wide-reaching, allowing all young people, even those who struggle with traditional learning methods, to succeed. Having continuously taught with movies and film over the last five years and having run school Film Clubs over the last four years, Eric McCarron shares practical tips and processes to get your class making movie projects to enhance any learning area. Movie projects dramatise students' stories, validate science experiments, display the newest dance moves or sporting tactics, create new Youtubers, bring together diverse teams and, most importantly, are a lot of fun.</p> <p>Requirements: Participants can bring their own device with video recording and editing software, e.g. iPad with iMovie or laptop with Premiere.</p>
406	<p>A Creative Look at School-based Professional Learning</p> <p>Session format: Practical Target Audience: K-12, Teachers & Executive</p>	<p>Lorraine White Educational Services Ultimo Operational Directorate</p>	<p>Overview: 'A Creative Look at School-based Professional Learning' explores the key elements of quality professional learning for teachers. This practical workshop is designed to encourage teachers to think creatively about the design and delivery of innovative school-based professional learning. Participants will have the opportunity to interact with a variety of tools and strategies, including social media and Information and Communication Technologies, which can be used to engage teachers in learning and build a community of practice. The aim of the course is for participants to draw on quality practice to produce an example of professional learning to build teacher knowledge and skills in the delivery of their curriculum.</p> <p>Requirements: Bring a mobile device.</p>
407	<p>Making learning authentic-Engaging kids in the real world</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive</p>	<p>Ashleigh Catanzariti Merrylands East Public School</p>	<p>Overview: How can we make learning authentic for our kids everyday? School is no longer a place where kids come to learn just from us. They have the world at their fingertips and we need to give them the opportunities to engage in it in authentic and meaningful ways. We have been hearing for years about preparing our kids for the future, the unknown, but the truth is, they have so much to offer the local and global community now if we give them the right opportunities. We believe learning needs to have a purpose and an authentic audience. Come and see some different ways to engage kids in the real world through Project Based Learning and a range of digital tools. Walk away with an idea or two!</p> <p>Requirements: Nil</p>
408	<p>Teaching Students to Code and 3D Printing Lessons</p> <p>Session format: Practical and showcase Target Audience: K-6, Teachers & Executive</p>	<p>Blake Shorter Tracy Richardson ScopeIT Education Platinum Sponsor</p>	<p>Overview: Our workshop will be in two distinct sections. Firstly, an introduction for teachers to see how to implement coding lessons in their own classrooms. We will demonstrate a class being taught how to utilise software available to them. This will empower them with the confidence and ability to look at doing this within their own schools and classrooms. Secondly, we will run a demonstration about introducing students to the design concepts and processes around 3D printing. All students (teachers) will get hands on experience with design software and lessons.</p> <p>Requirements: Nil</p>

<p>409</p>	<p>Minecraft - Building engagement in your classroom</p> <p>Session format: Showcase Target Audience: K-6, Teachers & Executive</p>	<p>Fiona Morrison Newington Public School</p>	<p>Overview: Have you ever wondered why Minecraft is the best-selling PC game of all time? This session will provide participants with a basic premise of the game, as well as an introduction to how Minecraft can be integrated into the classroom to promote creativity and engagement for student learning. We will explore the way Minecraft has been developed for different platforms such as the computer, iPad, Xbox and iPhone, including the advantages and disadvantages of each device's use in educational settings. Participants will be able to view authentic work samples of the game's integration in a year 2 setting across a variety of curriculum areas, including students' testimonies of how Minecraft promotes collaboration, communication and critical thinking in completing set tasks. This session will also cover possible challenges for the implementation of the game. Finally, participants will have an opportunity to experience firsthand the world of Minecraft through a joint Minecraft world and an open-ended task. You will leave this session with a deeper understanding of the educational benefits associated with integrating Minecraft in the classroom as well as practical ideas for how to implement it in your own setting to enhance the outcomes of all your students. If you want to engage your students in authentic learning that promotes collaboration, communication and critical thinking, this workshop is for you.</p> <p>Requirements: Participants are required to bring their own device with Minecraft installed (eg. an iPad installed with Minecraft Pocket Edition). Minecraft can be installed on iPhones, iPads or laptops.</p>
<p>410</p>	<p>Teaching gifted students in an e-learning environment</p> <p>Session format: Showcase Target Audience: 7-12, Teachers & Executive</p>	<p>Dr Sylvia Rudman Aurora College</p>	<p>Overview: Aurora - Differentiation of lessons to teach gifted students and cater for their characteristics in an e-learning environment. Gifted students learn differently from other students. Teaching them in an e-learning environment cater for the learning needs. This workshop will showcase how teaching and learning and curriculum differentiation takes place in Aurora College the first virtual selective school in NSW.</p> <p>Requirements: Nil</p>

Session 5: Thursday 10 March 2016 (12.15pm-1.15pm)

Choose **ONE** workshop from this session.

Number	Title	Presenters	Workshop Synopsis
501	<p>Student Entrepreneurship and Real Life Learning</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive</p>	<p>Peter Hutton</p> <p>Keynote</p>	<p>Overview: So much of traditional education seems about preparing students for the future. When given the chance, young people want to do real things, now!!! That means making real mistakes, overcoming real setbacks and interacting with the real world beyond the school walls. School communities can be thriving micro-economies run by students (with a little support) if we just change our thinking. Templestowe College employs 70 of its students to help run the school, allocates \$30,000 per annum for business start-ups, and has its own entrepreneur and business school in residence, all without an additional dollar of government or philanthropic funding.</p> <p>Requirements: Nil</p>
502	<p>App-Smashing iMovie & Chroma Key</p> <p>Session format: Practical Target Audience: K-6, Teachers & Executive</p>	<p>Leo Andreone Heath Louey</p> <p>Mortdale Public School</p>	<p>Overview: The workshop will consist of a demonstration component, a hands on component and a sharing session. It will demonstrate the use of the iMovie app and Green Screen by Do Ink app in order to create a scene that can be used for a short film, advertisement, etc. The Hands-On component of the workshop will use iPads to film, edit and publish a digital video clip and then utilising the clip to create a Chroma key scene with the Green Screen app. The focus will be on skills necessary to produce the materials and the teaching implications and examples with curriculum links from Early Stage 1 through to Stage 3.</p> <p>Requirements: iPad with iMovie and Green Screen by Do Ink apps installed. Access to Google Docs for shared files.</p>
503	<p>Creativity in the modern digital classroom</p> <p>Session format: Showcase Target Audience: K-6, Teachers & Executive</p>	<p>Brett Kent</p> <p>Hilltop Road Public School</p>	<p>Overview: This will be a showcase session of work samples and project ideas completed by students from K-6. During this session participants will be asked what creativity looks like in the modern digital classroom? By attending this workshop the participants will get the opportunity to see the impact that digital creativity can have on all key learning areas. This session will explore some advanced software and highlight some big ideas, showing that primary age students can easily achieve deep learning through creative exploration and digital media. This session will give participants an idea about how to use the tools and give some of the first steps when creating real world projects.</p> <p>Requirements: A laptop or tablet with Adobe software could be beneficial however it is not essential.</p>
504	<p>Supporting Wellbeing with Technology</p> <p>Session format: Showcase Target Audience: 7-12, Teachers & Executive, School Leaders</p>	<p>Danny Callaghan Tilly Errichiello</p> <p>Woniara Public School</p>	<p>Overview: As a part of the ESES SSPs as Centres of Excellence initiative, Woniara Road School has created a guide of how to use the latest developments in both mental health research and technology to develop and foster wellbeing. BeyondBlue estimates that 26.4% of Young Australians have experienced a mental health disorder in the last 12 months. Additionally, It is estimated that 75% of these young people do not access any mental health support. There is emerging evidence and excitement around the utility of online eMental Health resources to reach this section of the community. Participants will learn a range of strategies around the use of resources and technologies to enable their school to support students to connect and engage with mental health support.</p> <p>Requirements: Nil</p>

505	<p>Showcasing Creative Thinking teaching strategies in K-6</p> <p>Session format: Showcase Target Audience: K-6, Teachers & Executive</p>	<p>Amy Mortimer Rupinder Singh</p> <p>Hurstville Public School</p>	<p>Overview: “If creative thinking and behaviour are to become a part of a pupil's life in school, they must be expected and valued by the school as a whole” (Creativity, Culture & Education, 2009-2012) This presentation will showcase examples of how Hurstville Public School values creative thinking and behaviour as an integral component of 21st Century learning skills. Over the past year teachers at Hurstville Public School have focused on implementing collaborative, critical and creative thinking skills throughout the K-6 curriculum to develop students' ability to problem solve and be innovative learners. To facilitate this implementation we devised and employed a creative thinking framework that aligned with the NSW Syllabus and reflected the key goals of our whole school plan. This presentation showcases how teachers have used the framework to promote and nurture students' collaborative, critical and creative thinking skills and enhance their learning outcomes across the curriculum.</p> <p>Requirements: Nil</p>
506	<p>GEPS Connects</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive</p>	<p>Nicole Tainsh Rebecca Julius Snezana Hill</p> <p>Granville East Public School</p>	<p>Overview: Are you tired of writing report comments that are time consuming and often misunderstood or misinterpreted by parents? You might be considering other and more authentic ways of communicating student progress and achievement to parents? Perhaps you're interested in innovative ways of strengthening learning partnerships between schools and families? If you have answered 'yes' to any (or all) of these questions, then come along and hear about GEPS Connects at Granville East Public School, and our shift to a forward looking reporting process that maximises student and parent voice and is designed to help students improve their learning. Participants will also have the opportunity to ask questions, and consider how the process could be adapted or re-designed to suit other school contexts.</p> <p>Requirements: Mobile device</p>
507	<p>Building collaborative spaces through Social Media</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive, School Leaders, Special Education, Rural & Remote</p>	<p>Evonne Webb</p> <p>Information & Online Services Department of Education</p>	<p>Overview: This session will explore strategies for using social media as a professional learning tool, including establishing a clear purpose for using social media, an overview of appropriate and available social media channels, current research and case studies that exemplify best practice. Social media platforms to be addressed in this workshop include Yammer, Twitter, Facebook and Instagram. Outcomes of the workshop include:</p> <ul style="list-style-type: none"> • Building student confidence by providing opportunities for students to have a voice • strengthening teacher and student collaboration and communication in secondary schools • improving teacher professional knowledge and practice through an online and collaborative approach • showcasing best practice of social media use in NSW Public Schools <p>Requirements: Smart phone, tablet or laptop would be an advantage but not essential.</p>
508	<p>STEAM and iPads</p> <p>Session format: Showcase Target Audience: K-12, Special Education, Rural & Remote, School Leaders</p>	<p>Chelsea Walsh</p> <p>Coerwull Public School</p>	<p>Overview: STEAM (Science, Technology, Engineering, Arts and Mathematics) is the way to teach our students to be innovative! This workshop equips teachers to empower their students through STEAM challenges to become creative problem solvers. We focus on using iPads and new, inventive apps. We don't know what the future will be like for our students but we do know that we need to teach them to become creative problem solvers to be able to find solutions to problems that we have not even thought of. This workshop teaches how to combine a number of different apps to complete STEAM challenges to get our students ready for the future!</p> <p>Requirements: Nil</p>

<p>509</p>	<p>Check-In/Check-Out: A Proactive Behaviour Intervention to Support Students Get Back on Track</p> <p>Session format: Practical Target Audience: K-12, Teachers & Executive</p>	<p>Yasmin Ibrahim</p> <p>Positive Behaviour for Learning Ringrose Office</p>	<p>Overview: Check-in/Check-Out is an evidenced based proactive, preventative support intervention that provides extra support for students who display persistent, low intensity disruptive behaviours. This intervention is context specific allowing schools to adjust the implementation to suit their school. It has been successfully used across all educational settings including primary, secondary and schools for specific purposes to promote positive behaviour outcomes. Check-in/Check-Out is particularly effective in schools that consistently use a positive behaviour approach. It has been demonstrated to be particularly useful for students who require feedback on their behaviour so that more appropriate replacement behaviours can be developed. Using this approach supports leaders and teachers to enhance student engagement and help improve student performance.</p> <p>Requirements: Nil</p>
<p>510</p>	<p>Leading whole school change through mentoring and coaching</p> <p>Session format: Showcase Target Audience: K-6, Teachers & Executive, School Leaders</p>	<p>Joel Davies</p> <p>Nicholson Street Public School</p>	<p>Overview: This course will provide participants with an understanding of how to lead whole school change through mentoring and coaching. Participants will examine how a school created a learning culture that promotes professional growth and will be provided with a framework of how to support teachers through mentoring and coaching. Participants will unpack the principles of mentoring and will gain a deep understanding of how to use a variety of techniques to support the professional growth of teachers. Through practical activities, participants will also engage with the coaching model, view a coaching session, explore the art of asking great questions and learn how to set ISMART goals.</p> <p>Requirements: Nil</p>

Session 6: Thursday 10 March 2016 (2.00pm-3.00pm)

Choose **ONE** workshop from this session. Please note if you previously selected Sessions 508-608 they continue during session six and you do not select any additional workshops in this session.

Number	Title	Presenters	Workshop Synopsis
601	SOLE Self-Organised Learning Environments Session format: Practical Target Audience: K-6, Teachers & Executive	Belinda Bush Kristy Camenzuli Ben Green Harrington Park Public School	<p>Overview: We will be presenting a practical session introducing S.O.L.E (Self-Organised Learning Environments). Participants will engage with the protocols of S.O.L.E and participant in a S.O.L.E session. Self-Organised Learning Environments (S.O.L.Es) are created when educators encourage students to work as a community to answer their own vibrant questions by using the internet and previously acquired knowledge. The purpose of S.O.L.E is to integrate technology and 21st century learning practices in the classroom to increase student directed learning opportunities. The emphasis of this session will be utilising S.O.L.E in Years 3 – 6, with the opportunity to modify the protocols and structure for K – 2 students. You should expect to gain knowledge of how to plan and implement S.O.L.E to support inquiry learning and promote student engagement. Assistance will also be given in constructing 'Big questions' and creating higher order thinking tasks to consolidate your inquiry session and learning program.</p> <p>Requirements: Bring a device that has access to the internet. Preferably an iPad or tablet.</p>
602	"Cracking the Code" - How to Get Started with Coding in the Classroom Session format: Practical Target Audience: K-6, School Leaders	Katherine Geer Kyla Morris Canley Vale Public School	<p>Overview: What is coding? Have you tried coding in your classroom? Learn why coding is important for today's students. See how logical thinking, problem solving and creativity links with curriculum. This workshop is ideal for those who are new to the concept of coding and those who would like to further explore resources. We will demonstrate how to develop these skills using a range of free iPad apps, software, web tools and pen and paper. A variety of resources will be set up to support teachers from preschool to Year 6. There will be practical workstations for participants to use Bee Bots, Turtle Art, Scratch and apps such as Daisy the Dinosaur, Cargo Bot and Tynker. Participants will have time to play, explore and evaluate tools that they can take back to their classroom and use straight away.</p> <p>Requirements: Nil</p>
603	Effective feedback in the modern classroom Session format: Showcase Target Audience: K-12, School Leaders	Stacey King Libby Jones Gynea Bay Public School	<p>Overview: Hattie defines feedback as 'conceptualised as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding.) Feedback is among the most critical influences on student learning. Where am I going? How am I going? Where to next? What are the current mechanisms available to teachers of providing meaningful, instantaneous feedback in a 21st century learning environment? In this workshop, teachers will have the opportunity to explore the use of student feedback tools including AirServer, Showbie etc and discuss the implications of providing quality in new forms of feedback (including voice recording).</p> <p>Requirements: Please bring your iPad and download the following apps prior to attending the workshop. Showbie (free version is adequate) & Socrative (teacher and student)</p>

604	<p>Going Google and teaching in the cloud</p> <p>Session format: Practical Target Audience: 7-12, Teachers & Executive</p>	<p>Joshua Gane Hunters Hill High School</p>	<p>Overview: Learn how to integrate collaborative and creative learning tasks into any classroom using Google Apps for Education (GAPE). Suitable for all levels of GAPE user, in this workshop, you will learn how to design collaborative tasks which redefine learning. Participants will discover new teaching techniques based on GAPE products. Techniques learnt will allow teachers to move up the SAMR Model scale from basic 'substitution' to transformational 'redefinition' of learning. Teachers will gain firsthand experience designing the following Special Education tasks: Distributing electronic workbooks and management using 'Doctopus'; creating a quiz with Google forms and auto marking using 'Flubaroo'; exploring Google Docs and universal editing; classroom collaboration using Google Classroom and other GAPE products; designing an interactive 'live' class quiz; creating movies from Google Slides and Google Drawing (using Animoto); publishing videos to a global audience / competitive movie making; creating and collaborating on website design.</p> <p>Requirements: Participants are required to bring a device with the Google Chrome browser installed. Recommended devices are laptops or chromebooks, not tablets.</p>
606	<p>Mathematics by Inquiry</p> <p>Session format: Showcase Target Audience: K-6, Teachers & Executive</p>	<p>Mitchell King Condell Park Public School</p>	<p>Overview: As an Early Action for Success school we have used the mathematics syllabus and the numeracy continuum to design engaging and meaningful learning experiences for our students. In this workshop you will see:</p> <ul style="list-style-type: none"> • How we have unpacked the syllabus and divided content in guided, modelled and independent teaching and learning lessons. • The use of mathematics investigations to allow students the opportunity to apply their skills to a real life context and take part in rich assessments. • Practical examples of differentiated lessons, personalised learning plans and an explanation of the different intervention processes used for all our students. • Investigations embedded in the flexible scope and sequence providing differentiated assessment for students to showcase their skills while doing, making, explaining and discussing. • How we have used hands on activities and brain breaks in K-6 to create engaging lessons that allow for repetition of key number facts. <p>The quality maths programs that have been implemented in all classrooms have resulted in 100% improvement in all mathematics areas for all students, 100% of Kindergarten students at benchmark by the end of semester 1, 70% of students in year 1 reaching benchmark in semester 1 and 68% of students in year 2 reaching benchmark at the end of year 2.</p> <p>Requirements: Nil</p>
607/ 707	<p>Redesigning space for future-focused learning</p> <p>Session format: Showcase & Practical (120 mins) Target Audience: K-12, School Leaders, Special Education, Rural & Remote</p>	<p>Stacey Quince Kim Proctor Futures Learning Unit Department of Education</p>	<p>Overview: Presented by the NSW Department of Education's Futures Learning Unit, this workshop will provide you with the resources and tools you need to rethink the design of learning spaces in your classroom, school or community to support the implementation of new and emerging pedagogies. This workshop will be grounded in each participant's own school context and will support teachers and school leaders to think about how space can be changed or redesigned for any budget to better support learning for all students. Participants will start to shape ideas for their school, working through a series of key elements including:</p> <ul style="list-style-type: none"> • research on space design and case studies in NSW schools • processes for consultation to get 'buy-in'

			<ul style="list-style-type: none"> • considerations for design, including mobilising technology • developing teacher capacity to use new spaces effectively • evaluating impact of the space • scaling transformation across the school. <p>Participants will be supported with a newly developed toolkit which they can use with teams of teachers at school. They will actively engage in considering how to redesign a specific space in their own school.</p> <p>Requirements: Nil</p>
608	<p>Education in the YouTube age: Lessons from Wootube</p> <p>Session format: Showcase Target Audience: 7-12, Teachers & Executive</p>	<p>Eddie Woo</p> <p>Cherrybrook Technology High School</p>	<p>Overview: Flipped classrooms? Blended learning? What are we to make of this trend in education and how should it inform our practice into the future? Based on three years of recording and publishing live teaching on a YouTube channel that's been watched more than 1.5 million times, this session will explore these questions and provide a window into technology innovation in practice. This workshop will tell the story of how Wootube (www.youtube.com/misterwootube) came about, showcase the successful elements of using a variant of the flipped classroom model, provide a critique of its shortcomings and talk about ways that it can develop further in the future. Topics that will be discussed include using videos for observation and professional development, student created videos as assessment for learning, global "crowd teaching", and practical issues related to filming and production.</p> <p>Requirements: Nil</p>
609	<p>Lights, Camera....iPad education!</p> <p>Session format: Practical and showcase Target Audience: K-12, Teachers & Executive</p>	<p>Lindsay Moss Alkes Mikic</p> <p>Startime Studio Platinum Sponsor</p>	<p>Overview: "Lights, Camera...iPad education," is designed to open teachers to the possibilities of digital storytelling and digital literacy as an essential 21st Century learning tool. Not only that, it is highly engaging for students. The aims of this workshop are 1) To demystify the video production process using iPads and mobile devices and 2) How to incorporate into your everyday class programs and link to the english curriculum. Participants will engage in a short exercise using iPads, incorporating green screen, filming, presenting and editing techniques. You will see how video making with iPads is highly collaborative, is imaginative and enhances communication and critical thinking skills. Presenter Lindsay Moss, is the founder of myschoolstudio.com.au and has over 10 years' experience working with schools. He has taught literally thousands of students in digital storytelling and visual literacy (film making) in the classroom. He also has 20 years' experience working in the film industry as a producer, director, actor, voice artist and writer.</p> <p>Requirements: Nil</p>
610	<p>Conceptual English programming in a Future Focussed Classroom</p> <p>Session format: Practical Target Audience: K-6, Teachers & Executive</p>	<p>Rose Kingi Zehra Ali</p> <p>Tregear Public School</p>	<p>Overview: This session is designed to support teachers and leaders K-6 in creating critical, creative, communicative and collaborative thinkers through the conceptual planning of English units in a future focussed classroom. Participants will see the process of creating these environments with limited resources and how it affects student engagement and results.</p> <p>From this session participants will:</p> <ul style="list-style-type: none"> • Explore "The 4 C's" through English Conceptual Planning • Examine practical examples of learning environments and how students navigate these spaces to support effective communicative and collaborative learning. • Develop practical strategies to implement in their own classrooms • Analyse and challenge their thinking of traditional vs. future focussed class environments <p>Requirements: Nil</p>

Session 7: Thursday 10 March 2016 (3:00pm – 4:00pm)

Choose **ONE** workshop from this session.

Number	Title	Presenters	Workshop Synopsis
701	<p>Creating Cultures of Thinking in K-2 Classrooms</p> <p>Session format: Practical Target Audience: K-6, Teachers & Executive</p>	<p>Margaret Crawford Brianna Swain</p> <p>Granville East Public School</p>	<p>Overview: Is thinking visible, valued and actively promoted in your classroom? Do you create opportunities for deep understanding to be developed and demonstrated? What makes you say that? Using current research from the highly respected Harvard Graduate School of Education's Project Zero and incorporating pedagogical ideology from Making Thinking Visible by Ron Ritchhart and Mark Church, participants will consider the process of developing metacognition in students of all ages and abilities. This workshop will allow participants to experience what it means to be a part of a Culture of Thinking as we consider student thinking and understanding through the lens of Visible Thinking routines. Requirements: Laptop/Mobile - note taking and photos (if desired)</p>
702	<p>Innovative Learning at Canobolas High</p> <p>Session format: Showcase Target Audience: 7-12, Teachers & Executive, Rural & Remote</p>	<p>Judith Bertolin Mark Skein Matt Scott</p> <p>The Canobolas Rural Technology High School</p>	<p>Overview: To address the changing educational needs of students and increase engagement, Canobolas Rural Technology High School, has two innovative projects to share.</p> <ul style="list-style-type: none"> Project 1 - Canobolas High Performance Athletes (CHPA) program. CHPA students are supported by industry professionals and a school based management team. Local industry representatives work with students in the area of Strength and Conditioning, Exercise and Sport Science, Physiotherapy, Pilates, Nutrition, Sports Psychology, Media skills and Sports Coaching. Students learn: specific time management and organisational skills; participate in ongoing individual strength, speed, flexibility, power and aerobic endurance programs; access state of the art exercise testing and training equipment in a university exercise physiology laboratory setting; further develop technical and tactical skills within their chosen sport; and experience elite sporting environments and events Project 2 – STEM centre and Stage 4 STEM curriculum. Following recent STEM trials in the school, Canobolas Rural Technology High School is embedding an integrated project based STEM curriculum for all students in Stage 4 and establishing a STEM Centre. The STEM Centre encourages Students Thinking Exploring and Making and has two unique learning areas – the Thinkerspace and Makerspace – for lesson delivery. The units of learning feature technology maker projects as the vehicle for Scientific and Mathematical thinking. Requirements: Nil
703	<p>Online digital resources that enable innovation and change</p> <p>Session format: Showcase Target Audience: K-12, School Leaders, Special Education, Rural & Remote</p>	<p>Colleen Blancato Enone Melville</p> <p>Learning Systems Department of Education</p>	<p>Overview: This session will provide an overview of the digital teaching and learning resources available to the Department's students and staff, including the national digital resource collections and tools that can be used to discover, curate and share digital resources. The session is relevant to the contemporary digital and BYOD environment. In this session teachers will:</p> <ul style="list-style-type: none"> Develop their understanding and awareness of available products and services that support curriculum implementation and engage student learning in the 21st century classroom explore strategies that engage and innovate students using online learning products explore the Department's digital collection of quality ready-to-use teaching and learning resources which are available through NSW DEC Scootle explore the department's library of online professional learning resources including targeted resources. Requirements: Laptop computer or Wi-Fi enabled mobile device.

704	<p>IP & BG Schools Making D.R.E.A.M.S a R.E.A.L.I.T.Y</p> <p>Session format: Showcase Target Audience: K-12, School Leaders, Special Education</p>	<p>Graeme Green Rebecca Dao</p> <p>Ingleburn Public School</p>	<p>Overview: Daring to Revolutionise Education Authentically across Multi-dimensional Systems in order to develop Resilient Empathetic Active Lifelong learners Inspiring Tomorrow's Youth, we will challenge school leaders to explore exceptional practice that enables all students to access and participate in education. IPS (mainstream school) & BGS (SSP) will illustrate the benefits overcoming barriers to maximise learning experiences to provide equity, excellence and successful learners. Goal: create a micro-learning-eco system that will mirror the world that students will live in, in the future. Working beyond the boundaries to investigate the realms of possibilities that may yet to be explored in current school systems.</p> <p>Requirements: Nil</p>
705	<p>Using iPads to Create Quality Visual, Digital and Multimodal Texts</p> <p>Session format: Practical Target Audience: K-6, Teachers & Executive</p>	<p>Bridgitte Logan Hayley Smith</p> <p>Cronulla South Public School</p>	<p>Overview: Access to iPad technology has significantly changed the way in which children share and communicate their knowledge and understanding in current educational environments. Giving students knowledge and skills to use media production and application resources has the ability to revolutionise the way students create texts and make meaning. This workshop is designed to provide teachers with a range of resources and strategies to promote the authentic integration of technology in planning and implementing the creation of visual, multimedia and digital texts from Early Stage 1 to Stage 3. We will explicitly explore a variety of iPad applications to assist students in composing texts in four specific areas: Constructing multimodal texts through filmmaking, Exploring visual literacy apps, Green screen technology and Creating multimodal texts.</p> <p>Requirements: Not mandatory apps but would be very helpful for participants to 'have a play' when in workshop: Book Creator, iMovie, Puppet Pals, Toontastic, Video FX, Fantastic flying books of Mr. Morris Lessmore.</p>
706	<p>Formative assessment strategies for Students with disabilities – building well-being through self-assessment</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive, Special Education</p>	<p>Caroline Cass Sadlier Public School</p> <p>Leah Ponzio St George School</p>	<p>Overview: "If you can both listen to children and accept their answers not as things to just be judged right or wrong but as pieces of information which may reveal what the child is thinking, you will have taken a giant step towards becoming a master teacher, rather than merely a disseminator of information" Easley & Zwoyer, 1975.</p> <p>Leah Ponzio and Caroline Cass have designed and implemented, in the classroom and whole school, formative assessment strategies aimed to increase participation and motivation of students with special needs in their own learning. While there are five key formative assessment strategies, to meet the learning needs of students with disabilities, the project focused on one key strategy: Activating students as the owners of their own learning.</p> <p>The project was implemented through four strands:</p> <ul style="list-style-type: none"> • Student Self-Assessment Package • Emotional Literacy Strategy: How do you feel? • Self-assessment and responding through literacy. • Well-being Strategy <p>These implementations provide one big idea: Using evidence of learning to adapt learning in real time to meet students learning needs. And take the power away from the teacher (this is what I want you to learn) and gives it to the student (this is what I learnt today).</p> <p>The presenters will provide feedback on the impact on the wellbeing, self-esteem, and student motivation for learning and engaging in these strategies which change classroom environments and teacher practice, and ultimately student's experience of their education.</p> <p>Requirements: Nil</p>

708	<p>Digital Student Porfolios and Class Learning Spaces</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive</p>	<p>Sharon Pearson Nerida Rylewski</p> <p>Rouse Hill Public School</p>	<p>Overview: Digital student portfolios and online class learning spaces are fast becoming a valuable tool for 21st century learning. Portfolios and lessons no longer have to consist of the one-dimensional paper, workbook or print format. With the growing trend of ICT integration into the curriculum, teachers and students can now create vivid and dynamic digital portfolios and class learning spaces that engage students in moving through lessons at their own pace, showcase students skills and best reflect their learning and progress over time. Digital portfolios and class learning spaces allow media rich content including photos, videos, sketchers, documents and voice-overs to record student thinking and provide valuable evidence towards assessment. This workshop will introduce participants to an array of apps and websites useful for building digital student portfolios and class learning spaces in the classroom.</p> <p>Requirements: iPad with apps: Seesaw, Verso, Easy Portfolio, Weebly and FreshGrade (Teacher and Student). Alternatively a laptop with access to the Internet.</p>
709	<p>Building Teacher Capacity through Action Research</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive, School Leaders</p>	<p>Louise Swanson Ralph David</p> <p>Epping Boys High School</p>	<p>Overview: To achieve significant impact on learning in the classroom, we adopted a voluntary team leadership approach to implement three separate projects based on the DEC NSW action research model. The three projects developed were: the BYOD Project, the Student Resilience and Self-Efficacy Project and the Literacy Project. To gain teacher commitment to the projects, emphasis was placed on providing opportunities to work collegially across faculties, engage in a collaborative problem solving process using current research and participate in professional discussion that focused on pedagogy. The approach drew heavily on the concepts of professional learning communities and distributed leadership to develop skills and strategies in teachers to implement change in their classrooms, but also to take on leadership roles within the school. Participating teachers have been supported through the projects in mapping their progress against the Australian Professional Teaching Standards. Differentiated opportunities have been provided to address accreditation at all levels, allowing opportunities for teachers to build leadership capacity. Participants will be provided with a practical model for implementation at their own schools to provide quality professional learning which addresses issues specific to their own school context.</p> <p>Requirements: Nil</p>
710	<p>Building Capacity through Quality Teaching Rounds and the Digi-Toolkit</p> <p>Session format: Showcase Target Audience: K-12, Teachers & Executive, School Leaders</p>	<p>Nicole Kerr Andre Ritchie Leah Conrad Rachel Privett Peter Johnston</p> <p>Darlinghurst Public School</p>	<p>Overview: Participants will share the experience of a whole school action learning project that links Quality Teaching Rounds and emerging and contemporary technologies. Participants will develop an understanding of how Quality Teaching Rounds are being used to build the capacity if a teaching team to use a range of contemporary technologies including lego robotics, bee bots, Makey Makey, a weather station and animation. The whole school framework will be shared as well as the learning experiences within this framework. Participants will have the opportunity to view some of the technologies within K-6 classrooms and to share the how the Quality Teaching Framework has framed these activities as an opportunity to for students to remain highly engaged as well as teachers to share and offer constructive feedback for optimum teaching and learning outcomes.</p> <p>Requirements: Laptop or iPad, note taking equipment or recording device.</p>