

EXCELLENCE IN PROFESSIONAL PRACTICE CONFERENCE 2013

■ Teaching the Australian Curriculum:
Excellence and innovation in the classroom

17 and 18 March 2013

Gold Coast Convention Centre

Gold Coast

Queensland

General Information

Professional Learning:

ACER's national conference for teachers celebrates excellence in teachers' professional practice. It draws together teachers from across Australia to observe, listen to, talk with, share expertise with and learn from one another. Participants are able to see, hear, talk and learn from teacher colleagues who are delivering excellent professional practice in their schools and wish to share their knowledge and experiences in a friendly, informal and lively atmosphere.

Accommodation:

Accommodation is available at a number of apartments and hotels at special conference rates. All offers can be viewed via the conference website: www.acer.edu.au/eppc/travel-accommodation

Internet access

Wireless internet access is freely available throughout the Gold Coast Exhibition and Convention Centre. Participants are encouraged to bring their digital devices to communicate, share ideas and collaborate throughout the duration of the conference.

Special lunchtime presentation

INFORMATION TO BE PROVIDED

Venue

Gold Coast Exhibition and Convention Centre

Gold Coast, Queensland. Australia. For more information about the venue visit: www.gccec.com.au



(Only include image if space permits)

Travel:

Air

The Gold Coast has its own domestic airport at Coolangatta, just 20 minutes south of the Gold Coast Convention and Exhibition Centre with regular flights from all capital cities. Brisbane International Airport is a one hour drive.

Rail

Train services require a coach, shuttle or vehicle transfer. Interstate trains terminate in Brisbane at the Roma Street Transit Terminal. Trains traveling from Sydney terminate in Murwillumbah, 30 minutes south of Surfers Paradise. The city train runs regularly from Brisbane with stops at Coomera, Helensvale, Nerang and Robina.

Road

When traveling southbound from Brisbane (78km) take the Broadbeach Motorway Exit and follow the directions to Broadbeach. There is a wide range of coach/bus transfers, taxi and hire car services available from the airports. The GCCEC car park is free to conference delegates. The car park is open 24hrs, 7 days a week; however, the GCCEC may close the car park at its discretion.

Keynote Speakers

Keynote Address: Day 1



Professor Geoff Masters, CEO, ACER

Professor Geoff Masters is Chief Executive Officer and a member of the Board of the Australian Council *for* Educational Research (ACER) – roles he has held since 1998. He has a PhD in educational measurement from the University of Chicago and has published widely in the fields of educational assessment and research. Professor Masters has served on a range of national and International bodies. He has undertaken a number of reviews for governments, including national and state based reviews. He is currently working with the Northern Territory Department of Education and Training on improving educational outcomes, with a particular focus on the ongoing improvement of students' literacy and numeracy achievements and with the Tasmanian Department of Education, focusing on school improvement. Professor Masters was the recipient of the Australian College of Educators' 2009 College Medal in recognition of his contributions to education.

Keynote Address: Day 2

Dr Hilary Hollingsworth

Dr Hilary Hollingsworth is a Senior Research Fellow at ACER. Her main areas of interest are teacher professional learning and the assessment of student learning, and her current work foci include: teacher evaluation and assessment, classroom observation frameworks, the use of video for teacher professional learning and the assessment of student learning. Dr Hollingsworth's interest in these areas was sparked by her doctoral studies and her extensive international experience working as the Australian representative on the TIMSS Video Study projects and as a Director of Teacher Learning for LessonLab in Los Angeles, California. Dr Hollingsworth's experience related to teacher professional learning and the assessment of student learning extends across system and school levels. She has developed graduate programs and professional learning modules for teachers, and delivered numerous keynote addresses at education conferences. She regularly provides consultancy services to schools in different sectors and geographical regions, and completes projects for organisations including AAMT, AITSL, and Education Services Australia. Dr Hollingsworth has recently worked as a Senior Lecturer in the Melbourne Graduate School of Education at the University of Melbourne and is conducting research there related to classroom observations and feedback to teachers.





Conference Timetable

Day 1: Sunday 17 March 2013


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|-------------------------------------|--|
| 8.30am | Registration and Welcome Tea and Coffee/Exhibitors' Expo |
| 9.00 – 9.10am | Welcome Address |
| 9.10 – 10.30am | Keynote 1 – Professor Geoff Masters, CEO, ACER |
| 10.30 – 11.00am | Morning Tea/Exhibitors' Expo |
| Session 1 11.00 – 12.15pm | <i>Doing it Our Way: Using the Australian Curriculum as a platform to transform literacy pedagogy in the Middle School</i> Presenter: Sherrie Davis, Palm Beach Currumbin State High School, QLD |
| | <i>Teaching the Australian Curriculum using Captioned Multimodal Texts and Audio Visual Resources</i> Presenter: Anne McGrath, Media Access Australia, NSW |
| | <i>Building Teacher Capacity to Embrace and Implement Change</i> Presenter: Donna Evans, The Glennie School, QLD |
| | <i>The Deadly Medley: Pooling our talents to embrace indigenous teachings</i> Presenter: Evan Willis, Pullenvale State School, QLD |
| | Lunch/Exhibitors' Expo |
| | <i>The World is My Classroom</i> Presenter: Anne Mirtschin, Hawkesdale P12 College, VIC |
| Session 2 1.15 – 2.30pm | <i>Challenge to Opportunity: A small school's journey through the Australian Curriculum</i> Presenter: Naomi Meerwald, Darlington State School, QLD |
| | <i>A New Curriculum: A new beginning</i> Presenter: Yvonne Patterson, Gray Primary School, NT |
| | <i>Meddling in the Middle: A teacher perspective</i> Presenter: Linda Shardlow, Methodist Ladies College, VIC |
| | <i>ICT Capability</i> Presenter: Phil Callil, President, VITTA |
| Session 3 2.30 – 3.45pm | <i>Creative and Critical Thinking</i> Presenter: Alma Tooke, Methodist Ladies College, VIC |
| | <i>Numeracy: Contexts outside the Mathematics classroom</i> Presenter: Cath Pearn, ACER |
| | <i>Asia and Australia's Engagement with Asia: Supporting development of Asia-relevant capabilities through the Australian Curriculum</i> Presenters: Dr Eeqbal Hassim and Pamela Stewart, Asia Education Foundation |
| | Afternoon Tea/Exhibitors' Expo |
| 3.45 – 4.00pm | Birds of a Feather Sessions/Exhibitors' Expo |
| 4.00 – 5.00pm | Birds of a Feather Sessions/Exhibitors' Expo |
| 6.00pm | Conference Dinner |



Conference Timetable

Day 2: Monday 18 March 2013

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|-------------------------------------|--|
| 8.30am | Welcome Tea and Coffee/Exhibitors' Expo |
| 9.00 – 10.30am | Keynote 2 – Dr Hilary Hollingsworth |
| 10.30 – 11.00am | Morning Tea/Exhibitors' Expo |
| Session 4 11.00 – 12.15pm | <i>Implementing the Australian Mathematics National Curriculum: A journey of innovation and reflection in shifting to a new paradigm</i> Presenters: Stacey King and Erin Bolger, Mabel Park State High School, QLD |
| | <i>Implementing the Australian National Curriculum in Remote Indigenous Schools</i> Presenter: Sarah Greenhatch, Woorabinda State School, QLD |
| | <i>Using National Teaching Standards to Drive Curriculum Development</i> Presenters: Daniel Buttacavoli and Sean Collins, Emmanuel College, VIC |
| | <i>Implementing the Australian Curriculum using Effective and Innovative Early Years Pedagogy</i> Presenter: Anne Pearson, Mango Hill State School, QLD |
| | Lunch/Exhibitors' Expo |
| Session 5 1.15 – 2.30pm | <i>Developing Professional Practice through Triads</i> Presenter: Alana Hawthorne-Smith, Thomastown Meadows Primary School, VIC |
| | <i>QAR: The language of Understanding</i> Presenters: Angela Brennan and Kirsty Edwards, Edge Hill State School, QLD |
| | <i>Implementing the Australian Curriculum using an Instructional Framework</i> Presenter: Mike O'Connor, Mabel Park State High School, QLD |
| | <i>A Dramatic Improvement</i> Presenters: Tracey Cronin, Belinda Berrington and Jim Green, Mount Ommaney Special School, QLD |
| | Closing Address <i>Our National Curriculum: Overview, updates and teacher support</i> Presenter: ACARA |
| 2.30 – 3.15pm | |



Session 1: 11.00am – 12.15pm Sunday 17 March

Concurrent 1: Room 6

Doing it Our Way: Using the Australian Curriculum as a platform to transform literacy pedagogy in the Middle School

Presenter: Sherrie Davis, Palm Beach Currumbin State High School, QLD

Focus: Middle Years (Years 6 to 9)

Specific Domain: English

General capabilities: Literacy

Adopting a generic resource like the Curriculum to Classroom (C2C) units and assessment tasks has undoubtedly made Australian Curriculum implementation easier in Queensland. However, it is the adaptation of this resource to individual school contexts that has been the real challenge for our teachers in 2012.

How do we capitalise on the opportunities this curriculum transition offers to build teacher expertise and improve students' outcomes?

This presentation takes a look at the Australian Curriculum implementation journey at Palm Beach Currumbin State High School. The school has more than 2000 students and 120 teachers and as such has had to confront the issue of fluently managing such a huge transition for a large number of staff and students.

Sherrie will share how the school used the process of adapting C2C resources to transform explicit literacy teaching in the middle school and how this process helped teachers refine their alignment of assessment with explicit literacy teaching and how it shaped the professional development program in which they engaged.

For Palm Beach Currumbin State High School, a smooth and effective transition to the Australian Curriculum was always going to be about seeing the opportunities it offered for building the capacity of teachers to deliver explicit pedagogy aimed at improving achievement for their own students.

Concurrent 2: Room 7

Teaching the Australian Curriculum using Captioned Multimodal Texts and Audio Visual Resources

Presenter: Anne McGrath, Media Access Australia, NSW

Focus: Whole School

Content level: Years 4 to 8

Specific Domain: English

General capabilities: Literacy, ICTs


Effective teaching of the Australian Curriculum requires both students and teachers to use a range of technologies, the internet and supporting online resources to address diverse learning needs. Of particular interest is the use of multimodal texts promoted in the Australian Curriculum, for example, in digital/online form.

Recent research, which will be referenced in the presentation, supports the benefits of the use of captioned audiovisual content to improve students listening, reading comprehension, incidental vocabulary acquisition and information recall.

The focus of the presentation will be the use of captioned multimodal/audiovisual resources to teach skills and concepts for students with diverse learning needs.

Specific reference will be made to Australian Curriculum Content Descriptions and how the use of captions, as a teaching and learning tool, can assist teachers with implementation strategies. Participants will work with segments of lesson plans to further their understanding of the innovative use of captioned multimodal/audiovisual resources, to teach skills and concepts.

Participants are encouraged to BYOD (bring your own device) to the session.



Session 1: 11.00am – 12.15pm Sunday 17 March

Concurrent 3: Room 8

Building Teacher Capacity to Embrace and Implement Change

Presenter: Donna Evans, The Glennie School, QLD

Focus: Middle

Content level: Years 6 to 9

General capabilities: Implementation, Change management

Teachers are working in a rapidly changing professional environment and, whilst critical to the successful implementation of curriculum reform, are often overlooked in the change agenda. Too often, large scale and mandated reform happens outside the teacher's sphere of practice. For real and sustained reform to occur, teacher voices are critical.

Donna's doctoral research explores what a group of primary and middle years teachers in a Queensland, co-educational, independent school, are saying about their planning, design and implementation experiences as they engage with Phase 1 of the Australian Curriculum.

Research indicates that teachers with higher levels of self efficacy (from Bandura's Social Cognitive Theory) are able to engage, mediate and enact change more effectively resulting in increased definable learning outcomes for the students they teach.

Donna will explain the research which explores these teachers' perceptions of their own self efficacy in the early phase of design and implementation of Science, Maths and English in the Australian Curriculum. The challenges presented by the research relate to ways that policy makers, education authorities and educational institutions can use teachers' experiences to build teacher capacity and embed sustained and meaningful change across broader educational landscapes, particularly through practices of collaboration and professional learning communities.

Concurrent 4: Auditorium

The Deadly Medley: Pooling our talents to embrace Indigenous teachings

Presenter: Evan Willis, Pullenvale State School, QLD

Focus: Primary

Content level: Years 4 to 7

Specific

Domain: History

General Capabilities: Critical and creative thinking

Cross Curriculum Priorities: Aboriginal and Torres Strait Islander histories and cultures

Pullenvale State School has established a community agreement between the school and the University of Queensland, along with other external organisations, to support Indigenous pre-service teachers and to create quality resources and learning opportunities for our children.

The Deadly Medley has identified three strategies to enhance Indigenous perspectives within the teaching and learning framework at Pullenvale:

1. the PEARL program, promoting 'pearls of wisdom' that generate meaningful engagement with Indigenous perspectives in Years 4 and 5
2. mentoring of Indigenous pre-service teachers at the school, promoting cultural diversity in an otherwise homogenous school and assisting the role models to succeed in areas that are traditionally challenging
3. through the assistance of the NAB Schools First program, creating a suite of oral histories that will be available for all schools to access and promote Indigenous perspectives.

Evan's presentation will outline the processes and negotiations that took place to support these initiatives and engage community support. The teaching and learning details of the PEARL program will be outlined as will the success stories behind the support for the future creation of the oral histories resources.



Session 2: 1.15pm – 2.30pm Sunday 17 March

Concurrent 1: Room 6

The World is My Classroom

Presenter: Anne Mirtschin, Hawkesdale P12 College, VIC

Focus: Whole School

General Capabilities: ICT

Specific domain: Intercultural understanding, Asia and Australia's engagement with Asia

Anne's session will discuss and demonstrate global classrooms where students and teachers connect, collaborate and create beyond physical classroom walls.

In a time where technology is flattening our world, it is important that global education takes on increasing importance in the classroom. Learning is becoming increasingly virtual, global and 24/7. The innovative use of technology allows us to learn with the world both synchronously and asynchronously, taking learning beyond the textbook and giving students the opportunity to connect in authentic ways with the cultures and people they are learning about.

There are great opportunities for creating real connections to learn with and collaborate through enriching and engaging projects. Anne will demonstrate some popular web2.0 tools that allow connection, communication and collaboration, including video and web conferencing, virtual classrooms, wikis, twitter, blogs, Moodle and others. Some amazing and exciting classroom stories will be shared including examples of blended and flipped classrooms and vertical learning, with connections to Asian schools being emphasised. Discover where to source global projects, find local, Asian and global partners, the challenges to be aware of and key factors for success.

Concurrent 2: Room 7

Challenge to Opportunity: A small school's journey through the Australian Curriculum

Presenter: Naomi Meerwald, Darlington State School, QLD

Focus: Prep to Year 7

Specific domain: Mathematics, English, Science and History

Darlington State School is a small rural school catering for 16 students in all year levels from Prep to Year 7.

As a single classroom the implementation of the Australian Curriculum presented various and unique challenges, each of which have been turned into opportunity.

This presentation outlines Darlington State School's implementation of the Australian Curriculum in Maths, English, Science and History in a small school with a teaching principal. Naomi will address challenges and solutions in student groupings, curriculum organisation, and documentation and templates the school has developed, while building the capacity of staff, students and community. Naomi will share how they:

- implemented a systematic curriculum and differentiated learning across eight year levels in a multi-age setting and still provided effective teaching
- ensured improved student outcomes and promoted a culture of learning through the Australian curriculum; and
- targeted resources for maximum output within the school setting.

This presentation shares Darlington's journey, which began in 2010, and the positive outcomes it has had on students, staff and the wider community.



Session 3: 2.30pm – 3.45pm Sunday 17 March

Concurrent 1: Room 6

**ICT Capability: It's (not) about the device -
*When reality and expectation collide in the
Australian Curriculum***

Presenter: Phil Callil, President, VITTA

Focus: Whole School

General Capabilities: ICT

ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

This presentation will give an overview of the ICT General Capabilities in the Australian Curriculum and what that might mean for ICT innovation, vision and practice in promoting learning with Australian students.

Phil will address a number of questions.

What vision should educators be aspiring to with ICT in 2013?

How much has the iPad phenomenon really changed learning in Australian schools?

What are the key strengths of the ICT General Capabilities? Are there implementation challenges and what are some of the possible solutions?

Concurrent 2: Room 7

Critical and Creative Thinking across the Domains

Presenter: Alma Tooke, Methodist Ladies College, VIC

Focus: Whole School

General Capabilities: Critical and creative thinking

It is very important for students to develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, investigate possibilities, consider alternatives and solve problems.

Alma will explain why critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

Critical and creative thinking are not interchangeable but strongly linked, bringing complementary dimensions to thinking and learning.



Session 3: 2.30pm – 3.45pm Sunday 17 March

Concurrent 3: Room 8

Numeracy: Contexts outside the Mathematics classroom

Presenter: Cath Pearn, ACER

Focus: Whole School

General capabilities: Numeracy

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. The Numeracy learning continuum identifies the related mathematical knowledge and skills, and contextualises these through learning area examples.

As Cath will explain, when teachers identify numeracy demands across the curriculum, students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom. These opportunities assist students to recognise the interconnected nature of mathematical knowledge, learning areas and the wider world, and encourage them to use their mathematical skills broadly.

Concurrent 4: Auditorium

Asia and Australia's Engagement with Asia Cross Curriculum Capability

OR

Asia and Australia's Engagement with Asia: Supporting development of Asia-relevant capabilities through the Australian Curriculum

Presenters: Dr Eeqbal Hassim and Pamela Stewart, Asia Education Foundation

Focus: Whole School

General capabilities: Asia and Australia's engagement with Asia

Eeqbal and Pamela will explain why the priority on Asia and Australia's engagement with Asia will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.



Session 4: 11.00am – 12.15pm Monday 18 March

Concurrent 1: Room 6

Implementing the Australian Mathematics National Curriculum: A journey of innovation and reflection in shifting to a new paradigm

Presenter: Stacey King and Erin Bolger, Mabel Park State High School, QLD

Focus: Years 8 to 12

Specific domain: Mathematics

General capabilities: Implementation, Change Management, Numeracy, Literacy and ICT

Stacey and her team have implemented significant changes in learning culture stemming from a focused commitment to undertake a strong cyclical improvement process to bring about outcomes such as:

- Year 12 Maths pass rates of 92% in 2012 up from 70% in 2009
- uptake of senior sciences for QCE at 50% in 2013 up from 24% in 2012
- school maths achievement - an increase of 12% VHAs in 2012
- Year 8 Maths A results – an increase in 2012 of 6% from 2010
- NAPLAN gains of 37% achieving above Band 6 in 2012, up from 20% in 2008
- Australian Maths Competition success of 68% of participants receiving an award in 2012, up from 22% in 2009

Stacey and Erin will detail teaching innovations to deliver the National Curriculum with excellence, including:

- action research
- implementing pedagogical frameworks with a peer coaching model
- embedding dynamic literacy, numeracy and QCE attainment initiatives
- utilising classroom environments to create interactive/digital learning spaces, and
- differentiating planning to support a culture of success for every student.

Concurrent 2: Room 7

Implementing the Australian National Curriculum in Remote Indigenous Schools

Presenter: Sarah Greenhatch, Woorabinda State School QLD

Focus: Years 3 to 5

Specific domain: English

General capabilities: Intercultural understanding

Cross curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures

This presentation will address issues that affect students in the remote Indigenous community of Woorabinda, highlighting Sarah's three and a half years of experience at Woorabinda State School. Sarah will 'set the scene' with a short introduction about Woorabinda and highlight issues that influence students within that community, such as health, social and emotional problems, attendance and behaviour.

The presentation will then focus on how, given all the issues impacting students at Woorabinda, Sarah has been able to create and implement successful learning experiences using innovative techniques such as photography and imbedding Indigenous cultural elements into the Australian Curriculum.

Sarah will encourage attendees to participate in an activity where groups are given a Woorabinda classroom scenario that has been experienced by teachers at Woorabinda and a C2C learning document. Groups will then look at the learning experience and use their own innovation to create a learning experience that will be fulfilling and rewarding to the students in that scenario. Scenarios will vary from a student who has been out of school for five weeks to a class which includes students at various reading levels: eight at national level for Year 4, six reading at a Year 3 level, two reading at a Year 1 level and five reading at a Prep level.



Session 4: 11.00am – 12.15pm Monday 18 March

Concurrent 3: Room 8

Using National Teaching Standards to Drive Curriculum Development

Presenters: Daniel Buttacavoli and Sean Collins, Emmanuel College, VIC

Focus: Years 6 to 9

Specific domain: English

The AITSL National Professional Standards for Teachers provide clear guidelines surrounding high quality teaching.

How can the implementation of the Australian Curriculum provide an opportunity for embedding these standards into everyday practice?

Daniel and Sean's presentation will review the experience of the Emmanuel College English Faculty in developing a deep understanding of the AITSL Standards and the ways these have been incorporated into its new English syllabus.

Participants will gain a greater understanding of the role the AITSL Standards can play in developing curriculum documentation designed to enhance teacher practice.

Sample middle years English units incorporating elements from the Standards will be discussed and participants will receive tools to audit their own curriculum documentation in light of the Standards.

Concurrent 4: Auditorium

Implementing the Australian Curriculum using Effective and Innovative Early Years Pedagogy

Presenter: Anne Pearson, Mango Hill State School, QLD

Focus: Lower Primary, Foundation

General capabilities: Planning, Critical and creative thinking

Anne will explain how she has been experimenting with the implementation of the Australian Curriculum in Prep in a Queensland Primary School.

Anne has been focusing on making connections between using best practice in pedagogy and the new content from the Australian Curriculum.

She is aiming to maintain Queensland's early years philosophy and continue to use an innovative early years pedagogy to meet new standards expected by the Australian Curriculum.

Having dedicated the last two years to identifying ways to reflect on her learning journey, this presentation is an opportunity to share well-researched, hands-on, innovative practice in a Queensland primary school.

Through an interactive presentation Anne will share how she is balancing explicit teaching of the content of the Australian Curriculum as well as providing opportunities to enhance the children's interests and desire to learn through a child-centred inquiry based approach. It will be a reflective presentation examining the implementation in 2011-12 and the changes Anne plans to make through 2013 and the future.



Session 5: 1.15pm – 2.30pm Monday 18 March

Concurrent 1: Room 6

Developing Professional Practice through Triads

Presenter: Alana Hawthorne-Smith, Thomastown Meadows Primary School, VIC

Focus: Whole School

General capabilities: Building teacher capacity

How do you embed excellent quality teacher practice in your school?

Thomastown Meadows Primary School has implemented the Northern Metropolitan Region's initiatives which include the e5 teaching model and Curiosity and Powerful Learning strategies. Alana will explain how the school has focussed on what is excellent teacher practice and how this improves teaching, learning and teacher's use of data, as well as teachers' conversations around the '10 Theories of Action' at a whole school level and for the individual teachers.

In Alana's presentation you will explore what is a 'triad' and how this structure and process has evolved over the last five years at Thomastown Meadows Primary School.

The school has established protocols with their teachers in order to build trust. This process allows teachers to observe each other in the classroom and later have valuable conversations around professional practice, giving each other non-judgemental feedback.

Teachers are given time to reflect and locate themselves on the e5 continuum and set goals in relation to the 10 Theories of Action. Teachers are also given time to practise the goals they have set and are supported by their Teaching and Learning Coach who models, observes and gives feedback.

Alana will explain how, over time, excellent teacher practice has become embedded in the school. This process and the structures that have been put into place have been a powerful learning experience for all teachers. Footage will be presented of teachers working in classrooms and the valuable conversations that occur as part of their reflection sessions.

Concurrent 2: Room 7

QAR: The Language of Understanding

Presenters: Angela Brennan and Kirsty Edwards, Edge Hill State School, QLD

Focus: Years 3 to 5

General Capabilities: Literacy

At Edge Hill State School the implementation of QAR (Question-Answer Relationships) has evolved from simply being a strategy to improve reading comprehension instruction into a multi-faceted initiative encompassing a number of school, regional and state priorities and driving Edge Hill's whole school improvement agenda.

Ultimately, the Edge Hill QAR story is an example of the power of a metalanguage shared by the whole school community.

Angela and Kirsty will present the key components that have contributed to the development and enhancement of highly effective teaching practices in literacy across their school's P-7 context.

All participants will have the opportunity to sample these key components through a variety of practical activities. They will:

- learn about the What, When, Why and How of QAR and its essential place in the Australian Curriculum
- observe 'snippets' of QAR lessons that have been taught using the Edge Hill State School Explicit Teaching Model
- review examples of coaching and feedback sessions based on a collaborative approach to improving practice
- explore how QAR enhances higher order thinking; and
- examine a variety of professional learning tools and resources that support implementation.



Session 5: 1.15pm – 2.30pm Monday 18 March

Concurrent 3: Room 8

Implementing the Australian Curriculum using an Instructional Framework

Presenter: Mike O'Connor, Principal, Mabel Park State High School, QLD

Focus: Years 8 to 12

General capabilities: Implementation, Change management

Developing frameworks and professional learning solutions to the challenges of delivering the Australian Curriculum is a strength of the Mabel Park SHS team.

Mike will explain how the school has delivered the new Australian Curriculum in an innovative yet structured fashion.

An existing instructional framework (the 5E model) was used to springboard delivery of new units.

A strong culture of ongoing learning and relearning, working in collaborative teams and sharing excellent practice, has supported a robust school model that has delivered impressive relative gains in Year 8 and 9 testing sets and exit outcomes for senior students.

Significant school climate and culture shifts have been achieved.

The use of data with the purpose of ensuring that student instructional needs must be met guides the development of a professional learning culture and a level of achievement monitoring framework at the school. Principal, Deputy Principal and Head of Department behaviours and strategies that support teachers to focus on their core task (delivery of the Australian Curriculum with excellence) will be detailed and described.

Concurrent 4: Auditorium

A Dramatic Improvement

Presenters: Tracy Cronin, Jim Green and Belinda Berrington, Mount Ommaney Special School and The Song Room, QLD

Focus: Special Education, Whole School

Specific domain: English, Literacy and the Arts

Mount Ommaney Special School's Song Room drama program engages students with severe and multiple impairments in education through storytelling and dramatic play.

The program is used as a teaching and learning tool, assisting students to engage with the Australian Curriculum in a functional and enjoyable manner.

The award-winning partnership provides a research-based pedagogy for students, many of whom are pre-intentional and early communicative learners.

The Song Room provides an innovative approach to curriculum access and student engagement. Tracy, Jim and Belinda explain how Mount Ommaney are continually developing appropriate Song Room resources that are aligned with C2C units in English.

Students from Prep to Year 12 participate in regular drama sessions that provide innovative opportunities to create and connect with the world around them. The drama sessions are used as a tool to incorporate the goals of each student's Individual Education Plan, particularly around language and human movement skills.

The Song Room and the school collaborated closely to design a program that would meet the specific physical, intellectual and communication requirements of students. Through a series of teaching artist drama workshops and a teacher mentoring program, the school has achieved positive and measurable results in terms of increasing student engagement, communication, social interaction, creativity and self-expression.




Concurrent Session Biographies: Session 1

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| <p>Sherrie Davis is the Dean of Teaching and Learning at Palm Beach Currumbin State High School, QLD.</p> <p>Sherrie began teaching in 1988 in the far North Queensland Gulf country town of Normanton. Her two years in this remote location gave her a solid foundation and passion for teaching in the Middle Years. Throughout her career she has worked in the roles of: Year Coordinator, Head of Middle School, Head of English, Regional Literacy Manager, Regional Literacy Advisor and now Dean of Teaching and Learning. She is driven by the beliefs that students must be 'insiders' to their own learning and that ongoing professional development of teachers to deliver 'cutting-edge' pedagogy is critical to improving student outcomes.</p> | <p>Anne McGrath is Education Manager at Media Access Australia (MAA) and also works as a Teacher of the Deaf with the Catholic Education Office, NSW.</p> <p>Anne combines her experience with students who are deaf and those who have hearing impairment, to inform her role at MAA. MAA's comprehensive Education Strategy includes the exploration and development of best practice models for accessibility to captioned educational multimedia. Anne has personal experience of hearing impairment, growing up with a deaf mother and being hearing impaired herself. Anne uses hearing instruments and assistive listening devices as part of her daily life.</p> | <p>Donna Evans is Deputy Head of School at The Glennie School, QLD.</p> <p>Donna has worked as a secondary teacher for a number of years, working in both the public and private education sector, regional and metropolitan schools, religious and non-denominational, in single sex and co-educational environments undertaking a variety of roles as a Social Science /Economics/English teacher, a Head of Department (Social Science) and Director of Curriculum and Learning. Her professional interests relate to the way teachers work in constantly changing internal and external environments.</p> | <p>Evan Willis is Principal of Pullenvale State School, QLD.</p> <p>Evan has previously held Teaching Principal, Head of Department, Deputy Principal and Acting Principal roles across the Darling Downs. Evan and his staff are proud recipients of the Catholic Diocese of Toowoomba, Social Justice Award in recognition of the work they undertook in the school to ease tensions between Indigenous, non-Indigenous and a variety of African, Asian and Middle Eastern student groups. Evan collaborated with the Dare to Lead organisation (Lyndall Hill) and the University of Queensland (Associate Professor Liz Mackinlay) to mentor Indigenous pre-service teachers to create the Deadly Medley Program. NAB seed funding assists the embedding of the aims and objectives of this program.</p> |






Concurrent Session Biographies: Session 2

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| <p>Anne McMirtschin is an innovative, award winning teacher, (including ACCE's Australian Educator of the Year 2012), ar Hawkesdale P12 College, VIC, who uses online tools to create powerful learning opportunities for students.</p> <p>Anne is passionate about rural and global education, immersing technology into the classroom, eLearning, and collaborating and learning online. She currently teaches Information Technology and Accounting. Anne is a web conference coach for Digital Learning, Victorian Education Department and Early Childhood Development, co-organising and moderating two weekly webinars, <i>Tech Talk Tuesdays</i> and <i>eT@lking</i>. She has presented locally, nationally and internationally both in person and virtually.</p> | <p>Naomi Meerwald is the Acting Principal at Darlington State School, QLD.</p> <p>Naomi started teaching in 1993 in Bamaga, Cape York, teaching in an Indigenous community for two years. In 1995, she returned to Brisbane to teach Physical Education across the Inala District before returning to the middle phase classroom at Richlands East State School in 1996. After eight and a half years she joined the Logan Albert Beaudesert Behaviour Advisory Team supporting students at risk of suspension and exclusion. This led to acting roles as Head of Curriculum and Head of Special Education across the Metropolitan and South East Regions.</p> | <p>Yvonne Patterson is Lead Teacher and Literacy and Data coach at Gray Primary School, NT.</p> <p>Yvonne is a teacher, with more than 30 years experience. She is passionate about children and their learning, and knows that through education a difference can be made to individual lives. During the past two years she has been actively involved in the Northern Territory pilot of the new Australian Curriculum and has developed materials in Mathematics, Science and English to support student learning. In her role as Lead Teacher and Literacy and Data coach, she models teaching practice and collects, collates and analyses data to inform classroom practice.</p> | <p>Linda Shardlow is Head of Mathematics at Methodist Ladies' College, VIC.</p> <p>Linda's qualifications include a Bachelor of Science, a Graduate Diploma in Education and a Master of Education. Linda has been a teacher of mathematics for 30 years at the secondary level and has taught at both state and independent schools, coeducational and single-sex. She also has a strong interest in professional learning for teachers and has been involved in presenting professional learning sessions for teachers of all disciplines.</p> |




Concurrent Session Biographies: Session 3

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| <p>Philip Callil is the President of the Victorian IT Teachers Association, the largest ICT in education group in Australia.</p> <p>He has been an Apple Distinguished Educator since 2006. In 2011, he worked in the eLearning Team at the Catholic Education Office, Melbourne, and was Faculty Head of ICT at Xavier College since 2001. He was heavily involved in the integration of ICT across the curriculum at Xavier College through innovation and eLearning for more than 20. In recent years, Phil was the Director of Learning and Teaching at Mater Christi College and in 2013 took up the role of Director of Information Technology and eLearning at Yarra Valley Grammar.</p> | <p>Alma Tooke is Head of Visual Arts at Methodist Ladies' College, VIC. She has been teaching in the Visual Arts for 25 years.</p> <p>Alma believes that fostering and developing critical, creative and reflective thinking in students will lead not only to inspiration for great art, but will develop students who will be able to take the greatest advantage of whatever opportunities the unpredictable and rapidly changing world of the 21st century throws their way. Prior to coming to Melbourne she was Chief Moderator for Art SAS in South Australia and was involved in syllabus reform for SSABSA. She has presented at many conferences both interstate and overseas.</p> | <p>Catherine Pearn is a lecturer in Mathematics Education at the University of Melbourne and a teaching fellow at ACER.</p> <p>Cath teaches early childhood, primary and special education students at postgraduate level. She assisted with the writing of the Australian Numeracy Benchmarks and Victorian curriculum documents. She was the numeracy expert for the School Entry Assessment project in Victoria. Most recently she was a member of the Mathematics Expert Panel for the Victorian Department of Education and Early Childhood and gave feedback on the draft Australian Curriculum documents.</p> | <p>Pamela Stewart is the Manager of the Australian Curriculum Strategy for the Asia Education Foundation.</p> <p>Pamela has a Masters in Education in the Studies of Asia and began her career as a secondary teacher of History, Geography and English in Western Australia. Pamela has managed a number of projects for the Western Australian Department of Education including, until 2007, the Western Australian Access Asia Program. In more recent years, she has worked with Education Services Australia as a curriculum consultant and written a range of Asia-focused curriculum texts and online resources for schools.</p> |

Concurrent Session Biographies: Session 4

| <p>IMAGE OF STACY KING REQUIRED</p>  |  |   |  |
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| <p>Stacey King, at left, is Head of Department for Mathematics and Science at Mabel Park State High School, QLD.</p> <p>Stacey has an interest in how improvement strategies and teaching innovations affect the performance of students in the transition from primary through to senior schooling, including the needs of diverse learners, especially those with learning difficulties and the gifted and talented. Stacey is a previous recipient of the Peter Doherty Outstanding Primary and Middle Phase of Learning Teacher of Science Award and is currently involved in action research into working memory and pedagogical practices.</p> <p>Erin Bolger, at right, is a teacher at Mabel Park State High School, QLD.</p> <p>Erin has experience in exercise science, mental health and Biological Science and Numeracy. Erin is working on how educators can optimise learning by creating a dynamic classroom culture.</p> | <p>Sarah Greenhatch is a teacher at Woorabinda State School, QLD.</p> <p>Sarah has been teaching for three and half years at Woorabinda and has previously taught in Brisbane. She has taught within Special Education and as a classroom teacher.</p> | <p>Daniel Buttacavoli, at left, is Curriculum Coordinator at Emmanuel College, VIC, and AITSL Australian Secondary Teacher of the Year 2012.</p> <p>Daniel has taught in Australia and overseas for 10 years. In that time he has led several professional learning teams focused on improving teacher practice which has informed the implementation of the Australian Curriculum at his school.</p> <p>Sean Collins, at right, is Head of English at Emmanuel College, VIC.</p> <p>Sean leads Professional Learning Groups in analysing and assessing data, feedback and visible learning, assessment as feedback for teachers, and levels of feedback. He has worked as a teacher for more than 10 years.</p> | <p>Anne Pearson is an experienced senior teacher working in Prep at the new Mango Hill State School, QLD.</p> <p>After beginning teaching 27 years ago in Logan City, Anne taught in early primary, preschool and now Prep. From 2008 to 2011, Anne was a Demonstration Teacher at Kelvin Grove State College for QUT and EQ, and has worked with CQU and QUT as a guest lecturer and currently as a Mentor with the KGTECE and as a Supervising teacher. She has also presented for ECTA to support and provide information to teachers on best practice in Prep during Prep's inception and now with the implementation of the Australian Curriculum.</p> |

Concurrent Session Biographies: Session 5

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| <p>Alana Hawthorne-Smith, Thomastown Meadows Primary School, VIC</p> <p>BIO REQUIRED</p> | <p>Angela Brennan, at left, is Deputy Principal at Edge State High School, QLD.</p> <p>Angela began her career 20 years ago as a primary school teacher. Her passion for curriculum has resulted in a variety of leadership roles, including Head of Curriculum, leading whole school curriculum initiatives. Angela was the recipient of the 2012 (Australian College of Educators) Noreen Wilcox Awards for Excellence in Education, non-classroom based educator category</p> <p>Kirsty Edwards, at right, is the Head of Curriculum at Edge State High School, QLD.</p> <p>Kirsty began her career as a secondary Maths and Science teacher and has worked as a Regional Curriculum Adviser and Regional Manager.</p> | <p>Tracy Cronin, at left, is the Head of Curriculum at Mount Ommaney Special School, QLD.</p> <p>Tracy has worked in Special Education for more than 15 years, primarily with students with complex needs.</p> <p>Belinda Berrington is a Teaching Artist at the Song Room, VIC.</p> <p>Belinda has an extensive background in creating opportunities for young people to experience art. Belinda established Green Mango Theatre.</p> <p>Jim Green, at right, is the Education Program Officer at Mount Ommaney Special School, QLD.</p> <p>Jim has been involved in Special Education since 2004. He initiated the school's partnership with The Song Room in 2009.</p> | <p>Mike O'Connor is Principal at Mabel Park State High School, QLD.</p> <p>Mike was appointed in 2009 and is committed to ensuring that every student at his school exits with recognised qualifications and a successful pathway. Mike's teaching career has taken him to Gladstone, Calen, Hannaford (Teaching Principal), Helensvale (Deputy Principal) and Eagleby South (Principal). Mike has presented his leadership models to professional audiences in Toronto, Canada and all over Queensland.</p> |



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