islPAL CONFERENCE

SATURDAY 4ᵀᴴ AUGUST:-   PROGRAM & ABSTRACTS

Time	*Keynote/Presentation & Abstract*
9:00 – 9:45 **Opening Address**	**Art Costa** **Habits of Mind for the 21st Century** What mental capabilities will be needed to live productively throughout the 21st Century and into the 22nd Century? Are these capacities different from those needed to live and learn productively today? In this session the attributes of successful, creative people from many walks of life will be identified with implications for learning to be successful today.
9:50 – 10:35 **Keynote**	**Andrew Churches** **Technology and thinking skills in the classroom** Technology is changing the face of teaching and learning. Our classrooms are expanding beyond the boundaries of the physical four walls and as our classrooms seem to grow the boundaries and borders in our world disappear. Actions and features that were once the domain of a desktop computer are now an "app" on a cell phone. Information is growing at an exponential rate and has never been as easy to access. How our students learn has changed and how we teach has changed. This presentation investigates these trends and looks at how we can harness these to improve the learning outcomes of our students.
10:35 – 11:05	**MORNING TEA**
11:10 – 12:25 **EITHER**	**Breakout Session 1** **One Workshop (W) – OR - Two Presentations (P)** Choose one **(1) workshop** from W1.1, W1.2 or W1.3 – 1hour 15 mins
W1.1	**Andrew Churches - Growing Digital Citizens**
W1.2	**Art Costa - Assessing the Quality of Your Classroom Questions.** Teachers ask a lot of questions. This workshop will help us become aware of the questions we are asking and to compose questions deliberately intended to engage and transform the thinking of others. As a result, you will be able to monitor your own and eliminate "unproductive" questions and more skilfully compose questions that include positive presuppositions and that invite complex cognition.
W1.3	**Donna Bennett - Applying the Australian Science Curriculum to the classroom – walk away with confidence.** Primary to early middle school - The demands may seem to be overwhelming. *How do we get our heads around so much so quickly?* - students are required to understand not only the disciplines of science but that science is all about people, that science knowledge has developed over time, that science affects the lives of people and influences the decisions and actions of society. Students are also required to understand the nature of science: how it works, its ability to predict and how scientists go about solving the questions. *How do we get abreast of the historical milestones since the middle ages!* - from the displacement of the earth from the centre of the universe, the age of the planet and the discovery of germs/disease; to advances in nanotechnology, genetic engineering, super computers and the Square Kilometre Array project. This workshop will deliver:

- A user friendly breakdown of the Australian Science Curriculum for each year level.
- The nuts and bolts of Strands 1, 2 and 3 will be unraveled for immediate application in the classroom.
- An understanding of the 'jargon' (the nature of science, human endeavour, use and influence) and the questions (how does science affect society, how does it influence and inform decisions?).
- The integration of Strand 2 (Human Endeavour) into both Strand 1 (Science Understanding) and Strand 3 (Science Inquiry Skills) will be mapped in a logical and straight forward fashion.
- Hands-on materials and activities will be provided to demonstrate how the strands can be integrated through classroom activities.
  During this workshop written materials will be supplied, a preview of the new Excel Workbooks will be provided and resources and published texts will be available for perusal.

OR   **Two (2) Presentations 35 mins each**
Choose <u>one from</u> P1.1, P1.2 or P1.3 **- AND -** <u>another from</u> P1.4, P1.5, or P1.5

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11:10 – 11:45

P1.1   **Roslyn Heywood - A Narrative Inquiry into the Experience of One early Childhood Educator when the Inclusion of a Child with Down Syndrome was Practised.**
Long-term studies of individuals with intellectual impairment indicate that with adequate opportunity, most people with intellectual disablilities can acquire even complex skills, and continue learning throughout their lives. (Greenbaum & Auerbach, 1998, as cited in Talay-Ongan, 2004 p217). Many teachers have mixed feelings about, or feel unprepared for inclusion.This project report used narrative inquiry to record the experience of one early childhood teacher who felt this way. Interviews, digital and written documentation, written and diagrammatic observation, transcripts of forma and informal conversations provided material for construction of the narrative, which highlights the teacher's shift from a focus on self preservation to one of responsive collaboration (Sumison, 1999). The results emphasise the integral role of the teacher's personal qualities as a commitment, professional practice and care.Implications for making early learning provision more hospitable and generative for children's learning are considered.

P1.2   **Lindy Abawi - Contextually specific meaning systems matter.**
Recent doctoral research into the lasting effects of the IDEAS school improvement process produced conclusive findings to show that when a school has generated its own meaning system and 'no blame' culture then continued improvement over the long term is possible. The research was conducted within schools in the Sydney Catholic Education system and Education Queensland schools. Emergent from these findings is an understanding that a contextually created meaning system is a powerful force having a mutually beneficial and symbiotic relationship to school culture. A school with an individual meaning system is a school with a strong cultural identity capable of not only withstanding but thriving in the face of the winds of change.

What also become evident was that to be generative such a culture and meaning system requires leadership consciousness of its presence in order that it might be nurtured to ensure ongoing and sustainable growth. School leadership teams must consciously take note of the language-in-use within the school's classrooms, staffroom/s, offices and community meeting spaces, to note whether these spaces are just physical spaces or places where rational, cognitive and pedagogical connections occur.

P1.3   **Tony Richardson - Title: How to enhance your school's overall performance through an emphasis on the management of the Queensland Certificate of Education; QCE.**
With the advent of data driven learning environments educators may have attempted to produce outcomes based on data that could be representative of key areas of targeted interests. In possibly undertaking this approach it is feasible to suggest that many educators may not realise the interconnectedness of this data. This paper will explore the application of targeted data, the interconnectedness of data and then outline the significance of the management of the Queensland Certificate of Education; QCE, by schools, in possibly enhancing their overall performance. All the data presented has been obtained from the Courier Mail's *The high School Report, Tuesday May 31,2011. pp37-4*

| **11:50 – 12:25** | **Another from** P1.4, P1.5, or P1.5 |

P1.4　　**Dr Philemon Chigeza and Dr Hilary Whitehouse - Affirming learning capacity of Indigenous students in classrooms: One focus for pre-service teacher mathematics and science research.**

For some Indigenous students, school mathematics and science can be a 'fish out of water' experience. There is widespread agreement that Indigenous students' cultural knowledge is desirably incorporated into curriculum and pedagogical practice and Indigenous learners use the cognitive tolls of their cultural community to engage with school mathematics and science. We argue that beyond understanding and valuing Indigenous students' cultural knowledge, pre-service teachers investigate how this cultural knowledge can be used more productively in mathematics and science classrooms. The presentation positions Indigenous students as agentic in negotiating their mathematical and scientific learning dispositions. We explore the capacity building practices that draw on Indigenous students' cultural resources: cultural disposition, community knowledge and cultural capital. We use the term 'culture' to refer to an individual's habit of mind; the development of a whole society; or the whole way of life of a group of people (Rojek, 2007). A key purpose of the presentation is to emphasise the socially negotiated and embedded nature of meaning-making in mathematics and science education and how this can be made more apparent in pre-service teacher education.

P1.5　　**Nicholas Green - Social Connections and self-interest in motivating senior boys.**

The work in this presentation originated from two areas - a lack of interest from students in showing their true effort, even when (or perhaps because) it was quite respectable, and a discussion with senior students following a "Study Skills" presentation by a visiting consultant. The students complained that the work presented was not relevant, out of date and did not account for some specific local matters amongst other points. As might be expected, it was suggested that the students may be able to arrange a more worthwhile seminar of their own if they were prepared to front their peers with their own ideas. Since 2005 Year 12 students have continued to add their voice in trying to improve their results and those of their peers. This has required that they take a visible role in front of their friends and now includes students working with each other and recent school leavers returning as tutors. The educational and social benefits are many.

This paper will outline the processes and results to date, considered within mentoring and social change as broader concepts.

P1.6　　**Joan Conway and Lindy Abawi - Creating enduring strength through commitment to schoolwide pedagogy.**

The term *schoolwide pedagogy* was once rarely heard and yet has now become a part of most discussions around school improvement. But what does it really mean? Some would say that in their school an authorative school wide approach that develops a shared understanding of effective teaching strategies and a language for learning such as Habits of Mind, Bloom's Taxonomies or the Productive Pedagogies are schoolwide pedagogical frameworks. To some extent they are - but what is often lacking within the implementation of such frameworks is a sense of creation and ownership by the teachers who are asked to use these to improve teaching and learning practice. Teacher adoption can therefore end up being sporadic at best with some teachers paying only lip service to such quality frameworks. Sometimes this occurs over time, especially after the initial drive and enthusiasm has come and gone and the original facilitators have moved on. The energy, passion and vision of the remaining few fade away.

True commitment to a schoolwide pedagogical framework (SWP) is more than an adoption of just one particular approach. In schools that have undertaken the IDEAS process personal pedagogical principles and authoritative pedagogical principles are contextualised by the school community as as whole. Within this session stories from a number of schools, told by the teachers and leaders themselves, are used to demonstrate the enduring strength of commitment possible when a school creates its own SWP.

| **12:25 – 1:15** | **LUNCH** |

Time	Keynote/Presentation - Abstract

1:15 – 2:00
<u>Keynote</u>

Kathryn Glasswell –
Navigating Thinking: Innovations in Teaching and Learning for Higher Order Thinking in Reading Comprehension.

The ability to strategically, critically and creatively solve problems is key to success in our changing world. In this session, I will describe the progress and outcomes of a school-university research and development partnership aimed at raising student reading achievement in low socio-economic schools.

With an emphasis on active and engaging high quality teaching, Our Navigating Thinking (NT) schools use a cutting-edge approach to fostering higher order thinking in reading comprehension instruction. This approach develops Y5-Y7 students' abilities, strategic, critical and creative literacy learners, and enhances teacher knowledge and skill. The NT resources and innovation tools constitute a new way of simultaneously developing teacher and student knowledge for high-level engagement with texts of all kinds.

Impressive gains in reading scores on TORCH (ACER) and NAPLAN indicate some significant merit in the NT approach. Schools also report enhanced engagement in addition to increased teacher capacity and confidence for higher order thinking in reading instruction.

2:05 – 3:20
EITHER

<u>Breakout Session 2</u>   **One Workshop (W) - OR - Two Presentations**
<u>Choose one **(1) workshop**</u> from W2.1, W2.2 or W2.3 – 1hour 15 mins

W2.1

Art Costa - Listening with Understanding and Empathy.
Sometimes we say that we are listening when actually we are rehearsing in our head what we will say when our partner is finished. This workshop will provide an opportunity to learn about and practice three skills of the skilful listener.

W2.2

Mr Eric Frangenheim - The "Why", "What" and "How" in addressing the Australian Curriculum.
In this workshop, Eric will focus on the area of "How" to enhance the learning experience of students in addressing the "Why" (cognitive challenge - look behind you for the verb), the "What" (the actual questions and activities developed for students) and the "How" (using cognitivity appropriate thinking tools to enhance the learning experience). We will explore the relationship between the Australian Curriculum and the Blooms Thinking Skills Framework in order to focus on the "How". It is the "How" which allows teachers to differentiate the curriculum by offering clear graphic organisers and related thinking tools to improve student outcomes.

Participants will be challenged to reflect on their own classroom practice, to seek affirmations as well as to look out for the alternatives.

W2.3

Shauna Petersen and Joan Conway - The power of articulating personal pedagogy
When asked to articulate their personal pedagogy teachers often find this problematic. So much of 'who' and 'what' we are as teachers is a part of our tacit knowledge bank. It is built on prior experiences, our philosophies of life and even elements of our personality types which lie hidden beneath the surface of our daily lives as teachers. As a first step in the IDEAS process, a number of schools have discovered for themselves the power of teachers articulating and sharing their strongly held beliefs about quality pedagogical practices. As Parker Palmer says "knowing myself is as crucial to good teaching as knowing my students and my subject" (2007,p3).

This workshop will engage participants in an exploration of personal pedagogy providing insights and discussion points that can be applied within any teaching and learning context. Articulating personal pedagogical principles allows teachers to answer key questions such as: What do I prioritise in the classroom? What do I privilege? Why or why not? Can I justify the decisions that I make to both myself and others?

2:05 – 2:40

P2.1   <u>Mrs Heather Kenyon</u> **- snapshot of pedagogy - My Legal Studies Mentor**
I came across information on the QSA website on how many students study each Senior subject and the numbers and percentages achieving each possible grade. This led me to work out the results that my Senior students have achieved over the past 6 years. I was thrilled to realise 31% of my students had achieved a VHA compared to 13% for the state. I was further encouraged to believe that perhaps I could help more students than my own when my current students told me "We are passionate about Legal Studies. We are not passionate about our other subjects!"

I started to consider a website. I researched the type of tutoring that was advertised that was advertised on the internet and found a huge gap in the market. Since then I started planning and putting together MyLegalStudiesMentor. The prelaunch will have started in July. I will take a few months to research what students would really like and then fully launch the website in Term 4 ready for the start of Term 1, 2013. The aim for this sight is to inspire the students in their study of Legal Studies and thus help them achieve their goals.

P2.2   **Dr Bruce Addison - Academic Care, Classroom Pedagogy and the Teacher: Re-thinking Accepted Norms**
The development of an ethos of academic care is about creating the structures, both formal and informal, that cater for the developmental learning needs of students. Such an approach celebrates individual difference in the belief that academic care will not only underpin improved academic performance but will also build confidence in the ability to learn. Essential to this ethos of academic care, is a recognition that 'failure' is important for academic resilience and growth and that educators must be prepared to allow and accept the concept of student failure. The proviso of course is that student structures are created that provide academic growth for students in this area. The paper draws together a number of disparate themes based on my observations over many years. They are based on my various roles as a curriculum leader, syllabus writer and teacher, as well as my discussions with parents and students concerning digital learning technologies. The essential premise is that academic care must be by a careful consideration of the role of neuroscience to the contemporary classroom learning environment. This is essential given the proliferation of ICT technologies - technologies that can undermine student learning as well as inform it. Neuroscience may well indicate that there should be a newfound emphasis on the teaching of content given the proliferation of constructivist based inquiry learning models. It is a contention of this paper that there needs to be a renewed emphasis on the role of teacher as 'learning hero' in school structures underpinned by an ethos of academic care.

2:45 – 3:20   **Another from**   P2.3, P2.4 or P2.5

P2.3   **Neil Tucker - Changing/improving learning environments;** *What would/could it be like if...?* The paper begins with two very short stories and a set of related Key Questions. What would it look like if we developed a school(ing) environment for children 3-15 years where the pedagogy and learning were to be determined on the basis of the best (historic and current) theory and practice? What could it be like if we focused all teaching and learning on the individual child? What key choices would we make?

A review follows of a selection of current structures and assumptions underlying schooling in Australia as most commonly practiced: classrooms, time-tables, curriculum, testing and accountability, technology, moves to devolution of powers to local schools to improve learning outcomes.
The paper proposes that the individual learner could/should be the central focus of all pedagogy and learning. Individual differences of capacities, modes and cultures, access to technologies, outdated and counter (un)productive practices of schools require it. The potential power and wisdom of the individual child and the infinite opportunities for flexible learning provisions beg the schooling system and process to redesign itself for (the first quarter of) the 21st century.

P2.4   **Chris Campbell - Integrating ICT into a pre-service teacher mathematics course: Supporting teachers and changing pedagogies.**
Increasing the amount of information and communication technology (ICT) that is integrated into pre-service education courses is a big task and one that had strong focus within the *Teaching Teachers for the Future* project. This project focused on enabling pre-service teachers to achieve and demonstrate competence in the effective and innovative use of ICT to improve school student's learning. In order to achieve this at The University of Queensland an individual course was targeted with both lecturers and pre-service education students having the benefit of an ICT expert attend all classes and assisted with the integration of ICT throughout the course. Thus, this study focused on a third year pre-service teacher education mathematics course with approximately 60 students enrolled. Students were enrolled in a program to become primary teachers with mathematics one of the required areas they learn to teach. This paper describes how a systematic approach to the integration of ICT was conducive to both lecturer and student skill development and how students are now able to take these skills into their classroom teaching.

P2.5   **Mrs Yvonne Salton and Mrs Jennifer McIntyre - Using Historical Inquiry as a personal Pedagogy.**
Australia has a new Curriculum and in 2013 the Australian Curriculum: History is scheduled for implementation. Implementation of the new Curriculum for History, may mean additional pressure for teachers implementing historical inquiry as a framework for learning from the prop year to Year 10 (or P-10) classrooms. Historical inquiry requires teachers to be well versed in inquiry pedagogical frameworks which may or may not form part of their previous personal pedagogy. As part of this introduction to inquiry, practical examples of the use of Socratic Pedagogy and Lipman's Community of Inquiry will be utilised. This session seeks to provide a snapshot of historical inquiry as it can be incorporated into the personal pedagogy of pre-service teachers and a reflection on the transformative effect this pedagogy can have upon the learning of primary and secondary students of history. The presenters are lecturers from the Faculty of Education at the University of Southern Queensland and have conducted a research project with pre-service teachers that encapsulates their developing personal and professional understanding of the role of the teacher.

3:20 – 3:50   **AFTERNOON TEA**

3:50 – 4:35   **Lorraine Wilson - Working from the Power Within: Empowering Children To**
Keynote   **Believe In Their Capacities To Learn, and To Make Sense of Their Words.**
Lorraine will share some of the philosophical beliefs which inform her teaching. Of utmost significance, are beliefs related to the unique nature of each child, that learning is making sense of the world, that children make their own meanings drawing upon their previous life experiences, that different expressive media have the potential for meaning making, that knowledgeable teachers are the best positioned to plan curriculum for the students they teach, that externally imposed curriculum and testing are not in the best interests of children.

4:40 – 5:00   **WISDOM CIRCLE**
Sharing, listening, pondering, wondering and connecting

5:00   **CLOSE SATURDAY CONFERENCE PROGRAM**

You are invited to join the keynote speakers at the Jephson Hotel Toowong for dinner
(At your own cost – bookings essential – see website)

islPAL CONFERENCE

SUNDAY 5TH AUGUST:- PROGRAM & ABSTRACTS

Time	*Keynote/Presentation & Abstract*

8:45 – 9:30
<u>Opening</u>
<u>Address</u>

Brendan Spillane

The Difference between Fun and Joy

A Keynote Reflection on the Folly of Looking for Positional Solutions to Dispositional Problems
The complexity of our working lives needs little further explanation.It is hard to escape the conclusion that we are standing astride organisational tectonic plates that have started to move and are grating each other. Many of us have a sense that an old way is passing and something new is trying to be born in our organisational reality. How do we make sense of ourselves and our working lives in such tumultuous times? What sort of dispositions will the new organisational world order ask of us? What will leadership look like? The call to a practical wisdom that allows us to thrive in times of uncertainty is clearly discernible. Drawing on the pioneering work of Bill Isaacs, on Dan Pink's work on motivation and on a range of other sources, this keynote will try to provide a compass that still points to true north!
The address will focus on the 'new dispositions' that need to underlie effective (and sane!) performance and looks at dialogue, vulnerability, empathy and a couple of others in a practical and hopefully interesting way. The workshop which will follow the presentation will explore a couple of key aspects in more depth.

9:35 – 10:20
<u>Keynote</u>

Barbra McKenzie - The Getting of Wisdom: Unlocking Tacit Knowledge

A favourite quote about the role and value of wisdom indicates that it is 'knowledge rightly applied' (unknown source) and now, more than at any time in the past we need to acknowledge and facilitate access to our combined educational wisdom. An increase in pressure regarding the role of education and its role and value in a global sense has raised the stakes (Chinnammai, 2005) as countries increasingly compete in international spheres that require the provision of a highly literate and articulate workforce. In our more finite national educational environment we are experiencing one of the most ambitious and far reaching changes to education in decades (ACARA, 2010). A large proportion of our teaching workforce is fast approaching retirement (ABS, 2006) - they are the current holders of years of knowledge and experience. A generation of new teachers will eventually take their place - how can we ensure that we provide less experienced teachers with access to that wisdom?

10:20 – 10:45   **MORNING TEA**

10:50 – 12:05
EITHER

Breakout Session 3   **One Workshop (W) – OR - Two Presentations (P)**
<u>Choose one **(1) workshop**</u> from W3.1, W3.2, W3.3 or W3.4– 1hour 15 mins

W3.1

Brendan Spillane - Anatomy of Dialogue - a practical exploration
If good professional dialogue was easy, it would be happening everywhere. Too often, however, important things are left unsaid or the conversation driven underground. Why does this happen? This workshop will explore the patterns and archetypal behaviour that we typically experience when we meet as groups of people. It will identify the pre-condition and four core capacities that must be present for meaning to flow in groups. Participants will better understand their own roles in 'allowing' or 'disallowing' dialogue. As a result of this workshop, people should be able to better process, plan for and participate in professional dialogue. The workshop will also have direct implication for people wanting to understand the process of allowing and participating in generative dialogue from a non-professional standpoint.

W3.2   **John Bush - Active and Informed *Global* Citizens**
Goal 2 of the Melbourne Declaration states: "All young Australians become successful learners, confident and creative individuals, and active and informed citizens." This workshop will showcase activities High Resolves has designed to help students think and act as purposeful global citizens. It will also provide a collborative space to draw conclusions about how to translate such broad goals into reality in schools and classrooms. Come prepared to channel your inner Year 9!

W3.3   **Mr Gerard Alford - Making learning visible through co-operative thinking tools.**
In this interactive session, participants will learn the principles of co-operative learning and experience three co-operative tools. These tools are almost guaranteed to engage all learners, offer them clear focus, simple process and a sense of personal victory during their involvement. Each of these tools satisfy Johnson and Johnson's principles for co-operative learning and will lead to a far more learner-cantered experience for all grades of students. The tools are 1:4:P:C:R, the Silent Card Shuffle, Judge Jury and possible one or two tools for shorter period.

Participants will receive a workshop booklet with notes on each of these tools. Opportunities for reflection and the design of activities for each teacher's personal practice are built into this workshop. Participants will be asked to nominate two or three teaching topics with the view to designing activities for these topics, using the tools presented in this workshop.

W3.4   **Mrs Heather Kenyon - Change our EQ and Change the Learning Environment for our Students**
As teachers we care about the emotional environment in our classrooms. Do we notice ourselves overreacting to something as a student, parent or colleague has said or done. We all have stories of how we or others have totally overreacted to some innocuous comment made. There are 4 skills we can learn which will increase our emotional intelligence:

- articulate how we feel
- adjust how we feel
- recognise the feeling of others
- influence the feelings of others by inspiring, leading and deepening the relationships we have. As teachers we need to consider the way we teach and learn new techniques to improve the emotional environment in our classrooms.

OR   **Two (2) Presentations 35 mins each**
        Choose one from P3.1, P3.2 or P3.3 - AND - another from P3.4, P3.5 or P3.6

P3.1   **Dr Harold R Lumapow and Mrs L K Marthina Marentek - Implementation of Inclusive Education in Indonesia: Secondary school teachers' perception towards their changing roles.**
This study seeks to investigate secondary school teachers' perceptions in teaching students with special needs in their regular classroom. The study was conducted in one school of the North Sulawesi of Indonesia. Six teachers were chosen to be involved in interviews. Data for the study were gathered and analysed from the interview transcripts.

The findings from the study revealed that most teachers supported the notion of Inclusive Education Policy in Indonesia and would like to implement it. However, they indicated that there needed to be a change in attitudes of teachers, peers, boards of management, and parents/caregivers to provide assistance for children with special needs. Teachers' limited knowledge of teaching children with special needs was also highlighted. In this study teachers admitted they needed more training in the field of educating children with special education in order to accommodate and teach children with special needs.

P3.2   **Deborah Geoghegan and Lindy Abawi - Metaphors: Powerful imagery bringing learning and teaching to life.**
Utilising metaphor to clarify pedagogical understanding and to anchor teacher beliefs and knowledge to meaningful individualised or contextualised mental pictures has benefit in both pre-service teacher education and school contexts. This paper introduces two perspectives around the power of metaphor to enhance teaching practice. The first perspective shares the stories of metaphors of pre-service educators in their final year of a tertiary teacher education program. These university students utilised metaphor to articulate their aspirational goals as teachers-to-be. The metaphors were valued by students as a means of anchoring their understandings and allow them to deeply reflect on their current practice. The second perspective explores the use of a metaphorical vision in schools which have undertaken the IDEAS process and how the linking

of a metaphor to understandings of schoolwide practices create rational, cognitive and pedagogical connections capable of contributing to sustainable school improvement.

The power of metaphor is closely linked to Fullan's concept of 'thinking skinny' which refers to the process of taking the breadth and depth of professional understandings and synthesising these down to their essence. This essence, in the form of metaphor, can be shared, refined, reflected upon and used as a light to guide practice.

P3.3   **Burhanuddin - Principal as team leader with a vision for improving school effectiveness in the changing environment.**
The rapid change and continuing advances faced by organisations demand the higher capacity of its leaders. Schools as the part of the organisations require effective leadership from their school leaders to empower school members especially the school staff to deal with the changing environment (Harris, 2004). The need of effective leadership at school level has also attracted international intention (Robinson, Lloyd & Rowe, 2008) particularly in providing education policy agendas. It continues to become an important component underpinning school effectiveness. Principals as school leaders are expected to develop and sustain strategies for building capacity in terms of change (Copeland, 2003; Datnow & Castellano, 2001; Marks & Printy, 2003). The principals require high skills in implementing an effective leadership that is able to empower the whole school staff in order to sustain the school organisation within the changing environment. School organisations thus need principals who are able to employ effective leadership with a "vision" (Kruger, Witziers & Sleegers, 2007; Stoner, Blanchard & Zigarmi, 2007) to empower their team members to success through providing instructional and administrative services for students, parent and community.

This paper highlights (1) current issues that relate to the emerging needs of effective leadership in the changing global context of education; (2) qualities of school principals as leaders who have a vision; and (3) strategies to build an effective team for the school organisation.

11:30 – 12:05   **Another from**   **P3.4, 3.5 or P3.6**

P3.4   **Ms Carolyn Cole - Talking Scientifically: Language Skills for Thinking, Talking and Learning about Science.**
In order to *think* scientifically students must be able to *talk* scientifically. Scientific talk requires competence in many different oral language skills such as literate vocabulary, decontextualised language, specific oral genres and abstract verbal problem solving. Competence in these foundation language areas is not culturally universal. Sociolinguistic practices un culturally and liguistically diverse and socioeconomically maginalised communities are often not consistent with the demands of school language and thus, the language demands of science pedagogy. This paper discusses requisite oral language skills for successful scientific thinking, learning and literacy, and the embedded explicit teaching of these language skills as one necessary but often overlooked part of the science curriculum.

P3.5   **Dr Marian Lewis - Toowoomba FlexiSchool: Exploring the dynamics of an alternative education model.**
This paper explores aspects of a larger study developed in consultation with Toowoomba FlexiSchool and carried out with an emphasis on mutualistic inquiry. Specifically, it seeks to examine the teaching/learning (pedagogical) narrative of success that has been created at Toowoomba FlexiSchool from multiple perspectives, considering how and why the educational model works for teachers, students and parents. The creation and growth of the school, with its strong foundation in the community, is also acknowledged. It is argued that this particular alternative model has been influenced by the strong links into community – links that have evolved and changed over time. At Toowoomba FlexiSchool, students are placed at the forefront of practice. This paper reports on the priorities identified (what *really* is important) for this educational model, and considers the implications of this model for teachers' work (relationships and practice). It also considers how students and parents perceive this model of schooling works for them.

The study is significant in two ways. First, in how the Toowoomba FlexiSchool is building on its success into the future and second, in how the practice of other schools may be informed by the success of the FlexiSchool model.

P3.6   **Shirley O'Neill, Shauna Petersen and Deborah Geoghegan - Metalanguage: The 'teacher talk' of explicit teaching practice.**
In recent times, much has been written about what constitutes effective literacy teaching and learning, the power of effective 'teacher talk' and the effect on student learning outcomes. Much has also been written about the power of schoolwide approaches to pedagogy, particularly within the context of a process of school improvement. This paper ties together these two threads through the powerful stories of two primary schools that had undertaken a long term school improvement process called IDEAS.

We examine the evidence of the explicit teaching of literacy and in particular, the 'teacher talk' that occurs, and the way it reflects teachers' shared pedagogical practice and students' engagement thus providing a living, breathing context for the enactment of the schoolwide literacy pedagogy at the classroom level.

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12:10 – 12:55   **John Bush**
Keynote   **Leadership for Students**

The mission of High Resolves is to motivate high school students to develop the mindsets and skills to act as purposeful global citizens and lead their communities, and the world, to a brighter future. I will share our experience in helping students to develop as purposeful global citizens and leaders, which points to several conclusions. First, the middle years of schooling are the crucial period for leadership development. Second, it's all about the sequence: we can be as systematic about teaching leadership as about teaching maths. Third, students develop as leaders and citizens in a mutually reinforcing process. Fourth, students from all cohorts and backgrounds can develop into effective leaders. Finally, leadership curriculum is like software: we can balance high quality with continuous improvement if we think of developing and releasing sequential versions of curriculum.

12:55 – 1:40   **LUNCH**

1:40 - 2:55   **Breakout Session 4**   **One Workshop (W) – OR - Two Presentations (P)**
EITHER   Choose one **(1) workshop** from W4.1, W4.2, W4.3 or W4.4– 1hour 15 mins

W4.1   **Denis Goodrum - Inquiry-based Teaching**
The Australian Science curriculum encourages an inquiry-based teaching approach. The workshop, using a professional learning resource developed by the *Science by Doing* program, will clarify what inquiry-based teaching means and provides some practical suggestions of how to effectively implement this approach.

W4.2   **Matt Atkinson - What boots do you wear?**
Habits of Mind are the key to improved performances. Successful athletes are persistent ; they ask questions and they listen to coaches and teammates; they reflect on their performances and they are willing to take responsible risks. They are flexible thinkers and continuous learners. **From a successful *student*-athlete perspective then, does success in the sporting arena automatically mean success in the classroom?**

This project analysed the ability of secondary school students to recognise difficult situations in academic settings as opportunities to achieve success by adapting Habits of Mind which they have used successfully in sporting endeavours.

Students from four secondary schools completed an anonymous online survey in which they were invited to discuss their own personal sporting experiences and to share their beliefs about connection between positive Habits of Mind in sporting contexts and those in academia.

Comparisons between and within the four schools highlighted the fact that age, gender, location and socio-economic circumstances are not by themselves determinants of mindfulness.

W4.3   **Dr Catherine Hart and Scott Anderson - Pedagogy centre stage: Change by degrees.**
In 2014, Brighton Grammar School (BGS) will open a new Middle School. This Middle School offers Year 7 and 8 boys flexible learning spaces and a range of mobile technologies to facilitate their learning. This Middle School also signals a commitment to middle school renewal and an increased focus on positioning learning centre stage. At the heart of effective learning are effective pedagogies. In this paper, we present the initial findings of an on-going research project

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to define flexible learning within the contexts of BGS, develop structures to support the development of flexible learning and identify and develop those pedagogies which will effectively engage our students (all boys) in 21st Century learning. The challenges and opportunities this presents teachers will subsequently be discussed.

W4.4   **Joan Conway - Metathinking: The power of schoolwide meaning-making processes.**
Bombarded by demanding, competing and under-developed initiatives and faced with an increasingly complex mix of student needs: does that resonant with you? Then this workshop invites you to engage in conversation and activities that will explore the processes of schoolwide meaning-making where you are not alone. In the words of Albert Einstein, "The significant problems we face today cannot be solved at the same level of thinking we were at when we created them." Could it be that we are finally catching up with what this means? How do we cope? Is it something to do with focusing on contextually-based conceptual and creative thinking?

Although the cliche of 'thinking about thinking' might be too easily dismissed as what teachers intuitively do when they plan for inquiry-based and problem-solving activities, this is not the reality for a group of teachers who have clearly articulated their thinking processes. Materials drawn from a recent research project revealed convincing evidence of how teachers interdependently build capacity for creating schoolwide meaning-making processes.

OR   **Two (2) Presentations 35 mins each**
Choose <u>one from</u> P4.1, P4.2 - <u>AND</u> - another from P4.3 or P4.4

1:40 – 2:15

P4.1   **Neil Tucker - Quality teaching/visible learning. *Why do we do it this way?***
The paper will commence with 5 brief oral snapshots of schools, children and pedagogy. This is what we as Australian educators presently do...

There will be brief discussion and exemplification of 5 'other' models: Montessori, Steiner, IB, International schools, Walker learning, brief reference to other individual schools.

5 key principles for planning and managing schools will be offered: individual child, best theory and practice learning, local community, relative autonomy and flexibility of schooling process design and leadership, clarity of vision, values and purpose. Some key questions for choices to be made will be presented: individual differences, self-directed and self-reflective learning, individual time and collaboration, integration and cross-curricular learning (projects), mixed age, parent and community relationship, purpose and values.

P4.2   **James Cook - Later life learning at university: A journey of self.**
In a qualitative study using data from interviews with 23 senior Adult learners (SAL's - people over 60 years of age and older) studying in academic for-award courses at an Australian university, it emerged that their learning experiences were personally transformative. Motivated by personal and not vocational reasons and congruent with Maslow's understanding of self-actualisation, personal growth and spiritual growth were identified by participants as being significant outcomes. This paper will give an overview of SAL's participation in university education followed by a close examination of their personal and spiritual transformations.

2:20 – 2:55   **Another from**   **P4.3 or 4.4**

P4.3   **Mrs Tamara Sullivan and Mr Drew Semple - Using Microsoft OneNote™ to facilitate asynchronous collaboration in the development of curriculum material in the move to the Australian Curriculum.**
As with schools across Australia, the Junior School at Brisbane Boys' College is in the process of rewriting units of work to meet the requirements of the National Curriculum. As a part of this process, a project has been developed to use Microsoft OneNote™ as an asynchronous collaboration tool to draw together teachers' professional knowledge in this unit writing process.

In previous years, teachers and administrators created units using traditional paper-based methods involving notes being distributed during staff meetings. In due course, this gave way to digital documents being shared via the email system. Both were time consuming processes requiring continuous face to face meetings with generally one teacher responsible for collating and then distributing material.

In 2011, a successful pilot project was run involving the use of Microsoft OneNote™ and DyKnow to create a collaborative phonics work program, lesson plans and student workbook based on the Soundwaves program. This project involved six Year 7 classes and their English teachers. The experiences gained have enabled the expansion of collaborative development practices to a group of 20 Junior School teachers across all year levels from Prep to Year 6. In 2012, all Junior School staff will be trained in the use of Microsoft OneNote™ as a collaborative development tool to streamline the introduction of the Australian Curriculum.

P4.4   **Lindy Abawi and Michelle Turner – The SOCA program: responding to pre-service teacher apprehensions and aspirations.**
Early in 2011 the Student Overarching Capabilities and Actions (SOCA) initiative was introduced into the University of Southern Queensland's Faculty of Education. Dr Lindy Abawi and Colleague Michelle Turner had ascertained from students in the previous year that many had concerns about their level of preparedness for the first Professional Experience to be undertaken. Some were only new graduates and lacked experience with young children while others were mature age students who felt distanced from current understandings of the needs and interests of today's students. The desire to become a teacher seemed to only just outweigh the fear of being in the classroom. Consequently a program of supplementary professional development activities has been introduced which runs parallel with the regular courses.

This presentation will provide insights into these hands on workshops which cover a wide range of topics: music and brain gym for the classroom; engaging students in higher order thinking skills; differentiating for disability and difference; intensive grammar and literacy development for all subject areas; visual literacy and engaging student attention. Workshops are recorded and made available online so all students can access these. The feedback has been positive and the program has become an integral part of a suite of additional learning opportunities offered within the faculty and all aimed at preparing pre-service educators to become teachers who really make a difference to their students in their contexts.

3:00 – 3:45   **Denis Goodrum**
Keynote   **Leading for Change**

The role of leadership in scaffolding change and supporting growth within an educational team will be examined using an innovative digital source. The presentation will cover in a practical manner a repertoire of leadership understandings, skills and competencies that help all members of a professional learning community work together to improve pedagogy and student learning.

3:50 – 4:10   **Presentation of prizes and acknowledgements**

CONFERENCE CLOSE

Have a safe journey home