Professional Learning

Semester 1, 2017 Seminars
Generative Thinking Through Art
Semester 1, 2017

Cover illustration: Blue Whale was created by Tarquin Charlwood when he was a Year 5 student at Sophia Mundi Steiner School.

Independent Schools Victoria has celebrated student achievement through art since 2005 as part of the annual Arts Program. In addition to sharing the rich tapestry of work created by students in the online gallery – https://www.is.vic.edu.au/gallery/index.php – and showcasing the works in our Annual Student Art Exhibition, we also have the privilege of selecting a work to grace the cover of our bi-annual seminar booklet.

Our seminar programs include the provision of professional learning for school leaders, teaching and other staff, and includes programs on how the arts provides a diverse and personalised learning experience for students across a range of disciplines.

To explore our chosen image for this publication, we have adopted the See-Think-Wonder thinking routine developed by Project Zero*. It provides keys for unlocking the power of visual material to generate flexible thinking and tap into various fields of knowledge and ideas to help build an innovative approach.

This example, based on the artwork featured on the front cover, provides an insight into what thoughts and discussion can be generated by looking at art. Depending on the age group, experience and the way this is facilitated, the responses can vary considerably, but almost always initiate rich discussions, focussed observation that raises new questions and deeper understanding.

What do you See?
- The subject of this artwork is a large, blue whale that is centralised in the middle of the composition.
- The body of the whale is drawn in a black outline and the shape is divided further into sections composed of smaller geometric shapes.
- Each shape is filled with a pattern made up of coloured dots and lines.
- The upper part of the whale’s head, where the eye is located, is a plain blue.
- The whale is surrounded by blue, which suggests its marine habitat.

What do you Think?
- The image of the whale takes up most of the space in this composition, reflecting the scale and size of this animal.
- However, the use of the patterns to fill in the form seem to make it look flat and without form.
- The patterns could be both decorative and refer to indigenous art so they may be important in suggesting the link whales have as a source of food and fuel for some first peoples around the world who rely on the ocean for survival.
- The patterns across the whale’s body also seem to become like a map or a puzzle with different pieces that are all part of one whole.

What do you Wonder?
- The whale is the only image in this artwork surrounded by a plain blue background and its decorative form almost turns it into a symbol.
- The ancient world often created such symbols to be used for hunting rituals to ensure success.
- Given the threat to the species throughout the world, the image takes on added significance, which may remind us of how we must care for the diversity of nature.

*Project Zero is an educational research group at the Harvard University Graduate School of Education composed of multiple, independently-sponsored research projects. Since 1967, Project Zero has examined the development of learning processes in children, adults, and organisations. Today, Project Zero’s work includes investigations into the nature of intelligence, understanding, thinking, creativity, ethics, and other essential aspects of human learning. Visit the Project Zero website – http://www.pz.harvard.edu/ – to learn more about thinking routines.
Schools are complex institutions, often highly structured, with hierarchies, set processes and established procedures. But at their core, they are dynamic human places, where individuals with diverse and different roles, needs and personalities teach, learn, work and play.

To succeed, schools need to be properly resourced with staff, curriculum and facilities that match the needs of their students. They won’t reach their potential, however, if students don’t feel good about themselves. The same applies for teachers and other school staff.

Independent Schools Victoria’s Development Centre continues to offer a wide variety of courses, seminars and other professional learning resources that support teachers to develop pedagogical strategies and learn new practices across a broad range of disciplines.

In addition, we have witnessed a significant increase in demand for programs that support the development and wellbeing of all who work and learn in the school community.

In recent times, we have developed a range of options focussed on student wellbeing and the human dynamics at play in schools. Based on feedback, we are now offering additional programs that aim to enhance the wellbeing of everyone in a school.

These help ensure that schools can achieve the vision of the National Safe Schools Framework, agreed to by all education ministers – that ‘all Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing’.

Schools that promote wellbeing enhance students’ confidence, resilience and, ultimately, their academic performance.

We’re holding a workshop on respectful relationships that explores policies and practices related to discipline and the promotion of cooperative, productive and respectful classrooms. These relationships are not just between students and their teachers. They involve the interaction between teachers, and between teachers and parents.

Other seminars focus on developing resilience, not only in students but in teachers, who have an opportunity to model resilience to their students. To do this, teachers need to feel engaged and optimistic, able to contribute positively to their school community.

The training we’re providing draws on the latest mental health research to highlight the importance of emotional intelligence, mindfulness and positive psychology.

In any school there will be students with individual needs, and this is an area where we continue to provide programs that explore new strategies and approaches.

We are meeting increasing demand for programs on leadership, management and school administration. We’re adding new program areas that explore how school leadership groups perform and interact with the school community, how they develop leadership capacity, manage time, conduct effective meetings, and deal with difficult personalities.

As well, we continue to develop popular programs introduced in 2016 to support personal assistants and administrators to increase their capacity and professionalism in the important role that they play in running a school.

Our Development Centre programs are diverse, developed in response to current and emerging challenges confronting modern schools. We encourage you to visit our website or contact us about further opportunities as the year unfolds.

Michelle Green
Chief Executive
The Independent Schools Victoria Development Centre Seminar booklet contains information about seminars, workshops and training.

**Professional Learning Options**

Independent Schools Victoria meets the needs of our diverse membership with innovative and flexible delivery of professional learning.

**The Development Centre**

Professional learning programs at The Development Centre – our training facility – are designed to meet the need of school leaders, teachers, learning support assistants and other staff of Member Schools. It is also an opportunity to share best practice and to hear and learn how colleagues utilise different techniques and strategies.

The away-from-school training is a valuable investment in personal development.

**In-School Programs**

Many programs can be delivered in-school, providing opportunities to meet whole-school improvement targets, introduce new concepts and foster a sharing and collaborative environment. Professional learning can be designed to meet schools’ unique requirements – delivered when, how and where needed. To discuss how in-school professional learning can work for your school, contact Sue Woodhams, Program Manager, The Development Centre, at sue.woodhams@is.vic.edu.au or on +61 3 9825 7256.

**Seminar Registrations**

Participants are encouraged to register for seminars via the Independent Schools Victoria website at: www.is.vic.edu.au/seminars. There is also a blank registration form at the back of this publication that can be photocopied and returned to Independent Schools Victoria by:

**E:** seminars@is.vic.edu.au

**F:** +61 3 9826 6066

**P:** PO Box 119, North Melbourne, VIC, 3051

Registrations should be submitted at least two weeks before the seminar date. Please do not send payment with the registration form as Member Schools will be invoiced on a monthly basis for seminars as per registrations received. Non-Member School seminar participants must pay for the seminar on the day by credit card, cash or cheque.

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**Information contained within relates to:**

- Curriculum – Pedagogy (including Australian Curriculum, Arts education and ICT)
- Literacy (and EAL)
- Mathematics
- Languages
- Early Years
- Student Services (including Student Wellbeing and Students with Individual Needs and Learning Difficulties)
- Vocational Services
- Leadership
- School Management
- School Administration
- Compliance.

The details of each session are described, including the target audience and topics covered, as well as the venue, date, time and cost.

**Please note** that unless otherwise stated, seminars will be held at the premises of Independent Schools Victoria at 40 Rosslyn Street, West Melbourne.

Updates to seminars will be published on the Independent Schools Victoria website www.is.vic.edu.au/seminars and schools will also be notified via Independent Schools Victoria memoranda.
A written confirmation will be emailed to participants within seven days of receiving registration. Participants will be notified if there are any changes or if the seminar is fully booked.

**Seminars Pricing Policy**

Independent Schools Victoria aims to make professional learning as affordable as possible for teachers and schools.

There is a standard price for each seminar.

Some seminars will also include a Member School price that is available only to staff of schools that are members of Independent Schools Victoria.

All prices quoted include morning tea and lunch for most full day seminars, and light refreshments for shorter programs.

All prices are quoted excluding GST.

**Early Bird Discount**

An early bird registration discount of 10 per cent is available on most seminars when a booking is made at least three weeks before the event.

**Cancellations and Changes**

Participants should ensure that they provide Independent Schools Victoria with two business days’ notice in writing of any cancellations or changes to their registration. Cancellations within two business days of the seminar and not in writing will incur the full seminar fee.

For seminar content enquiries or for registration enquiries, please contact the The Development Centre at seminars@is.vic.edu.au or on +61 3 9825 7240.

**Teacher Registration and the Australian Professional Standards for Teachers**

The Victorian Institute of Teaching (VIT) is a statutory authority for the regulation of the teaching profession in Victoria. VIT registers all teachers working in Victorian government, Independent and Catholic schools.

All practicing Victorian school teachers must be registered by VIT. Teachers who hold full registration have met standards of professional practice. To maintain their registration, teachers are required to renew their registration on an annual renewal cycle from 2014. To do this, they need to declare that they have:

- continued their suitability to be a teacher.
- maintained an appropriate level of professional practice with regard to the Australian Professional Standards for Teachers

Renewal of registration recognises and acknowledges the continuing professional learning of teachers in Victoria. In renewing their registration, Victorian teachers are also demonstrating to the community that they maintain high standards of professional practice and conduct and continue to be suitable to be a teacher.

To renew registration, teachers are required to meet an annual professional practice requirement of:

- twenty days teaching, equivalent practice or educational leadership in the previous twelve months
- twenty hours of standards referenced professional learning activities that update knowledge about pedagogy, content and/or practice.

Each Standard is described in detail at the Focus Area level with up to six Focus Areas attached to each. For seminars offered through The Development Centre at Independent Schools Victoria, the key learning will be described at the Standard level, not the Focus Area.

While each seminar nominates key Standards, the interrelated nature of teaching and the varied entry points for participants means that other Standards may be referred to during professional learning sessions. Teachers are ultimately responsible for their professional learning and should select seminars that will assist them in their growth and development, reading carefully the descriptions provided and seeking clarification should questions arise.

Details of the Australian Professional Standards for Teachers attached to each seminar are provided with the seminar information and included in any certificate of completion provided by Independent Schools Victoria.

**The Standards of Professional Practice**

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| Professional Knowledge | 1. Know students and how they learn  
2. Know the content and how to teach it  
3. Plan for and implement effective teaching and learning |
| Professional Practice | 4. Create and maintain supportive, safe learning environments  
5. Assess, provide feedback and report on student learning |
| Professional Engagement | 6. Engage in professional learning  
7. Engage professionally with colleagues and the community |
Independent Schools Victoria is located at 40 Rosslyn Street, West Melbourne, on the corner of Howard Street - Close to the CBD and public transport.

**Tram**

A number of trams run through the area.

**No. 55 West Coburg** - Domain Interchange route: Alight at stop 10 on the corner of Victoria and Peel Streets

**No. 57 West Maribyrnong** - City (Elizabeth Street) route: Alight at stop 9 on the corner of Victoria and Howard Streets

**No. 86 Bundoora RMIT** - Waterfront City Docklands route: Board on the corner of Spencer and La Trobe Streets (near Southern Cross Station), and alight at stop 3 on the corner of La Trobe and William Streets, which is then a short walk to Rosslyn Street.

Any tram route along Swanston Street will stop on the corner of Swanston and Victoria Streets, which is then a short walk to Rosslyn Street.

**Train**

Our West Melbourne offices are accessible from four train stations.

**Flagstaff** - A short walk past the Flagstaff Gardens

**Melbourne Central** - A moderate walk along La Trobe and William Streets

**North Melbourne** - A short walk along Spencer Street

**Southern Cross** - Also a moderate walk along Spencer, La Trobe and Williams Streets.

**Car**

Two to four hour metered street parking and commercial parking is available. Parking meters in the West Melbourne area accept $2.00, $1.00 and 20 cent pieces only.

Adding to the amenity of our location is the proximity of the Queen Victoria Market and North Melbourne’s Errol Street, where there are conveniences including banks, chemists and cafes.
Hire our 21st Century Conference, Training and Meeting Rooms

Integrated state-of-the-art information technology in our light and airy modern building will ensure the success of your event. Large, medium and small spaces meet every need.

The Jolimont Room
- Capacity to seat up to 90 people in a lecture style format
- Two data projectors and screens
- Inbuilt PC and speaker system
- Ideal for conferences, training and large meetings.

The Howard Annexe/Rosslyn Suite
- Capacity to seat over 40 people in a lecture style format
- Flexibility to divide the room in half
- Ergonomic table and chairs
- Ideal for technology based training.

The River Room
- This space has the capacity to accommodate 24 people
- Overlooking a courtyard
- Data projector
- Ideal for team training, meetings or a breakout room.

The Garden Room
- Capacity to accommodate up to 16 people.
- It is equipped with a 46 inch LCD screen and teleconferencing facilities
- Windows overlooking a courtyard, which provides natural light.

The Chairman’s Room
- Capacity to seat up to 12 people
- Two 46 inch LCD screens
- Ideal for board meetings, team meetings and small training sessions.

Please call The Development Centre for pricing information, to discuss the facilities and to reserve your date.

Independent Schools Victoria 40 Rosslyn Street, West Melbourne VIC 3003 | E: seminars@is.vic.edu.au | T: 03 9825 7240 | www.is.vic.edu.au
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Irene Anderson

Irene Anderson is the Manager, Digital Content at Independent Schools Victoria. She is an experienced educator who has taught in both Independent and Catholic schools across all primary and secondary years. Irene has lectured in undergraduate and postgraduate teacher education programs at Australian Catholic University. She was Head of Junior Secondary at Sacre Coeur, Head of Middle School at Genazzano FCJ College, and was both Head of Middle School English and Humanities and Head of Middle School Teaching and Learning at Beaconsfield College. Irene has been a Deputy Principal and held various curriculum coordinator roles throughout her teaching career. She is passionate about how ICT can be most effectively and creatively used to enhance student learning. Irene also supports schools in the development of ICT vision and direction and in issues around digital and global citizenship.

Anna Bennett

Anna Bennett has extensive experience both in primary and secondary schools. She has held a variety of curriculum and professional learning leadership positions in several schools. Anna was previously project manager for AGQTP at Independent Schools Victoria, where she guided school leadership teams through the implementation of a school-based project. She has led a variety of workshops on differentiation, professional learning, formative assessment, gifted education and classroom observation. Anna also has a keen interest in developing leadership at all levels in schools.

Margaret Bigelow

Margaret Bigelow has had a long and varied career in mathematics education. She taught for many years and was actively involved in teachers’ professional associations. Following teaching, she worked for the New South Wales Board of Studies developing the senior secondary mathematics curriculum. She is currently the Senior Project Officer for Mathematics at ACARA, and has worked to develop the Mathematics Curriculum Foundation – Year 10 and the Senior Secondary Mathematics Curriculum. Margaret has worked with states and territories to support the implementation of the Australian Curriculum from Foundation to Year 12. She is now working on projects to assist teachers understand the importance of the mathematics proficiencies in the teaching of mathematics, the development of illustrations of practice of how the curriculum can be delivered through the lens of STEM, and the development of learning progressions for numeracy. Margaret has had the opportunity to work at an international level in the Middle East and Asia to support capacity development for curriculum organisations.

Kate Bird

Kate Bird’s professional teaching career spans over 25 years having taught at Lowther Hall Anglican Grammar School, Carey Baptist Grammar School and Toorak College. An experienced primary educator, her desire is to create opportunities for students to share their learning in purposeful ways. Kate has a strong interest in the use of technology to drive learning, and she is the current eLearning Leader at Toorak College. In an attempt to shake up homework culture, Kate developed Taking My Learning Further alongside Karen Chaur.

Diane Bourke

Diane Bourke is a Project Manager at Independent Schools Victoria after a long career as Head of Junior School. She has a passion for reading and learning, and strongly believes that a great teacher is one who never stops the quest for learning. Diane is a Principal as Literacy Leader trainer and has a long association with the Reggio Emilia Approach in Australia.

The Brainary®

The Brainary® is an Australian distributor and publisher of world-leading resources and technologies covering the education and healthcare fields.
Lani Brayer
Lani Brayer has been involved in languages and history education at high school level for 30 years. She coordinated and was head of a bilingual/immersion program with the focus on Hebrew as a spoken language. Lani completed her Master of Education in the field of LOTE in 2014, and has greatly enhanced her knowledge and passion of second language education, particularly in the value and cultural advantages of learning a second language in an English speaking multi-cultural society. In 2010, she completed the educator’s course at the international school of Holocaust and Genocide studies at Yad Vashem in Jerusalem and became involved in an organisation by the name of March of the Living. The focus of the program is to instil the values of remembrance, memorialisation and to break down cultural and religious barriers. Most recently, Lani was involved in the launch of a not-for-profit organisation Gen2Gen. She has written a program to educate students about the behaviours that can lead to discrimination, prejudice, violence and even genocide, and how to stop them by making conscious and balanced decisions. She has a passion to educate young people about the world around us and how to be global citizens.

Karen Chaur
Teaching for understanding and developing life-long learners is Karen Chaur’s goal in education. She is an experienced educator, curriculum coordinator, workshop leader, consultant and school evaluator. Her classroom experience spans all primary year levels and also includes roles as art and library specialist. A passion for inquiry and international education has led her to her current role of Education Consultant, which has given her the opportunity to work with teachers, schools, writers and publishers to develop rich learning opportunities for students. She believes in provoking curiosity and independence in learners, and ensures that her workshops equip participants with the tools, enthusiasm and confidence to put their learning into practice.

Fiona Curnow
Passionate about 21st century learning, Fiona Curnow has been a learning technology coach, supporting staff in their use of technology from both a pedagogical and technical point of view, as well as teaching French and German at Korowa Anglican Girls’ School for eight years before beginning CRT work. Presentations to staff include the future of education and the use of a Learning Management System. She is particularly interested in blended learning, and hosts a YouTube channel for her ilearn French grammar screencasts, which has received over 155,000 hits. In 2008, she was awarded the Marta Rado Memorial Prize – awarded to the LOTE student most likely to further the cause of LOTE education through innovative and dynamic teaching. Fiona also has extensive experience as a performer and singer, touring Australia and the United Kingdom.

Lynda Cutting
Lynda Cutting has worked extensively in both the Independent and government education sectors. She has successfully fulfilled the roles of Head of Teaching and Learning and Deputy Head (Curriculum) in two large Independent junior schools. She has taught all primary year levels and worked as an Innovations and Excellence Cluster Educator in the Middle Years Project. Lynda has undertaken a number of curriculum and leadership roles – Regional Language Consultant, Early Years Literacy Inservice Course Tutor, School Development and Accountability Officer in the Northern Metropolitan Region and Lectured in the departments of Language and Literacy and Curriculum, Teaching and Learning at the University of Melbourne. Lynda is a published author, podcaster, blogger and an Apple Certified Trainer. She is currently a Senior Advisor – School Improvement supporting Independent schools in curriculum, teaching and learning, with a special interest in how technology can support student learning.

Kylie Farmer
Kylie Farmer is a Languages Education Consultant and manages a number of professional learning programs, including the MLTAV Mentoring for Beginning Teachers and Bilingual Schools Network. She is Vice President of both the MLTAV and AFMLTA. Through the AFMLTA, Kylie has been actively participating in the consultation process of the Australian Curriculum: Languages. Since 2008, she has been involved in the implementation of the Professional Standards Project as both a trainer and the Key Contact for the project in Victoria. Kylie was also the coordinator of the Japanese Bilingual Program at Huntingdale Primary Bilingual School for a number of years. She has shared her knowledge and passion for Japanese, languages education and bilingual education in particular at a range of conferences, including the Teaching Japanese as a Second Language Conference in Tokyo.

Chris Gatt
Chris Gatt has taught media and English at Northside Christian College for over 10 years. He has always been a bit of a geek, but he really started to understand the benefits of technology for education in 2011 when he was selected to take part in an eLearning training program through Independent Schools Victoria’s National Partnerships Program. Shortly after this he was given the role of eLearning Coordinator at Northside Christian College. He has taught using the ‘blended learning’ approach for several years and helped to launch a new VCE structure that involves delivering 40 per cent of each course online. He is passionate about training teachers to embrace technology and its transformative potential in education. Chris has successfully presented on blended learning at the Digital Learning and Teaching Conference and edited the DLTV Journal.

Denis Goodrum
Denis Goodrum has been involved in many national and international projects in science education, most recently the Australian School Science Education: National Action Plan 2008 – 2012 and Status and Quality of Year 11 and 12 Science in Australian Schools 2012. ACARA asked him to prepare the framing paper for the Australian Curriculum: Science and subsequently, he guided the development of the national science curriculum. Dennis has served on numerous state and national Boards, including Board of the Australian Deans of Education, Questacon, Scitech, ACT Curriculum Renewal Taskforce and the Prime Minister’s Science Teaching Awards. He was the inaugural chair of the ACT Teacher Quality Institute. Denis was previously Dean of Education at the University of Canberra with whom he is emeritus professor. He is presently Executive Director of the Science by Doing project with the Australian Academy of Science.
Melinda Hargreaves

Melinda Hargreaves has over 25 years in specialist experience working with photographic imagery in the arts. She is an experienced educator in the photographic arts and digital media, with industry experience spanning publishing, professional studios and galleries. She brings a wide understanding and knowledge of the practices required to achieve successful communication using the latest media programs across multiple domains. Utilising the specific abilities of technical tools, Melinda refines complex programs into simple how-to approaches, allowing teachers to optimise their use of digital media programs to guide and improve their outcomes for student works and their artistic development.

Dr Eeqbal Hassim

Dr Eeqbal Hassim is Associate Director, Partnerships and Development, at the Asia Education Foundation, based at Aisalink, the University of Melbourne. He is also Senior Fellow (Honorary) at the Melbourne Graduate School of Education, the University of Melbourne. Dr Eeqbal's area of expertise is teaching and learning for intercultural understanding. He has worked with many schools in Australia and internationally, and has been an Intercultural Advisor with the Council of International Schools.

Lisa Hayman

Lisa Hayman is Director of Professional Learning at Asia Education Foundation (AEF). In this role, she leads the development and delivery of school leader and teacher professional learning programs nationally. Lisa has a strong educational background as a secondary school history teacher, Innovations and Excellence Leader at the regional level and Curriculum Manager for the Victorian Department of Education. Lisa has led the development of AEF's online curriculum and professional learning resources that support teachers to implement Australian curriculum. She has a strong interest in how ICT can be embedded into learning and teaching programs.

Rachel Kennedy

Rachel Kennedy is an IT Education Consultant with 25 years’ of experience in education, both as a primary classroom teacher, IT manager and eLearning consultant. She provides professional learning to teachers exploring emerging technologies and the effective use of iPads and interactive whiteboards in the classroom. Rachel also works with leading education providers in the design of online multimedia content and education websites, eLearning and instructional design and curriculum writing.

Lili-Ann Kriegler

Lili-Ann Kriegler is the Manager of Mind/Brain Projects at Independent Schools Victoria (ISV). She has been an educator at preschool, primary, secondary and tertiary levels. Prior to her engagement at ISV, she spent a decade at Fintona Girls’ School as Director of the coeducational Early Learning Centre within a highly motivated team. Her practice is inspired by the pedagogy of the Reggio Emilia Schools in northern Italy, and she attended study tours there in 2000 and 2010. She is fully conversant with the National Quality Framework and has worked with the International Baccalaureate’s Primary Years Programme. She is knowledgeable about influential educational theories relating to the early years, including early brain development and the application of neuroscience themes to education. In partnership with Helen Schiele and Melinda Hargreaves at ISV, she developed the Play, Learn and Integrate Thinking framework, a practical curriculum design for students 0-8 years of age.

Aine Maher

Aine Maher is the Director, Education Services for Independent Schools Victoria. She provides advice and support to schools in the areas of curriculum, teaching and learning and leadership development. Aine works with a team of educators who design and deliver professional learning programs to schools in curriculum planning and design, implementation of Australian Curriculum and the Australian Teacher Performance and Development Framework. Aine is a member of the ACARA Curriculum Directors’ Group, AusVELS Steering Committee and the VCAA Early Years – 10 Curriculum and Assessment Committee.

Sarah Pavy

Sarah Pavy is a languages teacher who consults in Melbourne and interstate in a variety of areas relating to teaching and learning. Previously Head of Languages at a secondary boys’ school, Sarah completed a Masters in Education focusing on engaging boys in languages and the teacher’s role in motivation. Sarah runs seminars in a range of areas, including Differentiation of the Curriculum, Behaviour Management, VET Languages, Boys Education, EAL in the Mainstream Classroom, iPads in Classrooms, Backwards Design Curriculum Planning, Assessment, and Inquiry Teaching and Learning. Sarah facilitates short and long-term projects, tailoring objectives, workshops and ongoing support to the needs of the teachers with whom she works. She is passionate about supporting teachers to constantly reflect on, and enhance their approaches to teaching and learning. In 2014 and 2015, Sarah was based in Jakarta, Indonesia, where her work focused on inquiry approaches to primary teaching, assessment practices across primary and secondary schools and EAL in the mainstream classroom. During that time, she continued to consult in Australia. Since her return to Melbourne, Sarah’s work has focused on assessment in schools, the role of feedback in the assessment process, and differentiation (in particular, highly able and gifted learners, as well as learners with individual needs).

Trent Ray

Trent Ray has worked as both a primary and secondary school teacher, whilst specialising in technology for learning. As a Curriculum Innovation Leader and Technology Ambassador, Trent’s background in peer coaching and 21st century learning design has seen him travel the nation to supports schools, leaders and teachers when planning to integrate technology into the classroom.

Helen Schiele

Helen Schiele has worked in the educational field for some 24 years. She has developed professional learning opportunities in the areas of curriculum design, differentiation, professional learning communities, Cognitive Coaching and literacy and numeracy strategies. Prior to entering the primary and secondary areas, Helen worked extensively as an early childhood practitioner, predominately in low socioeconomic areas and multicultural communities. Helen's extensive experience as a generalist teacher in both the primary and secondary fields also includes leading initiatives in the area of gifted education and philosophy. She is passionate about the early years and the need to build a strong foundation for children to be successful and respected as unique thinkers within their educational journey. Helen has completed her Masters in Education by research and is now completing her Doctoral studies in collective efficacy in education.
## A Beginners Exploration of the Reggio Emilia Philosophy

**Target Audience:** All educators who would like to learn about and implement aspects of the Reggio Emilia Philosophy in their own educational setting.

**Program Description:**
This two-day seminar is for educators who would like to learn about and implement the Reggio Emilia philosophy in their own educational context. The principles of Reggio Emilia will be covered in the first day, whilst the second day will see participants begin to develop an implementation plan for their own classrooms and schools.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3, 5 and 6.

**Presenter(s):**
Lili-Ann Kriegler, Helen Schiele and Diane Bourke

**Prices:**
- Standard: $820.00
- Member Schools: $560.00

**Date(s):**
- Monday 15 May 2017 (Day One)
- Tuesday 16 May 2017 (Day Two)

**Time(s):**
9.30 am – 3.30 pm

## Advanced Reggio Emilia – Designing Purposeful Projects

**Target Audience:** All educators already familiar with the principles of the Reggio Emilia approach and who wish to advance their thinking and practice as they develop an early years program in their unique education context.

**Program Description:**
This two-day seminar is for educators who are already familiar with the pedagogy of Reggio Emilia. Participants will explore the stages and criteria for designing purposeful projects to enrich their early years program, including:
- selecting an area for study
- researching the content, resources and processes
- collaborative planning with colleagues, including specialists
- designing provocations
- gathering resources
- arranging the environment
- implementing the project
- formative assessment
- documentation and continuous decision-making
- resourcing and enlivening projects as they develop
- summative assessment and celebration of the learning.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3, 5 and 6.

**Presenter(s):**
Lili-Ann Kriegler, Helen Schiele and Diane Bourke

**Prices:**
- Standard: $820.00
- Member Schools: $560.00

**Date(s):**
- Monday 22 May 2016 (Day One)
- Tuesday 23 May 2017 (Day Two)

**Time(s):**
9.30 am – 3.30 pm
Curriculum – Pedagogy Seminars

Australian Curriculum Mathematics: Proficiencies and Numeracy

**Target Audience:** Year 1 to Year 10 Mathematics Teachers

**Program Description:**
The Australian Curriculum, Assessment and Reporting Authority (ACARA) has undertaken a number of projects that complements the Australian Curriculum: Mathematics. Two of those projects are:
1. Enhancing the Mathematics Proficiencies
2. Numeracy Learning progressions.

During this two-day seminar, participants will investigate these two different but interrelated aspects of the Australian Curriculum: Mathematics.

**Session 1 – Enhancing the Mathematics Proficiencies**

The Australian Government Department of Education and Training commissioned ACARA to look at improving teacher engagement with the proficiencies in the Australian Curriculum: Mathematics. Illustrations of practice and work samples have been developed to assist teachers to change their practice. Participants will see a demonstration of different strategies for teaching and learning of mathematics at various stages of schooling. Teachers will also learn how to unpack the proficiencies and begin to incorporate them into the learning programs. Appropriate formative and summative assessment tasks for use in their classrooms.

**Session 2 – Numeracy Progressions**

The National Science, Technology, Engineering and Mathematics (STEM) Strategy contained a statement that required the development of Literacy and Numeracy Learning Progressions that reflect what the national requirements are for literacy and numeracy for all Australian students.

The first draft of the Numeracy Learning Progressions is available for consultation. This session will investigate the relationship of numeracy in the Australian Curriculum: Mathematics, the general capabilities, NAPLAN and the Numeracy Learning Progressions. Teachers will see how the components of the Mathematics Proficiencies and the Numeracy Progressions are dependent on each other. Teachers will delve learning materials to assist them in their teaching.

**Note:** If registering online, this seminar is listed under Mathematics.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2, 3 and 6

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<td>Margaret Bigelow</td>
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<td>Helen Schiele</td>
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**Time(s):**

| 9.30 am – 3.30 pm       |         |

Coding in the Early Years – Plugged and Unplugged

**Target Audience:** Preschool and Junior Primary Teachers

**Program Description:**
Are you excited, yet a bit scared, about the requirement to empower even our youngest students to code? In the words of JRR Tolkien, we are ‘looking for someone to share in an adventure’ to explore the possibilities that coding offers to enhance student learning. In this one-day, hands-on session, participants will investigate:

- coding – both plugged and unplugged.
- the Digital Technologies Curriculum and ICT General Capability
- how coding supports the concepts of the Belonging, Being and Becoming early years framework
- principles of coding and its application within individual school contexts
- integrating coding across all curriculum areas
- procedures and processes of computational thinking
- the importance of the precise use of language and instruction
- examples of coding in early years classrooms.

**Note:** If registering online, this seminar is listed under Early Years.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 5

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**Time(s):**

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**Date(s):**

| Friday 24 March 2017    | 2017062 |

**Time(s):**

| 9.30 am – 3.30 pm       |         |
**Collaborative Unit Planning for Australian Curriculum – Languages in the Primary Years**

**Target Audience:** Heads of Languages and Languages Teachers

**Program Description:**
This two-day workshop will provide an opportunity for languages teachers to plan innovative teaching and learning activities, including assessment tasks that address key elements of the Australian Curriculum: Languages.

**Note:** If registering online, this seminar is listed under Languages.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2, 3 and 6

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<td>Kylie Farmer</td>
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**Creating Infographics on iPads in the Primary Years**

**Target Audience:** Year 3 to Year 6 Teachers

**Program Description:**
Infographics are fast becoming an efficient form of presentation for information, data, reports and research findings, turning complex ideas into a simple, engaging visual presentation. During this two-hour twilight session, learn how to create infographics on your iPad and develop understandings in the value of infographics in supporting primary students in interpreting and sharing data and content across a range of subject areas. We will explore a range of apps that support students’ development of visual and technology literacies.

As this is a hands-on workshop, participants will need to bring their own or a school iPad. Wireless access will be provided. Please ensure that you have access privileges to network settings to enable wireless access and installation of appropriate software. Please also bring the charging chord.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 6

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## Curriculum – Pedagogy Seminars

### Dialoguing with Diversity

**Target Audience:** School Leaders and Humanities, Social Sciences and English Teachers

**Program Description:**
This one-day program has been designed in conjunction with the Asia Education Foundation. It is designed for both school leaders and teachers, to build their capacity to lead and facilitate intercultural dialogue with students. Participants will explore the purpose and basic principles of engaging in intercultural dialogue focused on topical issues for which there are multiple, and at times, conflicting perspectives. Dialogue is presented as a teaching and learning tool that can help foster intercultural understanding, inspire co-created solutions and resolve cross-cultural conflict. Participants will explore:

- key terms and concepts related to culture and cultural diversity
- the purpose of helping students engage in intercultural dialogue
- the principles of engaging in intercultural dialogue around contested issues of concern
- how intercultural dialogue can help foster a culturally responsive school culture
- the use of intercultural dialogue as part of teaching and learning in the humanities, social sciences and in English
- intercultural dialogue as a tool for developing intercultural understanding and tackling cross-cultural conflict.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3, 6 and 7

**Presenter(s):** Dr Eeqbal Hassim

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**Date(s):**
Thursday 27 April 2017

**Time(s):**
9.00 am – 4.00 pm

### Differentiating the Curriculum in the Languages Classroom – Starting Out

**Target Audience:** Year 3 to Year 10 Languages Teachers

**Program Description:**
Catering to the enormous range of abilities in a languages classroom is one of our biggest challenges. Differentiation is a way of thinking about planning, teaching and learning that helps us to teach effectively and to engage students actively in their learning.

The first day will look at what differentiation actually means in the languages classroom, how we can incorporate it in small and big ways into our everyday teaching, and how it works to engage students and address a range of needs. Teachers will come to understand the practical application of the theories behind differentiation, and will gain an insight into how and why differentiating the curriculum helps all learners to make progress and to achieve success. Teachers will be take part in hands-on examples of tasks that are differentiated, and will have the opportunity to reflect on ways in which these ideas can be immediately and effectively implemented into classrooms. Individuals will identify strategies that they would like to try out in class and will plan for implementation of these.

The second day will focus on moving a step further, looking closely at more complex ways of differentiating the languages curriculum. Participants will share the ideas they have tried out in the classroom, and reflect on successes and challenges. There will be a more in-depth focus on thorough planning for successful, high level differentiation, and teachers will look at an even greater range of strategies.

**Note:** If registering online, this seminar is listed under Languages.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2, 3 and 6

**Presenter(s):** Sarah Pavy

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**Date(s):**
Friday 24 February 2017 (Day One)
Thursday 23 March 2017 (Day Two)

**Time(s):**
9.30 am – 3.30 pm
**Digging around in Minecraft Education Edition**

**Target Audience:** Primary and Secondary Teachers

**Program Description:**
For good reason, Minecraft Education Edition is exploding in popularity and landing in classrooms all over the world. This two-hour twilight workshop will uncover how Minecraft Education Edition is transforming how students engage with learning in a digital landscape through a platform designed to build student capacity to creatively problem solve, communicate and collaborate. Not only will you learn the lingo to impress your students and talk the Minecraft talk, you will leave this workshop equipped with the basic skills to successfully start implementing Minecraft Education Edition into your school’s extracurricular program and ideas for classroom application.

As this is a hands-on workshop, participants will need to bring their own or a school iPad. Wireless access will be provided. Please ensure that you have access privileges to network settings to enable wireless access and installation of appropriate software. Please also bring the charging chord.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3, 4 and 6

**Presenter(s):**
Trent Ray

**Prices:**
- Standard: $25.00
- Member Schools: $25.00

**Date(s):**
Wednesday 22 February 2017

**Time(s):**
4.00 pm – 6.00 pm

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**Engaging with Asia through the Humanities and Social Sciences**

**Target Audience:** History, Geography and Civics and Citizenship Teachers

**Program Description:**
This one-day program has been designed in conjunction with the Asia Education Foundation. It is designed for classroom teachers to build their Asia capabilities and support implementation of the Australian Curriculum. Program participants will be provided with opportunities to network across schools, share practice and collaborate to develop new student learning programs to build Asia capabilities. Participants will:
- explore global competencies and how they connect to learning across HASS
- consider the connection between global competencies and general capabilities
- unpack intercultural understanding curriculum frameworks and explore how to address them across HASS
- explore approaches to curriculum planning and delivery for HASS
- investigate resources to support HASS – learning sequences and digital resource lists
- investigate online cultural organisations and materials that support virtual excursions
- expand knowledge on use of digital technologies to support student learning
- collaborate with colleagues to create learning sequences.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3, 6 and 7

**Presenter(s):**
Lisa Hayman

**Prices:**
- Standard: $500.00
- Member Schools: $380.00

**Date(s):**
Monday 27 March 2017

**Time(s):**
9.00 am – 4.00 pm
Target Audience: Classroom Teachers

Program Description:

The most powerful single modification that enhances achievement is feedback. The simple prescription for improving education must be “dollops of feedback” (Hattie 1992). Without doubt, feedback gained from oneself, one’s peers, and the teacher enhances the learning process. Effective teachers use multiple approaches to monitor student progress. They constantly probe and collect information from the learners with whom they work in class to inform the learning and teaching process. Feedback is also effective if it clearly relates to the learning intention/s. Too often we confuse students by providing either too little or too much feedback, and often this is not related to the learning intention/s. As a result, students are often misguided or confused about how to improve. It tends to be ‘guess what’s in the teacher’s head’. Marzano (2000) talks about the ‘Closing of the Gap’, what is planned (curriculum), what is actually taught (intended curriculum) and what students actually learn (attained curriculum). Effective teachers ‘close the gap’ by carefully linking their feedback to the learning intention/s. This workshop will investigate the following questions:

- What are the forms of feedback that students can receive about their learning?
- Which of these are most effective and why?
- What do I need to consider when providing feedback?
- What are learning intentions and why are they important?
- How should they link to feedback?
- How do I collect and use student feedback?
- How can I use self-assessment and peer feedback to enhance the learning of my students?

Australian Professional Standards for Teachers:

This seminar addresses Standards: 1, 2 and 5

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Date(s): Tuesday 2 May 2017
Time(s): 9.30 am – 3.30 pm

Curriculum – Pedagogy Seminars

Feedback to Move Learning Forwards

Flip and Blend your Classroom

Target Audience: Primary and Secondary Teachers

Program Description:

What if every PowerPoint you ever made could be easily transformed into an online video with an embedded quiz? The use of video is transforming the way we facilitate learning. As technology floods into our classrooms through 1:1 and BYO programs, the flipped/blended learning practices are becoming increasingly more viable for teachers. Now there is a tool that is making it easy and seamless to get started. The new and free Office Mix add-in for PowerPoint is much more than just a video creation tool. Discover how to use the Office Mix platform for uploading and sharing flipped videos, for embedding quizzes, simulations and discussion threads, and how to share videos through online platforms, including Sway. Packed full of features, Office Mix offers a range of data analytic functions to help you assess and track student progress and understanding. During this one-day program, participants will also learn how to get the most out of flipped videos and tips for successfully introducing and managing this model for teaching and learning with students.

As this is a hands-on workshop, participants will need to bring their own or a school laptop or mobile device. Wireless access will be provided. Please ensure that you have access privileges to network settings to enable wireless access and installation of appropriate software. Please also bring the charging chord.

The session will start at 9.30 am, however, participants are asked to arrive at 9.00 am to sign in and complete registration and any setting up procedures.

Australian Professional Standards for Teachers:

This seminar addresses Standards: 1, 2, 3, 4 and 6

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<td>Trent Ray</td>
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Date(s): Monday 19 June 2017
Time(s): 9.00 am – 3.30 pm
Formative Assessment – Practical Strategies for your Classroom

Target Audience: Classroom Teachers

Program Description:
‘Formative assessment could be conceptualised as the result of crossing three processes (where the learner is going, where the learner is right now, and how to get there) with three kinds of agents in the classroom (teacher, peer, learner).’ (Dylan Wiliam, 2014).

This one-day workshop will develop a greater understanding that:
- sharing learning intentions and success criteria play an essential role in formative assessment process
- learning tasks and activities need to elicit evidence of learning
- feedback needs to move the learning forward
- students can be effective learning resources for one another
- students can be agents of their own learning.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 1, 3 and 5

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<tr>
<td>Anna Bennett</td>
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Date(s): Seminar Number
Tuesday 7 March 2017 2017005

Time(s): 9.30 am – 3.30 pm

Getting Started with Blended Learning

Target Audience: Upper Primary and Secondary Teachers

Program Description:
Description: Blended learning is a popular buzzword in education, but what is it and how can it work in your classroom? At its heart, blended learning simply involves a mixture of face-to-face and online teaching and learning. In this one-day seminar, we’ll demystify this pedagogical method so that participants feel confident to implement it in their own classrooms. We’ll evaluate the benefits and potential challenges of this approach, and develop a plan for how you can effectively implement blended learning in your own educational context. We’ll identify some online sources of multimedia content that can be integrated into blended learning lessons and participants will also be introduced to some simple tools to create your own original content. We’ll get hands-on and by the end of the seminar each participant will have created their own video lesson, which they can actually use with their own class.

Prerequisite:
- a lesson overview or idea that can be used to create a video lesson
- if you are familiar and have easy access to any AV equipment, then bring it along. For example, an external webcam, a microphone, a Wacom stylus or touchscreen device.

As this is a hands-on workshop, participants will need to bring their own or a school laptop or mobile device. Wireless access will be provided. Please ensure that you have access privileges to network settings to enable wireless access and installation of appropriate software. Please also bring the charging chord.

The session will start at 9.30 am, however, participants are asked to arrive at 9.00 am to sign in and complete registration and any setting up procedures.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 1, 3 and 5

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Date(s): Seminar Number
Monday 27 March 2017 2017021

Time(s): 9.00 am – 3.30 pm
Going Deeper into Programming and Coding

Target Audience: Year 3 to Year 8 Teachers who have attended previous programming and coding workshops

Program Description:
Prerequisite: Existing knowledge and understanding of basic programming and coding.

So you’ve started to explore programming and coding and now you’re ready to look deeper and to broaden your understanding of computational thinking in the Digital Technologies curriculum. In this one-day interactive workshop, participants will:
- further develop their capacity to use a variety of programming and coding applications
- select and engage in a Masterclass in one program, such as Scratch, Tynker, Arduino or other
- explore the possibilities of codable robots, such as Sphero, Ollie, BB-8
- examine the year level requirements of the Digi Tech curriculum
- be supported in the development of a class and/or school implementation plan.

As this is a hands-on workshop, participants will need to bring their own or a school laptop or mobile device. Wireless access will be provided. Please ensure that you have access privileges to network settings to enable wireless access and installation of appropriate software. Please also bring the charging chord.

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Australian Professional Standards for Teachers:
This seminar addresses Standards: 1, 3 and 5

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Holocaust Studies Program

Target Audience: Classroom Teachers responsible for teaching the Holocaust

Program Description:
This one-day workshop is designed to support teachers in gaining a greater understanding of the Holocaust to support implementation of the Australian Curriculum: History and WWII, and to provide the tools to teach it in a way that will engage and inspire students to learn more. The program is comprehensive and is inclusive of theory and practice. Participants will explore the following themes:
- Citizenship and the individual:
  - a study in moral and ethical behaviour.
- The Holocaust:
  - How was it humanly possible?
  - Anti-semitism: where did it begin?
  - a brief history of the Jews
  - the rise of the Nazi party and Adolf Hitler
  - Nazi ideology and their agenda
  - the Nazi’s in power
  - Kristallnacht – the night of the broken glass: the catalyst for events to come
  - the ultimate goal: mass extermination of the Jews
  - those who chose to participate and those who fought against it.
- Justice after Genocide:
  - Was justice achieved?
  - What is an appropriate punishment for such a crime?
  - What is the responsibility of perpetrators who obeyed orders?

Australian Professional Standards for Teachers:
This seminar addresses Standards: 2, 3 and 6

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iPads – Deepening the Possibilities for Teaching and Learning in the Early Years

**Target Audience:** Preschool and Junior Primary School Teachers who confidently use iPads in their practice and wish to take the next step into the possibilities of using iPads to engage in deeper thinking and learning with their students.

**Program Description:**
The stories children tell and the artefacts that they create are rich evidence of their thinking and learning. During this one-day seminar, participants will investigate how technology can help young learners describe, document, share, wonder, make connections, form conclusions, look carefully, uncover complexity and detail and truly make their thinking and learning visible. Participants will also deepen their understanding of:
- the use of iPads to enable students to make learning and thinking visible
- the Digital Technologies Curriculum and ICT General Capability
- the concepts of the Belonging, Being and Becoming early years framework within a digital world
- an introduction to coding in the early years
- the concept of safety in the digital world for the early learner
- rich pedagogical practice using iPads in the early years.

**Note:** If registering online, this seminar is listed under Early Years.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 5

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**Date(s):**
Tuesday 2 May 2017

**Time(s):**
9.00 am – 3.30 pm

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Programming and Coding

**Target Audience:** Foundation to Year 8 Teachers

**Program Description:**
Teaching students at all year levels to program and code is a key inclusion in the Digital Technologies Curriculum. It also helps them develop skills of logic, problem solving, critical thinking and creativity. Students can become the creators of technology rather than just consumers. As Marc Andreessen said, ‘Learning to code is the single best thing anyone can do to get the most out of the amazing future in front of us’. This interactive, one-day workshop is aimed at Foundation to Year 8 teachers and will include:
- why coding and programming and how does it fit into the primary classroom
- explore a variety of coding and programming applications and resources to support student learning
- innovative projects that engage students in coding and programming.

Even if you never thought you could teach coding – this workshop will show you that you can.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 6

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**Date(s):**
Thursday 2 March 2017

**Time(s):**
9.00 am – 3.30 pm
Curriculum – Pedagogy Seminars

Science by Doing – Planning and Reflection

Target Audience: Heads of Science and Science Teachers who wish to introduce innovative inquiry-based teaching practices

Program Description:
The Science by Doing workshop series consists of two, one-day workshops that provide the basis of a science teaching team implementing innovation into their school.

Workshop 1 – Developing a Plan
The purpose of the workshop is to assist teaching teams construct a plan for implementing innovation using the Science by Doing curriculum and/or professional learning resources. Participants should have attended an introductory workshop on the Science by Doing resources or be familiar with the resources. The workshop will outline a template for developing the plan using examples and the experience of previous schools and teachers. A key person in the development of this plan is the Head of Science. Possible plans would include the following:
- focus on implementing the Science by Doing curriculum units
- focus on using online curriculum resources
- focus on a particular pedagogical skill like assessment or questioning.

Workshop 2 – Reflections
During the period between the first workshop and this reflections workshop, school teams will implement their respective plans. In this workshop, teams will share what has happened and the outcomes of the plans. In a supportive environment, achievements will be celebrated and challenges examined with the expectation that solutions can be collectively found. Using the collective experience of the group, teams will reflect on how they can move forward in a positive and sustainable way.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 2, 3 and 6

Presenter(s): Denis Goodrum

Price:
This seminar is funded by the Australian Government and is free for all schools to attend.

Date(s):
Monday 6 March 2017 (Day One)
Monday 19 June 2017 (Day Two)

Time(s):
9.00 am – 3.30 pm

Screencasting – Create your own Video Tutorials

Target Audience: Middle Years and Senior Years Teachers

Program Description:
Capture your teaching and your students’ genius with a screencast and deliver content, develop understanding and provide meaningful feedback to students. Learn about current trends in education, the meaning and importance of 21st century learning principles, their connection with the Australian Curriculum general capabilities, and how this affects your teaching. In this one-day session, we will discuss the success and growth of online and blended learning and how screencasting is an essential element of this. Through practical demonstrations, participants will learn how to create their own video tutorials – screencasts – and discover ways to use screencasting for delivering content, developing understanding and providing meaningful feedback to students. Participants will also explore the benefits of ‘flipping the classroom’, how to make it part of an effective teaching and learning pedagogy and to recognise its potential for student collaborative and reflective thinking.

As this is a hands-on workshop, participants will need to bring their own or a school laptop or mobile device. Wireless access will be provided. Please ensure that you have access privileges to network settings to enable wireless access and installation of appropriate software. Please also bring the charging chord.

The session will start at 9.30 am, however, participants are asked to arrive at 9.00 am to sign in and complete registration and any setting up procedures.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 1, 2, 3 and 6

Presenter(s): Fiona Curnow

Price:
Standard: $410.00
Member Schools: $280.00

Date(s):
Thursday 23 February 2017

Time(s):
9.00 am – 3.30 pm
**Scribble Me – Expression of Language through Art**

**Target Audience:** This seminar is appropriate for teachers who educate children from 2 - 8 years who are wishing to explore the arts curriculum to expand their approaches in validating and honouring the narrative of the child through their artistic expressions.

**Program Description:**
The aim of the first three days of this four-day seminar is:
- to up-skill the educator in gaining an understanding of the visual language and importance of processing visual language cues
- to up-skill the educator in understanding and exploring the importance of the existence of the percussive elements of art as an expression of the child’s narrative within their educational setting
- to empower educators with the necessary skills to be mindful of the importance of understanding the process of patterning and lettering as representational communications of the child's artistic journey
- to explore visual language cues and symbolic descriptors as common place elements within the meta-cognitive development of the child.

The fourth day will be an onsite visit by the seminar presenters to individual participants’ schools, to offer support in the facilitation of the first initial stages of establishing an art exhibition within the local community.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 7

**Presenter(s):** Helen Schiele and Melinda Hargreaves  
**Prices:** Standard: $1640.00  
**Ex. GST:** Member Schools: $1120.00

**Date(s):**
- Wednesday 1 March 2017 (Day One)  
- Wednesday 29 March 2017 (Day Two)  
- Monday 21 August 2017 (Day Three)  
- Day Four to be advised with individual schools

**Time(s):** 9.30 am – 3.30 pm

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**Stop, Collaborate and Listen with Office 365**

**Target Audience:** Primary and Secondary Teachers

**Program Description:**
What if every Word, Excel or PowerPoint you ever made could become collaborative in real time? It is. Discover just how seamlessly you can upload, share and instantly collaborate with your colleagues and students with Office Web Apps. Imagine a tool so powerful it gives you a completely flexible canvas to create curriculum materials, including embedded online videos, images, hand writing, any existing documents. No need to imagine... OneNote is here. OneNote Class notebooks allow teachers to create and share collaborative digital notebooks with students in under 60 seconds. Discover the possibilities of using the draw, audio and video recording tools to easily design curriculum materials, provide feedback and explore the use of collaborative spaces to share research and work on group tasks. Get time back with self-marking quizzes and surveys with the new Microsoft Forms. Learn how to easily turn every PowerPoint you ever made into recorded videos and interactive quizzes with Office Mix. See how quickly you can create and instantly share SNIP recording and discover the exciting new Sway App designed for project work and creating beautiful presentations. The only limit to this environment is your imagination. Office Web Apps work on any device, on any platform, in any web browser... and they are free.

As this is a hands-on workshop, participants will need to bring their own or a school laptop or mobile device. Wireless access will be provided. Please ensure that you have access privileges to network settings to enable wireless access and installation of appropriate software. Please also bring the charging chord.

The session will start at 9.30 am, however, participants are asked to arrive at 9.00 am to sign in and complete registration and any setting up procedures.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3, 4 and 6

**Presenter(s):** Trent Ray  
**Prices:** Standard: $410.00  
**Ex. GST:** Member Schools: $280.00

**Date(s):**
- Thursday 16 March 2017  
- 2017014

**Time(s):** 9.00 am – 3.30 pm
Teach Creative Coding with Microsoft TouchDevelop

**Target Audience:** Primary and Secondary Teachers

**Program Description:**
Learning to code with Microsoft TouchDevelop is a great way to introduce students to the skills in the Digital Technologies Curriculum, including computational thinking and computer programming. Learn how accessing the Microsoft TouchDevelop free web app makes it easy for students to create touch apps and games in minutes on any device in this two-hour, twilight session. Microsoft TouchDevelop is suited for beginner coders through to expert programmers with its differentiated interface and user profiles. Through gamified tutorials and downloadable curriculum, Microsoft TouchDevelop is a great tool for any teacher looking to design learning to build future skills.

As this is a hands-on workshop, participants will need to bring their own or a school laptop or mobile device. Wireless access will be provided. Please ensure that you have access privileges to network settings to enable wireless access and installation of appropriate software. Please also bring the charging chord.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 6

**Presenter(s):**
Trent Ray

**Prices:**
- Standard: $25.00
- Member Schools: $25.00

**Date(s):**
Thursday 18 May 2017

**Time(s):**
4.00 pm – 6.00 pm

Teaching Students to Visualise in the Primary Mathematics Classroom

**Target Audience:** Year 3 to Year 6 Teachers

**Program Description:**
Infographics are fast becoming an efficient form of presentation for information, data, reports and research findings, turning complex ideas into a simple, engaging visual presentation. During this one-day workshop, learn how to create infographics on your iPad and develop understandings in the value of infographics in supporting primary students in interpreting and sharing data and content across a range of subject areas. Participants will also explore a range of apps that support students’ development of visual and technology literacies.

As this is a hands-on workshop, participants will need to bring their own or a school iPad. Wireless access will be provided. Please ensure that you have access privileges to network settings to enable wireless access and installation of appropriate software. Please also bring the charging chord.

The session will start at 9.30 am, however, participants are asked to arrive at 9.00 am to sign in and complete registration and any setting up procedures.

**Note:** If registering online, this seminar is listed under Mathematics.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 6

**Presenter(s):**
Rachel Kennedy

**Prices:**
- Standard: $410.00
- Member Schools: $280.00

**Date(s):**
Tuesday 6 June 2017

**Time(s):**
9.00 am – 3.30 pm

Teach Creative Coding with Microsoft TouchDevelop

**Target Audience:** Primary and Secondary Teachers

**Program Description:**
Learning to code with Microsoft TouchDevelop is a great way to introduce students to the skills in the Digital Technologies Curriculum, including computational thinking and computer programming. Learn how accessing the Microsoft TouchDevelop free web app makes it easy for students to create touch apps and games in minutes on any device in this two-hour, twilight session. Microsoft TouchDevelop is suited for beginner coders through to expert programmers with its differentiated interface and user profiles. Through gamified tutorials and downloadable curriculum, Microsoft TouchDevelop is a great tool for any teacher looking to design learning to build future skills.

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**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 6

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**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 6

**Presenter(s):**
Rachel Kennedy

**Prices:**
- Standard: $410.00
- Member Schools: $280.00

**Date(s):**
Tuesday 6 June 2017

**Time(s):**
9.00 am – 3.30 pm
Teaching the DigiTech Curriculum using the NAO Humanoid Robot

**Target Audience:** Primary and Secondary Teachers

**Program Description:**
This workshop will focus on teaching participants how robotics platforms can be used to engage students and deliver key requirements of the new Australian Digital Technologies Curriculum. It will be a hands-on programming workshop using the Choregraphe software to program NAO robots.

As this is a hands-on workshop, participants will need to bring their own or a school laptop with the free Choregraphe programming software already installed. Wireless access will be provided. Please ensure that you have access privileges to network settings to enable wireless access. Please also bring the charging chord.

The session will start at 9.30 am, however, participants are asked to arrive at 9.00 am to sign in and complete registration and any setting up procedures.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 6

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The Global Classroom

**Target Audience:** Primary and Secondary Teachers

**Program Description:**
This one-day program has been designed in conjunction with the Asia Education Foundation. It is designed for teachers to explore new technologies that support connecting students with peers globally. This program offers access to online classroom resources and supports teachers to design, implement and manage collaborations that provide Australian students with the opportunity to connect with peers in Asia and globally.

There is an increasing focus on online global collaboration using digital tools to connect students and teachers with others around the world to support curricular objectives and intercultural awareness and understanding. Participants will explore:
- what it mean to be a ‘connected learner’
- online resources that provide the opportunity for student learning to go beyond the four walls of the classroom
- new technologies that enable students to connect and communicate with peers globally
- frameworks that support planning and implementation of global classroom projects
- characteristics of being a digital citizen
- Intercultural understanding required to connect across cultures.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3, 6 and 7

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Curriculum – Pedagogy Seminars

The Homework Game – Is it really worth Playing?

**Target Audience:** Primary and Secondary Teachers

**Program Description:**
Homework has been a topic of debate for many years. In this one-day interactive session, participants will be presented with a practical alternative that develops research and presentation skills, resulting in self-motivated students. The Taking My Learning Further program is designed to:
- intrinsically motivate students
- provide a platform for students to share their own passions with their peers
- learn from one another
- develop students’ research and presentation skills
- increase student confidence and use of web-based tools and apps to enhance presentations.

Participants in this workshop will experience and engage with:
- a presentation about Taking My Learning Further
- discussion and debate on the pros and cons of homework
- exemplars and sharing of how to introduce this homework alternative
- apps and web tools to use with students
- hands-on exploration of apps and web tools and how to use them
- structure of Taking My Learning Further to support immediate implementation in classrooms.

As this is a hands-on workshop, participants need to bring their own, or a school laptop or mobile device. Wireless access will be provided. Please ensure that you have access privileges to network settings to enable wireless access and installation of appropriate software. Please also bring a charging cord.

The session will start at 9.30 am, however, participants are asked to arrive at 9.00 am to sign in and complete registration and any setting up procedures.

**Australian Professional Standards for Teachers:**
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<td>and Kate Bird</td>
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Friday 19 May 2017 2017019

**Time(s):** 9.00 am – 3.30 pm

Understanding Emerging Curriculum Practices in Victoria

**Target Audience:** Curriculum Leaders, ideally those with responsibility for whole-school curriculum oversight

**Program Description:**
The introduction of the Australian Curriculum has focussed our attention on the importance of a contemporary, explicit, school-wide curriculum that provides core requirements (e.g. Australian Curriculum, Victorian Curriculum, VCE, IB, VCAL, VETiS), supports student choice, empowerment and engagement, reflects community priorities, and prepares students for life in the 21st century. This one-day workshop is ideal for those with curriculum leadership responsibility in their school. Participants will leave with:
- up-to-date understanding of the place of the national curriculum
- overview of the emerging expectations and practices in Victorian schools
- knowledge of the resources to support whole-school planning
- clarity of the expectations of regulatory bodies.

As independent schools, we honour our vision and values through our curriculum. Each school makes sensible connections between its vision, curriculum and teaching and learning practices. This workshop cannot provide the unique solution to the participants’ curriculum challenges but it can ensure that ‘next practice’ for each is informed by a sound understanding of the current landscape.

The workshop will feature input sessions and opportunities for participants to consider the content in light of their particular context.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 3, 6 and 7

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<tr>
<td>Aine Maher</td>
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<td>and Kate Bird</td>
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**Date(s):**
Tuesday 21 February 2017 2017077

**Time(s):** 9.30 am – 3.30 pm
Using Formative Assessment to Differentiate

**Target Audience:** Classroom Teachers

**Program Description:**
‘The student’s role is to strive to understand what success looks like and to use each assessment to try to understand how to do better the next time. Formative assessments help us differentiate instruction and thus improve student achievement.’ (Rick Stiggins, 2009). This one-day workshop will develop a greater understanding that:
- there cannot be a differentiated classroom without formative assessment
- there should be clear links between learning intentions, success criteria, formative assessment and differentiation.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 5

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What’s the Name of the Game?

**Target Audience:** Middle Years and Senior Years Teacher

**Program Description:**
Inspire and motivate your students to engage in ‘productive struggle’ as they grapple with text types, grammar and cultural differences in order to solve the puzzle. Gamification and game-based learning is an important trend in learning technologies. It is an effective means of motivating and engaging students by offering game-based elements, such as challenges and rewards. During this two-hour, twilight session, participants will learn how to create their own game using QR codes and explore other uses for this exciting new technology that is finding uses in education.

As this is a hands-on workshop, participants will need to bring their own or a school laptop or mobile device. Wireless access will be provided. Please ensure that you have access privileges to network settings to enable wireless access and installation of appropriate software. Please also bring the charging chord.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 6

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Diane Bourke
Diane Bourke is a Project Manager at Independent Schools Victoria after a long career as Head of Junior School. She has a passion for reading and learning, and strongly believes that a great teacher is one who never stops the quest for learning. Diane is a Principal as Literacy Leader trainer and has a long association with the Reggio Emilia Approach in Australia.

David Kehler
David Kehler received both a Bachelor of Arts (English) and then a Bachelor of Education in Canada. During his time as Principal in the Australian government education system, he completed a Master of School Leadership degree at the University of Melbourne. David held the position of Literacy Coordinator at an International Baccalaureate school and is now the Building Learning Power Coordinator at a large Independent school in Geelong. He is passionate about making learning engaging and also sees the need to balance student engagement with a structured and explicit pedagogy in English. This winning balance has inspired the many students he has taught and has resulted in seeing both struggling and highly capable writers succeed and grow in their ability to conduct research and express themselves through creative writing.

Lili-Ann Kriegler
Lili-Ann Kriegler is the Manager of Mind/Brain Projects at Independent Schools Victoria (ISV). She has been an educator at preschool, primary, secondary and tertiary levels. Prior to her engagement at ISV, she spent a decade at Fintona Girls’ School as Director of the coeducational Early Learning Centre within a highly motivated team. Her practice is inspired by the pedagogy of the Reggio Emilia Schools in northern Italy, and she attended study tours there in 2000 and 2010. She is fully conversant with the National Quality Framework and has worked with the International Baccalaureate’s Primary Years Programme. She is knowledgeable about influential educational theories relating to the early years, including early brain development and the application of neuroscience themes to education. In partnership with Helen Schiele and Melinda Hargreaves at ISV, she developed the Play, Learn and Integrate Thinking framework, a practical curriculum design for students 0-8 years of age.

Sharon Piccolo
Sharon Piccolo is an experienced junior school educator with over 20 years’ classroom teaching experience across all junior school aged groups. She is passionate about enhancing educational opportunities for all students, especially in regard to reading and writing and also building a supportive and inclusive culture in the education environment.
Helen Schiele

Helen Schiele has worked in the educational field for some 24 years. She has developed professional learning opportunities in the areas of curriculum design, differentiation, professional learning communities, Cognitive Coaching and literacy and numeracy strategies. Prior to entering the primary and secondary areas, Helen worked extensively as an early childhood practitioner, predominately in low socioeconomic areas and multicultural communities. Helen’s extensive experience as a generalist teacher in both the primary and secondary fields also includes leading initiatives in the area of gifted education and philosophy. She is passionate about the early years and the need to build a strong foundation for children to be successful and respected as unique thinkers within their educational journey. Helen has completed her Masters in Education by research and is now completing her Doctoral studies in collective efficacy in education.

Claire Scott

Formerly a classroom teacher, Claire Scott has been a Direct Instruction (DI) teacher-trainer and coach for over fifteen years, conducting hundreds of workshops and trainings in a wide variety of settings. In Australia, Claire works with schools in the Independent, Catholic and government sectors, assisting them with introducing, expanding and evaluating both small- and large-scale developmental and remediation programs. She also conducts professional learning workshops helping teachers, teacher aides and parents develop and upgrade their skills. In addition, Claire consults in the areas of teacher training, DI, effective teaching, and classroom and behaviour management. She has a Master of Psychology (Educational and Developmental), in which her specialisation was teacher training. Overseas, Claire has worked with the University of Oregon and Center for Applied Research in Education (CARE) teams in Oregon, California and in American Samoa training pre and in-service teachers, as well as training coaches in effective teaching strategies for DI reading, writing, language, spelling, comprehension and maths. She earned her Master of Education from the University of Oregon and was Senior Trainer with CARE in American Samoa for six years, as well as trainer and coach with the Cape York Australian Aboriginal Academy for four years.
**Literacy (and EAL) Seminars**

### Blended Structure and Style in Writing

**Target Audience:** English Coordinators looking for a whole-school approach, English Teachers looking for a succinct and powerful set of strategies for teaching writing, and Teacher Librarians delivering and facilitating students in learning research skills would all benefit from this powerful approach.

**Program Description:**
Blended Structure and Style in Writing is a much needed approach to composition that combines best practice while inspiring students to advance through a set of writing and research skills. This approach, as the title suggests, marries the structures of powerful writing with explicitly-taught stylistic elements. The program seamlessly delivers to students an understanding of grammar in an authentic and enjoyable manner as students write. This one-day seminar will please teachers who appreciate a back-to-basics approach, who are deeply satisfied by discussion on the topic of grammar, as well as those looking for new ideas for inspiring students and getting them to enjoy writing again. The program has been digitised and made interactive for use in schools with one-to-one devices.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 5

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**Date(s):**
Monday 5 June 2017

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### Corrective Reading Decoding

**Target Audience:** English Teachers and Year 3 to Year 9 Teachers

**Program Description:**
Literacy is something we cannot take for granted, especially as students who cannot read are constantly confronted with the inability to cope with the academic demands of the classroom. Unable to ‘break the code’, such students resort to ineffective reading behaviours that thwart their chances of gaining meaning from print. Their continued failure and increasing awareness of their inability to advance with their literate peers weaken their already diminished self-esteem. The Corrective Reading Decoding program is engineered to teach primary and secondary students the strategies to overcome their reading difficulties. To enable students to put more cognitive effort into comprehension, it teaches phonemic awareness, phonics, decoding and fluency. The program has demonstrated research-based effectiveness. This one-day workshop is specifically designed to outline why the program is so effective and how to best implement and deliver it to maximise student performance. It will cover placement testing, presentation techniques, signalling, correction procedures, data collection and analysis, and behavioural change techniques. Participants will have the opportunity for hands-on practice with corrective feedback from the presenter. If you are considering introducing Corrective Reading Decoding, the information presented will help inform your decision.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 5

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**Date(s):**
Wednesday 1 March 2017

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Critical Thinking and Shared Inquiry in the Early Years with Great Books

**Target Audience:** Literacy Coordinators, Lower Primary Teachers and Teacher Librarians

**Program Description:**
This one-day seminar will help participants apply the basic principles of Shared Inquiry™ to achieve realistic goals, such as helping young students listen to a story, make thoughtful comments about it and ask relevant questions. Participants will explore ways to use simple forms of drama, drawing and writing to help students connect with a story and to begin their critical and interpretive thinking about it.

**Note:** If registering online, this seminar is listed under Literacy (and EAL).

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 5

**Presenter(s):** Diane Bourke
**Prices:**
- Standard: $410.00
- Member Schools: $280.00

**Date(s):**
- Friday 24 March 2017

**Time(s):** 9.30 am – 3.30 pm

Effective Planning and Assessment for Literacy and Numeracy in the Early Years

**Target Audience:** All educators responsible for early years programs related and any educators interested in early years literacy and numeracy development and the cognitive skills that underpin it

**Program Description:**
This two-day seminar will outline for participants the links between the Victorian Early Years Learning and Development Framework and the Australian Curriculum. Participants will also examine how trans-disciplinary learning connects with the general capabilities, as well as exploring literacy and numeracy strategies to plan and assess in the early years.

**Numeracy Focus:**
- sorting, classification and patterning
- number concepts
- measurement.

**Literacy Focus:**
- comprehension strategies
- early literature, ICT skills, non-verbal communication and movement.

**Note:** If registering online, this seminar is listed under Early Years.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3, 4 and 5

**Presenter(s):** Lili-Ann Kriegler and Helen Schiele
**Prices:**
- Standard: $820.00
- Member Schools: $560.00

**Date(s):**
- Monday 6 March 2017 (Day One)
- Tuesday 7 March 2017 (Day Two)

**Time(s):** 9.30 am – 3.30 pm
**Great Books – Read, Discuss, Think, Grow**

**Target Audience:** Year 3 to Year 8 Teachers and Teacher Librarians

**Program Description:**
The goal of Great Books programs is to instil in adults and children the habits of mind that characterise self-reliant thinkers, readers and learners. The Great Books programs are predicated on the idea that everyone can read and understand excellent literature – literature that has the capacity to engage the whole person, the imagination and the intellect. This one-day workshop will introduce Shared Inquiry™, a distinctive method of learning in which participants search for answers to fundamental questions raised by an engaging text, and are guided to reach their own interpretations through responding to thought-provoking questions and discussions of the texts. Through this process, students gain experience in communicating complex ideas and in supporting, testing, and expanding their own thoughts. In this way, Shared Inquiry promotes thoughtful dialogue and open debate, preparing students to become able, responsible citizens, and enthusiastic, lifelong readers.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 5

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**Spelling Mastery**

**Target Audience:** Primary Teachers

**Program Description:**
This one-day program is designed to teach primary students how to spell using the rules. It employs phonemic, whole word and morphemic strategies, teaching students to spell literally thousands of words. Under the direct guidance of the teacher, students learn rules and morphographs, thus expanding their knowledge about how words are spelt. The programs demystify spelling and help students to spell with automaticity and confidence. Lessons take only 15 to 25 minutes, can be taught to whole classes, are easy to timetable, and large numbers of students can be included. This will be a very practically orientated workshop, and will include Direct Instruction principles and practice. It will also explore these questions:
- Why is the evidence-based Spelling Mastery program so effective?
- How do we best implement it?
- How do we use it to maximise our students’ performance?
- The instructional design of Spelling Mastery is explicit teaching and lends itself to school-wide or single class implementation. Which is better for us?

In addition, the following important aspects will be covered:
- placement testing
- presentation techniques
- signalling
- correction procedures
- data collection and analysis
- behavioural change techniques.

Participants will have the opportunity for much hands-on practice with corrective feedback from the presenter.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 5

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The Big Six – Essential Skills for Learning to Read

Target Audience: Literacy Coordinators, Primary School Leaders and Prep to Year 4 Teachers

Program Description:
Converging research on beginning reading instruction has led to a clearer understanding of the skills that lead to success with reading and how children learn to read. The six key skills identified are:
- oral language
- phonological awareness
- letter-sound knowledge (phonics)
- fluency
- vocabulary
- comprehension.
During this one-day seminar, participants will receive an overview of this research, along with advice on how to structure reading programs to ensure that students are offered balanced reading instruction.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 1, 2, 3 and 5

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Time(s):
9.30 am – 3.30 pm
Margaret Bigelow

Margaret Bigelow has had a long and varied career in mathematics education. She taught for many years and was actively involved in teachers’ professional associations. Following teaching, she worked for the New South Wales Board of Studies developing the senior secondary mathematics curriculum. She is currently the Senior Project Officer for Mathematics at ACARA, and has worked to develop the Mathematics Curriculum Foundation – Year 10 and the Senior Secondary Mathematics Curriculum. Margaret has worked with states and territories to support the implementation of the Australian Curriculum from Foundation to Year 12. She is now working on projects to assist teachers understand the importance of the mathematics proficiencies in the teaching of mathematics, the development of illustrations of practice of how the curriculum can be delivered through the lens of STEM, and the development of learning progressions for numeracy. Margaret has had the opportunity to work at an international level in the Middle East and Asia to support capacity development for curriculum organisations.

Adjunct Professor Mike Clapper

Adjunct Professor Mike Clapper is the Executive Director of the Australian Mathematics Trust, which runs competitions in mathematics, such as the Australian Mathematics Competition, and algorithmics, such as CAT – the Computational and Algorithmic Thinking competition. Mike has been teaching Mathematics and Computer Science for 40 years and has also been a Principal of several schools in New South Wales and Victoria. He has worked as an exam setter and vetter with both the VCAA and the New South Wales Board of Studies. Mike has run many teacher workshops, for both primary and secondary teachers, in both mathematical problem solving and informatics.

Tony Doyle

Tony Doyle has over 30 years’ teaching and administration experience in Independent schools around Australia. As a classroom teacher, ICT and Maths Coordinator, Deputy Head, Head and now a teacher of gifted and talented students, Tony’s focus has always been on one area – improve learning to improve outcomes. As an author of over 10 student and teacher maths books, Tony is always looking for ways to make maths meaningful to today’s students, and through his work he has pioneered several unique approaches for using apps to develop and expand on student knowledge and skill.

Rachel Kennedy

Rachel Kennedy is an IT Education Consultant with 25 years’ of experience in education, both as a primary classroom teacher, IT manager and eLearning consultant. She provides professional learning to teachers exploring emerging technologies and the effective use of iPads and interactive whiteboards in the classroom. Rachel also works with leading education providers in the design of online multimedia content and education websites, eLearning and instructional design and curriculum writing.

Lili-Ann Kriegler

Lili-Ann Kriegler is the Manager of Mind/Brain Projects at Independent Schools Victoria (ISV). She has been an educator at preschool, primary, secondary and tertiary levels. Prior to her engagement at ISV, she spent a decade at Fintona Girls’ School as Director of the coeducational Early Learning Centre within a highly motivated team. Her practice is inspired by the pedagogy of the Reggio Emilia Schools in northern Italy, and she attended study tours there in 2000 and 2010. She is fully conversant with the National Quality Framework and has worked with the International Baccalaureate’s Primary Years Programme. She is knowledgeable about influential educational theories relating to the early years, including early brain development and the application of neuroscience themes to education. In partnership with Helen Schiele and Melinda Hargreaves at ISV, she developed the Play, Learn and Integrate Thinking framework, a practical curriculum design for students 0-8 years of age.
Dr Sharyn Livy
Dr Sharyn Livy is a lecturer of early years and primary mathematics education in the Faculty of Education at Monash University. Sharyn has extensive experience as a mathematics consultant and as a primary mathematics teacher. She is passionate about providing pre-service teachers and teachers with mathematical experiences that promote understanding and knowledge for teaching. Sharyn promotes engagement and success in mathematics education. When students are engaged in mathematics they are motivated and optimistic but they might also struggle. Sharyn’s current research interest focuses on productive struggle, exploring how students solve problems, share strategies and develop understanding of rich mathematical concepts.

Helen Schiele
Helen Schiele has worked in the educational field for some 24 years. She has developed professional learning opportunities in the areas of curriculum design, differentiation, professional learning communities, Cognitive Coaching and literacy and numeracy strategies. Prior to entering the primary and secondary areas, Helen worked extensively as an early childhood practitioner, predominately in low socioeconomic areas and multicultural communities. Helen’s extensive experience as a generalist teacher in both the primary and secondary fields also includes leading initiatives in the area of gifted education and philosophy. She is passionate about the early years and the need to build a strong foundation for children to be successful and respected as unique thinkers within their educational journey. Helen has completed her Masters in Education by research and is now completing her Doctoral studies in collective efficacy in education.

Professor Peter Sullivan
Professor Peter Sullivan was the author of the Shape Paper for the Australian Curriculum for Mathematics, was editor of the Journal of Mathematics Teacher Education, and is President of the Australian Association of Mathematics Teachers. He is actively involved in research into effective classroom teaching and learning practices, and has three current Australian Research Council grants.

Dr Dung Tran
Dr Dung Tran is a lecturer in mathematics education in the College of Education at Victoria University. His interests focus on mathematics curriculum development, specifically the impact of mathematical modelling and learning trajectories in curriculum design on student learning, with statistics being the focal content area. Dung has extensive experience in curriculum analysis and development. He has conducted professional learning for middle years and high school teachers in Vietnam, as well as massive open online courses for educators on teaching practices in the United States of America. He has also published several papers related to mathematical modelling and application, with a focus on task design and implementation.

Dr Karina Wilkie
Dr Karina Wilkie has taught school mathematics across the full range of year levels, Prep to Year 12, spanning 20 years in Australia and England. She has been a mathematics coordinator in two schools, taught as a primary numeracy specialist, and produced in-depth numeracy and literacy curriculum documentation for Independent schools. She has also taught secondary mathematics at VCE levels in Victoria and at A-level in England, where she lived for three years. Karina completed her PhD at the University of Melbourne in 2011, and now teaches undergraduate and postgraduate pre-service teachers at Monash University. Her current research interests focus on algebra in the middle years, the use of multiple strategies for mathematics at secondary levels, formative assessment strategies, and ways to help students learn mathematics conceptually.
Mathematics Seminars

**Australian Curriculum Mathematics: Proficiencies and Numeracy**

**Target Audience:** Year 1 to Year 10 Mathematics Teachers

**Program Description:**
The Australian Curriculum, Assessment and Reporting Authority (ACARA) has undertaken a number of projects that complements the Australian Curriculum: Mathematics. Two of those projects are:
1. Enhancing the Mathematics Proficiencies
2. Numeracy Learning progressions.

During this two-day seminar, participants will investigate these two different but interrelated aspects of the Australian Curriculum: Mathematics.

**Session 1 – Enhancing the Mathematics Proficiencies**
The Australian Government Department of Education and Training commissioned ACARA to look at improving teacher engagement with the proficiencies in the Australian Curriculum: Mathematics. Illustrations of practice and work samples have been developed to assist teachers to change their practice. Participants will see a demonstration of different strategies for teaching and learning of mathematics at various stages of schooling. Teachers will also learn how to unpack the proficiencies and begin to incorporate them into the learning programs. Appropriate formative and summative assessment tasks for use in their classrooms.

**Session 2 – Numeracy Progressions**
The National Science, Technology, Engineering and Mathematics (STEM) Strategy contained a statement that required the development of Literacy and Numeracy Learning Progressions that reflect what the national requirements are for literacy and numeracy for all Australian students.

The first draft of the Numeracy Learning Progressions is available for consultation. This session will investigate the relationship of numeracy in the Australian Curriculum: Mathematics, the general capabilities, NAPLAN and the Numeracy Learning Progressions. Teachers will see how the components of the Mathematics Proficiencies and the Numeracy Progressions are dependent on each other. Teachers will delve learning materials to assist them in their teaching.

**Note:** If registering online, this seminar is listed under Mathematics.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2, 3 and 6

**Presenter(s):**
Margaret Bigelow

**Prices:**
- Standard: $410.00
- Member Schools: $280.00

**Date(s):**
Friday 24 March 2017

**Time(s):**
9.30 am – 3.30 pm

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**Applications and Modelling in Years 7 to 10 Mathematics**

**Target Audience:** Year 7 to Year 10 Mathematics Teachers

**Program Description:**
Mathematical modelling and applications is both a means and an end for the teaching and learning of mathematics. As a means, it stimulates students’ interests and disposition towards the subject. It creates flexible access for students to learn mathematical concepts meaningfully. As an end, it is one of the critical capacities for students to have so that they can use mathematics wisely in their everyday life and in their future careers.

Despite this, creating learning opportunities for students to learn mathematical modelling and applications is challenging. This one-day workshop will equip teachers with a critical lens to analyse, adopt, adapt and create appropriate modelling tasks for students. Additionally, it will develop ways to tackle student reasoning when they solve modelling tasks. The workshop will include hierarchies of modelling tasks, as well as strategies for teachers when implementing the tasks. A link to the Australian Curriculum: Mathematics will be discussed for teachers to map the learning experience to their daily teaching.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2, 3 and 6

**Presenter(s):**
Dr Dung Tran

**Prices:**
- Standard: $410.00
- Member Schools: $280.00

**Date(s):**
Thursday 9 March 2017

**Time(s):**
9.30 am – 3.30 pm
**Building Links between Statistics and Probability through Investigations**

**Target Audience:** Year 2 to Year 7 Numeracy and Mathematics Teachers

**Program Description:**
From superannuation to stock markets, health risks to house prices, statistics and probability concepts help us make sense of and navigate our world. They are essential to make reasoned decisions in everyday life. Students need opportunities right from the early years to develop critical thinking skills that enable them to understand chance concepts, evaluate statistical information, and develop sound intuitions about data. A key content strand in the Australian Curriculum: Mathematics is Statistics and Probability, yet researchers have found that many primary teachers neglect it in their program. This two-day seminar explores a series of practical, easy-to-arrange investigations that help develop students’ knowledge of probability and make sense of these important concepts through collecting and analysing their own data.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2, 3, 6 and 7

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<th>Presenter(s):</th>
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<tr>
<td>Dr Karina Wilkie</td>
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| 9.30 am – 3.30 pm | |

**Effective Planning and Assessment for Literacy and Numeracy in the Early Years**

**Target Audience:** All educators responsible for early years programs and any educators interested in early years literacy and numeracy development and the cognitive skills that underpin it

**Program Description:**
This two-day seminar will outline for participants the links between the Victorian Early Years Learning and Development Framework and the Australian Curriculum. Participants will also examine how trans-disciplinary learning connects with the general capabilities, as well as exploring literacy and numeracy strategies to plan and assess in the early years.

**Numeracy Focus:**
- sorting, classification and patterning
- number concepts
- measurement.

**Literacy Focus:**
- comprehension strategies
- early literature, ICT skills, non-verbal communication and movement.

**Note:** If registering online, this seminar is listed under Early Years.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2, 3, 4 and 5

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<td>Lili-Ann Kriegler and Helen Schiele</td>
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| Time(s): | |
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| 9.30 am – 3.30 pm | |
Exploring Strategies for Teaching Geometric Reasoning and Mathematical Thinking

Target Audience: Year 3 to Year 7 Numeracy and Mathematics Teachers

Program Description:
In designing approaches to teaching mathematics in the primary years, including the structure of lessons, consideration of how students engage with the subject need to be investigated. Good teaching of geometry requires a development of spatial reasoning and critical thinking. This one-day workshop aims to explore pedagogical strategies for teaching of geometric reasoning in years 3 to 7. During this workshop, participants will consider a selection of tasks related to geometric reasoning that will assist students to extend their understanding of geometry. Discussion will include the importance of encouraging persistence and productive struggle in primary classrooms. Participants will also consider how digital technologies might assist students to extend their understanding of geometry.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 2, 3 and 6

Presenter(s):
Dr Sharyn Livy

Prices:
Standard: $410.00
Member Schools: $280.00

Date(s):
Friday 28 April 2017

Time(s):
9.30 am – 3.30 pm

Teaching Students to Visualise in the Primary Mathematics Classroom

Target Audience: Year 3 to Year 6 Teachers

Program Description:
Infographics are fast becoming an efficient form of presentation for information, data, reports and research findings, turning complex ideas into a simple, engaging visual presentation. During this one-day workshop, learn how to create infographics on your iPad and develop understandings in the value of infographics in supporting primary students in interpreting and sharing data and content across a range of subject areas. Participants will also explore a range of apps that support students’ development of visual and technology literacies.
As this is a hands-on workshop, participants will need to bring their own or a school iPad. Wireless access will be provided. Please ensure that you have access privileges to network settings to enable wireless access and installation of appropriate software. Please also bring the charging chord.
The session will start at 9.30 am, however, participants are asked to arrive at 9.00 am to sign in and complete registration and any setting up procedures.

Note: If registering online, this seminar is listed under Mathematics.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 1, 2, 3 and 6

Presenter(s):
Rachel Kennedy

Prices:
Standard: $410.00
Member Schools: $280.00

Date(s):
Tuesday 6 June 2017

Time(s):
9.00 am – 3.30 pm
Inquiry Pedagogies for Teaching Primary Measurement

Target Audience: Year 3 to Year 6 Mathematics Teachers

Program Description:
In this two-day seminar, participants will explore an approach to teaching based on posing challenging mathematics tasks, appropriately differentiated. On the first day, participants will work through a set of challenging mathematics teaching suggestions on the topic of measurement, and will explore the pedagogies associated with such teaching. Participants will set a pre-test on the topic and will teach those suggestions that are appropriate for their classes. They will then set a post-test for their classes. On the second day, participants will review the experience of implementing those pedagogies, will examine the pre to post-test changes in student learning, and will learn how to create challenging and open-ended tasks for themselves.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 2, 3, 4, 5 and 7

Presenter(s):
Professor Peter Sullivan

Prices:
Standard: $820.00
Member Schools: $560.00

Date(s):
Monday 5 June 2017 (Day One)
Monday 11 September 2017 (Day Two)

Seminar Number:
2017063

Time(s):
9.30 am – 3.30 pm

Inquiry Pedagogies for Teaching Lower Secondary Measurement

Target Audience: Year 7 to Year 8 Mathematics Teachers

Program Description:
In this two-day seminar, participants will explore an approach to teaching based on posing challenging mathematics tasks, appropriately differentiated. On the first day, participants will work through a set of challenging mathematics teaching suggestions on the topic of measurement, and will explore the pedagogies associated with such teaching. Participants will set a pre-test on the topic and will teach those suggestions that are appropriate for their classes. They will then set a post-test for their classes. On the second day, participants will review the experience of implementing those pedagogies, will examine the pre to post-test changes in student learning, and will learn how to create challenging and open-ended tasks for themselves.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 2, 3, 4, 5 and 7

Presenter(s):
Professor Peter Sullivan

Prices:
Standard: $820.00
Member Schools: $560.00

Date(s):
Tuesday 6 June 2017 (Day One)
Tuesday 12 September 2017 (Day Two)

Seminar Number:
2017064

Time(s):
9.30 am – 3.30 pm
Mathematics Seminars

Unit Planning in Mathematics using UBD focusing on Measurement and Space

**Target Audience:** Year 3 to Year 8 Mathematics Teachers

**Program Description:**
The Australian Curriculum: Mathematics provides a framework about what to teach and assess. How can schools implement the curriculum and develop a teaching and learning program across the year levels? A model that has gained popularity over recent years is the Understanding by Design Framework that uses a three-stage design process – desired results, evidence and the lesson plan. This one-day practical workshop will provide the opportunity for participants to draft, plan and create units of work in the area of primary mathematics, with a particular focus on measurement and space.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3, 5 and 6

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**Date(s):**
Friday 26 May 2017

**Time(s):**
9.30 am – 3.30 pm

Why is Algorithmic Thinking Important in the Teaching of Mathematics?

**Target Audience:** Year 3 to Year 10 Numeracy and Mathematics Teacher

**Program Description:**
This one-day seminar, targeting teachers in years 3 to 10, will provide an introduction to algorithms and the new Victorian Curriculum content. It will explain what an algorithm is and how algorithms are used within mathematics and computing. Most importantly, it will explain why it is important for teachers of mathematics to include algorithmic thinking in their teaching. Teachers will have interactive opportunities to experiment with simple algorithms and to become familiar with resources for students used to develop algorithmic thinking. Teachers will also be introduced to a number of standard algorithms used in managing data and will gain hands-on experience in coding in a context that will reinforce the teaching of mathematical concepts.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2, 3, 5 and 6

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**Date(s):**
Monday 27 February 2017

**Time(s):**
9.30 am – 3.30 pm
Kylie Farmer

Kylie Farmer is a Languages Education Consultant and manages a number of professional learning programs, including the MLTAV Mentoring for Beginning Teachers and Bilingual Schools Network. She is Vice President of both the MLTAV and AFMLTA. Through the AFMLTA, Kylie has been actively participating in the consultation process of the Australian Curriculum: Languages. Since 2008, she has been involved in the implementation of the Professional Standards Project as both a trainer and the Key Contact for the project in Victoria. Kylie was also the coordinator of the Japanese Bilingual Program at Huntingdale Primary Bilingual School for a number of years. She has shared her knowledge and passion for Japanese, languages education and bilingual education in particular at a range of conferences, including the Teaching Japanese as a Second Language Conference in Tokyo.

Shona Mancev

Shona Mancev has approximately 20 years’ experience teaching French from Kindergarten to Year 12. She has a Masters in Bilingual Education and is currently Head of Senior School French at Ruyton Girls’ School, where she has taught VCE French since 2011. Additional experience includes pioneering the French Immersion Programme at Methodist Ladies’ College as LOTE Coordinator and Teacher of French and Mathematics, working as a VCAA Oral Assessor and presenting at ISV.

Sarah Pavy

Sarah Pavy is a languages teacher who consults in Melbourne and interstate in a variety of areas relating to teaching and learning. Previously Head of Languages at a secondary boys’ school, Sarah completed a Masters in Education focusing on engaging boys in languages and the teacher’s role in motivation. Sarah runs seminars in a range of areas, including Differentiation of the Curriculum, Behaviour Management, VET Languages, Boys Education, EAL in the Mainstream Classroom, iPads in Classrooms, Backwards Design Curriculum Planning, Assessment, and Inquiry Teaching and Learning. Sarah facilitates short and long-term projects, tailoring objectives, workshops and ongoing support to the needs of the teachers with whom she works. She is passionate about supporting teachers to constantly reflect on, and enhance their approaches to teaching and learning. In 2014 and 2015, Sarah was based in Jakarta, Indonesia, where her work focused on inquiry approaches to primary teaching, assessment practices across primary and secondary schools and EAL in the mainstream classroom. During that time, she continued to consult in Australia. Since her return to Melbourne, Sarah’s work has focused on assessment in schools, the role of feedback in the assessment process, and differentiation (in particular, highly able and gifted learners, as well as learners with individual needs).
Languages Seminars

Collaborative Unit Planning for Australian Curriculum – Languages in the Primary Years

**Target Audience:** Heads of Languages and Languages Teachers

**Program Description:**
This two-day workshop will provide an opportunity for languages teachers to plan innovative teaching and learning activities, including assessment tasks that address key elements of the Australian Curriculum: Languages.

**Note:** If registering online, this seminar is listed under Languages.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2, 3 and 6

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| Time(s): | |
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Differentiating the Curriculum in the Languages Classroom – Starting Out

**Target Audience:** Year 3 to Year 10 Languages Teachers

**Program Description:**
Catering to the enormous range of abilities in a languages classroom is one of our biggest challenges. Differentiation is a way of thinking about planning, teaching and learning that helps us to teach effectively and to engage students actively in their learning.

The first day will look at what differentiation actually means in the languages classroom, how we can incorporate it in small and big ways into our everyday teaching, and how it works to engage students and address a range of needs. Teachers will come to understand the practical application of the theories behind differentiation, and will gain an insight into how and why differentiating the curriculum helps all learners to make progress and to achieve success. Teachers will take part in hands-on examples of tasks that are differentiated, and will have the opportunity to reflect on ways in which these ideas can be immediately and effectively implemented into classrooms. Individuals will identify strategies that they would like to try out in class and will plan for implementation of these.

The second day will focus on moving a step further, looking closely at more complex ways of differentiating the languages curriculum. Participants will share the ideas they have tried out in the classroom, and reflect on successes and challenges. There will be a more in-depth focus on thorough planning for successful, high level differentiation, and teachers will look at an even greater range of strategies.

**Note:** If registering online, this seminar is listed under Languages.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2, 3 and 6

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| Time(s): | |
|----------| 9.30 am – 3.30 pm |
VCE Languages – Strategies for Improved Student Learning

Target Audience: Year 11 and 12 Languages Teachers

Program Description:
The two-day seminar will focus on the following areas:

• preparing students for effective writing:
  ► developing understanding of text types
  ► building up useful vocabulary
  ► writing for different styles, purposes and audiences
  ► writing to time
  ► correction and feedback.
• strategies for improving speaking:
  ► ideas for classroom oral practice
  ► grammar and vocabulary in context
  ► mock orals
  ► practice with questions
  ► tips for success.
  ► strategies for effective listening and reading:
  ► preparation, prediction, practice
  ► writing great responses to questions.
• planning and managing a VCE course:
  ► balance of SACs and exam preparation
  ► choice of appropriate content
  ► communication with students and parents.
• effective use of online tools to assist teaching and learning
• suggestions for differentiation and encouraging independent learning, both in classroom and at home.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 2, 3 and 6

Presenter(s): Shona Mancev

Prices: Ex. GST
Standard: $820.00
Member Schools: $560.00

Date(s): Seminar Number
Friday 28 April 2017 (Day One)  2017036
Monday 7 August 2017 (Day Two)

Time(s): 9.30 am – 3.30 pm
Irene Anderson
Irene Anderson is the Manager, Digital Content at Independent Schools Victoria. She is an experienced educator who has taught in both Independent and Catholic schools across all primary and secondary years. Irene has lectured in undergraduate and postgraduate teacher education programs at Australian Catholic University. She was Head of Junior Secondary at Sacre Coeur, Head of Middle School at Genazzano FCJ College, and was both Head of Middle School English and Humanities and Head of Middle School Teaching and Learning at Beaconhills College. Irene has been a Deputy Principal and held various curriculum coordinator roles throughout her teaching career. She is passionate about how ICT can be most effectively and creatively used to enhance student learning. Irene also supports schools in the development of ICT vision and direction and in issues around digital and global citizenship.

Diane Bourke
Diane Bourke is a Project Manager at Independent Schools Victoria after a long career as Head of Junior School. She has a passion for reading and learning, and strongly believes that a great teacher is one who never stops the quest for learning. Diane is a Principal as Literacy Leader trainer and has a long association with the Reggio Emilia Approach in Australia.

Lynda Cutting
Lynda Cutting has worked extensively in both the Independent and government education sectors. She has successfully fulfilled the roles of Head of Teaching and Learning and Deputy Head (Curriculum) in two large Independent junior schools. She has taught all primary year levels and worked as an Innovations and Excellence Cluster Educator in the Middle Years Project. Lynda has undertaken a number of curriculum and leadership roles – Regional Language Consultant, Early Years Literacy Inservice Course Tutor, School Development and Accountability Officer in the Northern Metropolitan Region and Lectured in the departments of Language and Literacy and Curriculum, Teaching and Learning at the University of Melbourne. Lynda is a published author, podcaster, blogger and an Apple Certified Trainer. She is currently a Senior Advisor – School Improvement supporting Independent schools in curriculum, teaching and learning, with a special interest in how technology can support student learning.

Suzie Keck
Suzie Keck is a Speech Pathologist who began working in Central Victoria in 1990. Before commencing her own private practice, she worked in the public health service in early intervention, school settings, and in a private practice in Melbourne. She has worked with adults in acute hospital settings, rehabilitation and in nursing homes. She has also worked for a number of years in early intervention and in community-based teams. Suzie has a special interest in communication and swallowing disorders of neurological origins, as well as literacy and developmental delays. She has also recently been working in schools and kindergartens, raising awareness of the importance of oral language.
Lili-Ann Kriegler

Lili-Ann Kriegler is the Manager of Mind/Brain Projects at Independent Schools Victoria (ISV). She has been an educator at preschool, primary, secondary and tertiary levels. Prior to her engagement at ISV, she spent a decade at Fintona Girls’ School as Director of the coeducational Early Learning Centre within a highly motivated team. Her practice is inspired by the pedagogy of the Reggio Emilia Schools in northern Italy, and she attended study tours there in 2000 and 2010. She is fully conversant with the National Quality Framework and has worked with the International Baccalaureate’s Primary Years Programme. She is knowledgeable about influential educational theories relating to the early years, including early brain development and the application of neuroscience themes to education. In partnership with Helen Schiele and Melinda Hargreaves at ISV, she developed the Play, Learn and Integrate Thinking framework, a practical curriculum design for students 0-8 years of age.

Amanda MacLean

Amanda MacLean has worked as a Paediatric Occupational Therapist for the past 15 years, spending time in the major children’s hospitals in Melbourne, Sydney and London. During this time, she has been lucky enough to work beside leading neurodevelopmental medical consultants, and is now able to bring a range of approaches to her work with children. Amanda started her therapy services in 2007. Her specialist experience assessing and working with children with a wide range of difficulties and disabilities resulted in a high demand for services and a team grew from there. Amanda has worked extensively in schools and feels passionate about providing training for teachers and parents in the area of inclusion and early intervention. She uses a functional approach during therapy, working towards practical and achievable goals to help children better participate in the school environment.

Helen Schiele

Helen Schiele has worked in the educational field for some 24 years. She has developed professional learning opportunities in the areas of curriculum design, differentiation, professional learning communities, Cognitive Coaching and literacy and numeracy strategies. Prior to entering the primary and secondary areas, Helen worked extensively as an early childhood practitioner, predominately in low socioeconomic areas and multicultural communities. Helen’s extensive experience as a generalist teacher in both the primary and secondary fields also includes leading initiatives in the area of gifted education and philosophy. She is passionate about the early years and the need to build a strong foundation for children to be successful and respected as unique thinkers within their educational journey. Helen has completed her Masters in Education by research and is now completing her Doctoral studies in collective efficacy in education.
Early Years Seminars

Coding in the Early Years – Plugged and Unplugged

**Target Audience:** Preschool and Junior Primary Teachers

**Program Description:**
Are you excited, yet a bit scared, about the requirement to empower even our youngest students to code? In the words of JRR Tolkein, we are ‘looking for someone to share in an adventure’ to explore the possibilities that coding offers to enhance student learning. In this one-day, hands-on session, participants will investigate:
- coding – both plugged and unplugged.
- the Digital Technologies Curriculum and ICT General Capability
- how coding supports the concepts of the Belonging, Being and Becoming early years framework
- principles of coding and its application within individual school contexts
- integrating coding across all curriculum areas
- procedures and processes of computational thinking
- the importance of the precise use of language and instruction
- examples of coding in early years classrooms.

**Note:** If registering online, this seminar is listed under Early Years.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 5

**Presenter(s):**
Irene Anderson,
Lynda Cutting and
Helen Schiele

**Prices:**
- Standard: $410.00
- Member Schools: $280.00

**Date(s):**
Wednesday 8 March 2017

**Time(s):**
9.00 am – 3.30 pm

Critical Thinking and Shared Inquiry in the Early Years with Great Books

**Target Audience:** Literacy Coordinators, Lower Primary Teachers and Teacher Librarians

**Program Description:**
This one-day seminar will help participants apply the basic principles of Shared Inquiry™ to achieve realistic goals, such as helping young students listen to a story, make thoughtful comments about it and ask relevant questions. Participants will explore ways to use simple forms of drama, drawing and writing to help students connect with a story and to begin their critical and interpretive thinking about it.

**Note:** If registering online, this seminar is listed under Literacy (and EAL).

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 5

**Presenter(s):**
Diane Bourke
Lynda Cutting and
Helen Schiele

**Prices:**
- Standard: $410.00
- Member Schools: $280.00

**Date(s):**
Friday 24 March 2017

**Time(s):**
9.30 am – 3.30 pm
Target Audience: All educators responsible for early years programs and any educators interested in early years literacy and numeracy development and the cognitive skills that underpin it

Program Description:
This two-day seminar will outline for participants the links between the Victorian Early Years Learning and Development Framework and the Australian Curriculum. Participants will also examine how trans-disciplinary learning connects with the general capabilities, as well as exploring literacy and numeracy strategies to plan and assess in the early years.

Numeracy Focus:
- sorting, classification and patterning
- number concepts
- measurement

Literacy Focus:
- comprehension strategies
- early literature, ICT skills, non-verbal communication and movement.

Note: If registering online, this seminar is listed under Early Years.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 1, 2, 3, 4 and 5

Presenter(s): Prices: Ex. GST
Lynda Cutting Standard: $ 820.00
and Helen Schiele Member Schools: $560.00

Date(s): Seminar Number
Monday 6 March 2017 (Day One) 2017024
Tuesday 7 March 2017 (Day Two)

Time(s): 9.30 am – 3.30 pm
### Early Years Seminars

#### Framework for Creating a Quality Improvement Plan

**Target Audience:** Early childhood education and care professionals, out of school hours care providers and key staff overseeing early childhood education and care facilities

**Program Description:**
This one-day workshop will offer participants a deeper understanding of the process for creating a Quality Improvement Plan (QIP) for their educational setting. Along with their peers, they will develop and evaluate strategies for making the QIP an achievable and positive experience for the educational staff in their workplace. Developing a QIP is a powerful vehicle for exploring and fine-tuning the philosophy and practice in a work environment. It is a way to move forward in a constructive and collaborative climate, and enhance relationships between and amongst children and parents. The workshop will cover:

- analyse the QIP
- examine the template of the QIP
- strategies to develop a relevant and proactive QIP
- strategies to develop collaborative relationships with parents in seeking their contribution to the QIP based upon the family centred approach
- answering contextual questions relating to the QIP
- follow-up communication once the process is underway in individual centres.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 4, 5 and 7

**Presenter(s):** Lili-Ann Kriegler and Helen Schiele

**Prices:**
- Standard: $410.00
- Member Schools: $280.00

**Date(s):**
- Tuesday 28 February 2017

**Time(s):**
- 9.30 am – 3.30 pm

#### Implementation of the Revised Victorian Early Years Learning and Development Framework

**Target Audience:** Heads of Early Years, Foundation to Year 2 Curriculum Coordinators, Primary School Teachers and early childhood education and care professionals, out of school hours care providers and key staff overseeing early childhood education and care facilities

**Program Description:**
The revised Victorian Early Years Learning and Development Framework (VEYLDF) reflects new research and practice and aspirational outcomes for young students. It is designed to guide practice for all professionals working with children from birth to eight years of age. It supports professionals in promoting continuity of pedagogy and practice. This one-day seminar will:

- analyse the revised eight practice principles with key focus on the skills needed for critical evaluation for all early childhood professionals
- explore strategies to develop ‘partnerships with families’
- develop strategies towards a strength-based approach utilising evidence that will inform professionals’ practice and advance outcomes for students and their families
- support educational staff to map the first three levels of the Victorian Curriculum Foundation to Year 10 / the Australian Curriculum Foundation to Year 10 against the VEYLDF.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 4, 5 and 7

**Presenter(s):** Helen Schiele

**Prices:**
- Standard: $410.00
- Member Schools: $280.00

**Date(s):**
- Monday 27 February 2017

**Time(s):**
- 9.30 am – 3.30 pm
iPads – Deepening the Possibilities for Teaching and Learning in the Early Years

**Target Audience:** Preschool and Junior Primary School Teachers who confidently use iPads in their practice and wish to take the next step into the possibilities of using iPads to engage in deeper thinking and learning with their students.

**Program Description:**
The stories children tell and the artefacts that they create are rich evidence of their thinking and learning. During this one-day seminar, participants will investigate how technology can help young learners describe, document, share, wonder, make connections, form conclusions, look carefully, uncover complexity and detail and truly make their thinking and learning visible. Participants will also deepen their understanding of:

- the use of iPads to enable students to make learning and thinking visible
- the Digital Technologies Curriculum and ICT General Capability
- the concepts of the Belonging, Being and Becoming early years framework within a digital world
- an introduction to coding in the early years
- the concept of safety in the digital world for the early learner
- rich pedagogical practice using iPads in the early years.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 5

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**Date(s):**
Tuesday 2 May 2017

**Time(s):**
9.00 am – 3.30 pm

Let’s get Moving – Motor Development in the Early Years

**Target Audience:** Early Childhood Educators

**Program Description:**
Kindergarten children need strong gross and fine motor skills so that they can engage in age-appropriate physical activities, such as drawing, craft, puzzles, opening lunchboxes, running and jumping, accessing the playground… just to name a few. From ages 4-6, children have a crucial window to build on their motor skills and prepare them for school. This one-day seminar will explore:

- What are the important developmental milestones in this area?
- How do we recognise children that need more than ‘time’ to improve on delays in these areas?
- What strategies can we use to help?

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 4

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<td>Amanda MacLean</td>
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**Date(s):**
Thursday 25 May 2017

**Time(s):**
9.30 am – 3.30 pm
Early Years Seminars

Preschool Assistants –
An Advanced Perspective

Target Audience: All Preschool Assistants who are interested in developing their professional knowledge and practice to support their team and the students for whom they are responsible

Program Description:
This five-day seminar aims to develop a deep understanding of the role of the preschool assistant. This seminar will include a day at a regional-based early learning centre.

Participants will:
● review their current practice
● consolidate their understanding of the National Quality Framework
● understand the theoretical underpinnings of play in learning
● discuss and explore methodologies for observation, documentation and assessment of young children’s learning
● consider various techniques for behaviour management
● explore ideas and techniques for creating effective learning environments
● examine ways to develop good relationships with students, staff and parents framed within the Early Years Learning Framework and Victorian Early Years Learning and Development Framework
● develop professional self-development goals and ways to implement them
● develop professional pedagogical practice.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 1, 3, 5 and 7

Presenter(s): Lili-Ann Kriegler and Helen Schiele

Prices: Ex. GST
Standard: $2050.00
Member Schools: $1400.00

Date(s): Seminar Number
Tuesday 21 March 2017 (Day One) 2017027
Wednesday 22 March 2017 (Day Two)
Monday 31 July 2017 (Day Three)
Tuesday 1 August 2017 (Day Four)
Wednesday 25 October 2017 (Day Five)

Time(s): 9.30 am – 3.30 pm

Social Play and Thinking –
The Development of Play and Social Interaction Skills in the Early Years

Target Audience: Early childhood educators

Program Description:
Play skills are essential to explore, develop, take risks and learn important communication skills and perspective taking. Some students in the early years learning environment find play and social interaction difficult. This one-day seminar will look at:
● What are the important play and social developmental milestones for students in the early learning environment?
● What happens when play and social thinking skills are delayed?
● What strategies are useful to promote play and social thinking skills in the early learning environment? Red flags for the early identification of young students who may be on the Autism Spectrum and specific strategies to support their social and play development will also be discussed.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 1, 3 and 4

Presenter(s): Amanda MacLean and Suzie Keck

Prices: Ex. GST
Standard: $410.00
Member Schools: $280.00

Date(s): Seminar Number
Friday 3 March 2017 2017032

Time(s): 9.30 am – 3.30 pm
**Transition from Early Learning to School – Establishing Lifelong Learning Practices**

**Target Audience:** Foundation Curriculum Coordinators, Primary School Teachers and early childhood education and care professionals and key staff overseeing early childhood education and care facilities

**Program Description:**
Transition is viewed as a critical part in any child’s life. Aspirational early learning settings seek to support young students in developing life-long learning strategies and capabilities rather than seeing it as a time to prepare them for school. This three-day seminar will give educators the necessary skills to unpack and value the information shared and sought in ensuring that any child entering a new learning space has their cognitive functions shared.

- **Day One –** Transition statements, values and skill sets
- **Day Two –** Planning process, creating checklists, establishing collaborative networks and partnerships in sharing child focused documentation
- **Day Three –** Reflection, review and protected time to evaluate transition program, gather evidence and plan for future initiatives in the transition process.

This seminar will support educators to:
- devise and-or review policies and practices that ensures that the child’s voice is heard and respected through the documentation shared
- create detailed transition statements that gives an in-depth overview of the child’s cognitive functioning
- create a common understanding of the strategies and level of information shared between settings
- best support children and their families throughout the transition process
- identify what information needs to be shared with families and children to help ensure continuity during the transition process
- create a checklist that supports individualised transition processes for families, children and services/schools.
- ensure that a child’s agency is respected throughout the process
- ensure community members and-or professionals are collaborative in their approach in improving transition practices
- create a transition process that can be shared within the wider educational setting (centre and-or school based) that allows all parties to participate within a transition process

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 4, 5 and 7

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**Date(s):**
- Wednesday 10 May 2017 (Day One)
- Wednesday 9 August 2017 (Day Two)
- Monday 20 November 2017 (Day Three)

**Seminar Number:** 2017029

**Time(s):** 9.30 am – 3.30 pm
Judy Battle

Judy Battle is a very experienced educator who has worked in early intervention, primary schools and overseas as a special educator and held senior leadership positions, the most recent being Head of an Independent junior school. Recently, she has worked as an education consultant with schools and her passion and expertise include developing programs, policies and handbooks for students with additional needs, students with gifts and talents, chronic health impairment or who have suffered grief and trauma, and, working with parents and learning assistants. Her passion for students with individual needs has led her to also work with teachers in a Cambodian orphanage, participate in a learning exchange program for early childhood educators in Cape Town, South Africa, and with teachers and students at a Victorian college.

Bronwyn Billimoria

Bronwyn Billimoria currently provides services to preschool and school-aged children through her private practice. She has over 25 years of experience working with children and adults in hospitals and educational settings in Australia and overseas. Bronwyn was involved as a senior Speech Pathologist with the development and coordination of speech pathology services within Catholic Education for over 10 years. This role incorporated the development of teacher training professional learning courses and coordinating a large team of speech pathologists. She has a Graduate Diploma in Literacy Intervention and training in THRASS (Teaching Handwriting Reading and Spelling Skills). Bronwyn is also a Cogmed Coach for the development of working memory. She is very passionate about improving students’ communication skills and working alongside teachers and parents to improve student outcomes.

David Cherry

David Cherry is a Clinical and Forensic Psychologist who has been working in the area for 33 years. He has extensive experience in working with children, adolescents and families where the child’s performance or behaviour in school has been a concern. David has provided training for teachers and other school staff for over 25 years on a broad range of topics including: Handling Difficult People, Behaviour and Situations, Managing Complaints, Managing Difficult Calls, The Occasional Counsellor™, Managing Disruptive Classroom Behaviour, and Handle with Care™ – Staff Safety and Defusing Situations where Individuals may be Aggressive. In early 2014, David was engaged by the Victorian Government Department of Education and Early Childhood Development to write guidelines for principals and other senior school staff on how to respond to difficult behaviour from parents.

Fiona Cranstoun

Fiona Cranstoun is a Clinical Psychologist whose focus is educational and developmental psychology. Having only ever focussed on psychology with children and adolescents, she transforms every child into new versions of themselves creating outstanding outcomes for all she works with. Fiona is highly regarded and respected. Her vast specialist experience makes her unique in her field. She loves children and the outcomes they enjoy when they work together. An expert in assessment, Fiona’s reports have been recognised for capturing every detail and her recommendations form a solid basis for future treatment. Fiona is a regular educational consultant to several schools. Her educational and diagnostic assessments include ADHD, dyslexia, autism spectrum and other learning problems. Fiona runs a busy private practice with a team of specialist educational and developmental psychologists who follow a cognitive behavioural approach, including ACT (Acceptance and Commitment Therapy).
Deb Ferguson

Deb Ferguson is an in-demand educator, executive coach, keynote speaker and facilitator in the area of personal and professional leadership. With extensive experience in education and business, her work enables people to manage their increasing personal and professional demands. Deb’s vision is to promote positive culture, values and ethical environments where people and communities flourish and achieve their goals. Also a published author, Deb’s book, What Teachers need to know about Personal Wellbeing, was commissioned by the Australian Centre of Educational Research (ACER) in 2008. She was an ongoing contributor to ACER’s Teacher Magazine where she is widely published in the areas of wellbeing, conflict management and resiliency. Nationally, Deb continues to train school communities through her business, and she has a continuing passion for coaching in education. Her professional work includes keynote addresses in education and economic forums, and training leadership and school communities in culture and ethics, wellbeing, team management and challenging conversations. Deb is a staff member of The Australian Ballet School’s Health Team where she is instrumental in the writing and training of a world’s unique program to build a resilient school community where values and ethics are lived.

Feuerstein Institute

Independent Schools Victoria provides comprehensive training in Feuerstein programs developed by Professor Feuerstein. This training is led by experienced international trainers who work with the Feuerstein Institute and train at Authorised Training Centres throughout the world. These trainers have been selected by the Feuerstein Institute, in conjunction with Independent Schools Victoria, and bring with them a wealth of experience and knowledge about both Feuerstein programs and their applications within and outside the school environment.

Dr Charlotte Forwood

Dr Charlotte Forwood Ph.D. is a teacher and Certified Practising Speech Pathologist. She is currently employed as the Leader of Advanced Learning at Strathcona Baptist Girls Grammar School. She has worked in independent and government schools in Australia and the United Kingdom, teaching students from Prep to Year 11. Charlotte’s areas of specialisation are vocabulary development, language and literacy, differentiation and the development of curriculum. She is the author of a number of publications, including teacher resources, student magazines and toddler books. Charlotte has a particular interest in the latest neuroscience research and its potential implications for education. She is passionate about helping students to become good communicators and empowering them to do their best by understanding how they learn. Charlotte was the recipient of an NGS Super Scholarship, which enabled her to travel to the United Kingdom in 2015 to investigate best practice when supporting students with language difficulties in the school setting.

Jane Hayward AM

Jane Hayward AM has extensive teaching and leadership experience, particularly in small school settings, with a long standing interest in student and community wellbeing and welfare. She led the Strathewen community through the devastation and the aftermath of the Black Saturday fires in 2009, working with students and families after significant trauma. Jane has a special interest in the role of the school and teachers in supporting children and their families after disaster and dealing with trauma, grief and loss. She is an NeiTA Inspirational Teacher of the Year – State and National Award Recipient 2010.

Michelle Hutchison

Michelle Hutchison is a highly regarded literacy and dyslexia specialist. She has extensive academic qualifications in the field of learning difficulties. Michelle has been able to apply this specialist knowledge in her practical experience as a teacher for over two decades. Be inspired by Michelle’s story of overcoming the learning difficulty dyslexia: ‘I am dyslexic. At school, I remember feeling like I was drowning in a sea of letters that I didn’t understand.’ She has engineered her professional life to improve the outcomes for individuals with dyslexia and learning difficulties. Michelle is both an experienced classroom and special education teacher who now presents full time. She spent many years researching and lecturing at the University of Melbourne. Michelle is well known for her unique ability to interpret research into simple, easy to follow guidelines for busy teachers. With her trademark passion and energy, Michelle doesn’t just teach – she inspires!

Suzie Keck

Suzie Keck is a Speech Pathologist who began working in Central Victoria in 1990. Before commencing her own private practice, she worked in the public health service in early intervention, school settings and in a private practice in Melbourne. She has worked with adults in acute hospital settings, rehabilitation and in nursing homes. She also worked for a number of years in early intervention and in community-based teams. Suzie has a special interest in communication and swallowing disorders of neurological origins, as well as literacy and developmental delays. She has also recently been working in schools and kindergartens, raising awareness of the importance of oral language.

Amanda MacLean

Amanda MacLean has worked as a Paediatric Occupational Therapist for the past 15 years, spending time in the major children’s hospitals in Melbourne, Sydney and London. During this time, she has been lucky enough to work beside leading neurodevelopmental medical consultants, and is now able to bring a range of approaches to her work with children. Amanda started her therapy services in 2007. Her specialist experience assessing and working with children with a wide range of difficulties and disabilities resulted in a high demand for services and a team grew from there. Amanda has worked extensively in schools and feels passionate about providing training for teachers and parents in the area of inclusion and early intervention. She uses a functional approach during therapy, working towards practical and achievable goals to help children better participate in the school environment.
Hugh Martin
Hugh Martin is a psychotherapist and the founder of Man Enough. Through his organisation he works with schools, universities, couples and individuals around a range issues concerning gender, sexuality and relationships, as well as mental and emotional wellbeing. One area of speciality is working with people, particularly men and boys, around the impact of pornography on their relationships and views on gender relations, sex and violence. He brings to his work a wealth of experience of working with many men and boys as well as his own lived experience.

Janine Stratford
Janine Stratford is an educational consultant and executive coach, working with middle and senior level leaders and their teams in schools. Janine has been working in education for almost 30 years. She has been a Deputy Principal, Department Head, Pastoral Leader, university lecturer to pre-service teachers at Monash University, Company Director, public speaker and parent and youth coach. Janine has qualifications in education, business, management, human development, welfare and coaching. She draws on her experience from business and education, teaching and leading to bring perspective to leadership development. Janine is an engaging presenter and conducts her programs using a workshop style requiring participants to explore their own beliefs, attitudes and approach to leadership.

David Vinegrad
David Vinegrad is a well-known presenter with extensive experience in the area of behaviour management, both nationally and internationally. He has highly developed skills as a facilitator, trainer and presenter, and is widely recognised as an international expert on restorative justice and behaviour management. David has played a major role in the introduction of restorative practice into schools in Australia and internationally. He is an experienced counsellor and mediator, including high level management of critical incidents and school based trauma. David has over 30 years of experience working with teachers and students in a variety of diverse educational settings, undertaking and developing a wide range of roles, including his recent work in Japan and Brazil.
**Case Notes and Record Keeping**

**Target Audience:** Staff who are required to take notes and keep records

**Program Description:**
Keeping good case notes and records is a vital function of any school. Good case notes and records assist in providing continuity of care to students and families, aid in promoting good practice and service delivery, provide accountability, and protect individual employees and the school in situations where there may be concerns about the nature or adequacy of the service provided by the school. This one-day workshop covers the following areas:
- Why keep case notes and records? (this section includes a discussion of professional and legal obligations)
- What is a record?
- Common mistakes when keeping case notes and records and how to avoid them
- How to write case notes and keep records in a way that is respectful and allows the worker to discharge his or her professional obligations.

Issues regarding confidentiality when keeping case notes and records will also be discussed.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 4 and 7

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**Dyslexia – Core Skills for all Staff**

**Target Audience:** Individual Needs Teachers, Specialist Subject Area Teachers, Learning Support Assistants and Classroom Teachers

**Program Description:**
This one-day seminar begins with an explanation of dyslexia and why it is currently one of the hottest topics in education in Australia. We explore a multiple case study of individuals with dyslexia to explain why individuals with dyslexia have different profiles and different needs. This includes consideration of: auditory processing, visual processing, motor coordination and phonological processing. Participants will be provided with checklists for identification of students with dyslexia. The group will participate in hands-on activities to experience what it is like to be dyslexic in a classroom, including difficulties with processing speed, reading with different rules, and getting mixed messages from your eyes. Michelle will also share some of her own journey of what school was like for her with dyslexia; she was unable to read independently until she was 16, despite having received intervention at school. Most importantly, there will be an abundance of practical and hands-on strategies embedded right throughout the day, not left to the end! They include compensation strategies, teaching techniques, examples of differentiation and technology that helps. Participants will each receive a comprehensive notes booklet, access to digital resources and time for questions and discussion.

Please note that the material covered in this seminar is the material covered in Level 1 Dyslexia run in 2014.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3, 4 and 5

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### Student Services Seminars

#### Helping Graduates Support Students with Language-Based Learning Difficulties within their Classrooms

**Target Audience:** Primary and Secondary Classroom Teachers

**Program Description:**
According to the Manchester Language Study, approximately 15-20 per cent of students have poor language skills on entering school, with 10 per cent of students having language difficulties. Some of these difficulties are transient, but many students struggle with a language-based learning difficulty throughout their schooling and beyond. Speech Pathology Australia reported in 2012 that more than 577,000 school-aged children have difficulties with language. Most classrooms will therefore include students with specific learning needs. These students may have difficulties with oral and/or written language skills. Some of these students’ needs may be met by targeted and/or intensive intervention. The reality is that teachers will need to cater for these students’ needs within the classroom. For a new or recent graduate, while teaching can be inspiring, it can also be overwhelming. Working with students with language difficulties can be rewarding but also exhausting. The aim of this practical, one-day seminar is to provide participants with current knowledge about language difficulties, ways to identify difficulties, the potential academic impact of these difficulties, as well as strategies and resources for supporting these students within classrooms. A range of resources will be provided for teachers to use in their schools, as well as opportunities for discussion.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 5

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#### How to Write an Individualised Education Program

**Target Audience:** Individual Needs Coordinators and Classroom Teachers with up to three years’ experience working with students with additional learning needs

**Program Description:**
As classrooms become more diverse, and as greater numbers of students with additional learning needs are identified, understanding, planning and implementing Individualised Education Programs (IEP) will become even more critical in the educational context. An IEP is an important document that outlines the special education services a student requires and how to best meet their individual needs. An IEP is a written plan outlining the student’s current levels of performance, their individual educational and social needs, annual goals and short-term objectives, outline of necessary modifications and adjustments and levels of support required. A team responsible for the writing and implementation of the IEP meets regularly to review and revise the plan according to the needs of the student. This one-day practical workshop is suitable for special education and general education teachers who are keen to learn the fundamentals of an effective IEP. This workshop will focus on the following:
- What is an IEP?
- What are the essential elements of an IEP?
- Legal implications of IEPs
- How to write an IEP
- Case studies and opportunities to write an IEP
- Resources.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3, 4 and 5

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Masterclass in Restorative Practice

**Target Audience:** This advanced class is ideal for teachers, student managers, and members of implementation teams wanting to extend and deepen their skills and knowledge in the application of restorative processes in a school setting. It is expected that participants will have previous training/experience in restorative practices/restorative justice.

**Program Description:**
This one-day workshop will include theory, demonstration and practice aimed to explore the wide range of processes available, extend participants’ understanding of the ‘why’, ‘what’ and ‘how’ of restorative theory, and to further develop facilitation skills across the restorative continuum. The workshop will focus on:
- reviewing and refreshing participants’ knowledge and understanding of restorative justice philosophy
- understanding the importance of explicit relational practice – aligning daily practice to school values
- updating knowledge about brain research and social theory – shame and affect theory
- using backwards design to define and articulate the restorative classroom, restorative teacher and the restorative school
- exploring the importance of an eclectic whole-school relational model to minimise disruption
- practising and extending the skills necessary to facilitate restorative conferences with individuals, small groups and whole classes.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards:

**Presenter(s):**
David Vinegrad

**Prices:**
- Standard: $410.00
- Member Schools: $280.00

**Date(s):**
Thursday 15 June 2017

**Time(s):**
9.30 am – 3.30 pm

Pastoral Care for the Early Career Teacher

**Target Audience:** Early Career Teachers

**Program Description:**
The pastoral carer goes by many names, such as Form Teacher / Tutor / Learning Mentor / Homeroom Teacher, to name a few. In this one-day workshop, participants will explore their role as the first step and the first contact in terms of caring for students and providing the environment needed for students to learn and flourish within their pastoral care groups. Student welfare and wellbeing is an integral part of a teacher’s role, so what needs to be considered and how is it done? Participants will explore:
- the role of pastoral care for student learning
- managing the learning environment to provide the best learning and development opportunities for students
- pastoral care activities to develop relationships and create a community culture
- strategies for managing student issues
- the available school support and how and when to access it
- legislation and regulations
- interactions and relationships with colleagues around pastoral concerns
- parental expectations and communication.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 3, 4, 6 and 7

**Presenter(s):**
Janine Stratford

**Prices:**
- Standard: $410.00
- Member Schools: $280.00

**Date(s):**
Friday 3 March 2017

**Seminar Number:**
2017001

**Time(s):**
9.30 am – 3.30 pm
Student Services Seminars

Respectful Relationships, Respectful Schools

Target Audience: Heads of School, Heads of Campus, Wellbeing Coordinators and Staff, Student Managers and Coordinators and Classroom Teachers

Program Description:
This one-day workshop will focus on one of the most essential elements to safe and supportive schools – respectful relationships. Violence prevention, respectful relationships education, and the provision of a ‘safe school’ is an important focus of the Victorian Government’s action plan to address all forms of violence and discrimination. If respectful relationships are at the core of your school vision then how is this reflected in policies and practices especially around discipline and promoting cooperative, productive and respectful classrooms? This workshop will explore and investigate:

- the need to develop a whole-school approach to respectful behaviour and what the research is telling us about the impact on academic outcomes
- developing clear expectations across the school community to engage learners to teach and promote respect
- creating an explicit framework that defines positive teacher-student, teacher-parent, student-student, adult-adult relationships
- how to establish, sustain and strengthen positive relationships between all members of the school community.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 3 and 5

Presenter(s): David Vinegrad

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Staff Resilience is Student Resilience

Target Audience: All teaching staff

Program Description:
Everyone has heard about resiliency, but often we don’t understand how integral it is to achieving and sustaining a satisfied and engaged life. Practising a resilient attitude to everyday ups and downs is a powerful tool to boosting confidence, self-esteem and helping us to cope with change. Teachers have a profound opportunity to model these skills and promote young people’s lifelong capacity to learn and maintain positive relationships. Based on the latest mental health research, we will learn the importance of emotional intelligence, mindfulness and positive psychology. This one-day training will explore our internal and external pressures and will provide a framework to effectively manage ourselves and model positive behaviours and attitudes. Participants will leave with a personal plan to better manage stressors and enhance engagement while promoting their duty of care. The practical set of resiliency skills can be immediately transferred to the student body. This training is fun and interactive.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 1 and 4

Presenter(s): Deb Ferguson

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Date(s): Tuesday 6 June 2017
Time(s): 9.30 am – 3.30 pm
The Role of Learning Support Assistants and Teachers Working with Students with Additional Needs

**Target Audience:** Learning Support Assistants and Teachers working with students with additional needs

**Program Description:**
Learning Support Assistants play a very important role in assisting teachers and students with the implementation of educational programs. Often in the busy school life, scant attention can be paid to what makes such a partnership successful. This one-day seminar will explore what are the key elements of an effective teacher-learning support assistant partnership that enable the staff to make the best use of their time and have the best possible impact for effective teaching and learning. The seminar will also look at:
- what is inclusive education
- school responsibilities
- roles and responsibilities of teachers and learning support assistants
- working collaboratively as a team
- effective program planning
- confidentiality and record keeping
- understanding and implementing an Individual Education Plan
- evaluating effectiveness of intervention
- resources

This workshop will provide opportunities for participants to reflect and plan in a supportive environment.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 5

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<td>Judy Battle</td>
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The SMART Spelling Approach for Primary Classrooms

**Target Audience:** Year 1 to Year 6 Classroom Teachers

**Program Description:**
The SMART Spelling Approach provides a model to make primary teachers' lives easier. This one-day professional learning seminar is designed for teachers of students in years 1 to 6. Each participant will receive the SMART Spelling manual that will support them in implementing this approach in their class immediately. The SMART Spelling approach allows for explicit teaching of word families, personal words and topic words. The course explores the phono-graphic structure of the English language, the 44 different sounds and their most common letter patterns. Participants are shown practical ways to teach their students how to break words into syllables and sounds. The most effective four spelling rules, seven plural rules and the integration of prefixes and suffixes are also covered. Participants will be shown how to differentiate spelling words and activities to suit their students' needs.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 5

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<td>Michelle Hutchison</td>
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*Prices listed are per session

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**Student Services Seminars**

**Understanding the Drivers and Effects of Prolonged Pornography Use on Young People**

**Target Audience:** Heads of School, Heads of Campus, Year Level Coordinators and Classroom Teachers

**Program Description:**
This one-day seminar will examine what pornography is and will look at values and attitudes around the use of pornography. The potential impact of pornography on young people’s relationships will be discussed and legal issues highlighted. Sources of further information, reading and resources will also be suggested. The aim of this seminar is to raise awareness of the range of pornography available to young people and to examine the potential impact of pornography on young people’s relationships. By the end of the training participants will be able to:
- demonstrate an understanding of what pornography is
- discuss some of the potential impacts of pornography on young people’s relationships
- feel more confident in discussing issues around pornography with young people.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 4 and 6

**Presenter(s):** Hugh Martin

**Prices:**
- Standard: $565.00
- Member Schools: $435.00

**Date(s):**
Friday 19 May 2017

**Time(s):**
9.30 am – 3.30 pm

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**Working with Students who Experience Loss and Grief**

**Target Audience:** Directors of Student Wellbeing, Heads of School, Year Level Coordinators and Classroom Teachers

**Program Description:**
Schools, and particularly teachers, play a significant and central role in the life of the students in their care. In times of significant loss and grief, whether directly personal, affecting others they care about or on the global stage, families often turn to the school and staff for support and guidance. This one-day workshop is designed for pastoral care staff and teachers who are interested in this field or are working with students who will or have experienced loss and grief. The workshop will focus on:
- what is loss and grief
- possible reactions and responses that preschool, primary and secondary students may show to an experience of loss and grief
- what factors may influence the extent and nature of a student’s reaction
- when a student needs extra help
- the impact of the loss on the family
- building the climate in the school for coping with loss and grief
- anticipating loss and supporting students to prepare
- supporting students and families through the initial experience
- memorials and remembering
- teacher self-care.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 4, 6 and 7

**Presenter(s):** Jane Hayward AM and Judy Battle

**Prices:**
- Standard: $410.00
- Member Schools: $280.00

**Date(s):**
Thursday 22 June 2017

**Time(s):**
9.30 am – 3.30 pm
Student Assessment Project – Moving Forward

The aim of the ISV Student Assessment Project offered in 2014 and 2015 was to assist schools in the identification of students who are experiencing learning difficulties at school. A multidisciplinary team of professionals has supported schools in both the identification of individual needs for each student referred and recommended targeted strategies for use with students in the classroom. Schools have received individual reports for each student referred providing an analysis of screening assessment data and targeted intervention strategies.

A new phase of the Student Assessment Project is now taking place through a planned progression of teacher professional learning days to increase teacher knowledge and expertise in their ability to identify and support students within their school with specific areas of need.

The structure of each professional learning day will include the use of the Teacher Observation Form, a range of observation checklists/screening tools suitable for use by classroom teachers, analysis of assessment data and targeted teaching strategies in each particular area of development.

Student Assessment Project – Moving Forward: Articulation

**Target Audience:** Individual Needs Staff and Classroom Staff Teams

**Program Description:**
Children need to be able to articulate sounds and speak clearly by the time they start school. They also need to have strong sound awareness (phonological awareness) skills during their foundation years of schooling. This one-day workshop will explore the development of articulation and phonological awareness skills and how to identify and support students who have difficulty with both these skills. This session will explore how teachers can assess students’ speech sound development and phonological awareness skills in the classroom, and what strategies are effective to support their learning. Assessment tools and practical strategies will also be discussed and shared.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 4

**Presenter(s):** Suzie Keck

**Prices:**
- Member Schools: $280.00

**Date(s):**
- Monday 6 March 2017

**Time(s):**
- 9.30 am – 3.30 pm

Student Assessment Project – Moving Forward: Comprehension

**Target Audience:** Individual Needs Staff and Classroom Staff Teams

**Program Description:**
Listening comprehension is a critical skill in any classroom activity. This one-day workshop will explore the complex area of listening comprehension:
- Why do some students have difficulty with comprehension?
- How can we assess comprehension and what strategies are effective to improve comprehension for different students within the classroom?

The important links between listening comprehension and reading comprehension will also be explored. Assessment tools and practical strategies will be discussed and shared.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 4

**Presenter(s):** Suzie Keck

**Prices:**
- Member Schools: $280.00

**Date(s):**
- Monday 22 May 2017

**Time(s):**
- 9.30 am – 3.30 pm
Student Assessment Project – Moving Forward

Student Assessment Project – Moving Forward: Inattention/Behaviour

**Target Audience:** Individual Needs Staff and Classroom Staff Teams

**Program Description:**
Many students have difficulties concentrating and focusing in class. They can either daydream and lose focus or they can be impulsive and overactive, which impacts their learning and that of their fellow students. This one-day workshop will look at what are the expected levels for various behaviours, such as listening, paying attention to learning tasks and impulse control for various ages, and how to identify students with significant deficits in attention and difficult classroom behaviours. This will be followed up with practical strategies for use in the classroom and how to implement them in various settings.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 4

**Presenter(s):** Fiona Cranstoun

**Prices:**
Member Schools: $280.00

**Date(s):** Monday 8 May 2017

**Time(s):** 9.30 am – 3.30 pm

Student Assessment Project – Moving Forward: Handwriting

**Target Audience:** Individual Needs Staff and Classroom Staff Teams

**Program Description:**
Handwriting difficulties are common and can have a significant impact on academic achievement. This one-day workshop will explore handwriting development and identify practical strategies to assist students experiencing difficulties. Relevant screening tools will also be discussed. This session is aimed toward staff working with Prep to Year 3 students.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 4

**Presenter(s):** Amanda MacLean

**Prices:**
Member Schools: $280.00

**Date(s):** Monday 27 March 2017

**Time(s):** 9.30 am – 3.30 pm

Student Assessment Project – Moving Forward: Learning Difficulties

**Target Audience:** Individual Needs Staff and Classroom Staff Teams

**Program Description:**
This one-day workshop will examine the different learning difficulties, what constitutes a learning disorder, how to identify and assess a learning disorder using school-based tools and when to refer on for further information. Disorders of reading, spelling, writing and mathematics will be covered, including remedial strategies and technologies to support students in classrooms.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 4

**Presenter(s):** Fiona Cranstoun

**Prices:**
Member Schools: $280.00

**Date(s):** Monday 20 March 2017

**Time(s):** 9.30 am – 3.30 pm

Student Assessment Project – Moving Forward: Movement

**Target Audience:** Individual Needs Staff and Classroom Staff Teams

**Program Description:**
Many students have difficulties with coordination. This can affect their classroom, recreational and daily living skills, as well as their participation in school. This one-day workshop will explore motor skill development (fine, gross and visual motor), and identify practical strategies to assist students with difficulties. Relevant screening tools will also be discussed.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 4

**Presenter(s):** Amanda MacLean

**Prices:**
Member Schools: $280.00

**Date(s):** Monday 28 August 2017

**Time(s):** 9.30 am – 3.30 pm
**Student Assessment Project – Moving Forward: Oral Language**

**Target Audience:** Individual Needs Staff and Classroom Staff Teams

**Program Description:**
Oral and expressive language development underpins literacy development for all students within the primary classroom. This one-day workshop will explore the development and use of oral language within the classroom:
- Why do some students have difficulty with their oral language skills?
- How can we assess student’s oral language and what strategies are effective to improve their use of language for social interaction and learning within the classroom?

Assessment tools and practical strategies will also be discussed and shared.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 4

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**Student Assessment Project – Moving Forward: Social/Emotional**

**Target Audience:** Individual Needs Staff and Classroom Staff Teams

**Program Description:**
Many students have friendship issues and difficulties in the playground. This one-day workshop will look at how to help identify and support students with significant interpersonal and friendship issues, and how to support them using social thinking and conversation skills. This workshop will also look at emotional difficulties that often impact students at school, in particular anxiety, a common issue that teachers deal with. Anxiety is often the underlying issue in ‘meltdowns’, aggression and uncooperative behaviour in students. How anxiety and emotional regulation works, what is normal for different ages and practical strategies that focus on how to manage anxiety and related behaviours in the classroom or playground will be discussed.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 4

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### Student Assessment Project – Moving Forward: Sensory Processing

**Target Audience:** Individual Needs Staff and Classroom Staff Teams who have attended at least one of the Student Assessment Project – Moving Forward seminars

**Program Description:**
Sensory processing difficulties can impact significantly on student behaviour, attention, engagement and general functioning in the school environment. This one-day workshop will explore sensory processing and implications for school functioning. Practical strategies to support students with difficulties will be identified, and screening tools discussed.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 4

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### Student Assessment Project – Moving Forward: Teacher Observation

**Target Audience:** Individual Needs Staff and Classroom Staff Teams who have attended at least one of the Student Assessment Project – Moving Forward seminars

**Program Description:**
The individual learning profile of a student can be complex and variable. This one-day workshop will explore the use of the Teacher Observation Form using case studies and how it can relate to identification of individual learning needs. The workshop will outline:
- identifying students with difficulties
- when and to whom refer students to for further assessment and intervention
- targeted intervention strategies for use in an educational setting.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 4

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### Feuerstein Instrumental Enrichment Module One

**Target Audience:** Individual Needs Coordinators and Teachers, School Psychologists, Year 3 to Year 12 Teachers, Learning Support Assistants, Therapists, Social Workers and Parents

**Program Description:**
Independent Schools Victoria provides comprehensive training in Feuerstein programs developed by Professor Reuven Feuerstein. The theory of Cognitive Modifiability maintains that every human being, no matter what age or stage of development, can improve cognition. Feuerstein maintained that intelligence is not fixed, that it is a state rather than a trait. The Feuerstein Method teaches the vitally important – and often overlooked – skill of learning how to learn. This unique educational technique combines specially designed instruments and mediation in order to identify and enhance an individual’s learning potential.

This five-day course (to be offered over five consecutive days or over the course of a term) covers the first five instruments of the Feuerstein Instrumental Enrichment (IE) program and the Mediated Learning Experience. IE aims to help students learn how to learn. It is designed to enhance the cognitive functions necessary for academic learning and achievement. Based on the theory that intelligence is dynamic and modifiable, it seeks to enhance fundamental thinking skills, provide students with concepts, strategies and techniques to function as independent learners. IE is taught and implemented using a set of instruments that serve as a curriculum and are transmitted through the Mediated Learning Experience – the interactive relationship that facilitates cognitive development. It interprets and elaborates the student’s direct experience with the world. IE can be used:

- as a ‘curriculum’ for enhancing thinking skills to support the content of the classroom
- as a focused therapeutic intervention to overcome cognitive disabilities in learners due to genetic causes, traumatic injury, cultural deprivation or limited educational opportunity
- to prepare individuals to adapt to new occupational demands in the workplace.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 5

**Presenter(s):**
An experienced trainer selected by the Feuerstein Institute

For further information, or to register your interest, please contact Genia Janover, Ambassador, at genia.janover@is.vic.edu.au or on +61 3 9825 7233.

### Feuerstein Instrumental Enrichment Module Two

**Target Audience:** Individual Needs Coordinators and Teachers, School Psychologists, Year 3 to Year 12 Teachers, Learning Support Assistants, Therapists, Social Workers and Parents who have completed Feuerstein Instrumental Enrichment Module One

**Program Description:**
Independent Schools Victoria provides comprehensive training in Feuerstein programs developed by Professor Reuven Feuerstein. The theory of Cognitive Modifiability maintains that every human being, no matter what age or stage of development, can improve cognition. Feuerstein maintained that intelligence is not fixed, that it is a state rather than a trait. The Feuerstein Method teaches the vitally important – and often overlooked – skill of learning how to learn. This unique educational technique combines specially designed instruments and mediation in order to identify and enhance an individual’s learning potential.

This five-day course (to be offered over five consecutive days or over the course of a term) covers the second five instruments of the Feuerstein Instrumental Enrichment (IE) program and the Mediated Learning Experience. IE aims to help students learn how to learn. It is designed to enhance the cognitive functions necessary for academic learning and achievement. Based on the theory that intelligence is dynamic and modifiable, it seeks to enhance fundamental thinking skills, provide students with concepts, strategies and techniques to function as independent learners. IE is taught and implemented using a set of instruments that serve as a curriculum and are transmitted through the Mediated Learning Experience – the interactive relationship that facilitates cognitive development. It interprets and elaborates the student’s direct experience with the world. IE can be used:

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- as a focused therapeutic intervention to overcome cognitive disabilities in learners due to genetic causes, traumatic injury, cultural deprivation or limited educational opportunity
- to prepare individuals to adapt to new occupational demands in the workplace.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 5

**Presenter(s):**
An experienced trainer selected by the Feuerstein Institute

For further information, or to register your interest, please contact Genia Janover, Ambassador, at genia.janover@is.vic.edu.au or on +61 3 9825 7233.
Feuerstein Instrumental Enrichment Module Three

Target Audience: Individual Needs Coordinators and Teachers, School Psychologists, Year 3 to Year 12 Teachers, Learning Support Assistants, Therapists, Social Workers and Parents who have completed Feuerstein Instrumental Enrichment Module One and Module Two

Program Description:
Independent Schools Victoria provides comprehensive training in Feuerstein programs developed by Professor Reuven Feuerstein. The theory of Cognitive Modifiability maintains that every human being, no matter what age or stage of development, can improve cognition. Feuerstein maintained that intelligence is not fixed, that it is a state rather than a trait. The Feuerstein Method teaches the vitally important – and often overlooked – skill of learning how to learn. This unique educational technique combines specially designed instruments and mediation in order to identify and enhance an individual's learning potential.

This five-day course (to be offered over five consecutive days or over the course of a term) covers the last five instruments in the Feuerstein Instrumental Enrichment (IE) program and Mediated Learning Experience. IE aims to help students learn how to learn. It is designed to enhance the cognitive functions necessary for academic learning and achievement. Based on the theory that intelligence is dynamic and modifiable, it seeks to enhance fundamental thinking skills, provide students with concepts, strategies, and techniques to function as independent learners. IE is taught and implemented using a set of instruments that serve as a curriculum and are transmitted through the Mediated Learning Experience – the interactive relationship that facilitates cognitive development. It interprets and elaborates the student’s direct experience with the world. IE can be used:
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- to prepare individuals to adapt to new occupational demands in the workplace.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 1, 3 and 5

Presenter(s):
An experienced trainer selected by the Feuerstein Institute

For further information, or to register your interest, please contact Genia Janover, Ambassador, at genia.janover@is.vic.edu.au or on +61 3 9825 7233.

Feuerstein Instrumental Enrichment Basic One

Target Audience: Heads of Junior Schools, Individual Needs Teachers, Early Years Teachers, Primary Teachers, Therapists and Parents

Program Description:
Independent Schools Victoria provides comprehensive training in Feuerstein programs developed by Professor Reuven Feuerstein. The theory of Cognitive Modifiability maintains that every human being, no matter what age or stage of development, can improve cognition. Feuerstein maintained that intelligence is not fixed, that it is a state rather than a trait. The Feuerstein Method teaches the vitally important – and often overlooked – skill of learning how to learn. This unique educational technique combines specially designed instruments and mediation in order to identify and enhance an individual’s learning potential.

The five-day Feuerstein Instrumental Enrichment (IE) Basic course (to be offered over five consecutive days or over the course of a term) is designed for early years educators to enhance cognitive development and enrich social competence in young students aged 3 to 8. IE Basic is designed to be used with whole-class groups, small groups and as a one-to-one therapeutic intervention. Students learn to ‘think about their thinking’, metacognition, by reflecting on the strategies learned and applying them to curriculum content and problem-solving tasks.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 1, 2 and 5

Presenter(s):
An experienced trainer selected by the Feuerstein Institute

For further information, or to register your interest, please contact Diane Bourke, Project Manager, at diane.bourke@is.vic.edu.au or on +61 3 9825 7236.
Feuerstein Instrumental Enrichment Basic Two

**Target Audience:** Heads of Junior Schools, Individual Needs Teachers, Early Years Teachers, Primary Teachers, Therapists and Parents who have completed the Basic One module

**Program Description:**
Independent Schools Victoria provides comprehensive training in Feuerstein programs developed by Professor Reuven Feuerstein. The theory of Cognitive Modifiability maintains that every human being, no matter what age or stage of development, can improve cognition. Feuerstein maintained that intelligence is not fixed, that it is a state rather than a trait. The Feuerstein Method teaches the vitally important – and often overlooked – skill of learning how to learn. This unique educational technique combines specially designed instruments and mediation in order to identify and enhance an individual’s learning potential.

The five-day Feuerstein Instrumental Enrichment (IE) Basic Two course (to be offered over five consecutive days or over the course of a term) is designed for early years educators to enhance cognitive development and enrich social competence in young students aged 3 to 8. IE Basic Two is designed to be used with whole-class groups, small groups, and as a one-to-one therapeutic intervention. Students learn to ‘think about their thinking’, metacognition, by reflecting on the strategies learned and applying them to curriculum content and problem-solving tasks.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 5

**Presenter(s):**
An experienced trainer selected by the Feuerstein Institute

For further information, or to register your interest, please contact Diane Bourke, Project Manager, at diane.bourke@is.vic.edu.au or on +61 3 9825 7236.

Feuerstein Instrumental Enrichment Tactile Course

**Target Audience:** Heads of Departments, Individual Needs Teachers, Classroom Teachers and Psychologists who have had experience with Feuerstein Instrumental Enrichment

**Program Description:**
Independent Schools Victoria provides comprehensive training in Feuerstein programs developed by Professor Reuven Feuerstein. The theory of Cognitive Modifiability maintains that every human being, no matter what age or stage of development, can improve cognition. Feuerstein maintained that intelligence is not fixed, that it is a state rather than a trait. The Feuerstein Method teaches the vitally important – and often overlooked – skill of learning how to learn. This unique educational technique combines specially designed instruments and mediation in order to identify and enhance an individual’s learning potential.

The Feuerstein Instrumental Enrichment Tactile Course (IE Tactile) reintroduces IE through a multi-sensory approach that includes touch, motion and sound. This kinaesthetic approach has proven especially successful for working with students diagnosed with ADD/ADHD, in addition to students with a visual impairment. Participants in this course must have an understanding of IE or IE Basic. The five-day IE Tactile course (to be offered over five consecutive days or over the course of a term) includes:
- advantages of kinaesthetic and tactile modality of mediation
- demonstration of tactile exploration as a tool for focusing, organising and ordering the explorative process in ADHD, ADD and visually-impaired learners
- using IE Tactile as a new tool for articulating active explorative behaviour in students with motivational problems
- using IE Tactile symbolic representation as a tool for advancing mental imagery and conceptualisation
- cognitive and motivational aspects of learning processes in children and adults with ADHD, ADD and visual problems
- assessment of cognitive modifiability using tactile tasks

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 3 and 5

**Presenter(s):**
An experienced trainer from the Feuerstein Institute

For further information, or to register your interest, please contact Genia Janover, Ambassador, at genia.janover@is.vic.edu.au or on +61 3 9825 7233.
Andrea Bateman

Andrea Bateman is the Director of Quorum QA Australia Pty. Ltd. She specialises in providing educational organisations with advice on complex assessment and auditing issues. Andrea is the sole, lead or joint author of a range of seminal national reports on assessment, providing clear frameworks for both policy makers and practitioners. She actively researches new and challenging aspects of the following core VET topics: competency-based assessment, graded assessment, recognition of prior learning and credit transfer plus professional judgement and quality assurance systems. Andrea has extensive experience as an auditor for the VRQA, as well as experience as a curriculum advisor within the scope of the VRQA’s curriculum accreditation processes. She specialises in both AQTF and ESOS Act audits. Andrea has a BA, BEd (Sch Lib) and Master of Assessment and Evaluation.

Michael Halls

Michael Halls is a presenter and lead trainer of MBG Education RTO210763. He has had extensive experience as a manager and leader in schools, plus considerable experience in the tertiary sector and corporate settings. Michael has been a teacher, trainer and presenter. He has been a Board Member of an Independent school within Victoria, as well as a Director of a range of educational providers, including Victoria University.

Pam Hargreaves

Pam Hargreaves is an Education Consultant – Pathways at Independent School Victoria (ISV), with 20 years’ experience in the secondary and tertiary sectors of education. Her involvement in these sectors has given her a deep understanding of the Victorian education system, including the important role that the VCAA, the VRQA and the Industry Skills Council have in relation to compliance issues that schools need to respond to if involved in Vocational Education and Training (VET) in schools. Pam is a strong advocate for the Independent sector representing ISV on Victorian and Australian government working parties. She endeavours to provide current information to schools on the challenges to be faced in relation to reforms and changes within VET in a secondary school setting, as well as some current strategies that education systems embrace as they endeavour to provide quality VET to their students.
Vocational Services Seminars

Getting Compliance under Control

**Target Audience:** This seminar is for those who are involved in their own RTO or who are auspicing or teaching within the school and developing their own material.

**Program Description:**
The focus of this one-day seminar is to assist those involved in developing their own Training and Assessment Strategy (TAS) plus assessments. The seminar is only appropriate to schools who have their own RTO or to schools who auspice from a third party. It will be assumed that TASs have been developed for the year, so the day will review these documents and refine them. As many training packages have recently undergone major reviews, emphasis will be on the interpretation of the training packages and their alignment to the VCAA requirements for units 1, 2, 3 and 4. The uncertainty that may exist in relation to volume of learning versus amount of training, scheduled hours and nominal hours will be discussed and clarified, as will:

- Mapping – is it necessary, and if so, what and how?
- Industry/vocational currency – how does this all happen and how is it demonstrated?
- Recognition of Prior Learning (RPL) – how to provide students with RPL opportunities?

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2, 4, 6 and 7

**Presenter(s):**
Andrea Bateman

For further information, or to register your interest, please contact Pam Hargreaves, Education Consultant – Pathways, at pam.hargreaves@is.vic.edu.au or on +61 3 9825 7200.

Successful Engagement in Career Counselling and Vocational Education and Training in Schools

**Target Audience:** Personnel in schools involved in VET and Career Counselling

**Program Description:**
This one-day workshop is for VET Coordinators and teachers who are involved in VET in their secondary school, as well as Career Counsellors who are involved in advising students on possible tertiary options and pathways. The morning session will be devoted to VET, including speakers from the VCAA, VRQA and industry representatives. The afternoon session will be allocated to the provision of information related to those involved in career counselling. It is anticipated that the visiting speakers will include speakers from the Department of Defence, Victoria Police, the Career Education Association of Victoria and university and school career counsellors. The day will also explore:

- VCAA requirements
- VRQA compliance
- SWL, including child safety legislation
- work experience
- school-based apprenticeships and traineeships
- school’s responsibilities with contracts
- managing third parties
- block credit
- VCE VET increment
- VET funding including accountability
- industry currency and consultation
- current teacher qualifications, including VIT registration.

This seminar can also be run in Geelong and Albury. Schools in these areas will be contacted and interest will be sought. Guest speakers may be different from those presenting at ISV.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2 and 4

**Presenter(s):**
Pam Hargreaves

For further information, or to register your interest, please contact Pam Hargreaves, Education Consultant – Pathways, at pam.hargreaves@is.vic.edu.au or on +61 3 9825 7200.
Vocational Services Seminars

TAE40110 Certificate IV Training and Assessment

**Target Audience:** Teachers involved in teaching Vocational Education and Training in a secondary school setting

**Program Description:**
TAE40110 Certificate IV Training and Assessment is the qualification required by those teaching VET in a school. It is a six-day workshop and there are ten units of competency in the course, with seven core units and three elective units. Participants who complete the program will receive a national qualification. The following units of competency will need to be satisfactorily completed:

- TAEASS401B Plan Assessment Activities and Processes
- TAEASS402B Assess Competence
- TAEASS403B Participate in Assessment Validation
- TAEDEL401A Plan, Organise and Facilitate Learning in the Workplace
- TAEDES401A Design and Develop Learning Programs
- TAEDES402A Use Training Packages and Accredited Courses to Meet Client Needs
- TAEDEL301A Provide Work Skill Instruction
- TAELLN411 Address Adult Language, Literacy and Numeracy Skills
- TAEASS502 Design and Develop Assessment Tools
- TAEDEL402A Plan, Organise and Facilitate Learning in the Workplace.

**Please Note:** School support staff, such as nurses, sports coaches or other education support personnel, will be expected to attend an additional two days of tutorials. Support staff should contact Pam Hargreaves at ISV for further information at pam.hargreaves@is.vic.edu.au or on +61 3 9825 7200.

**Please Note:** Only one TAE40110 will be scheduled for 2017.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2 and 3

**Presenter(s):**
Michael Halls

For further information, or to register your interest, please contact Pam Hargreaves, Education Consultant – Pathways, at pam.hargreaves@is.vic.edu.au or on +61 3 9825 7200.

Upgrade to TAE 10 Certificate IV Training and Assessment

**Target Audience:** Teachers involved in teaching VET in a secondary school setting

**Program Description:**
This one-day workshop is tailored to those who have a BSZ40198 or TAA40104 Training and Assessment qualification. The workshop will provide participants with the opportunity to upgrade their current qualification to TAE10 Certificate IV in Training and Education. Participants attending this workshop will need to collect and bring with them a portfolio of evidence that could include the following:

- current practical knowledge of the area of training and assessment
- recent assessment and workplace training activities
- attendance at professional learning activities
- participation in networks of communities of practice
- participation in moderation and validation activities
- current experience with the industry or enterprise competency standards that are the basis of their assessment and training
- current experience, where applicable, of the training and assessment system in which the learner or candidate operates.

It will be expected that to complete this upgrade qualification, most participants will need to attend the workshop as well as undertaking some extra work after the workshop. Participants who complete the program will receive the current national qualification TAE10 Certificate IV in Training and Assessment which will include the new core unit of competency TAELLN401A.

**Please Note:** Only one Upgrade to TAE10 has been scheduled for 2017.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2 and 3

**Presenter(s):**
Michael Halls

For further information, or to register your interest, please contact Pam Hargreaves, Education Consultant – Pathways, at pam.hargreaves@is.vic.edu.au or on +61 3 9825 7200.
## Validation and Moderation

**Target Audience:** Teachers involved in teaching Vocational Education and Training in a secondary school setting

**Program Description:**
Moderation of the setting of assessment tasks has been established to improve the validity and reliability of the assessment processes. This one-day workshop will provide participants with an opportunity to become more familiar with moderation, particularly involving quality review and assurance processes supporting assessment. This workshop is available to schools regardless of the RTO with whom they have an auspicing arrangement. Please note that participants are to bring with them to this workshop, six copies of the following documentation:
- advice given to students as to how the unit(s) will be assessed
- assessment tasks for the unit(s)
- an overall assessment record sheet for the unit(s)
- the unit(s) of competency from the Training Package.

Within two weeks after this workshop, participants will be emailed minutes and recommendations made by the group to submitted tasks.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 2 and 4

**Presenter(s):**
Michael Halls

For further information, or to register your interest, please contact Pam Hargreaves, Education Consultant – Pathways, at pam.hargreaves@is.vic.edu.au or on +61 3 9825 7200.
Leadership Development
Presenter Information

Donna Evans
Donna Evans is a secondary teacher who has taught in Independent, government, regional and metropolitan Queensland single-sex, co-educational, day and boarding schools. She has undertaken a variety of teaching and leadership roles, including Head of Department, Director of Curriculum and Learning, Head of Secondary School and Deputy Head of School. Donna’s doctorate focuses on expanding organisational capacity by building teacher efficacy. She is currently the director of Compass Education, is an adjunct researcher for the University of Southern Queensland and sessional lecturer and researcher at Federation University, Victoria.

Gillian Harris
An experienced consultant in project management and organisational development, Gillian Harris works with organisations and executives to build project management capabilities, develop change management capabilities and build leadership and team capabilities. She works across multinationals, government bodies, small business and not-for-profits. Delivery methods include training, facilitation, coaching, consulting and speaking. Gillian brings deep experience in leading change, having gained her management and leadership experience in senior marketing and general management roles, where her briefs ranged from the development and commercialisation of new services, products and processes, development of leaders and teams, to re-organisation, strategic alliance development, and re-invention from paper to digital services. Gillian holds qualifications in business, innovation management, and in agile project management, and regularly facilitates project management and leadership programs, as well as emotional intelligence, team performance and stakeholder liaison workshops.

Lisa Hayman
Lisa Hayman is Director of Professional Learning at Asia Education Foundation (AEF). In this role, she leads the development and delivery of school leader and teacher professional learning programs nationally. Lisa has a strong educational background as a secondary school history teacher, Innovations and Excellence Leader at the regional level and Curriculum Manager for the Victorian Department of Education. Lisa has led the development of AEF’s online curriculum and professional learning resources that support teachers to implement Australian curriculum. She has a strong interest in how ICT can be embedded into learning and teaching programs.

Aine Maher
Aine Maher is the Director, Education Services for Independent Schools Victoria. She provides advice and support to schools in the areas of curriculum, teaching and learning and leadership development. Aine works with a team of educators who design and deliver professional learning programs to schools in curriculum planning and design, pedagogy, implementation of Australian Curriculum and the Australian Teacher Performance and Development Framework. Her leadership development interests include a New Principals’ Program, leadership development initiatives and teacher career development. More recently, Aine has been actively involved in the design and implementation of customised leadership programs in schools.
**Joanne Marriott**

Joanne Marriott is a dynamic and accomplished facilitator, instructional designer and coach with a successful management career across a broad range of industries. Her expertise was gained in her native Canada and since 1997, in Australia. Joanne brings a unique perspective to her work coupled with an engaging, enthusiastic and practical style. She has worked in senior management roles in both large and small organisations and has considerable experience managing both front line staff and senior executives. She knows firsthand the challenges people leaders face in today’s challenging workplace. Joanne regularly facilitates management and leadership programs, such as Leading with Emotional Intelligence and Strategic Planning, as well as marketing, customer service and presenting with impact programs. Her unique profile of having worked in both North America and Australia gives Joanne a broad perspective and experience base to share with participants, which she delights in doing.

**Karen Milkins-Hendry**

Karen Milkins-Hendry has worked in schools for 26 years with over 15 years being at the senior leadership level. Starting in a large Independent school where initiative was sought and encouraged, Karen counts herself very fortunate to have taken that foundation into a small school where she had the opportunity to take on a multitude of roles as the school grew. Her leadership experience spans across pastoral and academic areas with extended periods as Acting Principal providing valuable strategic skills. With a teaching background as broad as Specialist Mathematics and Chemistry through to VCE Theatre Studies, Karen relishes her current role which predominately involves customising and delivering leadership programs.

**Nick Oddy**

Nick Oddy’s passion is innovation. Whether developing a leadership program, working as an executive coach, or delivering purpose-built innovation qualifications, he seeks to apply creative thinking in order to identify opportunities that deliver real value to individuals and organisations. Nick’s experience includes working with a range of organisations to identify specific learning needs aligned to corporate strategy. His clients come from diverse sectors, such as local government, healthcare and financial services. The application of learning into organisation, and the translation of theory into practice is something Nick learned during his time working with the corporate arms of Swinburne University of Technology and Monash University.

**Ian Siebert**

Ian Siebert is a highly experienced leadership, management and change facilitator and coach with over 20 years’ experience in higher education and other sectors, including large and small commercial organisations, not for profit and public sector organisations. He holds an undergraduate Degree in Economics, University of Adelaide, Post Graduate Certificate in Higher Education, University of New England, and an MBA from Monash University. Ian has been developing and delivering leadership and management courses with many providers, including Swinburne TAFE, Deakin University and the Australian Institute of Management where he is a Fellow.

**Janine Stratford**

Janine Stratford is an educational consultant and executive coach, working with middle and senior level leaders and their teams in schools. She has been working in education for almost 30 years. Janine has been a Deputy Principal, Department Head, Pastoral Care leader, university lecturer to pre-service teachers at Monash University, a Company Director, public speaker and parent and youth coach. She has qualifications in education, business, management, human development, welfare and coaching. Janine draws on her experience from business and education, teaching and leading to bring perspective to leadership development. She is an engaging presenter and conducts her programs using a workshop style requiring participants to explore their own beliefs, attitudes and approach to leadership.
Leadership Seminars

Aspiring Leaders – Get Ready for your First Leadership Role

Target Audience: Teachers who are seeking appointment into leadership positions

Program Description:
Getting ready for your first leadership role aims to equip emerging leaders with an understanding of the theory and practice in how to most effectively lead themselves and others. Participants will have the opportunity to explore a range of elements including:
- understanding the role
- knowing how to plan for improvement
- reflection on current strengths and areas for growth
- strategies for exploring leadership in their current role
- being prepared for the interview.

Elements of each of these areas will be addressed throughout the workshop series, with a strong focus on the development of the necessary skills and knowledge to be well prepared for the participants’ next career stage. This two-day workshop will be interactive, with opportunities for participants to contribute to the workshop and learn from others across the Independent sector.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 6 and 7

Presenter(s): Aine Maher

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Date(s): Seminar Number
Thursday 25 May 2017 (Day One) 2017052
Friday 4 August 2017 (Day Two)

Time(s): 9.30 am – 3.30 pm

New Leaders – Develop the Skills of an Effective Leader

Target Audience: Leaders in primary and secondary settings who are in the first two years of their role or those appointed to a leadership position but yet to take up the role

Program Description:
This three-day seminar aims to equip new leaders with the skills and strategies to increase their leadership capacity in their roles. Participants will have the opportunity to explore a range of leadership elements, including:
- exploring the role of the middle leader
- understanding your personal leadership style to become a more effective leader
- building capacity to develop and motivate self and others
- acquiring the skills for effective and productive team management
- developing mastery of a range of conversations that matter
- planning for intentional change
- engaging with stakeholders.

Elements of each of these areas will be addressed throughout the workshop series. The workshops will be interactive, with opportunities for participants to contribute to the workshop, and learn from others across the Independent sector.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 6 and 7

Presenter(s): Karen Milkins-Hendry

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Date(s): Seminar Number
Monday 1 May 2017 (Day One) 2017053
Thursday 27 July 2017 (Day Two)
Friday 20 October 2017 (Day Three)

Time(s): 9.30 am – 3.30 pm
### Experienced Leaders – Lead the Learning of Colleagues

**Target Audience:** Leaders who are currently in a middle or senior leadership role and are keen to explore the changing landscape for leaders in today’s schools. This program is particularly appropriate for those tasked with a leadership role in the performance and development of colleagues. The program has the greatest impact when two or more leaders from a school can attend together.

**Program Description:**
The commitment of schools to ongoing improvement requires the development of a different skill set in their leaders that focuses on:
- mastering professional conversations
- leading the growth and professional learning of others
- implementing performance and development processes in line with the Australian Teacher Performance and Development Framework
- modelling 21st century thinking in our leadership styles
- leading a learning community.
Participants will have a sound knowledge of the theory and practice underpinning these contexts and leadership practices. Elements of each of these areas will be addressed throughout the three-day workshop series, which will be interactive with opportunities for participants to contribute to the workshop, and learn from others across the Independent sector.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 6 and 7

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**Date(s):**
- Monday 8 May 2017 (Day One)
- Wednesday 14 June 2017 (Day Two)
- Wednesday 26 July 2017 (Day Three)

**Time(s):** 9.30 am – 3.30 pm

### Conversations – Intentional and Authentic

**Target Audience:** Leaders and middle managers embarking on their middle leadership role. The program has the greatest impact when two or more leaders from a school can attend together.

**Program Description:**
Practicing effective communication is one of the first and best things we can do as professionals to improve our relationships and school culture. This two-day workshop will support leaders to engage in rich professional conversations to assist teachers in their reflection and growth. The principles and capabilities that underpin better conversations are the focus for the first day. Participants will explore the underlying principles and skills of conversations, drawing on the work of Judith Glaser, Stephen Karpman, David Rock and Jim Knight. During Day Two, participants will explore frameworks and protocols for professional conversations in a range of contexts, including feedback and feed forwards. There will be opportunities for participants to contribute to the workshop, and learn from others across the Independent sector.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 6 and 7

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**Date(s):**
- Wednesday 1 March 2017 (Day One)
- Tuesday 23 May 2017 (Day Two)

**Time(s):** 9.30 am – 3.30 pm
Leadership Seminars

Growing your Performance Culture – A Health Check

**Target Audience:** Leaders who are overseeing the implementation of the Australian Teacher Performance and Development Framework in their schools and middle managers who are working with their teaching staff to implement the Framework. The program has the greatest impact when two or more leaders from a school can attend together.

**Program Description:**
Description: Implementation of the Australian Teacher Performance and Development Framework is an expectation of all schools under the Australian Education Act 2013. The Framework highlights what is required to build a comprehensive and effective approach to creating a culture that supports and enables teacher growth within a climate of quality feedback and reflection. Schools are responding to this expectation in many different ways. This two-day workshop is designed to support schools by:
- undertaking a ‘health check’ of their current practice prior to the workshop
- using case stories to see how other schools have interpreted the Framework
- broadening and deepening understanding of goal-setting, gathering evidence and providing feedback to feed-forwards
- identifying strategic next steps for development.
Where appropriate, participants will explore the breadth of resources developed by AITSL.
There will be opportunities for participants to contribute to the two-workshops, and learn from others across the Independent sector.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 6 and 7

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| Time(s): | 9.30 am – 3.30 pm |

How to Observe – Learning to See, Unlearning to Judge

**Target Audience:** Leaders with responsibility for teacher growth. The program has the greatest impact when two or more leaders from a school can attend together.

**Program Description:**
Classroom observation is one of the essential elements of the Australian Teacher Professional Development Framework, allowing teachers to seek and receive feedback about their classroom practice. Research is unequivocal: effective professional practice is benefitted by the collection of evidence that provides the basis for ongoing feedback, reflection and further development. Research shows observation of classroom teaching, linked to timely and useful feedback that focuses on improvement, is a particularly useful tool for teacher development. Classroom observation is a skill that can be learned. This one-day workshop will:
- provide opportunities for staff to learn and practice the skills of observation
- examine models of classroom observation with an emphasis on the AITSL Classroom Practice Continuum and the supporting resource guide, Looking at Classroom Practice.
Participants will explore the breadth of resources developed by AITSL. There will be opportunities for participants to contribute to the workshop, and learn from others across the Independent sector.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 6 and 7

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| Time(s): | 9.30 am – 3.30 pm |
Lead Personal and Strategic Transformation

**Target Audience:** Principals, Senior Leaders and other aspiring leaders with an undergraduate degree, or higher, or a Diploma with five plus years management experience.

**Program Description:**
This four-day program is part of the accredited leadership program Transformational Leadership: Making Innovation a Core Competence. This unit provides participants with an opportunity to achieve one unit towards the Graduate Certificate in Applied Business. Following these workshops, a project is undertaken in the context of the participant’s school environment. Project assessments are based on each participant’s level of understanding and how they apply their learning in the context of the workplace. This core unit is designed to develop professional expertise, strategic understanding and personal integrity in the specific context of Independent schools. This unit describes the performance outcomes, skills and knowledge required to:

- analyse and improve personal leadership, coaching style and professional competence
- coach and lead organisational transformation and learning for strategic outcomes
- lead transformational practices, cultivating collaborative practices, completing ongoing professional development, and providing strategic leadership in a dynamic context.

Leaders in learning must be able to respond strategically, acting as transformational agents in response to multiple drivers for change – they seek to improve competitive advantage through transformation of individual, team and operational capabilities. During this unit, participants will explore:

- school mission, purpose and values
- school objectives, plans and strategies
- leadership styles
- personal development planning methodologies
- data collection methods
- external environment scanning relating to social, political, economic and technological developments
- emotional intelligence and its relationship to individual and team effectiveness
- organisational transformation and the management of the stages of change
- organisational design and building in responsiveness of operations to change in customer or market conditions
- relevant legislation that affects school operations, especially in regard to operational health and safety and environmental issues, equal opportunity and anti-discrimination, industrial relations.

**Presenter(s):**
Nick Oddy

**Prices:**
- Standard: $3000.00
- Member Schools: $2600.00

**Date(s):**
Thursday 30 March 2017 (Day One)
Friday 31 March 2017 (Day Two)
Tuesday 9 May 2017 (Day Three)
Wednesday 10 May 2017 (Day Four)

**Time(s):**
9.30 am – 4.00 pm

Leadership in Practice

**Target Audience:** School Leaders

**Program Description:**
This two-day workshop has been designed to develop holistic leadership capability among school leaders. Underpinned by an easy-to-reference leadership model, ‘OPENUP’, the workshop builds leader’s capabilities across the multifaceted dimensions of leadership. This helps leaders balance the performance requirements of the organisation with the broad leadership requirements of their roles. A unique feature of this workshop is an orientation to the ‘OPENUP’ model during the week prior to the workshop. This includes a prompt to self-reflect on a range of leadership behaviours. During the workshop, a process of both individual and group reflection on each topic helps build insight and highlight personal development initiatives. This is useful to help prioritise key action areas for individual participants. The program is structured to step us through a series of improvement projects. These may be based on current challenges back at school where they align with the leadership practices under consideration. Working interactively in small teams, participants will:

- identify challenges and opportunities in their working environment
- discuss models and techniques
- apply these to real situations
- discuss and debrief approaches
- reflect on further application back at school.

Following the workshop, participants will be able to:

- understand the balance between management and leadership skills
- develop creative and bold thinking
- communicate with fluency and impact
- positively influence others
- build productive teams
- manage performance and provide constructive feedback
- manage diverse stakeholders
- develop ethical leadership
- convert strategy into results through projects and operational plans.

**Presenter(s):**
Gillian Harris

**Prices:**
- Standard: $1160.00
- Member Schools: $900.00

**Date(s):**
Thursday 16 March 2017 (Day One)
Friday 17 March 2017 (Day Two)

**Time(s):**
9.00 am – 4.00 pm
Leadership Seminars

Leading Globally Ready Schools

**Target Audience:** Principals and Senior Leaders

**Program Description:**
In 2018, the OECD PISA will assess ‘Global Competence’ for the first time. This is defined as the capacity to analyse global and intercultural issues from multiple perspectives, to understand how differences affect perceptions of self and others, and to engage in open and effective interactions with others from different backgrounds on a shared respect for human dignity. This is timely. Never before has our student’s success been so dependent on what happens globally – work is being transformed by new technologies, by global markets and culturally diverse workforces. Of pressing concern, our students will inherit complex global challenges requiring deeper international collaboration to resolve: our environment is at risk, more people are crossing borders and global conflict is on the rise. A new world order is also emerging. China and India are fast becoming the world’s superpowers and Australia’s engagement with Asia continues to grow at a rate much faster than our engagement with the rest of the world. As a consequence, school leaders across Victoria are being challenged to rethink the knowledge, skills and values that students need to be active and informed global citizens equipped to thrive in the diverse and interdependent world that defines the 21st century. This six-month program enables Principals and Senior Leaders to form a network of learners participating in a blended model of professional learning, including face-to-face and online activities. These activities will provide a new understanding and build leader capacity to advance global capability. This program takes into account the unique context of each school community, and will be customised to accommodate that context for each participating school. The program includes:

- three full-day, face-to-face professional learning workshops
- access to an online resource bank
- online support via a discussion forum
- phone coaching over a six-month period.

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**Date(s):**
- Friday 21 April 2017 (Day One)
- Friday 28 July 2017 (Day Two)
- Friday 20 October 2017 (Day Three)

**Time(s):** 9.00 am – 4.30 pm

Negotiating Change – What Teachers Think and Do

**Target Audience:** School Leaders and Classroom Teachers

**Program Description:**
Changing an organisation's culture is usually a time consuming and contested process with the best of change initiatives failing when there is a lack of resonance between the reform and the organisation’s ‘way of doing things’. Whilst teachers often share common beliefs, values and personal philosophies with those in their work environments and develop their professional identity through a multitude of different collaborations, their learning about their practice is often private and isolated. Developing an understanding of how teachers do this is a powerful tool for teachers as a way of managing their own responses to reform and reduce their levels of stress and anxiety. As well, for School Leaders, understanding teachers’ first responses enables them to plan and implement strategies that more effectively bring about the difficult, but often necessary task of significant cultural change. As important, if not more important, is establishing an understanding of where alignment is weak, since it will be those areas that teachers and School Leaders will need to attend to, by providing targeted and relevant professional learning for example, to ensure the balance of best organisational practice is achieved. This one-day seminar will show participants that through collaborative and shared practice, and using a range of literature and resources, you can extend your understanding of how teachers engage with change. And, as a consequence, create a more robust and positive professional learning community at your school.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 6 and 7

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**Date(s):**
- Friday 24 February 2017

**Seminar Number:** 2017123

**Time(s):** 9.30 am – 3.30 pm
**[Re]Imagining Resistance**

**Target Audience:** School Leaders and Managers tasked with implementing and managing change

**Program Description:**
The challenge for School Leaders, tasked with implementing change whilst maintaining stability, is to acknowledge resistant voices and accept that diverse opinions can contribute, rather than detract, from the broader discourses around school improvement. Resistance is more likely felt by teachers who believe that they are already undertaking meaningful and appropriate professional practice, and are confident about their capacity to manage the multitude of tasks associated with their job. Creating or fabricating reasons to encourage reluctant teachers to come on board by using ‘big sticks’ such as EB arrangements or legislative imperatives, is neither best practice nor sustainable. Yet, achieving this outcome without igniting professional disharmony has always been problematic. Re-imagining resistance accepts that there is often a professional legitimacy around teachers’ resistance to change since this can be their response to poor policy or poor practice, or both. Shifting, or at the very least, re-directing, entrenched beliefs is not an easy task in any circumstance. This one-day workshop will:
- use the principles of evaluating a reform’s ‘efficacy’ to empower teachers to engage positively with change
- look at understanding resistance – construct personality profiles and develop your own action plan
- help to reduce teacher stress and anxiety
- improve student learning outcomes as teachers become more proactive change agents
- encourage teacher engagement with their profession as they feel more confident about making long term, sustainable positive impacts.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 6 and 7

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<th>Presenter(s):</th>
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<td>Donna Evans</td>
<td>Standard: $410.00</td>
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**Date(s):**
Friday 16 June 2017

**Time(s):**
9.30 am – 3.30 pm

**Strategic Marketing**

**Target Audience:** Principals and Senior Leaders

**Program Description:**
This three-day program examines all facets of strategic marketing within a school context, from situation analysis to segmentation and brand positioning of your school. Participants will learn the benefits of adopting strategic marketing tools and how they can support you in growing your school. Participants will:
- analyse environmental forces that impact on strategic plans
- undertake quantitative and qualitative research and analyse trends
- develop offensive and defensive strategies for competitive advantage
- investigate how to implement marketing strategies and monitor performance.

An optional assessment at an additional cost may be undertaken. Successful completion of this assessment will achieve one unit towards a Graduate Certificate in Management

**Presenter(s):** Joanne Marriott

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**Date(s):**
Wednesday 7 June 2017 (Day One)
Thursday 8 June 2017 (Day Two)
Tuesday 20 June 2017 (Day Three)

**Time(s):**
9.00 am – 4.30 pm
Leadership Seminars

The Emotionally Intelligent Leader

Target Audience: School Leaders

Program Description:
Qualifications and experience will only get you so far on your leadership journey. Emotional intelligence (EI) is the key to climbing further up the leadership ladder, and it can be learned and then strengthened with practise. EI leader taps into their toolkit to assess, regulate, calibrate and guide conversations and situations to achieve a better outcome. This two-day workshop will assist you in managing yourself as well as managing others to ensure healthy relationships and a positive emotional climate in the workplace. This workshop will explore:

- what EI is
- the impact of emotions in the workplace and the key elements of a positive emotional climate
- the four key areas of EI – self-awareness, self-management, social awareness and relationship management
- how to measure individual EI and mapping a personal action plan
- the four key areas of EI and trying on strategies for growth in each area through self-exploration, observation, scenarios and role-playing.

Participants will:
- develop a greater understanding of EI and how to strengthen your own EI
- increase your awareness of and practise tools to assist you in managing your own emotions
- be more aware of the cues in reading the emotional climate and the strategies to use in regulating your response appropriately
- develop strategies to keep your emotions and those of others grounded during challenging conversations
- develop and practise strategies to assist you in managing relationships, including difficult conversations, giving and receiving feedback, managing meetings, team interactions and difficult decisions
- develop your personal EI development plan using a coaching framework
- be provided with self-development activities in preparation for the second workshop day.

Australian Professional Standards for Teachers:
This seminar addresses Standards: 3, 4, 6 and 7

Presenter(s):
Janine Stratford

Prices: Ex. GST
Standard: $820.00
Member Schools: $560.00

Date(s):
Wednesday 24 May 2017 (Day One)
Wednesday 21 June 2017 (Day Two)

Seminar Number
2017051

Time(s):
9.30 am – 3.30 pm

Understanding Self and Others to Maximise Leadership Effectiveness – Distance Learning Program

Target Audience: Principals and Senior Leaders

Program Description:
This program has been developed in conjunction with the Australian Institute of Management as a distance learning option and is part of ISV’s Organisational Leadership in Schools suite of programs. The programs aim to meet the specific needs of Principals and Senior Leaders in Independent schools. Participants in this program will understand the concepts underlying management and leadership, review their own performance and look inside their school at the role they play with their team, board, staff, students and how their management and leadership role can be tailored. Participants will also look outside their school at other key stakeholders and communities with whom they need to build relationships. Content is provided through the workbook, readings, activities and textbook. Learning support is also provided by the program facilitator, Ian Siebert, via telephone and email over a 10-week period. An optional assessment at an additional cost may be undertaken. Successful completion of this assessment will achieve one unit towards a Graduate Certificate in Management. Four units are required to complete this Certificate which may be achieved by undertaking other modules in the Organisational Leadership in Schools suite of programs. The four units must be completed within two years.

Presenter(s):
Ian Siebert

Prices: Ex. GST
Standard: $2800.00
Member Schools: $1400.00

For further information, or to register your interest, please contact Sue Woodhams, Program Manager, at sue.woodhams@is.vic.edu.au or on +61 3 9825 7256.
American Productivity and Quality Centre

The American Productivity and Quality Centre (APQC) is an organisation that prides itself on its application of process management into educational settings to develop specific and targeted programs for principals and senior leaders.

Association of School Bursars and Administrators Victoria

The Association of School Bursars and Administrators Victoria (ASBAV) is the professional body that represents Independent school business administrators. Its membership includes Business Managers, Bursars, Finance Managers, Accountants, Human Resource Managers and other school administration positions. It is a non-profit organisation, governed by a volunteer committee, together with sub-committees and regional groups. Its primary focus is to provide professional learning at a local, state and national level for its membership. Complementing this are networking opportunities, school fee and salary surveys, financial benchmarking surveys, journals and newsletters, website resources and strategic alliances with other like organisations.

Jo Bradshaw

Jo Bradshaw is an experienced facilitator specialising in leadership development. Her style is passionate and energetic. Jo has a reputation for engaging and motivating participants to embrace new concepts and strive for personal and organisational excellence by using practical and creative techniques. She is skilled at facilitation, coaching, training and mentoring staff at all levels to improve performance. Jo has over 20 years’ experience in training and development with broad industry experience as well as in the not-for-profit sector in Independent, government and catholic schools.

Terry Gavin

Terry Gavin’s background is in corporate management, with an emphasis on finance and administration. His industry experience includes management education, hospitality, natural resource distribution, transport and tourism. Terry has worked with public sector organisations at local, state and commonwealth level, as well as private sector companies. Prior to his present consulting/training role he was Chief Financial Officer and Company Secretary of the Mt Eliza Business School. Terry now specialises in financial management, working with organisations to develop their financial function to support their strategic and organisational goals.

Nathan Hayes

Nathan Hayes has held a range of senior leadership roles in schools, including Early Years to Year 12 Deputy Principal in two schools. He also acted in the Principal role while serving as the Deputy Principal across a campus covering Early Years to Year 12, with 1400 students and 200 staff members. His school leadership experience has provided him with a solid theoretical and practical understanding of the challenges faced by senior educational leaders. Nathan is experienced in delivering consistently high outputs within the school environment. With his firsthand experience, he is well placed to work with schools to ensure that the current leaders in schools are supported, whilst ensuring the aspiring leaders of tomorrow are given the support necessary to become effective leaders. As Director of Learning Through Education, Nathan now combines his experience, passion and tertiary qualifications to work with schools to increase the capacity of their leadership teams to meet current and future challenges.
David Maddocks

David Maddocks is a Partner at Perry, Maddocks Trollope Lawyers. He graduated in Law with Honours in 1996 and won the Supreme Exhibition Court Prize awarded by the Chief Justice of the Supreme Court for his Honours Thesis on Serious Injury Claims in Victoria. Following his admission, David joined a first tier national firm in 1997. He was made a partner in 2004 and has practised in litigation with particular emphasis on professional indemnity and personal injury. He is accredited with the Law Institute of Victoria as a Personal Injury Specialist. David was also a Tribunal Member of the State Government’s Intellectual Disability Review Tribunal for a number of years. He has extensive litigation experience and has been involved in the defence of numerous claims against medical practitioners, the State of Victoria (including the Department of Education, Parks Victoria and the Department of Sustainability and Environment) and non-government schools. Prior to becoming a lawyer, he worked as a Neuropsychologist for over 10 years in a number of hospitals, including the Royal Children’s Hospital, assessing memory and cognition in adolescents and children who had suffered acquired brain injury in transport accidents. His employment included the role of Chief Neuropsychologist at the Victorian Rehabilitation Centre in Melbourne. As part of his Ph.D. (Medicine), David investigated the cognitive effects of head injury.

Kieren Noonan

Kieren Noonan is the Principal Advisor – Innovation Practice at Independent Schools Victoria, with over 20 years’ experience as an educator, 9 years in senior leadership and 5 as school Principal. He commenced his teaching career as a primary classroom teacher, teaching across the primary years, whilst taking on various leadership roles and positions of responsibility. Kieren went on to demonstrate his leadership skills by taking on a Deputy Principal role and then Principal position. He thrived in his role as Principal, being able to serve the school community in a pastoral, strategic and academic capacity, whilst undertaking and navigating significant change within the school community over the course of his leadership as Principal. In his current position, Kieren supports schools and school leaders to understand and comply with regulatory and legislative requirements, drawing upon his leadership experience. The position requires a breadth of knowledge and understanding about education, administration of schools, the legislative requirements and the general day to day operations of being a school leader. Supporting and helping school leaders to better navigate the current compliance landscape, is a key priority. Kieren has a Bachelor of Teaching, a Graduate Certificate of Theology and Masters of Educational Leadership.

Peter Roberts

Peter Roberts is currently Independent Schools Victoria’s Director, School Services, and the Company Secretary of the Victorian Independent Schools Block Grant Authority. He joined ISV in 2006 as the Manager, Compliance Framework. In his roles, Peter provides advice and support to Independent schools, particularly in the areas of compliance and accountability, capital projects and school operations. He has played a leading role in implementing various Australian and Victorian Government education programs focused on school performance and infrastructure improvement. Peter has undergraduate qualifications in mathematics and physics and post-graduate qualifications in education. Prior to joining ISV, he spent twenty years working in schools, most recently as an Assistant Principal at a large metropolitan secondary school. Peter was a Board member of a large boys’ secondary college from 2010 to 2013 and also Chair of the college’s Finance Committee.

Doug Weller

Doug Weller is an Australian media training specialist. His roles have included Bureau Chief, Executive Producer, Editor, Chief of Staff, National Reporter, National Television and Radio Presenter and Newsreader, ABC Washington Correspondent, ABC Canberra Correspondent and Lecturer in Journalism. Doug’s skills, knowledge, networks and experience have been gathered from specialist media roles in Australia, America and the Asia Pacific Region representing broadcasters, corporate organisations, executive networks, statutory bodies, community enterprises, universities and training organisations. His practical and driven approach, combined with extensive media insight, has been utilised by Australian and international organisations. Doug constantly sources innovative ideas and techniques from his Australian and international connections across print, radio, television, online, social networks and new media outlets. A strong supporter of the Australian media industry, he judges various awards and provides expert advice to several committees for higher education in the field of journalism. As well as having conducted more than 3000 presentations on the media, he has also designed and presented a range of advanced media training programs for journalists from Indonesia, Vietnam and China. Doug holds current qualification in workplace training and assessment.
**School Management**

**Benefit from the Power of the Media**

**Target Audience:** Principals, Senior Leaders and those responsible for media liaison

**Program Description:**
ISV is offering a number of highly subsidised, one-day media training programs for Member School Principals, Senior Leaders and those responsible for media liaison. The sessions will be run by seasoned journalists who are experienced in training those who want to remove the fear of delivering media interviews and those who want to polish their media performance and message delivery. Participants will explore:

**The Media:**
- how to benefit from the ‘power of the media’
- what to do when the journalist calls
- journalists: what they want and need–how they operate
- the do’s and don’ts of dealing with the media
- strategies for dealing with electronic media journalists
- strategies for dealing with print media journalists
- the dangers of going ‘off the record’.

**Your Message:**
- how to develop a media message
- how to stay ‘on-message’
- the importance of concise message delivery
- the importance of jargon-free message delivery
- ‘media grabs’ – why they are so important
- how to build confidence in dealing with the media
- the importance of not straying from your area/issues.

**Your Delivery:**
- how to look professional for a TV media interview
- how to look professional for a print media photograph
- how to sound professional for a radio media interview
- how to deliver media messages naturally
- how to deal with nerves
- how to deal with difficult questions or issues
- staying out of trouble – how to avoid questions you can’t answer or don’t.

The day will also include a camera interview workshop. Up to three camera workshops will take place where participants will prepare for an interview, develop key messages and experience delivering their messages with impact.

**Presenter(s):**
Doug Weller

**Prices:**
- Member Schools: $330.00*
- *Prices listed are per session

**Date(s):**
- Tuesday 28 March 2017
- Tuesday 9 May 2017

**Time(s):**
- 9.00 am – 4.30 pm

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**Family Law and Legal Issues Impacting Schools**

**Target Audience:** Principals, Deputy Principals, Business Manager and Heads of School

**Program Description:**
This one-day seminar will explore the complexities that exist with family law and legal issues impacting schools. Topics covered will include:
- what the law says
- the purpose of relevant laws
- court orders – what they seek to achieve
- specific types of orders – parenting/custody orders, intervention orders, child protection orders
- legal terminology in orders
- what this mean for schools

Legal Issues will also be explored:
- Child Protection
- Child Safe Standards
- Privacy Act
- copyright
- financial and business issues, e.g. non-payment of fees, property insurance.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 7

**Presenter(s):**
David Maddocks, Peter Roberts and Kieren Noonan

**Prices:**
- Standard: $410.00
- Member Schools: $280.00

**Date:**
Wednesday 31 May 2017

**Seminar Number:**
2017136

**Time:**
9.30 am – 3.30 pm
Financial Management

**Target Audience:** Principals and Senior Leaders

**Program Description:**
This three-day program has been developed in conjunction with the Australian Institute of Management as part of ISV’s Organisational Leadership in Schools suite of programs. The programs aim to meet the specific needs of Principals in Independent schools. In an increasingly complex and competitive environment, it is vital for school Principals to be able to access, interpret and use financial information. This program emphasises and demonstrates the importance of understanding the financial consequences of decisions to ensure that they add value to the school. The importance of communicating with both internal and external stakeholders in managing the schools financial resources is also explored. The program is delivered over three days in a workshop style using practical exercises, case studies and group discussion. Participants may choose to undertake an optional assessment at an additional cost. Successful completion of this assessment will achieve one unit towards a Graduate Certificate in Management. Four units are required to complete this Certificate which may be achieved by undertaking other modules in the Operational Leadership in Schools suite of programs. The four units must be completed within two years.

**Presenter(s):**
- Terry Gavin

**Prices:**
- Standard: $2800.00
- Member Schools: $1400.00

**Date(s):**
- Thursday 9 March 2017 (Day One)
- Tuesday 14 March 2017 (Day Two)
- Thursday 23 March 2017 (Day Three)

**Time(s):**
9.00 am – 4.30 pm

High Performing School Teams

**Target Audience:** Principals and Senior Leaders

**Program Description:**
This hands-on, challenging and thought provoking program will give participants an applied understanding of why groups perform at certain levels and how to improve team performance with valuable insights for immediate application in their work. During this one-day program, the Human Synergistics framework is used as a method of assessing the extent to which organisations and individuals achieve a balance between the task and people elements of work, and the extent to which organisations and individuals are motivated by insecurities compared with being motivated by satisfaction. A life styles inventory also provides a foundation for participants to understand thoughts and behaviours that motivate behaviour and feedback on how these behaviours are interpreted by others. During the program participants will:

- work through a simulation where a specific problem is presented and participants solve the problem individually first, then as a team
- learn how to apply the synergistic problem-solving model to unpack the characteristics of high performing teams. This is based on the notion that an effective solution = quality x acceptance
- compare a range of measured group outcomes against internationally-benchmarked outcomes
- analyse the way that individual groups approached the simulation and how members of the group interacted
- understand the link between changing patterns of behaviour within school teams to be consistent with desired school culture development
- gain awareness of how their individual thinking drives behaviour and decision making and how this affects group processes
- formulate an action plan to apply their learning personally and professionally to enhance thinking that increases satisfaction and effectiveness.

During the workshop, participants will complete and analyse diagnostics regarding their group’s performance to give direct feedback and analyse their own individual thinking styles.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 1, 2, 3 and 6

**Presenter(s):**
- Nathan Hayes

**Prices:**
- Standard: $650.00
- Member Schools: $500.00

**Date(s):**
- Thursday 9 March 2017

**Seminar Number**
- 2016050

**Time(s):**
9.00 am – 4.30 pm
**Staff Recruitment and Selection for Middle Leaders**

**Target Audience:** Middle Leaders with responsibility for or who participate in the selection and recruitment of staff

**Program Description:**
This one-day program is designed to provide Middle Leaders with the skills, knowledge and techniques to participate in candidate attraction strategies, effectively assess candidates and make informed selection choices. This practical program will also outline how to ensure your recruitment and screening practices reduce the risk of child abuse in schools as per the Child Safe Standards (Ministerial Order 870). By the end of the program participants will be able to:

- identify performance-based methods for candidate assessment
- apply best practice interviewing techniques
- make effective selection decisions
- comply with legal considerations when recruiting staff, including diversity, privacy, fair work and Child Safe Standards.

**Presenter(s):**
Jo Bradshaw

**Prices:**
- Standard: $580.00
- Member Schools: $450.00

**Date(s):**
Thursday 8 June 2017

**Seminar Number:**
2017146

**Time(s):**
9.00 am – 4.30 pm

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**Staff Recruitment and Selection for Principals and Senior Leaders**

**Target Audience:** Principals and Senior Leaders with responsibility for the selection and recruitment of staff

**Program Description:**
This one-day program is designed to provide Principals and Senior Leaders with the skills, knowledge and techniques to implement candidate attraction strategies, effectively assess candidates and make informed selection choices. This practical program will also outline how to implement recruitment and screening practices that reduce the risk of child abuse in schools as per the Child Safe Standards (Ministerial Order 870). By the end of the program participants will be able to:

- analyse and plan for resource requirements
- identify performance-based methods for candidate assessment
- apply best practice interviewing techniques
- make effective selection decisions
- comply with legal considerations when recruiting staff, including diversity, privacy, fair work and Child Safe Standards.

**Presenter(s):**
Jo Bradshaw

**Prices:**
- Standard: $580.00
- Member Schools: $450.00

**Date(s):**
Monday 8 May 2017

**Seminar Number:**
2017145

**Time(s):**
9.00 am – 4.30 pm
School Management

New Business Managers’ Program 2017

**Target Audience:** New Business Managers and Bursars

**Program Description:**
Being the Business Manager/Bursar of an Independent school is a complex and challenging role. New Business Managers/Bursars can find themselves overwhelmed by the range of issues that they need to consider on a day-to-day basis, as well as the amount of detailed knowledge required about each of these issues. New Business Managers/Bursars sometimes struggle to find out what it is that they do not know, and where they can turn for advice and support. The New Business Managers’ Program 2017 aims to provide participants with an overview of the wide range of tasks that fall to a Business Manager/Bursar, as well as delving into the detail of some of the most crucial aspects of the role. This two-day program is a joint initiative between the Association of School Bursars and Administrators (VIC) Inc. (ASBAV) and ISV, and is targeted at those Business Managers/Bursars who have been in their role for less than twelve months. Presenters will consist of the President and Members of the State Committee of ASBAV, and the Chief Executive and Directors of ISV. Participants will also hear from experienced Business Managers as well as other expert staff from ISV, and will be provided with the opportunity to discuss issues of relevance to their particular situation in an open and supportive environment.

**Presenter(s):**
various presenters from ISV and ASBAV

**Prices:**
- Standard: $820.00
- Member Schools: $560.00

**Date(s):**
- Friday 21 April 2017 (Day One)
- Friday 28 April 2017 (Day Two)

**Seminar Number:** 2017142

**Time(s):** 8.30 am – 5.00 pm
Target Audience: Principals, Business Managers, Bursars and School Leaders

Program Description:
School teams of 4 to 7 participants are invited to examine process and performance management. The Southern Cross Program helps empower staff to introduce change at their school. School teams are provided with tools to assist them to:
- maximise limited resources
- improve productivity
- define and clarify the problem
- engage with stakeholders.

The aim of the program is to improve efficiency and effectiveness at schools. The Southern Cross Program can help schools enhance the quality of educational outcomes by empowering schools to redesign inefficient processes, eliminate waste and use cross-functional process methodologies to break down functional silos. The four-day training program is undertaken over two weeks at ISV. Over 65 school project teams have been involved in the Southern Cross Program, with positive results in school processes, student engagement and school expansion. To find out more, visit the Southern Cross Program webpage at http://www.is.vic.edu.au/services/dev-centre/southerncross-program.htm

Australian Professional Standards for Teachers:
This seminar addresses Standards: 6 and 7

Presenter(s): Trainers from the American Productivity and Quality Center (APQC)

Prices: Ex. GST
- Standard: $13,000.00
- Member Schools: $15,000.00

Program 1
Date(s): Seminar Number
- Tuesday 14 March 2017 (Day One)
- Wednesday 15 March 2017 (Day Two)
- Monday 20 March 2017 (Day Three)
- Tuesday 21 March 2017 (Day Four)
- 2017112

Time(s): 8.30 am – 5.00 pm

Program 2
Date(s): Seminar Number
- Thursday 16 March 2017 (Day One)
- Friday 17 March 2017 (Day Two)
- Wednesday 22 March 2017 (Day Three)
- Thursday 23 March 2017 (Day Four)
- 2017113

Time(s): 8.30 am – 5.00 pm

Program 3
Date(s): Seminar Number
- Tuesday 9 May 2017 (Day One)
- Wednesday 10 May 2017 (Day Two)
- Monday 15 May 2017 (Day Three)
- Tuesday 16 May 2017 (Day Four)
- 2017114

Time(s): 8.30 am – 5.00 pm

Program 4
Date(s): Seminar Number
- Thursday 11 May 2017 (Day One)
- Friday 12 May 2017 (Day Two)
- Wednesday 17 May 2017 (Day Three)
- Thursday 18 May 2017 (Day Four)
- 2017115

Time(s): 8.30 am – 5.00 pm

Program 5
Date(s): Seminar Number
- Tuesday 8 August 2017 (Day One)
- Wednesday 9 August 2017 (Day Two)
- Monday 14 August 2017 (Day Three)
- Tuesday 15 August 2017 (Day Four)
- 2017116

Time(s): 8.30 am – 5.00 pm

Program 6
Date(s): Seminar Number
- Thursday 10 August 2017 (Day One)
- Friday 11 August 2017 (Day Two)
- Wednesday 16 August 2017 (Day Three)
- Thursday 17 August 2017 (Day Four)
- 2017117

Time(s): 8.30 am – 5.00 pm

Program 7
Date(s): Seminar Number
- Tuesday 14 November 2017 (Day One)
- Wednesday 15 November 2017 (Day Two)
- Monday 20 November 2017 (Day Three)
- Tuesday 21 November 2017 (Day Four)
- 2017118

Time(s): 8.30 am – 5.00 pm

Program 8
Date(s): Seminar Number
- Thursday 16 November 2017 (Day One)
- Friday 17 November 2017 (Day Two)
- Wednesday 22 November 2017 (Day Three)
- Thursday 23 November 2017 (Day Four)
- 2017119

Time(s): 8.30 am – 5.00 pm
Jo Bradshaw

Jo Bradshaw is an experienced facilitator specialising in leadership development. Her style is passionate and energetic. Jo has a reputation for engaging and motivating participants to embrace new concepts and strive for personal and organisational excellence by using practical and creative techniques. She is skilled at facilitation, coaching, training and mentoring staff at all levels to improve performance. Jo has over 20 years’ experience in training and development with broad industry experience as well as in the not-for-profit sector in independent, government and catholic schools.

Deb Ferguson

Deb Ferguson is an in-demand educator, executive coach, keynote speaker and facilitator in the area of personal and professional leadership. With extensive experience in education and business, her work enables people to manage their increasing personal and professional demands. Deb’s vision is to promote positive culture, values and ethical environments where people and communities flourish and achieve their goals. Also a published author, Deb’s book, What Teachers need to know about Personal Wellbeing, was commissioned by the Australian Centre of Educational Research (ACER) in 2008. She was an ongoing contributor to ACER’s Teacher Magazine where she is widely published in the areas of wellbeing, conflict management and resiliency. Nationally, Deb continues to train school communities through her business, and she has a continuing passion for coaching in education. Her professional work includes keynote addresses in education and economic forums, and training leadership and school communities in culture and ethics, wellbeing, team management and challenging conversations. Deb is a staff member of The Australian Ballet School’s Health Team where she is instrumental in the writing and training of a world’s unique program to build a resilient school community where values and ethics are lived.

Judith Field

Judith Field taught English and drama in independent and government schools for over 30 years. She has three degrees in education, is a Master Practitioner in Neuro Linguistic Programming, helped found The King David School, and recently won a state competition in public speaking. Judith established Direct Speech in 2004 and runs workshops for students and teachers in over 130 schools, as well as in educational and corporate environments. Judith combines knowledge, humour and perception to shift anyone from where they are in their speaking abilities to where they can be. She recently co-authored a book called Speech Matters, a handbook in speaking for Year 7 to Year 10 students.

Nathan Hayes

Nathan Hayes has held a range of senior leadership roles in schools, including Early Years to Year 12 Deputy Principal in two schools. He also acted in the Principal role while serving as the Deputy Principal across a campus covering Early Years to Year 12, with 1400 students and 200 staff members. His school leadership experience has provided him with a solid theoretical and practical understanding of the challenges faced by senior educational leaders. Nathan is experienced in delivering consistently high outputs within the school environment. With his firsthand experience, he is well placed to work with schools to ensure that the current leaders in schools are supported, whilst ensuring the aspiring leaders of tomorrow are given the support necessary to become effective leaders. As Director of Learning Through Education, Nathan now combines his experience, passion and tertiary qualifications to work with schools to increase the capacity of their leadership teams to meet current and future challenges.
Margo Lockhart

Margo Lockhart is a highly regarded facilitator, designer and coach with a reputation for developing trust and rapport in the working environment. With an academic background in education, counselling and organisation dynamics, she brings a disciplined and reflective focus to her work. Margo has extensive experience in program design, implementation and presentation in a very diverse range of organisations. She regularly facilitates management and leadership programs, as well as emotional intelligence, negotiation and influencing skills. Margo is an experienced board director, having spent 10 years on the boards of various environmental groups.

Karen Smythe

Karen Smythe is a professional trainer and life coach with 24 years’ experience in the training industry. Her background in a range of industries ensures her training sessions draw upon her firsthand experience. Karen has a passion for customer service excellence and delivering her knowledge and training in an exciting, motivating and interactive environment. Her life experiences have given her a wealth of opportunities for continued growth and development. Karen has delivered training to a broad range of clients including those in the education sector.

Helen Tobias

Helen Tobias is an experienced writer, editor and facilitator, with a genuine focus and concern for helping people effectively communicate in writing in the workplace. With an academic background in education and significant corporate writing and editing experience, she is well placed to share practical strategies that lead to effective written documents, both paper-based and online. Helen’s specialities of technical writing and editing, instructional design, facilitation and coaching in business writing and editing have led her to work in a wide variety of industry sectors, including financial services, insurance and education.
School Administration

Advanced Skills for Personal Assistants and Executive Assistants

Target Audience: Personal Assistants and Executive Assistants

Program Description:
During this one-day interactive course, participants will engage in enhancing and developing the range of important functions that they fill through a series of tools and techniques to be more effective and enhance professionalism. This comprehensive program includes activities to develop skills, such as:
- time management
- people management
- business writing skills
- social media management
- managing meetings expertly
- managing upward
- handling sensitive information.
Participants will be invited to input into their preferred focus area for the day prior to commencement of the program.

Presenter(s): Karen Smythe

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Date(s):
Tuesday 21 March 2017

Time(s):
9.00 am – 4.30 pm

Advanced Skills for Personal Assistants and Executive Assistants – Follow Up

Target Audience: Previous attendees to the Advanced Skills for Personal Assistants and Executive Assistants programs

Program Description:
These two, half-day seminars have been created as a follow-up for all participants that attended the Advanced Skills for Personal Assistants and Executive Assistants seminars in 2016. The follow-up sessions will review the operational aspects of these roles and provide participants with the opportunity to network with other attendees over lunch.

Session One:
- review of action plans from the previous session attended. What has worked? What do you need further assistance with?
- effective email management, including saving time with emails
- how to effectively manage your diary and the diary of the people you assist
- staying organised when the workload is heavy
- effective planning for a smooth running day
- what technology can be used to help manage workloads, bring your latest ideas to the session
- Where to from here? What are my goals from this session?

Session Two
- review of action plans from the previous session attended. What has worked? What do you need further assistance with?
- dealing with difficult people in the workplace, by phone or face-to-face
- working smarter not harder
- how to delegate effectively to help achieve your tasks
- obtaining a better work/life balance
- mindfulness and how to achieve calm after a busy day
- Where to from here? What are my goals from this session?

Presenter(s): Karen Smythe

<table>
<thead>
<tr>
<th>Prices</th>
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<tbody>
<tr>
<td>Member Schools:</td>
<td>$250.00 per session</td>
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Date(s):
Thursday 19 January 2017

Time(s):
9.00 am – 1.00 pm

Thursday 19 January 2017

Time(s):
12.00 pm – 4.00 pm
Confident Communications Skills

Target Audience: New and Aspiring Leaders and Classroom Teachers

Program Description:
This two-day program aims to equip participants with the skills and structures to step up and speak to peers, parents and the wider community with confidence. Like other forms of communication, spoken communication is a complex process and it is an essential part of all areas of professional life. This program delivers specialist training in a fun way and participants will learn key techniques and strategies to quickly learn and retain that learning. Participants will examine:

- why speaking to peers and the wider community is different from speaking with students
- what is public speaking really and why it is important
- the importance of body language, voice variety, which words to use
- tips and tricks to enhance presentations, say less and have more impact and build instant rapport with an audience.

Presenter(s): Judith Field
Prices: Ex. GST
Standard: $820.00
Member Schools: $560.00

Date(s): Seminar Number
Wednesday 15 March 2017 (Day One) 2017048
Wednesday 22 March 2017 (Day Two)

Time(s): 9.00 am – 3.30 pm

Dealing with Difficult Personalities and Situations

Target Audience: Those wishing to strengthen their skills in handling challenging situations appropriately and successfully

Program Description:
This one-day program supports participants in developing as proficient communicators – adept in dealing with difficult behaviours, challenging personalities and situations. Through this program, participants will gain confidence and professionalism to maintain composure in the face of difficulty and have the skills to positively address difficult situations and determine a way forward that recognises and respects the needs of all parties. During the day, participants will explore:

- why people become difficult
- impact and behaviour
- reacting versus responding
- perspective, facts and assumptions
- communication styles and being flexible
- feedback – the STAC method
- covert operations
- being sensitive
- dealing with negativity
- reframing
- dealing with anger
- play it safe
- build resilience
- peer consulting on real issues.

Learning outcomes will include:

- developing personal assertiveness strategies
- understanding brain response functions to others’ difficult behaviour
- identifying ways people create and use conflicts to manipulate others
- identifying and understanding types of difficult behaviour
- developing tactics to manage difficult behaviour
- communicating positively and assertively
- determining how and when to train, coach and counsel difficult employees
- responding to difficult situations with confidence

Australian Professional Standards for Teachers:
This seminar addresses Standards: 6 and 7

Presenter(s): Margo Lockhart
Prices: Ex. GST
Standard: $580.00
Member Schools: $450.00

Date(s): Seminar Number
Friday 2 June 2017 2017121

Time(s): 9.00 am – 4.30 pm
School Administration

Interacting with the School Community for Front of House Staff

**Target Audience:** School Administration and School Support Staff in roles who interact with students, parents and the school community on a daily basis

**Program Description:**
School front of house staff are a critical first expression of a school’s values. This program recognises the integral role played by school staff working in positions that focus on servicing the school community, such as students, care givers, teachers and external customers. Through this one-day program, the Human Synergistics framework is used as a method of assessing the extent to which organisations and individuals achieve a balance between the task and people elements of work, as well as how they are motivated by insecurities compared to being motivated by satisfaction. The framework is critical to make the connection between working effectively in team situations and understanding the influence of individual approaches on effective team function and quality customer service. During the first half of the day, participants will:

- work through a simulation where a specific problem is presented and participants solve the problem individually first, then as a team
- gain an understanding of how individual approaches shape the outcomes of group decision making
- learn the importance of setting clear, agreed outcomes in team situations
- understand from the simulation how teams can work effectively to provide a desirable customer experience and meet agreed outcomes
- compare a range of measured group outcomes against internationally-benchmarked outcomes
- analyse the way individual groups approached the simulation and how members of the group interacted.

During the second half of the day, participants will focus on customer service, exploring:

- who are the school’s customers
- is the customer always right?
- how to manage conflict with internal and external customers
- the associated legal issues – the school, parents, families
- how your role connects to the whole-school purpose and why this is important
- role clarity – the importance of being clear on everyone’s roles and responsibilities to support best practice under pressure circumstances.

During the workshop, participants will complete and analyse diagnostics regarding their group’s performance to give direct feedback and analyse their own individual thinking styles.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 4, 6 and 7

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<tr>
<th>Presenter(s):</th>
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<tr>
<td>Margo Lockhart</td>
<td>Standard: $580.00</td>
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<td>Member Schools: $450.00</td>
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**Date(s):**
Monday 20 March 2017

**Time(s):**
9.00 am – 4.30 pm

Manage Effective and Engaging Meetings

**Target Audience:** Those required to lead meetings that are focused on positive outcomes

**Program Description:**
This one-day program will help participants to develop the skills required to lead effective and engaging meetings. By learning the factors that influence a meeting’s outcomes, the skills will be gained to structure meetings strategically, manage time wisely and achieve clear results. The seminar will explore:

- planning the meeting
- meeting facilitation
  - effective meeting communication
  - managing group dynamics
  - group decision making
- meeting records
  - professional meeting minutes
  - getting the most out of meetings
  - meeting checklist.

This program will give participants the confidence to:

- identify essential elements in preparing and conducting productive meetings
- establish a plan and process to achieve desired meeting outcomes
- conduct focused and time-efficient meetings
- identify processes and issues that help and hinder contributions
- develop tactics to improve contributions and achieve desired meeting outcomes
- apply facilitation skills for discussions, problem solving and resolution of issues
- develop guidelines for meaningful agendas and minutes.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 6 and 7

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<td>Nathan Hayes</td>
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**Date(s):**
Friday 10 March 2017

**Seminar Number**
2017049

**Time(s):**
9.00 am – 4.30 pm
Wellbeing for Personal Assistants and Support Staff

**Target Audience:** Personal Assistants and Support Staff

**Program Description:**
Personal Assistants and Support Staff are often the first port of call when dealing with all the diverse needs of the school community. Life is busy and there is a myriad of situations and interactions to deal with each day. This one-day training will reinforce the integral value of the administrative team's contribution to education and focus on the importance of investing in personal and professional wellbeing. That’s why this is a great opportunity to invest the time to reflect on how we can manage inevitable stressors. Participants will be guided through the latest research of mindfulness, positive psychology and emotional competence. Participants will learn a simple approach to mindful choices, stress reduction and resiliency and leave with a plan to adapt practical strategies to our own needs. The benefits will then flow on to our personal and professional lives, resiliency and capacity to cope. In this way, everyone in the school community benefits, especially the students who see school staff as ‘significant others’. The session is practical, interactive and fun.

**Presenter(s):** Deb Ferguson
**Prices:**
Standard: $430.00
Member Schools: $330.00

**Date(s):**
Monday 3 April 2017

**Time(s):**
9.30 am – 3.30 pm

Writing Effective Organisational Reports

**Target Audience:** Those who need to prepare reports, such as board papers, annual reports, status reports, finance and human resources reports

**Program Description:**
This one-day organisational report writing program provides participants with practical tools and techniques to effectively plan, write and edit high quality, clear and concise reports. The goal is to produce reports that readers understand on the first read. Participants will explore:
- the composing process
- the importance of audience analysis
- organising information
- principles of clear writing
  - simple and familiar words
  - combination of short and long sentences
  - main message first
  - active voice
  - remove unnecessary words
  - tone of influence
  - gender-inclusive language
  - numbers.
- punctuation
- report structures
- report formatting techniques.

Following this program, participants will be confident in:
- planning and organising information
- staying focused on the audience
- writing quickly and in a logical flow for the reader
- applying a set of principles to produce clear and effective writing with appropriate tone
- applying newly learned principles to reports.

**Please note** that this program is not oriented to student assessment reporting.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 6 and 7

**Presenter(s):** Helen Tobias
**Prices:**
Standard: $580.00
Member Schools: $450.00

**Date(s):**
Monday 15 May 2017

**Time(s):**
9.00 am – 4.30 pm
**Target Audience:** Those who juggle competing priorities and need the skills to effectively manage time.

**Program Description:**
This one-day program provides participants with the tools and techniques to maximise effectiveness, minimise wasted time and control workload. The program covers the key themes of:
- key time management concepts
- assessing, auditing and analysing how you use and spend your time
- creating job clarity and working with purpose
- planning and scheduling
- integrating your long-term goals
- discipline and managing pressures
- collaborating with others.

By the end of the program participants will:
- recognise the effect of poor organisation and its relationship to stress
- identify major time wasters and learn to control them
- set up and use the time management system that’s right for them
- apply tools and techniques to overcome procrastination.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 6 and 7

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</table>
Elspeth Adamson

Elspeth Adamson is currently Manager, Student Services at Independent Schools Victoria, where she works in the areas of students with individual needs and student wellbeing, as well as addressing parent concerns about their children’s education. Previously, she was a Head of Campus and Deputy Principal of a Victorian multi-campus Independent school, and a Principal of an international school in India.

Irene Anderson

Irene Anderson is the Manager, Digital Content at Independent Schools Victoria. She is an experienced educator who has taught in both Independent and Catholic schools across all primary and secondary years. Irene has lectured in undergraduate and postgraduate teacher education programs at Australian Catholic University. She was Head of Junior Secondary at Sacre Coeur, Head of Middle School at Genazzano FCJ College, and was both Head of Middle School English and Humanities and Head of Middle School Teaching and Learning at Beaconhills College. Irene has been a Deputy Principal and held various curriculum coordinator roles throughout her teaching career. She is passionate about how ICT can be most effectively and creatively used to enhance student learning. Irene also supports schools in the development of ICT vision and direction and in issues around digital and global citizenship.

Aine Maher

Aine Maher is the Director, Education Services for Independent Schools Victoria. She provides advice and support to schools in the areas of curriculum, teaching and learning and leadership development. Aine works with a team of educators who design and deliver professional learning programs to schools in curriculum planning and design, implementation of Australian Curriculum and the Australian Teacher Performance and Development Framework. Aine is a member of the ACARA Curriculum Directors’ Group, AusVELS Steering Committee and the VCAA Early Years – 10 Curriculum and Assessment Committee.

Kieren Noonan

Kieren Noonan is the Principal Advisor – Innovation Practice at Independent Schools Victoria, with over 20 years’ experience as an educator, 9 years in senior leadership and 5 as school Principal. He commenced his teaching career as a primary classroom teacher, teaching across the primary years, whilst taking on various leadership roles and positions of responsibility. Kieren went on to demonstrate his leadership skills by taking on a Deputy Principal role and then Principal position. He thrived in his role as Principal, being able to serve the school community in a pastoral, strategic and academic capacity, whilst undertaking and navigating significant change within the school community over the course of his leadership as Principal. In his current position, Kieren supports schools and school leaders to understand and comply with regulatory and legislative requirements, drawing upon his leadership experience. The position requires a breadth of knowledge and understanding about education, administration of schools, the legislative requirements and the general day to day operations of being a school leader. Supporting and helping school leaders to better navigate the current compliance landscape, is a key priority. Kieren has a Bachelor of Teaching, a Graduate Certificate of Theology and Masters of Educational Leadership.

Peter Roberts

Peter Roberts is currently Independent Schools Victoria’s Director, School Services, and the Company Secretary of the Victorian Independent Schools Block Grant Authority. He joined ISV in 2006 as the Manager, Compliance Framework. In his roles, Peter provides advice and support to Independent schools, particularly in the areas of compliance and accountability, capital projects and school operations. He has played a leading role in implementing various Australian and Victorian Government education programs focused on school performance and infrastructure improvement. Peter has undergraduate qualifications in mathematics and physics and post-graduate qualifications in education. Prior to joining ISV, he spent twenty years working in schools, most recently as an Assistant Principal at a large metropolitan secondary school. Peter was a Board member of a large boys’ secondary college from 2010 to 2013 and also Chair of the college’s Finance Committee.
Compliance

Curriculum and Student Learning: VRQA Minimum Standards

**Target Audience:** Principals, Heads of Curriculum and Heads of Teaching and Learning

**Program Description:**
This two-hour seminar will explore in greater depth Curriculum and student learning from the VRQA Minimum Standards. Topics covered will include:
- curriculum framework
- student learning outcomes
- monitoring and reporting on student performance
- the Australian Curriculum
- the Victorian Curriculum.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 7

**Presenter(s):**
- Aine Maher

**Prices:**
- Standard: $270.00
- Member Schools: $185.00

**Date(s):**
- Tuesday 22 August 2017

**Seminar Number:**
- 2017139

**Time(s):**
- 9.30 am – 11.30 pm

Enrolments: VRQA Minimum Standards

**Target Audience:** Principals, Deputy Principals, Heads of Curriculum and Registrars

**Program Description:**
This half-day seminar will explore in greater detail Enrolments from the VRQA Minimum Standards. Topics covered will include:
- overview of the Minimum Standards
- what it mean for schools
- enrolment contracts
- visas
- Student Family Background
- Interstate Student Data Transfer
- immunisation
- privacy
- students with disabilities
- family law.

**Australian Professional Standards for Teachers:**
This seminar addresses Standards: 7

**Presenter(s):**
- Peter Roberts and
- Kieren Noonan

**Prices:**
- Standard: $270.00
- Member Schools: $185.00

**Date(s):**
- Friday 23 June 2017

**Seminar Number:**
- 2017138

**Time(s):**
- 9.30 am – 12.30 pm
| **Target Audience:** Principals, Deputy Principals and Business Managers |
| **Program Description:** |
| This half-day seminar will focus on the VRQA Minimum Standards and other requirements for School Registration. It will provide participants with the necessary knowledge and understanding to commence their school’s registration review process. Topics will include: |
| ● legislative framework |
| ● the Minimum Standards and other requirements for registration |
| ● review process |
| ● focus areas |
| ● do’s and don’ts |
| ● delegating and assigning tasks |
| ● the ISV Compliance Framework |
| ● how to manage the review process. |
| **Australian Professional Standards for Teachers:** |
| This seminar addresses Standards: 7 |
| **Presenter(s):** Peter Roberts and Kieren Noonan |
| **Prices:** |
| Standard: $270.00 |
| Member Schools: $185.00 |
| **Date(s):** Tuesday 12 September 2017 |
| **Seminar Number:** 2017141 |
| **Time(s):** 9.30 am – 12.30 pm |

| **Target Audience:** Principals, Deputy Principals and Wellbeing Coordinators |
| **Program Description:** |
| This two-hour seminar will explore in greater detail Student Welfare from the VRQA Minimum Standards. Topics covered: |
| ● What do the Minimum Standards say? |
| ● care, safety and welfare of students |
| ● managing the risk of child abuse |
| ● anaphylaxis |
| ● emergency bushfire management |
| ● discipline |
| ● attendance monitoring |
| ● attendance register |
| ● Working with Children Act 2005 |
| ● cybersafety |
| ● first aid. |
| **Australian Professional Standards for Teachers:** |
| This seminar addresses Standards: 7 |
| **Presenter(s):** Elspeth Adamson, Peter Roberts and Irene Anderson |
| **Prices:** |
| Standard: $270.00 |
| Member Schools: $185.00 |
| **Date(s):** Tuesday 22 August 2017 |
| **Seminar Number:** 2017140 |
| **Time(s):** 12.30 am – 2.30 pm |
## Calendar

### January 2017

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<tr>
<th>Date</th>
<th>Seminar</th>
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<tbody>
<tr>
<td>Thursday 19</td>
<td>Advanced Skills for Personal Assistants and Executive Assistants – Follow Up</td>
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### February 2017

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<tr>
<th>Date</th>
<th>Seminar</th>
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<tbody>
<tr>
<td>Monday 20</td>
<td>Early Years Leadership – Building Professional Practice (Day One of Five)</td>
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<tr>
<td>Tuesday 21</td>
<td>Early Years Leadership – Building Professional Practice (Day Two of Five)</td>
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<tr>
<td>Wednesday 22</td>
<td>Digging around in Minecraft Education Edition</td>
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<tr>
<td>Thursday 23</td>
<td>Screen-casting – Create your own Video Tutorials</td>
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<tr>
<td>Friday 24</td>
<td>Differentiating the Curriculum in the Languages Classroom – Starting Out (Day One of Two)</td>
</tr>
<tr>
<td>Monday 27</td>
<td>Implementation of the Revised Victorian Early Years Learning and Development Framework</td>
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<tr>
<td>Tuesday 28</td>
<td>Framework for Creating a Quality Improvement Plan</td>
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### March 2017

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<tr>
<td>Thursday 2</td>
<td>Holocaust Studies Program</td>
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<td>How to Write an Individualised Education Program</td>
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<td>Programming and Coding</td>
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<tr>
<td>Friday 3</td>
<td>Collaborative Unit Planning for Australian Curriculum – Languages in the Primary Years (Day One of Two)</td>
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<td>Pastoral Care for the Early Career Teacher</td>
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<td>Social Play and Thinking – The Development of Play and Social Interaction Skills in the Early Years</td>
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<td>Monday 6</td>
<td>Effective Planning and Assessment for Literacy and Numeracy in the Early Years (Day One of Two)</td>
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<td>Science by Doing – Planning and Reflection (Day One of Two)</td>
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<td>Student Assessment Project – Moving Forward: Articulation</td>
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<td>Tuesday 7</td>
<td>Creating Infographics on iPads in the Primary Years</td>
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<td>Effective Planning and Assessment for Literacy and Numeracy in the Early Years (Day Two of Two)</td>
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<td>Formative Assessment – Practical Strategies for your Classroom</td>
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<td>Wednesday 8</td>
<td>Coding in the Early Years – Plugged and Unplugged</td>
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<td>Dyslexia – Core Skills for all Staff</td>
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<td>Thursday 9</td>
<td>Applications and Modelling in Years 7 to 10 Mathematics</td>
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<td>Financial Management (Day One of Three)</td>
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<td>High Performing School Teams</td>
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<td>Friday 10</td>
<td>Interacting with the School Community for Front of House Staff</td>
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<td>The Global Classroom</td>
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### January 2017

- **Thursday 19**: Advanced Skills for Personal Assistants and Executive Assistants – Follow Up

### February 2017

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- **Tuesday 21**: Early Years Leadership – Building Professional Practice (Day Two of Five)
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- **Friday 24**: Differentiating the Curriculum in the Languages Classroom – Starting Out (Day One of Two)
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- **Tuesday 28**: Framework for Creating a Quality Improvement Plan

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- **Friday 10**: Interacting with the School Community for Front of House Staff

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<td>Tuesday 14</td>
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<td>Financial Management (Day Two of Three)</td>
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<td>Thursday 16</td>
<td>Leadership in Practice (Day One of Two)</td>
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<td>Stop, Collaborate and Listen with Office 365</td>
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<td>Friday 17</td>
<td>Building Links between Statistics and Probability through Investigations (Day One of Two)</td>
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<td>Leadership in Practice (Day Two of Two)</td>
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<td>Southern Cross Program Two (Day Two of Four)</td>
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<tr>
<td>Monday 20</td>
<td>Manage Effective and Engaging Meetings</td>
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<td>Student Assessment Project – Moving Forward: Learning Difficulties</td>
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<td>Tuesday 21</td>
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<td>Preschool Assistants – An Advanced Perspective (Day One of Five)</td>
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<td>Friday 24</td>
<td>Australian Curriculum Mathematics: Proficiencies and Numeracy</td>
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<td>Critical Thinking and Shared Inquiry in the Early Years with Great Books</td>
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<td>Monday 27</td>
<td>Engaging with Asia through the Humanities and Social Sciences</td>
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<td>Tuesday 28</td>
<td>Benefit from the Power of the Media</td>
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<td>Wednesday 29</td>
<td>Scribble Me – Expression of Language through Art</td>
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<td>Thursday 30</td>
<td>Lead Personal and Strategic Transformation (Day One of Four)</td>
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<td>Monday 3</td>
<td>Wellbeing for Personal Assistants and Support Staff</td>
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<td>Leading Globally Ready Schools (Day One of Three)</td>
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<td>Wednesday 26</td>
<td>Dyslexia – Core Skills for all Staff</td>
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<td>Going Deeper into Programming and Coding</td>
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<td>Thursday 27</td>
<td>Dialoguing with Diversity</td>
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<td>Friday 28</td>
<td>Exploring Strategies for Teaching Geometric Reasoning and Mathematical Thinking</td>
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<td>VCE Languages – Strategies for Improved Student Learning (Day One of Two)</td>
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<td>Monday 1</td>
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<td>You have more Time than you Think</td>
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<td>Tuesday 2</td>
<td>Case Notes and Record Keeping</td>
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<td>iPads – Deepening the Possibilities for Teaching and Learning in the Early Years</td>
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<td>Monday 8</td>
<td>Experienced Leaders – Lead the Learning of Colleagues (Day One of Three)</td>
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<td>Staff Recruitment and Selection for Principals and Senior Leaders</td>
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<td>Lead Personal and Strategic Transformation (Day Four of Four)</td>
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<td>Transition from Early Learning to School – Establishing Lifelong Learning Practices (Day One of Three)</td>
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<td>Thursday 11</td>
<td>Southern Cross Program Four (Day One of Four)</td>
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<td>Friday 12</td>
<td>What’s the Name of the Game?</td>
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<td>Monday 15</td>
<td>A Beginners Exploration of the Reggio Emilia Philosophy (Day One of Two)</td>
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<td>Writing Effective Business Reports</td>
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<td>Tuesday 16</td>
<td>A Beginners Exploration of the Reggio Emilia Philosophy (Day Two of Two)</td>
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<td>Collaborative Unit Planning for Australian Curriculum – Languages in the Primary Years (Day Two of Two)</td>
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<td>How to Observe – Learning to See, Unlearning to Judge</td>
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<td>Building Links between Statistics and Probability through Investigations (Day Two of Two)</td>
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<td>The Homework Game – Is it really worth Playing?</td>
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<td>Understanding the Drivers and Effects of Prolonged Pornography Use on Young People</td>
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<td>Monday 22</td>
<td>Advanced Reggio Emilia – Designing Purposeful Projects (Day One of Two)</td>
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<td>Student Assessment Project – Moving Forward: Comprehension</td>
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<td>Tuesday 23</td>
<td>Advanced Reggio Emilia – Designing Purposeful Projects (Day Two of Two)</td>
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<td>Conversations – Intentional and Authentic (Day Two of Two)</td>
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<td>Wednesday 24</td>
<td>The Emotionally Intelligent Leader (Day One of Two)</td>
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<td>Thursday 25</td>
<td>Aspiring Leaders – Get Ready for your First Leadership Role (Day One of Two)</td>
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<td>Let’s get Moving – Motor Development in the Early Years</td>
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<td>Friday 26</td>
<td>Respectful Relationships, Respectful Schools</td>
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<td>Unit Planning in Mathematics using UBD focusing on Measurement and Space</td>
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<td>Growing your Performance Culture – A Health Check (Day One of Two)</td>
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<td>Teaching the DigiTech Curriculum using the NAO Humanoid Robot</td>
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<td>Wednesday 31</td>
<td>Family Law and Legal Issues Impacting Schools</td>
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<td>June 2016</td>
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<tr>
<td>Thursday 1</td>
<td>The Role of Learning Support Assistants and Teachers Working with Students with Additional Needs</td>
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<td>Dealing with Difficult Personalities and Situations</td>
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<td>Monday 5</td>
<td>Blended Structure and Style in Writing</td>
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<td>Tuesday 6</td>
<td>Inquiry Pedagogies for Teaching Lower Secondary Measurement (Day One of Two)</td>
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<td>Staff Resilience is Student Resilience</td>
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<td>Teaching Students to Visualise in the Primary Mathematics Classroom</td>
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<td>Wednesday 7</td>
<td>Strategic Marketing (Day One of Three)</td>
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<td>Staff Recruitment and Selection for Middle Leaders</td>
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<td>Friday 9</td>
<td>Helping Graduates Support Students with Language-Based Learning Difficulties within their Classrooms</td>
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<td>Using Formative Assessment to Differentiate</td>
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<td>Wednesday 14</td>
<td>Experienced Leaders – Lead the Learning of Colleagues (Day Two of Three)</td>
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<td>Masterclass in Restorative Practice</td>
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<td>[Re]Imagining Resistance</td>
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<td>Monday 19</td>
<td>Flip and Blend your Classroom</td>
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<td>Science by Doing – Planning and Reflection (Day Two of Two)</td>
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<td>Tuesday 20</td>
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<td>Wednesday 21</td>
<td>The Emotionally Intelligent Leader (Day Two of Two)</td>
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<td>Thursday 22</td>
<td>The Big Six – Essential Skills for Learning to Read</td>
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<td>Working with Students who Experience Loss and Grief</td>
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<td>Friday 23</td>
<td>Enrolments: VRQA Minimum Standards</td>
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<td>Wednesday 26</td>
<td>Experienced Leaders – Lead the Learning of Colleagues (Day Three of Three)</td>
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<td>New Leaders – Develop the Skills of an Effective Leader (Day Two of Three)</td>
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<td>Friday 28</td>
<td>Leading Globally Ready Schools (Day Two of Three)</td>
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<tr>
<td>Monday 31</td>
<td>Preschool Assistants – An Advanced Perspective (Day Three of Five)</td>
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<td>Student Assessment Project – Moving Forward: Oral Language</td>
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<td>Tuesday 1</td>
<td>Preschool Assistants – An Advanced Perspective (Day Four of Five)</td>
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<td>Aspiring Leaders – Get Ready for your First Leadership Role (Day Two of Two)</td>
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<td>Student Assessment Project – Moving Forward: Social/Emotional VCE Languages – Strategies for Improved Student Learning (Day Two of Two)</td>
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<td>Scribble Me – Expression of Language through Art (Day Three of Four)</td>
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<td>Curriculum and Student Learning: VRQA Minimum Standards</td>
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<td>Tuesday 28</td>
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<td>Early Years Leadership – Building Professional Practice (Day Five of Five)</td>
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<td>School Review: VRQA Minimum Standards</td>
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<td>Wednesday 13</td>
<td>Growing your Performance Culture – A Health Check (Day Two of Two)</td>
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<td>Student Assessment Project – Moving Forward: Teacher Observation</td>
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<td>Preschool Assistants – An Advanced Perspective (Day Five of Five)</td>
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PRIVACY STATEMENT
Independent Schools Victoria collects personal information about personnel from its Member Schools and others interacting with the organisation.
The primary purpose of collecting this information is to enable Independent Schools Victoria to provide services to Member School or other organisations. Independent Schools Victoria may from time to time disclose personal information to others for administrative and educational purposes. Such disclosures will only be in relation to the primary purpose of collection, or for a secondary purpose, related to the primary purpose, and which the individual would reasonably expect. If Independent Schools Victoria does not receive the information referred to above, it may not be able to provide the relevant services to the Member School or other organisation.
The Independent Schools Victoria Vision

A strong independent education sector demonstrating best practice, providing excellent outcomes for students and choice for families.

To realise our vision, we:

- support quality education
- advocate for excellence in education
- champion Member Schools
- protect the rights of parents to choose where and how their children are educated.

Independent Schools Victoria will assist our 208 diverse Member Schools to continue providing the best possible education outcomes for the citizens of tomorrow.