Cultivating Cultures of Excellence: **Leading Learning**

Day 1: Principals and Executive Staff – 14 March 2017 (Week 8, Term 1)

Conference Themes: (a) **Leading School-wide Differentiation** and (b) **Building the Collective Capacity of Teachers**

### Joint Sessions: 9am-1pm

During the morning and breakout sessions, principals and executive staff members will engage in professional learning centred on *leading learning*. State office educational representatives will present sessions on *leading literacy and numeracy* for the participating schools.

### Leading Learning (Macquarie Park PEOs): 9-9.30am

| Leading Literacy (State office): 9.30-11am | Erica Dreverman and James Hoffman (Literacy K-6)  
Mel Shorter (Literacy 7-12) |
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<tbody>
<tr>
<td><strong>Morning Tea: 11-11.30am</strong></td>
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| Leading Numeracy (State office): 11.30am-1pm | Nagla Jebeile (Numeracy K-6)  
Michelle Tregoning (Numeracy 7-12) |

### Lunch: 1-1.30pm

### Breakout Session Theme – **Leading School-wide Differentiation:** 1.30-2.30pm

The two afternoon breakout sessions will be differentiated professional learning workshops for primary and secondary schools. Participants will choose one of three options for each session.

<table>
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<tr>
<th>Option</th>
<th>Workshop</th>
<th>Description (What and How)</th>
<th>Purpose (Why)</th>
<th>Presenters</th>
</tr>
</thead>
</table>
| 1 | Enabling student voice in schools | Enabling greater student voice fosters learning and teaching, educational planning and school innovation. Practical strategies will be shared for enabling student voice in curriculum planning, student motivation, and teaching and learning. | Enabling and enacting student voice enhances student learning outcomes and pedagogical practices, and leads to school improvement. | Leanne Steed  
Dr. Manoj  
Chandra Handa |
| 2 | Leading effective student engagement and wellbeing | Engagement drives learning. Scholars conceptualise student engagement as a construct encompassing three dimensions: (a) affective engagement, (b) behavioural engagement, and (c) cognitive engagement. Evidence-based strategies will be shared for leading, promoting, and monitoring student engagement and wellbeing. | Research shows that engagement is associated with student growth. Successful school cultures play a significant role in fostering student engagement and wellbeing. | Becky Fulcher  
Michael  
Myerscough  
Kirsty Reynolds |
| 3 | Leading school-wide differentiated learning | School leaders create cultures in schools which promote effective differentiated learning. This session will offer school-wide differentiated pedagogical strategies relating to outcomes, content, process, product, and learning environment. | Differentiated learning experiences foster equity and excellence, and address the learning needs of all students. | Sarah Baldwin  
Hannah Carew |
## Breakout Session Theme – *Building the Collective Capacity of Teachers: 2.30-3.30pm*

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<tr>
<td>1</td>
<td>Leading effective professional learning of teachers</td>
<td>Effective professional learning (a) is embedded in practice, (b) is research-based, evidence and data-informed, (c) builds collaborative communities of practice, (d) is ongoing and supported, and (e) is steeped in how students learn. The session will also examine the impact of effective professional learning of teachers on classroom practice and student outcomes.</td>
<td>Effective professional learning fosters quality teaching and leads to high performance outcomes in student learning.</td>
<td>Louise King, Suzi Langford</td>
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<td>2</td>
<td>Leading data informed practice</td>
<td>Leading the analysis and discussion of data is a key prerequisite for ensuring that teachers make informed planning decisions for effective pedagogy, based on current and comprehensive data about students’ learning needs. Teachers are then in a position to engage in differentiated learning on the basis of clear and documented evidence.</td>
<td>Development of a consistent culture of using data leads to enhanced teaching and learning, clear identification of areas of growth, and accurate development of areas for student improvement.</td>
<td>Sarah Baldwin, Hannah Carew, Julie Dupuche</td>
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<td>3</td>
<td>Implementation of School Plan, with a focus on realising potential of students in the middle bands of NAPLAN</td>
<td>This session supports schools that are looking to improve the literacy and numeracy outcomes of students currently in the middle bands by setting clear strategic directions and developing plans for achieving and evaluating their milestones.</td>
<td>The session supports the Premier’s Priority in education: To increase the proportion of students in the top two bands of NAPLAN reading and numeracy by 8% by 2019.</td>
<td>Leanne Steed, Claire Thickett</td>
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### Afternoon Tea: 3.30-3.45pm

**Panel Session: Where to next?**

**3.45-4.30pm**

Educational leaders will hold a panel session in which they will examine future directions. The panel leaders would also field questions from the conference participants.

Jo Marshall, R/Director Educational Services PSNSW  
Jeff Bruce, R/Principal, Northern Beaches Secondary College  
Melissa Clements, Director, Disability, Learning and Support  
Stephen Heslop, Principal School Leadership

### Follow-up Event – Learning Showcase:

**Thursday 7 September 2017 (Week 8, Term 3) | 9am-12.30pm**

Teachers and students will showcase the outcomes of an action learning project of their choice. The *Learning Showcase* will include presentations and gallery walk of all action learning projects. The principals and executive staff members are invited to be part of the audience at this event.
Cultivating Cultures of Excellence: Fostering Student Learning

Day 2: Teachers and Students – 16 March 2017 (Week 8, Term 1 2017)

<table>
<thead>
<tr>
<th>Conference Themes: (a) Differentiated Learning and (b) Literacy and Numeracy</th>
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Fostering Student Learning (Macquarie Park PEOs): 9-9.15am

**Parallel Sessions: 9.15-10am**

During the morning session, teachers will engage in a professional learning workshop centred on differentiated learning.

Year 4 and Year 8 students will participate in a learner-centred activity focused on enabling student voice in the classroom.

### Differentiated Learning

(Hannah Carew, Sarah Baldwin and Kirsty Reynolds)

### Enabling Student Voice

(Leanne Steed and Dr. Manoj Chandra Handa)

(Student(s) who are in Year 4 or Year 8 in 2017)

**Morning Tea: 10-10.30am**

Joint Sessions (Teachers and Students) - *Differentiated Learning*: 10.30am-12pm

During the two breakout sessions, teachers and students will engage in collaborative learning.

Participants will choose one of three options for each session.

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<tr>
<td>1</td>
<td>Concept based learning</td>
<td>Concept-based learning is driven by “big ideas” and promotes understanding as a goal. It helps students make connections among different subjects and spheres of knowledge. Practical strategies will be shared with teachers and students in engaging with concepts for developing generalisations (“big ideas”).</td>
<td>Concept-based learning fosters deeper understanding, higher-order thinking, and the ability to transfer knowledge and skills to new contexts.</td>
<td>Leanne Steed Dr. Manoj Chandra Handa</td>
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<tr>
<td>2</td>
<td>Developing and implementing differentiated units of learning</td>
<td>The workshop examines differentiated pedagogical strategies related to outcomes, content, process, product, and learning environment. Practical and student-friendly strategies will be shared for developing differentiated learning activities to address individual student learning needs.</td>
<td>Differentiated learning honours every student’s learning needs, readiness and interests so that they become successful learners and confident individuals.</td>
<td>Claire Thickett</td>
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<tr>
<td>3</td>
<td>Assessment for learning-formative assessment</td>
<td>Formative assessment is a powerful method for improving student learning. It makes students’ thinking visible and helps students determine where they are currently at in the developmental stages of their learning, where they need to go, and how best to get there. Teachers and students will collaboratively work on how to engage in self-assessment, peer assessment, and teacher assessment; and how to provide feedback to one another.</td>
<td>Formative assessments help evaluate teaching and learning, identify interventions, enhance teaching practice, and improve student learning.</td>
<td>Hannah Carew Sarah Baldwin Louise King</td>
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**Lunch: 12-12.30pm**
**Joint Sessions (Teachers and Students) - Reading and Numeracy: 12.30-2pm**

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<tr>
<td>1</td>
<td>Supporting reading for comprehension in schools</td>
<td>Practical strategies will be shared to foster reading for comprehension such as summarising, questioning and predicting.</td>
<td>Meaning making is essential for students across all curricula so that they can make sense of the world.</td>
<td>Sona Bimwal</td>
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<td>2</td>
<td>Supporting numeracy in schools</td>
<td>This session involves students applying mathematics skills and evaluating their ability to solve problems in the world around us. Students and teachers will collaborate in communicating mathematical reasoning in real world situations.</td>
<td>Increase student engagement with numeracy through practical application that is meaningful to their context.</td>
<td>Julie Dupuche Hannah Carew Sarah Baldwin</td>
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<tr>
<td>3</td>
<td>Tracking and monitoring student learning</td>
<td>During this session, teachers and students will build their capacity to identify learning goals; increase their understanding of how to track, monitor and assess student achievement towards identified goals; and participate in a co-learning activity designed to identify, plan and reflect on reading goals from the literacy continuum.</td>
<td>Tracking and monitoring student learning promotes student self-regulation in the learning process and maximises student voice. It also helps teachers to track and monitor student achievement.</td>
<td>Annika Elmore Erin Brawley</td>
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**Planning an Action Learning Project: 2-3pm**

(Leanne Steed and Dr. Manoj Chandra Handa)

Teachers and students will collaboratively engage in planning an action learning project. Participants will be supported by the Educational Services team to develop and implement this project this semester.

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**Follow-up Event – Learning Showcase:**

Thursday 7 September 2017 (Week 8, Term 3) | 9am-12.30pm

Teachers and students will showcase the outcomes of an action learning project of their choice. The Learning Showcase will include presentations and gallery walk of all action learning projects. The principals and executive staff members are invited to be part of the audience at this event.
Overview

This conference is designed to provide support to school principals and executive staff with leading school-wide differentiation and building collective efficacy of teachers (refer to the attached conference overview). This conference, supported by the State team members, will be followed by a half-day presentation event, Learning Showcase, during Term 3 2017 where teachers and students will share the outcomes of the action learning project of their choice. The principals and executive staff members will be part of this event.

Who: Principals and executive (Principal and two executive staff per school)

Where: The Epping Club, 45-47 Rawson Street, Epping NSW 2121

Date: Tuesday 14 March 2017

Time: 8.30am registration for 9am start. Finish at 4.30pm

Cost: $75 per participant (Morning tea, lunch and afternoon tea provided)

Register now

Please register via the link to Google form below.
(Please note you will need to open the link through Google Chrome)

Google form link: https://goo.gl/forms/0jclpemmPMC5jww92

Closing date: Friday 24 February 2017 (Week 5)

Contact

Dr. Manoj Chandra Handa, PEO – Learning, Teaching and Leading Coordinator
T: 9886 7018 | E: manoj.chandrahanda@det.nsw.edu.au

The workshops will be delivered by officers from State Office and the Macquarie Park Operational Directorate.

For those maintaining accreditation at Proficient, Highly Accomplished or Lead level, completing Leading Learning for Principals and Executive staff will contribute to 6 hours of Teacher Identified PD addressing standard descriptors 6.3.4 and 6.4.4 from the Australian Professional Standards for Teachers.
Overview

This conference is designed to provide pedagogical support to teachers for fostering proficiency in literacy and numeracy, and implementing differentiated learning. In this innovative conference teachers and students will collaborate in action learning projects as co-learners, with teachers as scaffolders of learning and students as active collaborators. This conference will be followed by a half-day presentation event, Learning Showcase, during Term 3 2017 where teachers and students will share the outcomes of the action learning project of their choice. The principals and executive staff members will be part of this event.

Who: Teachers and Students (Two teachers and two Year 4/Year 8 students per school)

Where: The Epping Club, 45-47 Rawson Street, Epping NSW 2121

Date: Thursday 16 March 2017

Time: 8.30am registration for 9am start. Finish at 3pm

Cost: $75 per participant (Morning tea and lunch provided)

Register now

Please register via the link to Google form below.
(Please note you will need to open the link through Google Chrome)

Google form link: https://goo.gl/forms/2VSKsgnda5GYecpq2

Closing date: Friday 24 February 2017 (Week 5)

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For those maintaining accreditation at Proficient and Highly Accomplished, completing Fostering Student Learning for Teachers and Students will contribute to 5 hours of Teacher Identified PD addressing standard descriptors 6.3.3 and 6.4.3 from the Australian Professional Standards for Teachers.