

Workshops

There are **five** sessions – two sessions on Day 1 and three sessions on Day 2.

The **first** digit of the workshop number indicates the workshop session. For example, Workshop 207 is Session 2 (Day 1) and Workshop 302 is Session 3 (Day 2). Delegates will be advised of breakout room allocations at the start of Day 1.

Please select **one** workshop from each session. A link to the conference registration pages (to select workshops online) appears at the end of the workshop outlines below.

For conference delegates who are accredited at **Professional Competence** with the NSW Institute of Teachers participation in these workshops can contribute towards teacher identified Professional Development. The professional teaching standards addressed through the content of each workshop are indicated.

Number	Title	Presenters	Outline
101	Maximising VET Opportunities	<p>(Majority by video or web conference)</p> <p>Kris Baillie Teacher of Nursing, Armidale Campus</p> <p>Andrew Pratt External Programs Coordinator, GEES Faculty (based at Armidale)</p> <p>Barbara Bond Casual Teacher, GEES Faculty, Armidale Campus</p> <p>Dianne Van Berlo Institute Manager Online Projects (based at Armidale)</p>	<p>Aim: How to use technology to maximise TAFE opportunities for schools.</p> <p>Description: This workshop demonstrates effective application to teaching and learning of technologies such as videoconferencing together with webconferencing, for example through Adobe Connect.</p> <p>Presentations will include examples of planning for, and delivery of</p> <ul style="list-style-type: none"> <input type="checkbox"/> Health Services Assistance Certificate III <input type="checkbox"/> Aboriginal Cultural Education Program for staff at Mungindi Secondary School <p>as well as offering plans for future application of the technologies to teaching and learning.</p> <p>A student will co-present by web conference through Adobe Connect at this workshop.</p> <p>Technologies such as videoconferencing and web conferencing can maximise TAFE offerings by providing the opportunity to aggregate student numbers from a variety of small schools across dispersed regional areas to reach viable group sizes.</p> <p>The technologies can assist teachers and learners to construct and engage in learning programs which recognise the individual needs and contexts of both the learners and teachers.</p>

		<p>Alan Potter Institute TVET Coordinator (based at Tamworth)</p> <p>David Gilchrist Institute Learning Technologies Officer (based at Tamworth)</p> <p><i>(TAFE NSW New England Institute)</i></p> <p>Patrick Sullivan Regional Implementation Coordinator, Learning Systems</p> <p>Student from Duval High School, Armidale <i>(New England Region)</i></p> <p>Sam Meredith Educational Outcomes and Business Change Manager, Connected Classrooms Program <i>(Strategic Planning and Regulation)</i></p>	<p>DET's Connected Classrooms Program is installing one videoconference site together with a minimum of 10MB scalable bandwidth (ie can be increased) per school by 2011.</p> <p>Professional Teaching Standards Addressed: 4.2.5</p>

<p>102</p>	<p>FULL Connected Learning - Connected Kids</p>	<p>FULL Phil Roberts Principal, Drummond Memorial Public School</p> <p>Jennifer Andrews A/Assistant Principal, Drummond Memorial Public School</p> <p>Michael Wilson Aboriginal Resource Teacher, Drummond Memorial Public School</p> <p><i>(New England Region)</i></p>	<p>WORKSHOP FULL</p> <p>Aim: This workshop aims at sharing Drummond Memorial PS journey and current practice on adapting ICT technology to bridge the gap for students in accessing quality curriculums to enhance student outcomes. Participants will be able to engage in the schools journey in practical and innovate ways in integrating technology into the school's program.</p> <p>Description: Quality Teaching, curriculum accesses, equality and ICT are not either or options for schools. Drummond Memorial Public School is a PSP/Sip rural school that is addressing the issues of a quality education for all students through a reconstruction of practice and the successful use of SharePoint 2.0.</p> <p>The use of tools such as podcast, blogs, wikis not only for student learning but for teacher professional development coupled with shared vision has enhanced student learning significantly. It has also led to the development of the New England Region e-GATs online gifted and talented program.</p> <p>This session will share through demonstration and discussion the journey Drummond Memorial has undertaken in developing quality teaching and learning programs for all students.</p> <p>Professional Teaching Standards Addressed: 4.2.5</p>
<p>103</p>	<p>FULL Quality Teaching using Interactive Whiteboards</p>	<p>FULL Cheryl Farkas Assistant Principal, Dawson Public School</p> <p>Sarah Spicer Classroom Teacher, Dawson Public School</p> <p>Mathew Dollisson Classroom Teacher, Halinda School</p> <p>Beth Wade-Ferrell Classroom Teacher,</p>	<p>WORKSHOP FULL</p> <p>Aim: Using Interactive Whiteboard technology in primary teaching and learning programs in relation to elements of the Quality Teaching Framework.</p> <p>Description: An overview of how Interactive Whiteboards have been implemented in a network of schools to improve student engagement and higher order thinking, using the Quality Teaching Framework to guide their work.</p> <p>A network of five schools was formed in 2007/2008. The schools originally involved in this learning community were Dawson PS, Mt Druitt PS, Kingswood Park PS, Telopea PS and Halinda School. Two new schools have been included in the project, Seven Hills PS and Riverstone PS. This group has become a meaningful professional learning network.</p> <p>Each school has been involved in action research to investigate the use of Interactive Whiteboard technology in primary teaching and learning programs in relation to</p>

		<p>Kingswood Park Public School</p> <p>Nada Tanner Classroom Teacher, Dawson Public School</p> <p>Olivia Lancaster Classroom Teacher, Dawson Public School</p> <p><i>(Western Sydney Region)</i></p>	<p>elements of the Quality Teaching Framework.</p> <p>The key personnel from each school met once per term to plan and there was a combined school professional learning workshop once per term for staff from all the involved schools. The project has been a meaningful tool for the development of leadership capacity within each of the schools. Schools used self assessment and quantitative evaluation methods to measure the success of the project.</p> <p>This group is now into its second year of the project and would like to share its journey.</p> <p>Professional Teaching Standards Addressed: 4.2.5, 6.2.4</p>
104	<p>FULL Getting connected - IWB and L4L for TAS</p>	<p>FULL Tanya Mannix Chief Learning Design Officer</p> <p>Tim Gorrod Senior Learning Design Officer</p> <p><i>(Centre for Learning Innovation)</i></p>	<p>WORKSHOP FULL</p> <p>Aim: To share interactive resources and learning strategies for a collaborative, technology rich, classroom environment.</p> <p>Description: Workshop to showcase how Centre for Learning Innovation resources can be used to improve learning outcomes in a collaborative, laptop classroom environment. Learn how to get the most from TaLe.</p> <p>Use interactive whiteboards to try the latest resources in new ways with newly developed learning objects. Get sneak previews of materials under development and learn how to interact with the developers themselves and have an influence on the final product.</p> <p>Engage students tomorrow (or next week) with materials and techniques you can take home with you. Practise using these materials in whole-class, small group and individual scenarios.</p> <p>Professional Teaching Standards Addressed: 4.2.5</p>
105	<p>FULL IT4QT: Encapsulates</p>	<p>FULL Loreta Kocovska Head Teacher ICT,</p>	<p>WORKSHOP FULL</p> <p>Aim: To present a successful model used to incorporate Moodle & IWB technologies across all faculties. Participants will enhance their understanding of Moodle and see</p>

	<p>Moodle and IWBs</p>	<p>St Marys Senior High School <i>(Western Sydney Region)</i></p>	<p>how Moodle has been successfully integrated across the curriculum and used for school communication.</p> <p>Description: "IT4QT" St Marys Senior High Schools Journey Incorporating Moodle & IWB technologies across all curriculum areas.</p> <p>Moodle is a Course Management System (CMS) that teachers can use to develop effective online learning courses to support a social constructionist framework of education. At St Marys Senior HS teachers collaboratively work together to construct curriculum specific resources suited to the Moodle environment that support students through their HSC learning journey. Subject discussions are implemented through the forum facility. Important course content is uploaded to the site for student access anytime anywhere.</p> <p>Common teaching and learning resources posted on Moodle include course assessment booklets, lesson notes, syllabus documentation, hotlinks to useful websites, virtual lesson experiences eg., virtual gallery tours, as well as many interactive mediums, such as quizzes and on-line forums between teachers and students and peer tutors. Online self-marking quizzes are fantastic to assist students during their studies as are online surveys that could be utilised in various forms.</p> <p>Professional Teaching Standards Addressed: 4.2.5</p>
<p>106</p>	<p>FULL The Quality Teaching Framework meets Web 2.0 and Digital Tools</p>	<p>FULL Phillippa Howell Regional Implementation Coordinator, Learning Systems <i>(Hunter Central Coast Region)</i></p>	<p>WORKSHOP FULL</p> <p>Aim: To fill the digital tool boxes of all participants with a number of digital and Web 2.0 tools that reflect the elements of the Quality Teaching Framework</p> <p>Description: The Quality teaching framework is the base of much planning, teaching and assessment across the state. The use of technology is seen as an essential part to each and every day at both the high school and public school level. This workshop brings both these important elements of a teacher's day together, to form a new and useful addition to any teacher's toolbox.</p> <p>A long association with both the Quality Teaching Framework and Digital Web 2.0 tools by the presenter has led to this obvious marrying of the two into a forward thinking and useful addition to any teacher's teaching toolbox.</p> <p>This workshop will outline 3 digital tools that can be used to enhance the application of each element of the Quality Teaching Framework in the regular and interactive</p>

			<p>classroom. In other words, participants will be shown 54 digital or Web 2.0 tools they can use in their classroom tomorrow. Each element will be revised and discussed in the context of using digital tools to enhance its application. Web 2.0 tools will be shown not just as social or frivolous, but as real and valued educationally appropriate resources.</p> <p>Professional Teaching Standards Addressed: 4.2.5</p>
107	Connecting you now – key learnings from the Connected Classrooms Program	<p>Sue Beveridge Educational Outcomes Business Change Manager, Connected Classrooms Program</p> <p><i>(Office of Schools)</i></p>	<p>Aim: To provide insights into how quality teaching and learning has been enhanced using the technologies provided through the Connected Classrooms Program</p> <p>Description: The workshop will:</p> <ul style="list-style-type: none"> • model the use of some of the CCP technologies eg IWBs and SMART Notebook, Adobe • providing models of classroom practice and examples of use eg collaborative tools such as blogs • engage participants in professional dialogue regarding the implications of these models for their practice using DVDs, intranet and internet sites. <p>Professional Teaching Standards Addressed: 6.2.4</p>
201	Using COWs to Connect, Collaborate and Create	<p>Roger Pryor School Education Director</p> <p>Phillippa Howell Regional Implementation Coordinator, Learning Systems</p> <p>Tony McLaughlin PSFP Consultant</p> <p>Teachers and Students Via video conferencing or video</p>	<p>Aim: To show the realities and results of using Collaborative Online Workspaces such as SharePoint and Moodle, to bring about a change in the way staff and students connect, collaborate and create, both in the classroom and the regional context.</p> <p>Description: Since 2007 the Hunter Central Coast Region, led by the Roger Pryor (IT SED), has developed an online resource called the Hunter Central Coast COWs, or Collaborative Online Workspaces. These spaces have no boundaries, and only one rule...you must learn to look after yourself. To this date there are a number of spaces using the Microsoft SharePoint and Moodle platforms. They are now seen as an integral part of the region’s communication and digital world.</p> <p>Some examples of these Collaborative Online Workspaces are:</p> <ul style="list-style-type: none"> • Regional Executive COW – a place for SEDs to communicate and connect, • Connected Learning COW where a host of digital learning resources can be found, • Road Safety COW – Consultant information area

		<p>recording <i>(Hunter Central Coast Region)</i></p>	<ul style="list-style-type: none"> • Teaching and Learning COW - a place for documents and relevant communications for literacy and numeracy consultants to be held • PSSA Athletics COW – an organisational space for these important events • Best Start Team COW – a widely spread, every changing team’s place for information and support <p>The Microsoft SharePoint platform hosts a variety of COWs, all set for different purposes ranging from top level executive staff to PSSA groups. The COWs have been administered by the relevant staff and are now seen as a valuable way to communicate over the vast space of the region. Through using these COWs staff who have taken on ownership have undergone a digital journey of professional learning. Many undertaking Web 2.0 tools for the very first time. .</p> <p>The other vehicle used for collaborative and creative online connections is Moodle. Currently the region is using Moodle to help:</p> <ul style="list-style-type: none"> • students connect to students, • staff to connect to staff and • staff to connect to students. <p>We currently have virtual classrooms across campuses, professional learning for staff when and where is suits them, and style of learning that suits the students who are always turned on both inside and outside the classroom environment. Moodle is being used for a host of connections across the region. The future plans for this platform are exciting and something worth sharing among colleagues.</p> <p>In this session we will:</p> <ul style="list-style-type: none"> • Explain the concept behind each platform • Showcase some of our COWs • Link with some students who have worked in a Moodle project and hear their thoughts and experiences of learning collaboratively and creatively across schools to complete a unit of work. <p>Introduce to you a few of these COWs and outline the positives, the pitfalls and the unexpected outcomes this medium has led to.</p> <p>Professional Teaching Standards Addressed: 6.2.6</p>
202	FULL Whatever: Were We	FULL Mark Treadwell Educational	<p align="center">WORKSHOP FULL</p> <p>Overview: Before we can embark on a teaching program we need to understand quite clearly what it means to be a good learner, and to understand what it means to be a</p>

	Thinking? – So if Thinking comes first then where should we start?	Consultant, New Zealand <i>(Keynote Speaker)</i>	<p>good learner requires us to understand how the brain works. How the brain works has gone through a complete overhaul over the past two years and many of the anecdotal and urban myths associated with thinking and learning have been cast on the scrapheap. You can't see pictures in your head, there is no such thing as multi tasking and women and men speak about the same number of words each day!</p> <p>We need to re-look at what neuroscience tells us about brain functionality and how we can use this to a craft a set of teaching and learning which focus on building appropriate knowledge bases, encourages the development of conceptual frameworks of understanding and apply these creatively to develop innovation and creativity throughout and across learning areas in an effective and efficient manner.</p> <p>Professional Teaching Standards Addressed: 2.2.3</p>
203	FULL On Board with Numeracy: Professional Learning for Stages 3 and 4	<p>FULL Sarah Puglisi Classroom Teacher, Shellharbour Public School</p> <p>Judith Nicholson Quality Teaching Consultant</p> <p>Therese Coogan Regional Implementation Coordinator Learning Systems <i>(Illawarra & South East Region)</i></p>	<p>WORKSHOP FULL</p> <p>Aim: During this workshop participants will</p> <ul style="list-style-type: none"> • Understand the process of identifying key areas through the analysis of Numeracy NAPLAN data • Engage with a series of numeracy lessons delivered through Interactive Classroom technologies developed in 'On Board with Numeracy' program. <p>Description: <i>On Board with Numeracy</i> provides effective and meaningful use of the Interactive Classroom when combined with Bridgit, video conferencing and wiki's. This course is designed to enhance teachers' delivery of engaging numeracy teaching and learning strategies using interactive whiteboards.</p> <p>During this workshop participants will use the Interactive Whiteboard, student response systems and slates to understand the process of developing a series of well structured lessons focusing on Numeracy in the middle years. This workshop will feature how to use the Interactive Classroom for teacher professional learning.</p> <p>Professional Teaching Standards Addressed: 3.2.2, 4.2.5</p>
204	FULL Connecting to	FULL William White	<p>WORKSHOP FULL</p> <p>Aim: To showcase our Quality Teaching Indigenous Project which engages students</p>

	<p>Literacy through using New Technologies</p>	<p>Principal, Warren Central School</p> <p>David Foster Head Teacher English, Warren Central School <i>(Western NSW Region)</i></p>	<p>through an investigation of local Indigenous culture and improves their literacy outcomes by incorporating new technologies specifically podcasting and vodcasting.</p> <p>Description: This workshop will examine the use of podcasting and other new digital technology to enhance literacy development with Indigenous students in the middle school (Years 5 to 9) at Warren Central School. Our QTIP project encourages teachers to explore new pedagogical approaches related to the Significance and Quality Learning Environments of the NSW Quality teaching framework. Special attention will be placed on the elements of Cultural Knowledge, Connectedness, Explicit Quality Criteria and Engagement.</p> <p>Podcasting and new technologies allow teachers to involve students in building new literacies that require the integration of aural, oral, textual and multimodal communications; creating authentic learning experiences engaging students in real-world issues and situations as well as broadcasting their work to a public audience; developing cultural awareness and incorporating the cultural knowledge of Indigenous communities; enhancing motivation and self-esteem through risk-taking and having student ownership of the product; improving students' written and other communication skills; developing collaborative learning skills with students working in small groups to create their podcasts; and building generic learning skills including problem-solving skills, project management and organisational skills, planning skills as well as thinking and reasoning skills.</p> <p>Participants will receive a flash drive containing all materials used in our QTIP project.</p> <p>Professional Teaching Standards Addressed: 4.2.5, 3.2.4</p>
<p>205</p>	<p>Full Web 2.0 Connection: Transforming You or Your Students?</p>	<p>Full Anthony Chan Lecturer, Charles Sturt University, Wagga Wagga</p> <p>Greg Robertson Head Teacher Computing, Wagga Wagga High School</p> <p>Nathan Gunter</p>	<p>Workshop Full</p> <p>Aim: To initiate discussion among workshop participants on how to introduce and implement the use of Web 2.0 applications (wikis, blogging, podcasting, instant messaging, etc) among various activities in school. It will also elicit examples of good practice among participants in using these tools in both teaching and administration.</p> <p>Description: This workshop will present results of a survey conducted in a regional high school on the use of Web 2.0 tools in trying to understand what these Generation Y students are all about.</p> <p>This workshop will appeal to beginners as well as those who are interested in</p>

		<p>Head Teacher Administration, Wagga Wagga High School</p> <p><i>(Riverina Region)</i></p>	<p>investigating and developing a formal plan of implementation based on intra and inter-school collaborative efforts.</p> <p>Professional Teaching Standards Addressed: 6.2.6</p>
206	Connecting, Sharing and Thriving	<p>Mark Grady Coordinator, Lachlan Macquarie College</p> <p>Judy Dutton Project Officer, Lachlan Macquarie College</p> <p><i>(Western Sydney Region)</i></p>	<p>Aim: To illustrate, discuss and share strategies of how a partnership of local secondary schools, TAFE and University use technology to enhance learning outcomes, particular to mathematics and science. This workshop includes current and future programs planned to fulfil the vision of Lachlan Macquarie College to connect, share and thrive and become a leader in innovative mathematics and science programs.</p> <p>Description: Commencing in 2008, Lachlan Macquarie College, a dynamic centre of excellence in mathematics and science, develops and provides high quality and innovative programs to improve learning outcomes for public school students of Western Sydney.</p> <p>These programs address identified teaching and learning needs within three major strands, supported by the availability of new technologies.</p> <p>Professional Teaching Standards Addressed: 6.2.6</p>
207	FULL eLearning Facilitation in Practice	<p>FULL</p> <p>Beth Hobbs Project Manager Learning Technologies, OTEN Strathfield</p> <p><i>(TAFE NSW Western Sydney Institute)</i></p>	<p>WORKSHOP FULL</p> <p>Aim: This workshop aims to demonstrate a professional learning program called Facilitate eLearning (eLF) conducted by TAFE Institutes. This program is mapped to the Training and Assessment Diploma unit TAADEL501B and delivered using a range of learning technologies. Participants will experience a learning activity including technologies used in the program.</p> <p>The full content of this program can be viewed at the following wiki http://elf.westernsydneyinstitute.wikispaces.net or at</p>

		<p>Vicki Marchant Manager Teaching and Learning Initiatives, Wollongong Campus <i>(TAFE NSW Illawarra Institute)</i></p>	<p>http://wiki.illawarra.tafensw.edu.au/wiki/index.php?title=TAADEL501B</p> <p>Description: This workshop will include an electronic presentation showing how a number of TAFE Institutes have collaboratively developed and delivered the program over the past 18 months. The program utilises the constructivist approach to learning and models innovative delivery strategies incorporating appropriate technologies.</p> <p>An overview of the program including information on the design, topics covered, technologies and facilitation strategies demonstrated will be covered in the session.</p> <p>Participants will engage with this presentation by completing part of an activity in small groups. This activity will demonstrate the constructivist approach to learning used in the program and the facilitation strategies. It will incorporate technology to engage learners and address a range of learning styles.</p> <p>In conclusion the presenters will discuss how this program has evolved and been customised by different Institutes to meet particular needs. This program could also be customised to meet the needs of school teachers.</p> <p>Professional Teaching Standards Addressed: 6.2.6</p>
<p>301</p>	<p>FULL Successful Connected Learning – What matters: Management Systems and Quality Teaching</p>	<p>FULL Grant Beard Principal, Ardlethan Central School Robert Willetts Principal, Barellan Central School <i>(Riverina Region)</i></p>	<p style="text-align: center;">WORKSHOP FULL</p> <p>Aim:</p> <ol style="list-style-type: none"> 1) To examine effective video conferencing pedagogy to ensure quality learning experiences between schools. 2) To examine proven management systems to establish, maintain and monitor best practice. <p>Description: Viewing and discussion of video conference lesson with reference to elements of the quality teaching framework. Live question and answer session with experienced staff and students from remote schools.</p> <p>A guide (and resource) for Principals, executives, teachers in establishing the policies, protocols and management structures to support shared staffing arrangements between schools utilising connected classroom technologies.</p> <p>Professional Teaching Standards Addressed: 6.2.6</p>

<p>302</p>	<p>FULL From LOTS to HOTS – making the jump from Lower to Higher Order Thinking Skills within a balanced learning environment</p>	<p>FULL Mike Tom Leader, Rural and Distance Education Programs</p> <p>Stacey Kelly Collaborative Learning Technologies Officer, Country Areas Program</p> <p>Greg Alchin Project Officer, Rural and Distance Education Unit</p> <p><i>(Equity Programs and Distance Education Directorate)</i></p>	<p>WORKSHOP FULL</p> <p>Aim: Showcase the integration of Higher Order Thinking Skills into a series of cross curricular, multistage learning activities designed to operate within a blended learning environment within and between schools.</p> <p>Description: Rural students have been engaging in collaborative online learning activities which have targeted ‘connectedness’ and ‘peer interaction’ in small cohort schools.</p> <p>These activities have been designed to be multistage and cross curricular, often providing links between partner schools engaging middle years teaching relationships. Students are encouraged to not merely gather information but to select, analyse, organise and use information to provide creative answers or solutions to challenging questions or situations.</p> <p>Workshop participants will be shown how these elements can be moved from a traditional model and modified to facilitate greater interaction between students and teachers in both a real time (synchronous) and personal time (asynchronous) multi campus environment.</p> <p>Professional Teaching Standards Addressed: 6.2.4</p>

<p>303</p>	<p>FULL Chalkboards: Dust to Dust - Classroom Future Shock</p>	<p>FULL Aurora Reilly Principal, Nemingha Public School</p> <p>Phil Bellis Assistant Principal, Nemingha Public School</p> <p><i>(New England Region)</i></p>	<p>WORKSHOP FULL</p> <p>Aim: Outlining the impact of technological change on learning, and how Nemingha public school successfully integrated technology in quality teaching. Using the SmartBoard as a tool in achieving higher results and raising the standards in inquiry based learning across the school.</p> <p>Description: A Smartboard presentation of Nemingha Public School’s approach in catering for the professional needs of staff in dealing with technological change. Through the use of highly motivational and practical professional learning opportunities teachers confidently used and accessed resources for classroom use. Teachers implemented technology for learning strategies across the Key Learning Areas to achieve results through the development of units and lesson plans during Intel “Teach to the Future” workshops, SmartBoard User Group sessions and across school networking and sharing of resources. As a participating member of Microsoft’s Partners in Learning Innovative Schools Program, teachers can gain access to a wealth of resources on an international scale that will support them in</p> <ul style="list-style-type: none"> - developing skills for 21st century living and working - innovative use of ICT - planning for continual improvement - learning communities anywhere, anytime, anyplace - ongoing professional development <p>The workshop offers an approach to cater for the needs of students as digital natives. It focuses on Bloom’s Digital Taxonomy, and demonstrates higher order thinking skills in actual classroom activities using technology in teaching and learning.</p> <p>Professional Teaching Standards Addressed: 4.2.5</p>
<p>304</p>	<p>FULL Teaching Narrative Writing with an Interactive Whiteboard</p>	<p>FULL Jodie Bonaz Classroom Teacher, Warrawong Public School</p> <p>Taryn Hodgson Classroom Teacher, Warrawong Public School</p>	<p>WORKSHOP FULL</p> <p>Aim: As we journey through the writing process, we will enrich our understanding of teaching with an interactive whiteboard by investigating how to use the tools and resources of the board to enhance student engagement and understanding of narratives.</p> <p>Description: If you have a love of literacy and would like to learn how an interactive whiteboard will provide a simple solution on how to extend students beyond writing about the adventures <i>(and I use this word loosely)</i> of their immediate friends, to writing entertaining stories rich in imagery that capture the readers’ attention, then this</p>

		<i>(Illawarra and South East Region)</i>	<p>is the workshop you have been waiting for.</p> <p>This hands-on workshop examines practical ways to significantly enhance students writing skills using the visual, kinaesthetic and audio components of an Interactive Whiteboard. We will look specifically at descriptions and narratives, exploring how the interactive nature of the whiteboard can be used to improve grammar, spelling and punctuation. We go step by step through the writing process exploring key concepts including:</p> <ul style="list-style-type: none"> • Visual literacy • Thinking beyond the image • Planning your writing • Developing characters • Creating mystery • Conveying emotion • Similes and metaphors • Simple, compound and complex sentences • Nouns, verbs, adjectives, adverbs <p>Professional Teaching Standards Addressed: 3.2.4</p>
305	Technology connections in Stage 6 English	<p>Catherine Nielsen Chief Learning Design Officer</p> <p>Rod Carter Senior Learning Design Officer - English</p> <p>Jeanette Gill Senior Learning Design Officer – English</p> <p><i>(Centre for Learning Innovation)</i></p>	<p>Aim: To share interactive whiteboard resources and learning strategies designed for Stage 6 English.</p> <p>Description: The stress of covering all the required content for Stage 6 sometimes distracts educators from using new and emerging technologies in the classroom. Yet, these can and do promote student thinking and deep understanding.</p> <p>The workshop will demonstrate the innovative ways in which teachers and students use interactive whiteboard resources to help develop writing skills and promote understanding of difficult concepts.</p> <p>Interactive resources for the English Stage 6 Area of Study, <i>Belonging</i> (ESL, Standard and Advanced courses), <i>The Castle</i> and <i>Julius Caesar</i> will be demonstrated in the workshop.</p> <p>Professional Teaching Standards Addressed: 4.2.5</p>

<p>306</p>	<p>FULL Use of a Learning kiosk for workshop practical learning and use of a wiki for flexible course delivery</p>	<p>FULL Adrian Laws Construction Teacher, Wagga Wagga Campus <i>(TAFE NSW Riverina Institute)</i></p>	<p>WORKSHOP FULL</p> <p>Aim: To create some 'ah ha' moments amongst participants as they think of ways to implement easy to use ideas into their teaching and learning sessions.</p> <p>Description: This workshop will demonstrate how readily accessible technology (hardware and software) can be used to enhance student learning. This will be done in two ways:</p> <ol style="list-style-type: none"> 1. To showcase how I have developed a learning kiosk (http://lmentors.riverinainstitute.wikispaces.net/learning+kiosk) that enables students to learn and revise content that has been loaded onto the kiosk by a teacher, or even other students. The workshop will include information and demonstrations (with links to resources) showing many free resources that can be used to prepare content for illustrating ideas and methods of completing tasks. 2. To show an example of how wikis are being used in a flexible learning environment to enable students to share resources and ideas as they go down their learning pathways. This part will also demonstrate how teachers can use wikis as a lesson presentation tool making resources available for whoever teachers choose on the www. Wiki content protection and access will be discussed. <p>Professional Teaching Standards Addressed: 6.2.6</p>
<p>307</p>	<p>FULL Laptops for Learning and all that jazz</p>	<p>FULL Jim McAlpine President, NSWSPC Lila Mularczyk Deputy President, NSWSPC <i>(NSW Secondary Principals Council)</i></p>	<p>WORKSHOP FULL</p> <p>Aim: This workshop aims to give all participants an insight into the amazing potential of 1 to 1 laptops for student learning and to explore practical issues regarding the implementation of Laptops for Learning at whole school level and in the classroom.</p> <p>Description: Wirelessly enabled laptops will be issued to all year 9 students in NSW government schools in Term 3. 1-to-1 programs are an element in an international move towards individualising learning, which can increase independence and self-initiated learning in students, and extend their learning beyond the classroom.</p> <p>Students who have their own laptop computers have been found to take greater</p>

		<p>Barbara Bober Professional Learning Project Manager</p> <p>Terry O'Brien Policy Project Manager</p> <p><i>(Office of Schools - Laptops For Learning Program)</i></p>	<p>pride and ownership over the knowledge they create, with an increase in the quantity and quality of student work.</p> <p>Successfully implementing a 1-to-1 program relies on an equal focus on:</p> <ul style="list-style-type: none"> • a strongly supported vision and culture • effective policy guidelines and technical support • development of constructivist, student-centred pedagogies • structured professional development for staff. <p>This workshop will explore the features of the laptop and its potential to transform teaching and learning as well as practical implementation strategies at school and classroom levels.</p> <p>Professional Teaching Standards Addressed: 6.2.6</p>
<p>308</p>	<p>Afterschool professional learning using Video Conferencing</p>	<p>Mitchell Squires Project Manager, Macquarie ICT Innovations Centre</p> <p>Concetta Gotlieb Project Manager, Macquarie ICT Innovations Centre</p> <p><i>(Northern Sydney Region)</i></p>	<p>Aim: To demonstrate the use of video conferencing for the delivery of Professional training and dialogue using interactive classrooms technologies.</p> <p>Description: In our current climate, we are required to effectively manage our resources to increase efficiency while maintaining quality of service. This needs to occur within a prioritised and high workload environment. In order to achieve this, it is essential that we develop networks and encourage professional dialogues.</p> <p>The Afterschool Professional Learning using Video Conferencing has the needs by delivering high quality professional information using interactive classrooms technologies. The video conferencing capabilities that schools now have in their Interactive Classroom are opening the doors to develop these professional networks. What does this look like? How can we join in?</p> <p>Macquarie ICT Innovations Centre has hosted a number of Video Conferencing after school workshops. This workshop will review the planning, the delivery and the outcomes from these workshops. Through the sharing of our experiences we will review best practice, VC protocols, presentation modes and the importance of creating a quality learning environment.</p> <p>Professional Teaching Standards Addressed: 6.2.6, 6.2.7</p>

<p>401</p>	<p>Turrumurra Community of Schools - Interactive connections in quality teaching and learning strategies</p>	<p>Roslyn McCallan-Jamieson Principal, Turrumurra Public School</p> <p>Bronwyn Wilson Principal, West Pymble Public School</p> <p>Belinda Kelly Deputy Principal, Turrumurra High School</p> <p>Melinda Williams Assistant Principal, Turrumurra Public School</p> <p>Lisa Gielis Assistant Principal, West Pymble Public School</p> <p>Veronica Cibas English Teacher, Turrumurra High School</p> <p>Diana Paptic Classroom Teacher, Gordon West Public School</p> <p>Students from Turrumurra High School, Turrumurra Public School and West Pymble Public School</p>	<p>Aim: To promote intellectual quality within student learning through a community of schools approach by implementing a literacy project that translates NAPLAN results into real learning in the classroom.</p> <p>Description: We will:</p> <ul style="list-style-type: none"> a) outline the collaborative planning and implementation of a 5 week project to improve the descriptive writing skills of students in Stages 3 and 4 b) discuss the identification process using NAPLAN to connect authentic focus areas within the community of schools' data c) demonstrate student engagement, ie, Year 8 as peer mentors using interactive whiteboards to give immediate feedback on primary students' writing drafts d) demonstrate teachers sharing 'best' practice strategies across the schools using videoconferencing (ie, lesson on similes and metaphors diversified to engage a wide ability range of students from year 5 to year 8) e) outline the steps used to achieve consistency in teacher judgement in writing assessment rubrics and how to develop deeper teacher understanding of the learning continuum. <p>A student panel will answer questions about the effectiveness of the videoconferencing lessons (displaying segments) and share pre and post test writing results. Teachers will discuss the challenges presented when building a community of schools and the educational and professional benefits from sharing curriculum options.</p> <p>Professional Teaching Standards Addressed: 6.2.4</p>
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		(Northern Sydney Region)	
402	Using the Best Start online Early Learning Plans for Literacy and numeracy	<p>Diane Read Senior Adviser, Best Start Software</p> <p>(Curriculum K-12 Directorate)</p> <p>Jodie Bonaz Classroom Teacher, Warrawong Public School</p> <p>(Illawarra and South East Region)</p>	<p>Aim: To demonstrate how the Best Start online Early Learning Plans for Literacy and Numeracy can be used in the early years classroom.</p> <p>Description: The Best Start Kindergarten Assessment identifies the literacy and numeracy knowledge and skills that each child brings to school as they enter Kindergarten. This assessment informs the development of quality teaching and learning programs that are implemented in the early years of schooling.</p> <p>This workshop will demonstrate how early years teachers can use the interactive Numeracy and Literacy teaching and learning experiences linked to the online Early Learning plans to develop students' deep knowledge and understanding as well as engage and motivate their learning.</p> <p>Professional Teaching Standards Addressed: 3.2.4</p>
403	Online Virtual Gallery: Culture and Design	<p>Julie King Senior Curriculum Advisor Technology 7-12</p> <p>(Curriculum K-12 Directorate)</p> <p>Christine Castle Head Teacher TAS, St George Girls High School</p> <p>Students from St George Girls High School</p> <p>(Sydney Region)</p>	<p>Aim: To showcase a virtual exhibition task and online gallery featuring quality teaching and learning through information and communication technologies.</p> <p>Description: A teacher and students from St George Girls High School will explain how they generated content for the online exhibition by identifying objects and artefacts of cultural significance to them. This content has been presented as the <i>Threads of culture</i>, a series of video clips featuring interviews with students and an exhibition of student work with commentary.</p> <p>Students explored the influence of culture on design and enhanced their understanding of cultural diversity by creating an online virtual exhibition of designed objects and artefacts of cultural significance. Students developed skills with a range of information and communication technologies. Teachers' skills and understandings of cultural diversity, inclusive teaching practice and ICT were enhanced through professional learning and action learning as they supported their students to develop exhibits for the online virtual exhibition.</p> <p>Professional Teaching Standards Addressed: 4.2.5</p>

404	Engaging teaching and learning through multimedia	<p>Caroline Cox Information Technology Teacher, Griffith Campus</p> <p><i>(TAFE NSW Riverina Institute)</i></p>	<p>Aim: To assist teachers in applying multimedia to classroom and flexible delivery.</p> <p>Description: This workshop will be focussing on the use of multimedia in the classroom to assist and engage learning.</p> <p>The Riverina Institute has been working hard to gather a list of visual resources to assist teachers with digital delivery that are available online. This offers both teachers and students a stimulating and successful approach to all types of learning through vision, sound, animation and text.</p> <p>Multimedia has been utilised in quality educational delivery at Griffith Campus for over three years through multimedia projects including publishing of WYK (Wiradjuri Youth Culture) resource, a Griffith Youth Directory, Submissions for funding for several community groups including Riding for the Disabled grant application, Enviro Spiro project Griffith High School, Girl Studio magazine photography shoot, TVET Hair and Beauty photo shoot, CRYT (Creative Riverina Youth Team) 41 ° resource and more recently the Institute’s Learning Technology Mentor project.</p> <p>Through this delivery we are able to engage all students – Including Youth at Risk, Indigenous, disabilities and main stream students studying across Campus.</p> <p>When engaged through digital media the students (and teachers) become active community members and can publicly demonstrate their thoughts and share their experiences and skills worldwide and gain accreditation. For the students the skills gained provide a pathway into the community and ultimately employment.</p> <p>The workshop will focus on resources that are available at the click of a button to teachers so they can engage students through photography, creation of movies, technology projects, wiki spaces (class website). The workshop will utilise wiki spaces to view resources, online projects at Griffith Campus, and display examples of published youth directories, booklets and various community projects and demonstrate successful outcomes for both teachers and students.</p> <p>Professional Teaching Standards Addressed: 3.2.4, 4.2.5</p>
405	Full	Full	Workshop Full

	<p>Concepts and connections - interactive resources for Science and Maths</p>	<p>Jane West Senior Learning Design Officer - Science</p> <p>Damian Wanstall Senior Learning Design Officer -Mathematics</p> <p><i>(Centre for Learning Innovation)</i></p>	<p>Aim: An overview of digital products including virtual experiments, IWB resources and interactives that enhance student engagement</p> <p>Description: Science and Maths are subjects that lend themselves to digital formats particularly for problem-solving and in areas of conceptual difficulty.</p> <p>How can these subjects be taught using resources that have been designed for IWBs in a laptop classroom environment?</p> <p>Professional Teaching Standards Addressed: 6.2.6</p>
406	<p>FULL</p> <p>Connected learning and COGs: using ICT to enhance the Curriculum planning framework (COGs)</p>	<p>FULL</p> <p>Vicki Lowery Senior Project Officer, AGQTP</p> <p><i>(Curriculum K-12 Directorate)</i></p> <p>Susan Caton Classroom Teacher, Drummond Memorial Public School</p> <p><i>(New England Region)</i></p> <p>Jason Wells Classroom Teacher, Medowie Public School</p> <p><i>(Hunter Central Coast Region)</i></p>	<p>WORKSHOP FULL</p> <p>Aim: To demonstrate how teachers support deep understanding and student engagement through integrating technology with teaching within the Curriculum planning framework, incorporating COGs (connected outcomes groups).</p> <p>Description: This workshop will present the Curriculum planning framework and COGs units in the context of Connected Learning. Teachers from two schools will discuss and demonstrate how they integrate ICT to enhance their teaching of COGs units.</p> <p>Their approaches include use of flipcharts, virtual tours, blogs and video. The session will include an example of how one teacher has created a flipchart that contains the learning sequences for the COGs unit, incorporating class mind maps and brainstorm, as well as embedding learning objects and websites used by the students throughout the unit.</p> <p>The teacher from the other school will demonstrate how students have used audio and video applications to record their work and create a visual procedure to support a Science and Technology learning experience in a COGs unit of work.</p> <p>Professional Teaching Standards Addressed: 3.2.4</p>

<p>407</p>	<p>FULL Click to respond: Engaging teaching & learning with personal response systems (PRS)</p>	<p>FULL Leanne Samootin K-12 ICT Curriculum Consultant</p> <p>Kelly Housbey Stage 2 Teacher, Barnier Public School</p> <p>Tamara Dybac Teacher Librarian, Barnier Public School</p> <p><i>(Western Sydney Region)</i></p> <p>Stu Hasic Technology Adviser</p> <p><i>(Sydney Region)</i></p>	<p>WORKSHOP FULL</p> <p>Aim: To demonstrate the effectiveness of personal response systems (PRS) to improve student engagement and feedback by provide a structure for assessment for learning and assessment of learning.</p> <p>Description: This session will provide an overview of the pedagogy and benefits for students and teachers of using PRS as a teaching and learning tool to support quality teaching and improve student engagement and learning outcomes.</p> <p>Participants will be able to use Senteo remote handsets paired with SMART Notebook software to interact with the presentation as they hear Barnier Public School teachers reflect on their use of hand held 'clickers' in K-6 classrooms.</p> <p>Participants with a laptop can also experience a software based PRS system created by Stu Hasic that works independently of interactive whiteboard software, operating wirelessly from a notebook computer. Secondary schools about to receive <i>Laptops for Learning</i> devices will find this particularly relevant.</p> <p>Professional Teaching Standards Addressed: 3.2.4</p>
<p>408</p>	<p>FULL Connecting to the World - Live Virtual Excursions</p>	<p>FULL David Foley Manager, Distance and Rural Technology Team</p> <p>Bonnie Tratt Project Officer, Video Conferencing and Connections</p> <p><i>(Equity Programs and Distance Education Directorate)</i></p>	<p>WORKSHOP FULL</p> <p>Aim: Introduction to the learning experiences available to students and teachers from across the globe via video conferencing.</p> <p>Description: Live Virtual Excursions via high quality video conferences are now a commonplace occurrence in NSW DET schools via the Connections program http://dart.det.nsw.edu.au/html/events.html and the Connected Classrooms Project.</p> <p>Students regularly go home excitedly saying we went to NASA, Great Barrier Reef, Alaska, galleries and museums.</p> <p>Students access to some of the most important and influential minds of our era, Astronauts, Astronomers, Scientists, Authors, Artists and Musicians.</p> <p>Workshop participants will</p> <ul style="list-style-type: none"> • visit two of the fascinating video conference Live Virtual Excursion destinations

			<ul style="list-style-type: none"> hear how students and teachers can prepare, book and participate in these excursions so that experiences can be integrated into the curriculum at the most appropriate time consider ways in which virtual excursions can be followed up with other connected learning activities <p>Professional Teaching Standards Addressed: 3.2.4, 4.2.5</p>
501	<p>FULL</p> <p>Utilising Student Voice: live e-data for schools tailoring their career and transition services</p>	<p>FULL</p> <p>Sue MacLean Senior Coordinator, Career Development, Vocational Learning</p> <p><i>(Vocational Education in Schools Directorate)</i></p> <p>Teacher co-presenter TBA</p>	<p>WORKSHOP FULL</p> <p>Aims:</p> <ol style="list-style-type: none"> To showcase an innovative live online resource developed collaboratively across Directorates; the <i>Student Pathways Survey: School Report</i> is a resource that aggregates students' responses from their individual <i>Student Pathways Survey</i>. To share broadly with and seek feedback from workshop participants on the capacity of the <i>Student Pathways Survey: School Report</i> to inform the provision of school services and programs designed to support students' career and transition outcomes. Raise awareness of the complexity of student career self-management and the influence of student self-efficacy in actioning education, training and work aspirations. <p>Description: Student intentions are powerful predictors of subsequent participation in education and training and consequently post-school plans.</p> <p>The <i>Student Pathways Survey: School Report</i> is generated online from live data. It enables the formation of a range of reports that provides decision makers in schools with high quality evidence of student voice. It provides schools with unique and valuable information about the school community and its aspirations.</p> <p>A High School will be confirmed to share with the participants how they have utilised the <i>Student Pathways Survey: School Report</i> to:</p> <ul style="list-style-type: none"> inform the effectiveness of programs that support student career development incorporate changes in and improvement to their management plan provide data to inform the school community. <p>Professional Teaching Standards Addressed: 6.2.6</p>

<p>502</p>	<p>FULL School libraries partnering learning in a Web 2.0 world</p>	<p>FULL Colleen Foley Manager, School Libraries and Information Literacy Unit</p> <p>Cath Keane Scan Editor, School Libraries and Information Literacy Unit</p> <p><i>(Curriculum K-12 Directorate)</i></p> <p>Teacher co-presenter TBA</p>	<p>WORKSHOP FULL</p> <p>Aims: Participants will gain an understanding of practical ways school libraries and teacher librarians support teaching and learning in a connected world.</p> <p>Description: The session will include the following:</p> <ul style="list-style-type: none"> • a glimpse of school libraries into the future including student needs and demands in the connected environment • support for Laptops 4 Learning initiative • current practical strategies and online projects supporting a range of KLAs and Stages K-12 will be highlighted. <p>Professional Teaching Standards Addressed: 6.2.6</p>
<p>503</p>	<p>Using Multimodal Texts and Digital Resources in a Multiliterate Classroom</p>	<p>Ric Tester ICT Curriculum Consultant</p> <p>Shawn Rudolph Regional Implementation Coordinator, ICT</p> <p><i>(Western Sydney Region)</i></p>	<p>Aims: To</p> <ol style="list-style-type: none"> 1. Define and determine the characteristics of a multiliterate classroom 2. Provide to participants an extensive set of practical examples of how to employ digital multimedia to support teaching and learning activities that use multimodal texts. 3. Provide a set of pre-constructed resources and software that can be used to expedite the process of setting a multiliterate classroom. <p>Description: Participants will be provided with an overview of the defining elements of a multi-literate classroom – which includes a comprehensive set of examples of multimodal literacy. The five modes of literacy will be defined and discussed (with examples).</p> <p>The main feature of the workshop will be to demonstrate how text, audio, still graphics and video can be easily employed to create a wide range of learning opportunities that embrace the elements of multimodal text. There will be an emphasis on using software that is freely available to all teachers in their classrooms.</p> <p>Participants will also be provided with a disc that contains support material which can be used for both Primary and Secondary classes. The overriding theme of the workshop</p>

			<p>will be on student learning, with practical examples of how technology can enhance and accelerate the process.</p> <p>Professional Teaching Standards Addressed: 3.2.4</p>
504	<p>FULL Innovative Strategies for Engaging Students in Grammar</p>	<p>FULL Sue Celkys Priority Schools Programs Consultant</p> <p>Evonne Webb Regional Implementation Coordinator, Learning Systems</p> <p><i>(South Western Sydney Region)</i></p>	<p>WORKSHOP FULL</p> <p>Aim: To demonstrate the interactive use of whiteboard technology in providing an innovative approach to the teaching of purposeful grammar. Teachers will enhance their understanding of how practical and engaging grammar strategies can improve student learning outcomes for a diverse range of students.</p> <p>Description: Priority schools are encouraged to use innovative approaches to improving literacy, numeracy and student engagement for students from low socio-economic status (SES) backgrounds. In South Western Sydney Region, the literacy needs are often intensified as students are from intersecting low SES and Aboriginal or Language Backgrounds other than English (LBOTE).</p> <p>The use of interactive technology in the Prioritising Grammar program has encouraged teachers to participate in professional learning focusing on improving their own understanding of grammar and on developing engaging strategies for teaching purposeful grammar in their own classroom context. The use of a Connected Classroom has facilitated access to the program for teachers in Priority schools and for teachers participating in Accelerated Literacy workshops.</p> <p>This presentation will explore the range of techniques used in presenting Prioritising Grammar and will include a selection of hands-on interactive activities and quizzes which have enabled teachers to improve student learning outcomes in literacy for students experiencing intersecting disadvantage. Resources will be shared with</p>

			<p>participants.</p> <p>Professional Teaching Standards Addressed: 3.2.4</p>
505	Rationalising Laptop Learning in Mathematics	<p>Carolyn McGinty Senior Curriculum Adviser, Mathematics 7-12</p> <p><i>(Curriculum K-12 Directorate)</i></p>	<p>Aim: This workshop will look at rationalising the digital tools available and provide practical strategies and digital resources to incorporate in mathematics learning and teaching programs aimed at improving student engagement.</p> <p>Description: <i>Through the Digital Education Revolution initiative, the Australian Government aims to bring substantial and meaningful change to teaching and learning in Australian schools. It will prepare students for further education and training, jobs of the future and to live and work in a digital world. (http://www.deewr.gov.au/ , 6/2/09)</i></p> <p>The digital age has provided teachers with many new tools to convey information – the Internet, email, instant messaging, wikis, blogs, video conferencing, software – but how do they fit into the mathematics teacher’s classroom repertoire and teaching program? The reality is that laptops will be in DET schools this year. This workshop will look at rationalising the digital tools available and provide practical strategies and digital resources to incorporate in mathematics learning and teaching programs aimed at improving student engagement.</p> <p>Professional Teaching Standards Addressed: 3.2.4</p>
506	FULL Jump into storyboarding: Teacher librarians and teachers collaborate to use an Early Stage 1 digital storytelling resource	<p>FULL</p> <p>Sharryn Bowes Project Officer, Australian Government Quality Teaching Programme</p> <p>Lizzie Chase Review Coordinator, School Libraries and Information Literacy Unit</p>	<p>WORKSHOP FULL</p> <p>Aims:</p> <ol style="list-style-type: none"> 1. To describe a resource that supports collaboration between teacher librarians and classroom teachers of Early Stage 1 students. 2. To describe the process involved when Early Stage One students create a digital story to share with students in other schools. <p>Description: <i>Jump into storyboarding</i> is a series of IWB resources featuring the wordless stories of cartoonist Nik Scott. These provide a starting point for exploring elements of narrative and storyboarding. They allow for rich discussion and joint construction writing.</p> <p>This session will showcase students’ digital stories created using a Photo Story 3 online course module within the suite of AGQTP <i>Integrating ICTs in teaching and learning</i></p>

		(Curriculum K-12 Directorate)	online course modules. Professional Teaching Standards Addressed: 3.2.4
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Select **one** workshop from each session. The first digit of the workshop number indicates the workshop session. Sessions that are **full** will not appear on the workshop selection menu. If a workshop is not available you will need to make another workshop selection for that session.

Please be aware that there are no 'reserve lists' for delegates wishing to attend a workshop that is already full.

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