Griffith Education’s Professional Experience Office and

One Step Ahead: Engage. Inspire. TEACH!
A futures-focused conference for pre-service and early career teachers, July 20 – 21, 2011

Griffith University (Mt Gravatt campus)

WORKSHOP SELECTIONS

DAY 1: JULY 20

1.00pm – 2.10pm Workshop Selection 1 (CHOOSE ONE)
   1 A. A values- and beliefs-centred approach to teaching, Ngaire Tagney
   1 B. Creating a more interesting and substantial report on My Holidays using a range of thinking tools, Eric Frangenheim
   1 C. Universal Design for Learning: Supporting diversity in the classroom, Jeff Souter
   1 D. Lifelong Learning: What’s next? Carlie Tansley

2.15pm – 3.25pm Workshop Selection 2 (CHOOSE ONE. These are a repeat of Selection 1, NOT a continuation of Selection 1)
   2 A. A values- and beliefs-centred approach to teaching, Ngaire Tagney
   2 B. Creating a more interesting and substantial report on My Holidays using a range of thinking tools, Eric Frangenheim
   2 C. Universal Design for Learning: Supporting diversity in the classroom, Jeff Souter
   2 D. Lifelong Learning: What’s next? Carlie Tansley

DAY 2: July 21

1.00pm – 2.15pm Workshop Selection 3
   3 A. Being cybersmart, Kellie Britnell (limit 40)
   3 B. The thinking classroom – making it happen! Gerard Alford
   3 C. Understanding the refugee experience and its potential impacts in a learning environment, Sam Anywar and Ana Pocrnjic
   3 D. Resume Creation and Interview Strategies to Get That Job, Maja Rauchle

2.25pm – 3.40pm Workshop Selection 4 (CHOOSE ONE. These are a repeat of Selection 3, NOT a continuation of Selection 3)
   4 A. Being cybersmart, Kellie Britnell (limit 40)
   4 B. The thinking classroom – making it happen! Gerard Alford
   4 C. Understanding the refugee experience and its potential impacts in a learning environment, Sam Anywar and Ana Pocrnjic
   4 D. Resume Creation and Interview Strategies to Get That Job, Maja Rauchle

4.15pm – 5.30pm End of Conference Celebration
EITHER 1A  A values- and beliefs-centred approach to teaching

Most teachers have a deep commitment to helping students learn. This is a values decision. In this workshop you will have the opportunity to revisit your motivation for becoming a teacher. The Values Education Framework cites that the single most important factor influencing student learning is the teacher and that quality teaching fosters positive and mutually respectful relationships which allow the whole person to develop teachers and students.

In this workshop you will explore the notion of a values and beliefs centred approach to the way you conduct yourself as a teacher. You will have the opportunity to identify your core values, your core beliefs about teaching and learning and then consider ways to embed them in your daily practice.

Ngaire Tagney, Strategic Workplace Learning

OR 1B  Creating a more interesting and substantial report on My Holidays using a range of thinking tools

The material presented in this workshop can be adapted for any curriculum area.

Eric Frangenheim, Director, ITC Productions

OR 1C  Universal Design for Learning: Supporting diversity in the classroom

Teachers and educators have significant challenges within today’s classrooms. There is an expectation that all students achieve to their full capacity, whilst having a greater diversity than ever before within their classroom.

This presentation will explore how teachers can effectively cater for this diversity, using an approach called Universal Design For Learning. The session will also explore how technology, much of which teachers are already using, can enhance the learning opportunities for a diversity of students with the modern mainstream classroom.

Jeff Souter, Co-ordinator, Learning Development Centre – ICTs – students with disabilities

OR 1D  Lifelong learning: What’s next?

Carlie Tansley, a second-year teacher, will be sharing valuable tips learned through her recent experience in transitioning from university to teaching and from her research into classroom use of interactive whiteboards.

Carlie Tansley, Secondary Teacher of Mathematics, Moreton Bay College
2.15pm – 3.25pm  WORKSHOPS SELECTION 2

EITHER  2A      A values- and beliefs-centred approach to teaching

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Carlie Tansley, Secondary Teacher of Mathematics, Moreton Bay College
DAY 2: July 21

1.00pm – 2.15pm  WORKSHOPS SELECTION 3

EITHER 3A  Being cybersmart

This session will highlight some of the key cyber issues that are causing concern for schools and an opportunity to reflect on some real scenarios being experienced in classrooms. You as a teaching professional will also have an opportunity to consider your professional and personal conduct in relation to your online presence. This session will provide information on free teacher resources including online resources and lesson plans as well as free professional development opportunities in your first years of teaching.

Kellie Britnell, ACMA

OR 3B  The Thinking Classroom — making it happen!

Engaging and sustaining students in deep thinking is a goal for every classroom teacher. In this session, Gerard will offer THREE key principles for establishing a thinking classroom and offer a framework for lesson planning and design. Practical examples of where these tools can be applied in the classroom will be shared and participants will have reflection time and assistance in transferring these applications to your own teaching practice.

Gerard Alford, Director, ITC Publications, Pty Ltd

OR 3C Understanding the Refugee Experience & its Potential Impacts in a Learning Environment

Australia accepts approximately 13,750 refugees to Australia each year from a range of different countries of origin. This presentation will focus on understanding the refugee experience and its potential impact on young people and their families. Information regarding refugees in the global and local context, our national Humanitarian Entrants Program as well as classroom strategies to supporting refugee students to settle in classroom will also be provided.

Torture and trauma can be part of the refugee experience. The impacts of torture and trauma in terms of health and wellbeing are varied and understanding these impacts is essential to assisting with recovery and healing from these experiences as well as successful settlement in a new culture. QPASTT will discuss some of these impacts in the context of the learning environment and provide some strategies for staff and stakeholders to facilitate good learning outcomes from the classroom to the community.

Whole of School Approach (WOSA), QPASTT will introduce its work on promoting a Whole of School Approach to building stronger outcomes for students in learning environments. In this capacity building approach, QPASTT works in partnership with education providers to identify training and support needs and offers support around five key areas (1) policies and procedures (2) organisation and ethos (3) curriculum and program development (4) partnerships with parents and community as well as (5) partnership with other agencies. Through this model, education providers identify and implement the most appropriate policies, programs and structures for supporting teachers, students and families, enables school communities to proactively build connections and enhance wellbeing for individuals, classrooms and parents.

Sam Anywar, Capacity Building and Support Worker and Ana Pocrnjic, Youth Counsellor, QPASTT
OR 3D Resume Creation and Interview Strategies to Get That Job

Resumes
- Identifying and selling your skills in your resume
- Choosing layouts, what to include and what to leave out
- Tailoring your resume to particular positions

Interview skills
- Preparation beforehand
- Conducting yourself during the interview
- Typical interview types and questions you might be asked

Maja Rauchle, Career Development Officer, Student Services, Griffith University (Gold Coast campus)

2.25pm – 3.40pm WORKSHOPS SELECTION 4

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OR 4B The Thinking Classroom — making it happen!

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**Resumes**
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**Interview skills**
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Maja Rauchle, Career Development Officer, Student Services, Griffith University (Gold Coast campus)
Alford, Gerard
Gerard has been teaching for over seventeen years. He has also held the position of Head of Faculty (12 years), and Assistant Dean – Staff (five years). Gerard is the Director, co-author, and editor of ITC Publications, publishers of the innovative teachers’ companion, a teacher diary designed to promote innovative teaching (see www.itcpublications.com). The innovative teachers’ companion has sold over 450 000 copies and is now in its 9th edition in Australia and New Zealand and in its 4th edition in the USA. The publication is now widely used by teachers throughout the world. Gerard is a regular presenter at schools, teacher conferences and universities promoting the use of cognitive and collaborative tools to engage and promote students in higher order thinking.

Anywar, Sam
Sam is the Capacity Building and Support Worker (Children’s program) at QPASTT. Sam’s main role is to support schools to plan and action priority areas relating to the Whole of School Approach (WOSA) to working with students from refugee backgrounds.

Britnell, Kellie
Kellie has worked in the education sector for the past twenty years and has taught both primary and secondary students both in Australia and overseas. With a background in pastoral care and welfare, Kellie possesses hands-on experience in dealing with school related cyber issues. She is a Senior Education Advisor for the Australian Communication and Media Authority. Kellie has worked as a cybersmart trainer for 2 years, speaking to over 60 000 students, teachers and parents across Australia in over 400 schools. She is a knowledgeable, passionate and enthusiastic speaker on this topic.

Frangenheim, Eric
Eric has taught since 1970, in Rhodesia, South Africa and since 1987, in Queensland. With a background in history and gifted education, he is passionate about the infusion of thinking skills in the daily classroom in order to extend all students on a regular basis. He is the author of ‘Reflections on Classroom Thinking Strategies’, which has sold over 24000 copies and ‘The Reconciliation of Goldilocks and the Three Bears’, which is a training text to encourage the use of thinking tools in a curriculum setting. He is also the co-author of the ‘innovative teachers’ companions’, teacher diaries which contain hundreds of teaching ideas for the daily classroom.

Pocrnjic, Ana
Ana has been working at QPASTT since 2008 and has held several roles within the agency. She is currently working as a Youth Counsellor and her role consists of providing individual counselling to young people aged 12-24, providing support and advocacy for young people as well as offering training to other agencies about issues affecting young people from a refugee background. Her training is in behavioural studies and counselling.

Rauchle, Maja
Maja is a Career Counsellor who counsels students on career-related matters and lectures in job search strategies and career development. She is a qualified Counsellor and Teacher, with 12 years of Career Counselling experience in a range of diverse environments. Maja has lived and taught internationally.

Souter, Jeff
Jeff has been working in the area of inclusive technology for fifteen years, focusing on the use of ICT to enhance the learning opportunities for all students. He currently coordinates the Learning Development Centre – ICTs – Students With Disabilities, providing professional development to school staff, parents and students in inclusive technology, as well as researching the use of ICT to support an inclusive learning environment.

Tagney, Ngaire
Ngaire has extensive experience in education, and has worked in Australia and Papua New Guinea as a: teacher; literacy consultant; seconded lecturer at James Cook University; school-based curriculum leader; school reviewer and accreditor; as a Primary School Principal and as the Director of her education consultancy: Strategic Workplace Learning. Current projects for the consultancy include planning, preparation and implementation of the Independent Schools National Partnerships Beginning Teacher project; program management of Leadership and School Renewal projects in different arenas, and long-term Educator-in Residence in two innovative and progressive educational organisations. These projects allow Ngaire to learn, work and play in the area of her passion: teaching and learning!

Tanslie, Carlie
Carlie graduated from the School of Education and Professional Studies, Griffith University where she undertook Honours research on the use of interactive whiteboards in primary classrooms. She is now in her second year of teaching at Moreton Bay College where she teaches mathematics and co-ordinates two sports. Carlie will be talking about her transition from university to teaching, the scope and benefits of her research, and share some valuable tips from her recent experience in all areas.