



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

Newcastle campus  
Thursday 30 June 2011  
8.30am – 4.30pm

# TEACHERS' VISIT DAY

[www.newcastle.edu.au](http://www.newcastle.edu.au)

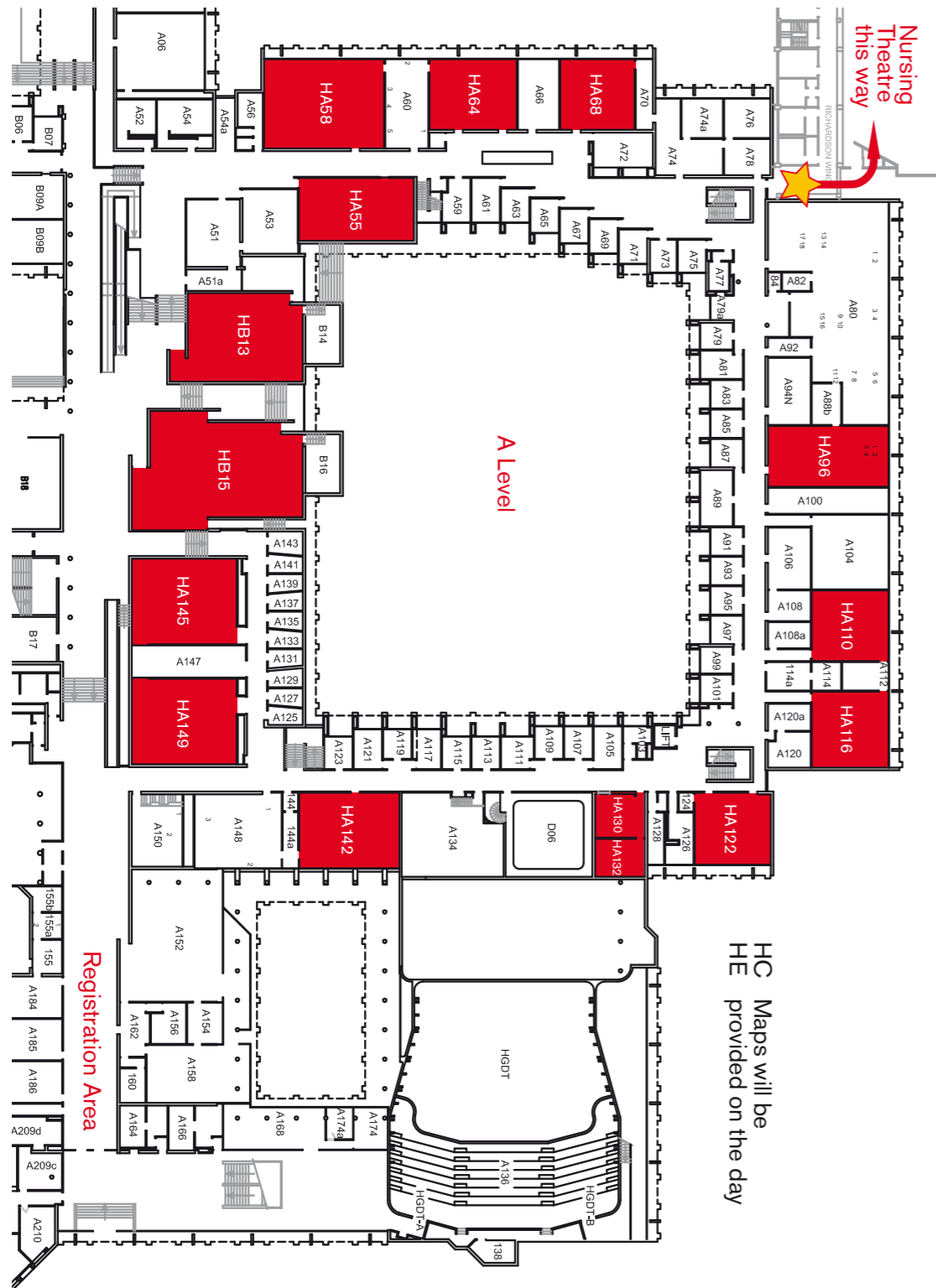
# GETTING TO THE SESSIONS

Most sessions will be held in teaching spaces of the Hunter Building and Richardson Wing. The map below highlights room locations in these buildings. The Hunter Building and Richardson Wing are joined and access between them is at ★ on the map below.

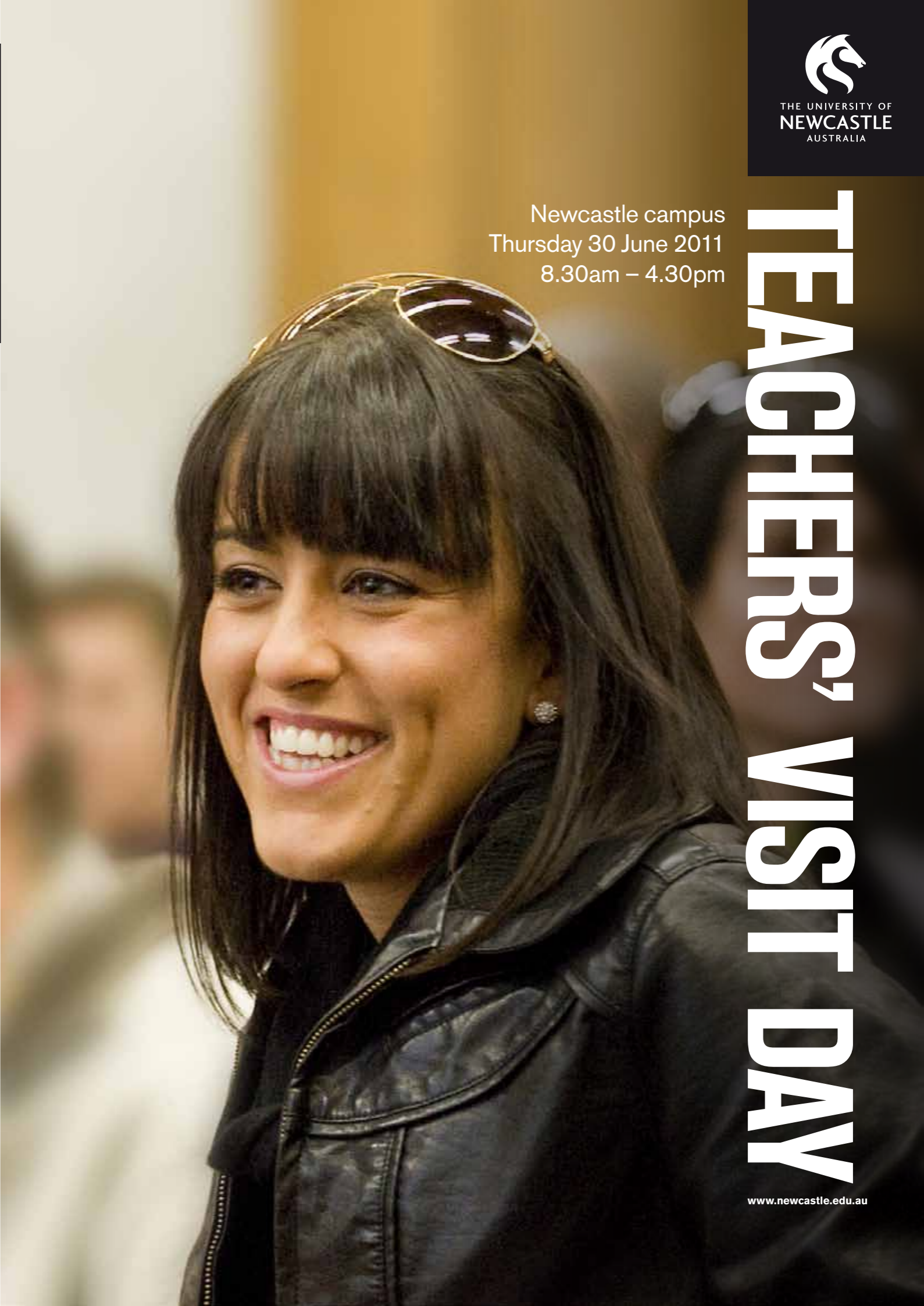
Signs have been placed around the buildings and staff are also available to assist with navigating to your sessions.

Morning tea and lunch will occur on the Hunter Concourse located in front of HB 13.

If the sessions you are attending are not in the Hunter Building Level A, specific maps will be available at reception. A courtesy bus is also available.



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# WELCOME



It is with great pleasure that I welcome you to the 2011 University of Newcastle Teachers' Visit Day. I trust that this event, organised by the University's School of Education and Centre for Teaching and Learning, will help to strengthen the relationship between the University and local primary and secondary schools and early childhood centres of the Hunter and Central Coast regions.

I am delighted that so many University academics have volunteered to share their research and insights with you in what I hope will be a valuable, informative, engaging, and inspiring day of teaching and learning. Please make the most of this opportunity to connect with colleagues from other schools as well as colleagues from within the University. Your feedback on the day is most welcome as we continue to explore ways in which the University can support the broader educational community of this wonderful region.

**Professor Nicholas Saunders**  
Vice-Chancellor and President



I offer my warmest welcome and trust that this day brings new insights, new connections, and new energy to the critical work we share in the name of education. Teachers' Visit Day is designed to "give back" to schools by creating an exciting day of professional learning opportunities that showcase work going on across the University while bringing teachers from across the region together. This event thanks you for opening your schools and classrooms to our students and staff for such purposes as observation, practicum, internship and research. The Teach Outreach program is another recent initiative we've designed to "give back" to schools by brokering opportunities for our students to volunteer to help meet specific needs you have. I trust that these initiatives extend the long and proud tradition of this University in connecting with our local schools and hope they begin to demonstrate the tremendous potential for other collaborations - in teacher education, professional learning, postgraduate study, and school-based research.

**Professor Jenny Gore**  
Dean of Education and Head of School

## PROGRAM AND ORGANISATION

For room locations please refer to specific session details overleaf. See back page for maps of the Richardson Wing and Hunter Building.

8.30am	Registration	Nursing Theatre Foyer
9.00am	Welcome and overview	Nursing Theatre
9.30am – 11.00am	Session 1	Various
11.00am – 11.30am	Morning tea	Hunter Building Concourse
11.30am – 1.00pm	Session 2	Various
1.00pm – 1.45pm	Lunch	Hunter Building Concourse
1.45pm – 3.15pm	Session 3	Various
3.15pm – 4.30pm	Closing remarks and refreshments	University Gallery

## KEY

A	Aboriginal Education	HSIE	Human Society and Its Environment
All	All	ICT	Information and Communication Technologies
BS	Business Studies	Law	Law (Legal Studies)
C	Counsellors	Lib	Librarians
Ca	Careers	M	Maths
CS	Computer Studies	Mu	Music
D	Drama	P	Primary
DT	Design & Technology	PE	Physical Education
EC	Early Childhood	RS	Religious Studies
Econ	Economics	S	Secondary
Eng	English	Sc	Science
Ex	Executive	SE	Special Education
FT	Food Technology	VA	Visual Arts
G	Geography		
Hist	History		

All sessions are open to all teachers. The key indicates likely appeal.

# 2011 TEACHERS' VISIT DAY



## SESSION 1 9.30am – 11.00am

### 1 X 80 MINUTE SESSION

Confidence building exercises in K-6 visual arts (P, EC) (Presentation 1/2 – this presentation is a two part presentation, part two is Session 2 Group A)	<b>Margaret McBride</b>	CE11
Creative activities for MUSIC in primary schools (P, Mu)	<b>Sue Lane</b>	HA149
Documenting, Observing & Listening: Using the Early Years Learning Framework in EC settings (EC)	<b>Jo Ailwood</b>	HA58
Drama and the Primary classroom (P, D) (Repeat sessions also occur in Session 2 and Session 3)	<b>David Roy</b>	HA145
Print making for the classroom, Japanese block printing (P, S, VA) (Presentation 1/2 – this presentation is a two part session, part two is Session 2)	<b>Jonathan James</b>	HA16
Printing with Rust (P, S, DT, VA) (Presentation 1/2 – this presentation is a two part presentation, part two is Session 2 Group A)	<b>Caroline Hale</b>	CE22
Problems, Promise and Prohibition: Looking at Social Networking and Schools (S, Ex)	<b>Rachel Buchanan</b>	HA64
Quality Assessment Practice (P, S, Ex)	<b>Jenny Gore</b>	HB13
Rock and Water Program (P, S, A, SE)	<b>Brian Hayes</b>	HB15
Screen literacy (P, S, DT, D, Eng, Hist, ICT, VA, CS) (Presentation 1/3 – this presentation is an all-day workshop in 3 parts, Session 2 and Session 3)	<b>Robert Parkes</b>	HA130
Tracking the Australian National Curriculum (All) (Repeat sessions also occur in Session 2 and Session 3)	<b>Mitch O'Toole</b>	HA68

### 1 X 40 MINUTE SESSION

#### GROUP A

Deciphering the Divine: Language and Metaphor in Religious Studies (S, Eng, VA, RS)	<b>Timothy Stanley</b>	HA110
Drawing Breath: putting balance back into life (All) (Repeat sessions also occur in Session 2 Group A and Session 3 Group A)	<b>Cecilia White</b>	HA142
Engaging inactive adolescent girls in physical activity (P, S, PE)	<b>David Lubans</b>	HPE209
Hot Hand in basketball and computer games (P, S, Ex, CS, Eng, BS, Sc, DT, ICT, M, Econ)	<b>Ami Eidels</b>	HE10
Innovative Teaching and Learning in Schools (P, S, E, ICT, Lib)	<b>Kylie Shaw &amp; Kathryn Holmes</b>	HC19
Inspiring Science and Engineering Students (S, DT, Sc, Eng)	<b>Simon Iveson</b>	HC02
Integrating Global Education in Teacher Education Programs (P, S, G, Hist, HSIE) (Repeat session also occurs in Session 1 Group B)	<b>Suzanne Macqueen &amp; others</b>	HE28
Outcomes Based Matrices: assessing the intellectual quality of outcomes and planning (P, EC)	<b>Maura Sellars</b>	HC11
Pompeii: uncovering urban life (S, Hist)	<b>Hugh Lindsay</b>	HA122
Smart science (P, S, HSIE, ICT, M, Sc) (Repeat session also occurs in Session 1 Group B)	<b>Sarah-Jane Judge and Carly Donohue</b>	HC01
What sustains professional learning? (P, Ex) (Repeat session occurs in Session 2 Group A)	<b>Lorraine Beveridge</b>	HA116

### 1 X 40 MINUTE SESSION

#### GROUP B

A non traditional approach to teaching (B, Econ, M, CS)	<b>Marcus Rodrigs</b>	HA116
How to develop Innovative Teaching and Learning ITL Activities (P, S, Ex, ICT, Lib)	<b>Kylie Shaw &amp; Kathryn Holmes</b>	HC19
Improving the student experience (All)	<b>Terry McGree</b>	HE10
Integrating Global Education in Teacher Education Programs (P, S, G, Hist, HSIE) (Repeat session also occurs in Session 1 Group A)	<b>Suzanne Macqueen &amp; others</b>	HE28
Intentional Teaching (EC) (Repeat session also occurs in Session 2 Group A)	<b>Nicole Leggett</b>	HC11
Smart science (P, S, HSIE, ICT, M, Sc) (Repeat session also occurs in Session 1 Group A)	<b>Sarah-Jane Judge and Carly Donohue</b>	HC01
Supporting Preservice and Graduate Early Career Teachers (EC, P, S, Ex) (Repeat session also occurs in Session 3 Group A)	<b>Cheryl Williams</b>	HA142
Teaching the Seasons and Lunar Phases in the Primary Classroom (P, Sc) (Repeat session also occurs in Session 3 Group A)	<b>Vicki Parkes</b>	HC02
Understanding and addressing reading difficulties (P, S, SE)	<b>Kerry Dally</b>	HA122
Unlocking creativity before trying to teach anything else: setting the mood for teaching Art and Drama (S, D, VA)	<b>Sean Lowry and Jocely McKinnon</b>	HA55
Year 11 business plan challenge (S, Law, BS, Econ)	<b>Michael Seamer</b>	HA110

## SESSION 2 11.30am – 1.00pm

### 1 X 80 MINUTE SESSION

Boys' Education and Gender studies (EC, P, S, Ex)	<b>Deborah Hartman</b>	HA58
Creative activities for DANCE in primary schools (P)	<b>Sue Lane</b>	HA149
Drama and the Primary classroom (P, D) (Repeat sessions also occur in Session 1 and Session 3)	<b>David Roy</b>	HA145
Education and Care in a comparative framework (EC, P)	<b>Zsuzsa Millei</b>	HA64
Print making for the classroom, Japanese block printing (P, S, VA) (Presentation 2/2 – this presentation is a two part session, part one is Session 1)	<b>Jonathan James</b>	HA16
Screen literacy (P, S, DT, D, Eng, Hist, ICT, VA, CS) (Presentation 2/3 – this presentation is an all-day workshop in 3 parts, Session 1 and Session 3)	<b>Robert Parkes</b>	HA130
Teaching composition and developing creative thinking through improvisation (Mu)	<b>Richard Vella</b>	HA142
Teaching Shakespeare as Theatre (S, E)	<b>Michael Wright</b>	HA55
Tracking the Australian National Curriculum (All) (Repeat sessions also occur in Session 1 and Session 3)	<b>Mitch O'Toole</b>	HA68

### 1 X 40 MINUTE SESSION

#### GROUP A

Ancient History – Historiography (S, Hist)	<b>Marguerite Johnson</b>	HA122
Building the future electricity supply network (S, DT, ICT, M, Sci, Eng, CS, Ca) (Repeat session also occurs in Session 2 Group B)	<b>Terry Summers, Galina Mirzaeva, Steve Mitchell</b>	HC19
Confidence building exercises in K-6 visual arts (P, EC) (Presentation 2/2 – this presentation is a two part presentation, part one is Session 1)	<b>Margaret McBride</b>	CE11
Drawing Breath: putting balance back into life (All) (Repeat sessions also occur in Session 1 Group A and Session 3 Group A)	<b>Cecilia White</b>	HA116
Improving physical fitness in primary school children (P, PE) (Repeat session also occurs in Session 2 Group B)	<b>Narelle Eather</b>	HPE209
Intentional Teaching (EC) (Repeat session also occurs in Session 1 Group B)	<b>Nicole Leggett</b>	HE28
Printing with Rust (P, S, DT, VA) (Presentation 2/2 – this presentation is a two part presentation, part one is Session 1)	<b>Caroline Hale</b>	CE22
Qualitative literacy and its importance in key learning areas (P, EC)	<b>Maura Sellars</b>	HC11
Re-Thinking History in the 21st Century (P, S, Hist)	<b>Camilla Russell</b>	HE10
The Indigenous Education Parcel at Every Teachers' Door (All)	<b>John Lester and Michael Donavon</b>	HC01
The Poetry of Memory (S, P, D, Eng, Mu, Lib)	<b>Kim Cheng Boey</b>	HB13
What about Engineering? (S, CS, Eng, Sc, ICT, M, Ca)	<b>Bill McBride</b>	HC02
What sustains professional learning? (P, Ex) (Repeat session also occurs in Session 1 Group A)	<b>Lorraine Beveridge</b>	HA110

### 1 X 40 MINUTE SESSION

#### GROUP B

Ancient History – Sparta (S, Hist)	<b>Terry Ryan</b>	HA122
Building the future electricity supply network (S, DT, ICT, M, Sc, Eng, CS, Ca) (Repeat session also occurs in Session 2 Group A)	<b>Terry Summers, Galina Mirzaeva, Steve Mitchell</b>	HC19
Computing, mathematics and personalized medicine (S, ICT, M, Sc, Eng, CS, Ca)	<b>Pablo Moscato</b>	HC02
Confidence building exercises in K-6 visual arts (P, EC) (Presentation 1/2 – this presentation is a two part presentation, part two is Session 3)	<b>Margaret McBride</b>	CE11
Improving physical fitness in primary school children (P, PE) (Repeat session also occurs in Session 2 Group A)	<b>Nick Riley</b>	HPE209
Maths and Computing – CARMA (S, ICT, M) (Repeat session also occurs in Session 3 Group A)	<b>Jon Borwein, David Allingham</b>	V205
Printing with Rust (P, S, DT, VA) (Presentation 1/2 – this presentation is a two part presentation, part two is Session 3)	<b>Caroline Hale</b>	CE22
Teachers, your voice is your livelihood (EC, D, P, S)	<b>Judy Bailey</b>	HC01
The pedagogy of multi-disciplinary writing circles (All) (Repeat session also occurs in Session 3 Group B)	<b>Jill McKeowen</b>	HA110
The 1:1 learning environment, what does the Research tell us? (S)	<b>Nicole Mockler</b>	HE10

For presentation details please see full session information, listed alphabetically by presenter's surname on following pages.



# SESSION 3

1.45pm – 3.15pm

## 1 X 80 MINUTE SESSION

Confidence building exercises in K-6 visual arts (P, EC) (Presentation 2/2 – this presentation is a two part presentation, part one is Session 2 Group B)	<b>Margaret McBride</b>	CE11
Drama and the Primary classroom (P, D) (Repeat sessions also occur in Session 1 and Session 2)	<b>David Roy</b>	HA145
Printing with Rust (P, S, DT, VA) (Presentation 2/2 – this presentation is a two part presentation, part one is Session 2 Group B)	<b>Caroline Hale</b>	CE22
Science is Fun (P, EC, Sc)	<b>Jeannette Rothaphel</b>	HC01
Screen literacy (P, S, DT, D, Eng, Hist, ICT, VA, CS) (Presentation 3/3 – this presentation is an all-day workshop in 3 parts, Session 1 and Session 2)	<b>Robert Parkes</b>	HA130
Tracking the Australian National Curriculum (All) (Repeat sessions also occur in Session 1 and Session 2)	<b>Mitch O'Toole</b>	HA68
Understanding variation – keeping it real (S, BS, M, Sc, Econ, Ca)	<b>Peter Howley</b>	HA64
Using Quality Teaching to improve PDHPE Tasks (S, PE)	<b>Drew Miller</b>	HPE209

## 1 X 40 MINUTE SESSION

<b>GROUP A</b>		
A comparison of Swedish and Australian Children's views of the world (P)	<b>Ruth Reynolds and others</b>	HA142
Biology, the environment and natural selection (P, S, Sc) (Repeat session also occurs in Session 3 Group B)	<b>Tim Roberts</b>	HA55
Drawing Breath: putting balance back into life (All) (Repeat sessions also occur in Session 1 Group A and Session 2 Group A)	<b>Cecilia White</b>	HA116
Forensic Science: What Science is that? (S, Sci, Ca)	<b>Adam McCluskey</b>	HA122
Found Poetry (P, S, E) (Repeat session occurs in Session 3 Group B)	<b>Michael Wright</b>	HC11
Maths and Computing – CARMA (S, ICT, Math) (Repeat session also occurs in Session 2 Group B)	<b>Jon Borwein, David Allingham</b>	V205
Supporting people with visible differences/disfigurements (All) (Repeat session also occurs in Session 3 Group B)	<b>Belinda Downes</b>	HC19
Supporting Preservice and Graduate Early Career Teachers (EC, P, S, Ex) (Repeat session also occurs in Session 1 Group B)	<b>Cheryl Williams</b>	HA149
Teaching the Seasons and Lunar Phases in the Primary Classroom (P, Sc) (Repeat session also occurs in Session 1 Group B)	<b>Vicki Parkes</b>	HC02
Using the QT model to evaluate and refine science lessons (S, DT, Eng, Sc)	<b>Hywel Ellis</b>	HA110

## 1 X 40 MINUTE SESSION

<b>GROUP B</b>		
Aspiration and ambiguity: An evaluation of traineeships in health and aged care in HNE Health (S, Ca)	<b>Jane Conway</b>	HA116
Biology, the environment and natural selection (P, S, Sc) (Repeat session also occurs in Session 3 Group A)	<b>Tim Roberts</b>	HA55
Building understanding in Maths (P, EC)	<b>Maura Sellars</b>	HC11
Found Poetry (P, S, E) (Repeat session occurs in Session 3 Group A)	<b>Michael Wright</b>	HE10
It's all about the health professions (S, Sci, PE, Ca)	<b>Pauline Chiarelli</b>	HC37
Supporting people with visible differences/disfigurements (All) (Repeat Presentation – also occurs in Session 3 Group A)	<b>Belinda Downes</b>	HC19
The pedagogy of multi-disciplinary writing circles (All) (Repeat session also occurs in Session 2 Group B)	<b>Jill McKeowen</b>	HA110

# FULL SESSION INFORMATION

Alphabetical  
by Surname

## Dr Jo Ailwood – Documenting, Observing & Listening: Using the Early Years Learning Framework in EC settings (EC)

**Session 1 School of Education**  
This session will engage early childhood teachers with the Early Years Learning Framework, focusing on the processes of documenting, observing and listening to children. The EYLF, while supporting established practices, also demands new ways of thinking about young children and their education, which also implies new ways of working for early childhood educators. We will consider these changes along with practical examples and proformas for recording young children's learning. We will also consider the transition between 0-5 settings and Kindergarten in NSW schools and what sorts of documentation of children's learning might support teachers, children and families.

## Dr Judy Bailey – Teachers, your voice is your livelihood (E, CD, P, S)

**Session 2 Group B School of Humanities and Social Science**  
Teachers are increasingly suffering from vocal fatigue and voice disorders as a result of overuse of the voice without adequate rest or proper voice care. Teachers generally receive no training in voice care, anatomy or projection in their undergraduate training. They can fall into bad habits which may result in disorders such as vocal nodules, or deterioration of voice quality, which has led some to medical retirement. This presentation educates teachers in voice care, motivates them to improve teaching habits to preserve voice, and introduces the Speech Pathologist, the voice specialist to consult.

## Lorraine Beveridge – What sustains professional learning? (P, Ex)

**Session 1 Group A or Session 2 Group A School of Education**  
Teachers need to continually update their skills, knowledge and dispositions in order to face the challenges of teaching in the C21. Education systems and governments, through policies, professional standards, accreditation procedures and significant funding, have placed high priority on teachers continually learning and updating their skills and knowledge. This session will examine the practice of implementing collaborative teacher professional learning in primary schools to determine whether professional learning changes teachers' practices and if any reported changes are sustained over time. Evaluating the return on investment in teacher professional learning is an ongoing challenge given the difficulties associated with defining, systematically enacting and assessing professional learning.

## Dr Kim Cheng Boey – The Poetry of Memory (S, P, D, Eng, Mu, Lib)

**Session 2 Group A School of Humanities and Social Science**  
William Wordsworth says that poems are "emotions recollected in tranquillity." For him poetry captures "the spots of time," the moments when life seems coherent and meaningful. Writing is about redeeming, salvaging otherwise forgotten moments from time, giving an order and shape to our lives. The act of recall is not simply nostalgia; it is an attempt to revisit the past in order to give it a meaning, place it in a meaningful relationship to the present. The session will explore the relationship between memory and poetry in the works of contemporary poets like Mark Strand. The past is not dead, these poets show through their poems of remembrance, but is still alive within us, waiting to be reclaimed and given a living shape.

## Professor Jon Borwein and Dr David Allingham – Maths and Computing – CARMA (S, ICT, M)

**Session 2 Group B or Session 3 Group A School of Mathematical and Physical Sciences**  
The mathematical community is currently offered great new opportunities which rely on the combined power of computers and communication networks. Newcastle's mathematics discipline is at the forefront of such developments. Our research centre, Computer-Assisted Research Mathematics and its Applications (CARMA), includes a room for hands-on collaboration with large touch-sensitive screens, along with an adjoining Access Grid room for sharing classes, seminars and other sessions with external groups. We intend to illustrate the current challenges and opportunities for the learning and doing of mathematics in the presence of such rooms and with modern computer packages, web applications, and online repositories. We will demonstrate our new schools website, Ask Me Maths (name subject to change!), where students can post mathematics questions and receive expert answers. As well, our no-glasses 3-D screen will be showing various mathematical videos throughout the day. We will intermix presentations on various use of the tools and technologies mentioned above with ample opportunities for participants to try them for themselves, individually or in small groups. Along with the presentations and the interactivity alluded to above, we will provide take-home handouts and early access to our website. Our goal is to build continued contact with those participants who wish it.

## Dr Rachel Buchanan – Problems, Promise and Prohibition: Looking at Social Networking and Schools (S, Ex)

**Session 1 School of Education**  
Whilst opening up exciting opportunities for educators, the Digital Education Revolution has brought new policy challenges to schools. How do schools cope with the challenges of cyber safety on the one hand, and, on the other hand, make the most of the opportunities presented by digital learning? This session will highlight some of the research into the exciting possibilities in this area – detailing the opportunities for the development of digital citizenship, digital identity, and social activism. The session will also examine some of the problematic aspects of students having increased access to online environments and social networking sites. The session will run as a workshop with teachers being given the opportunity to share what they are doing in their schools and the challenges that they are facing in this area.

## Associate Professor Pauline Chiarelli – It's all about the health professions (S, Sc, PE, Ca)

**Session 3 Group B School of Health Sciences**  
The Faculty of Health includes such a wide variety of Disciplines that Careers Advisers are likely to be confused by the array. This presentation aims to clearly define the different disciplines within the Health Faculty in an attempt to answer any questions high school teachers or careers advisers might have about the different Disciplines within the Faculty of Health.

## Associate Professor Jane Conway – Aspiration and ambiguity: An evaluation of traineeships in health and aged care in HNE Health (S, Ca)

**Session 3 Group B School of Nursing and Midwifery**  
The findings of an evaluation of the School Based New Apprenticeship (SBNA) initiative undertaken in Hunter New England Health (HNEH) from 2007 – 2010 are presented. The qualifications obtained by students were a NSW Higher School Certificate and a Certificate III in either Aged Care or Health Services Assistance. The presentation highlights the different expectations of the SNBA among stakeholders. The evaluation identified that while the experiences of the students who participated in the Program were largely positive with regard to their individual learning and development, there are a number of ambiguities that should be addressed in order to better enable SBNA's to be sustainable and achieve broader goals within changing education and health contexts. These relate primarily to the need to clarify the intent of the Program within the current health and education policy and practice contexts. There are also a number of issues that should be addressed in order to meet the shared desire among stakeholders to provide a quality learning and employment experience for students as vocational qualifications in health and aged care are integrated within the Human Services Curriculum Framework in NSW.

## Dr Kerry Dally – Understanding and addressing reading difficulties (P, S, SE)

**Session 1 Group B School of Education**  
This session will describe the five essential processes underlying successful reading, that is, phonemic awareness, phonics, vocabulary, fluency and comprehension. The impact of problems in each area will be analysed and suggestions provided for ways in which these underlying skills and student reading outcomes can be improved. The session should be of value to primary teachers and secondary teachers who are interested in finding ways to scaffold and improve students' reading. Opportunities for participants to share ideas and resources will also be included.

## Belinda Downes – Supporting people with visible differences /disfigurements (All)

**Session 3 Group A or Session 3 Group B School of Humanities and Social Science**  
What is a disfigurement? What is the best way to support a child / colleague with a disfigurement? Can I ask what happened? What if I feel uncomfortable when I look at them or just can't look away? How do I ask about what I can expect from them? Come and find strategies developed by people with disfigurements and those they work with so you can best help your students and colleagues. We will talk about bullying and difference, projection, building self confidence and finding self worth apart from 'looks'. We will use a discussion format.

**Narelle Eather and Nick Riley – Improving physical fitness in primary school children (P, PE)**

**Session 2 Group A or Session 2 Group B  
School of Education**

Recent studies indicate that high levels of physical fitness among children have been linked to a decreased risk of developing chronic illnesses, better mental health, and improved academic performance. This session will provide teachers with simple and enjoyable teaching strategies that can be used with primary school children to develop health-related physical fitness. Fitness education is an important component of the Active Lifestyle content strand in the NSW K-6 PDHPE syllabus and contributes to the development of valuable knowledge, skills and attitudes necessary for the maintenance and adoption of an active lifestyle. Participants will be provided with information regarding fitness education in primary schools and will participate in a variety of physical activities and challenges specifically targeting health-related fitness. **This is predominantly a practical session so participants are asked to wear suitable attire (sports shoes/clothing).**

**Ami Eidels – Hot Hand in basketball and computer games (P, S, Ex, CS, Eng, BS, Sc, DT, ICT, M, Econ)**

**Session 1 Group A  
School of Psychology**

The term Hot Hand in basketball refers to the belief that basketball players have streaky performance, in the sense that a player is more likely to make the next shot after a sequence of hits than after a series of misses. Despite strong support for fans' belief, Gillovich, Vallone, and Tversky (1985) have failed to find evidence for the Hot Hand. When analysing the data of NBA players they have found that they were just as likely to hit a shot after a hit and after a miss. One account for the discrepancy between belief (Hot Hand exists) and empirical data (no evidence for Hot Hand) is that after a run of successes the player's confidence increases, encouraging her to take more difficult shots. With increased difficulty, shooting performance is compromised and the Hot Hand may be obscured. We developed and tested a computer game that allows testing for performance (percent hits) and difficulty. By taking both variables into account we can assess whether previous outcomes affect our current and future performance. Implications go well beyond sports: in stock exchange, would success of a given broker reliably predict his future success? If time permits we shall run a small demo in class, and discuss the importance of formal education (math, science) to the study of psychology.

**Hywel Ellis – Using the QT model to evaluate and refine science lessons (S, DT, Eng, Sc)**

**Session 3 Group A  
School of Education**

The Quality Teaching (QT) model provides a framework and language to examine, reflect on and refine practice. In this session we will see a science 'mini-lesson' demonstration (dealing with 'The first law of thermodynamics', applicable for the Years 7 to 10 Science Syllabus). Then working as critical friends, participants will deconstruct and examine the lesson using the QT model to analyse how this lesson, and lessons in science generally, might be improved. This session is relevant to both those with experience and those new to the QT model.

**Professor Jenny Gore – Quality Assessment Practice (P, S, Ex)  
Session 1**

**School of Education**

Do you have any assessment tasks that need revising or that aren't producing the quality of work you expect from students? Our research has identified the positive relationship between high quality assessment tasks and student work, including a narrowing of equity gaps for low SES and Aboriginal students. In this session, participants will be guided in using the Quality Teaching framework to analyse an assessment task and explore how Quality Teaching can be used to improve tasks and generate higher quality student work. This session is designed for teachers who are new to, or want a refresher in, using the Quality Teaching coding processes and will provide plenty of opportunity for dialogue among participants.

**Caroline Hale – Printing with Rust (P, S, DT, VA)**

**Session 1 and Session 2 Group A or repeated**

**Session 2 Group B and Session 3**

**School of Drama, Fine Art and Music**

This session will consist of an visual presentation and a hands on workshop that will provide experience with the technique of direct printing with rust by using metal objects. This technique is applicable to use at primary and secondary levels within Primary Creative Arts, and Secondary Visual Arts and possibly for Design & Technology with senior students interested in fabric design. Participants will be able to experiment with the technique and explore its potential for application within the syllabus areas.

**Deborah Hartman – Boys' Education and Gender studies (EC, P, S, Ex)  
Session 2**

**Family Action Centre**

Boys' education is an ongoing issue for teachers in all sectors and age levels. Over 10 years of interest and action research by teachers has not overcome the tensions between parents' desires for their boys, teacher innovation and practice and departmental policy and resourcing. Teachers attending this session will be provided with up to date research information and participate in a number of group activities designed to examine attitudes and enable sharing of strategies that work for different boys in a wide variety of schools.

**Brian Hayes – Rock and Water Program (P, S, A, SE,C)**

**Session 1**

**Family Action Centre**

Rock and Water is a program that has been taught to over 12,000 teachers and youth workers in Australia. The program is so popular because it engages boys particularly well through physical activities, whilst challenging their beliefs about violence. Many young people, when faced with anxiety, fear or doubt, default to anger and aggression. The physicality of adolescence and the practical nature of the program are weaved together to uncover 'diamonds of wisdom' inside each of the participants.In Rock and Water the student learns to find alternatives to anger or withdrawal, by developing self-confidence, improving self esteem and learning to reflect on their experiences. The program uses physical exercises, self defence components and romping exercises to promote communication, self – reflection and mental integrity. Rock and Water is taught in both primary and secondary schools and youth organisations.This workshop will provide an overview of the Rock and Water Program, and teachers will participate in some of the Rock and Water exercises, such as standing strong, understanding boundaries, negotiation skills using Rock and Water principles and avoiding conflict with dignity. The language of Rock and Water will be explored, and the ways in which a whole school/ organisational approach can be adopted, with several case studies for consideration.

**Dr Peter Howley – Understanding variation – keeping it real (S, BS, M, Sc, Econ, Ca)**

**Session 3**

**School of Mathematical and Physical Sciences**

Secondary school mathematics teachers are expected to teach Statistics to their students. This expectation will increase with the introduction of the National Curriculum. Individuals' preconceptions of what mathematics and statistics entails often need to be overcome. Students often fail to recognise the many enjoyable ways that they are already using these concepts (whether it be in the fantasy-team sites that they work on for rugby league or cricket competitions, or in the dialogue of their favourite TV shows (from The Simpsons to Big Bang Theory). This session will be in two parts. The first will discuss the content of a recent publication by the presenter in the Journal of Statistics Education and describe ways to connect with students by removing the mystery of Statistics and helping students to recognise what they already knew, but didn't realise they knew. Examples are provided on how to engage and then inform students and, significantly, how to keep concepts in their minds. The methods are aligned with teaching techniques known as scaffolding, the Socratic Method and Vygotsky's zone of proximal development. The second part will be more interactive to help participants understand variation and the important role that it plays in the field of Statistics and all fields which Statistics underpins. The audience will participate in some role playing (don't let that put you off) and discussions of key findings.The ideas and methods apply beyond the field of Mathematics; including Health, Business and Industry.

**Simon Iveson – Inspiring Science and Engineering Students (S, DT, Sc, Eng)**

**Session 1 Group A**

**School of Engineering**

Minerals processing is a major driver of the economy in the Hunter region and Australia wide. Minerals processing and particle technology courses taught within the Department of Chemical Engineering utilise simple class room demonstrations to facilitate student understanding of important principles involved. This session will introduce teachers to some of these demonstrations which can be used as a way of generating student interest in this important field as they observe the counter-intuitive behaviour of many particulates.

**Jonathan James – Print making for the classroom**

**Japanese block printing (P, S, VA)**

**Session 1 and Session 2**

**School of Drama, Fine Art and Music**

This workshop session aims to show teachers Japanese wood block printing. This process creates beautiful unique prints using a safe and simple procedure. The process is suitable for most school class rooms as it doesn't require printing presses or 'hard to locate' equipment. Japanese wood block printing is suitable for primary and secondary school teachers and fits the current NSW BOS syllabus. Specifically this process fits into Practice, Conceptual Frameworks and most of the Frames. Students can learn about particular artists, artworks, cultural frames, practice and structural frames.

**Dr Marguerite Johnson – Ancient History – Historiography (S,Hist)**

**Session 2 Group A**

**School of Humanities and Social Science**

This session will look at the use of ancient written sources in order to better explain and elucidate the ancient world to senior high school students. Tips on how to effectively incorporate ancient written evidence into essays will also be discussed along with theories of historiography.

**Sarah-Jane Judge and Carly Donohue – Smart science (P, S, HSIE, ICT, M, Sc)**

**Session 1 Group A or Session 1 Group B**

**Faculty of Science and Information Technology**

An opportunity to get a taste of the University's SMART (Science Maths and Real Technology) Outreach Program.SMART takes interactive shows out to primary schools across Australia to excite and inspire them on a range of science subjects. This 80 minute taster will include a selection of demos from our shows and tales from our 12 years experience in science communication in schools. We will explain how you can recreate these demos in the classroom and provide some take home resources to help you do so. You also learn about SMART's sister project, the Science and Engineering Challenge, which aims to inspire a whole new generation of engineers through their competitive workshops for High Schools.

**Sue Lane – Creative activities for MUSIC in primary schools (P, Mu)**

**Session 1**

**School of Education**

Creative Music activities and ideas for the Primary School. This workshop will explore practical processes that support Music learning experiences for children at all stages of the Primary school. Participants will be given the opportunity to engage in sequential performing, organising sound and listening activities, focusing in on the understanding of musical concepts explored. Syllabus requirements and links with learning in other Key Learning Areas will be highlighted. This workshop will be valuable for teachers of all levels of Musical skill and experience.

**Sue Lane – Creative activities for DANCE in primary schools (P)**

**Session 2**

**School of Education**

Dance activities and ideas that promote creativity in the Primary School. This workshop will explore practical processes that support creative Dance learning experiences for children at all stages of the Primary school. Participants will be given the opportunity to engage in sequential performing, composing and appreciating activities and will discuss syllabus requirements and links with learning in other Key Learning Areas. This workshop will be valuable for teachers of all levels of Dance skill and experience.

**Nicole Leggett – Intentional Teaching (EC)**

**Session 1 Group B or Session 2 Group A**

**School of Education**

According to Epstein, intentional teaching does not happen by chance; it is planful, thoughtful, and purposeful (2007). Intentional teaching is "to always be thinking about what we are doing and how it will foster children's development and produce real and lasting learning" (p.10). Intentional teachers use their knowledge, judgment, and expertise to organise learning experiences for children and can recognise an opportunity when it arises. Intentional teachers have specific outcomes in mind for children's development and learning within academic domains, recognising the skills and knowledge required to be developed through meaningful learning experiences. This workshop aims at supporting early childhood teachers in the development of intentional teaching skills and to reflect on practice that supports the Early Years Learning Framework.

**Dr John Lester and Michael Donovan – The Indigenous Education Parcel at Every Teachers' Door (All)**

**Session 2 Group A**

**The Wollotuka Institute**

This is an essential program for all teachers teaching Aboriginal students or implementing Aboriginal studies/perspectives. It opens up the parcel of effective Aboriginal teaching practice and syllabus direction that current research and practice guarantees success. The program is delivered by long standing Indigenous educational leaders and current researchers in the field.

**Dr Hugh Lindsay – Pompeii: uncovering urban life (S, Hist)**

**Session 1 Group A**

**School of Humanities and Social Science**

My session is designed for HSC teachers of Ancient History. I will be giving a lecture which demonstrates the use of ancient sources and visual images, as well as giving an outline of the archaeological history of Pompeii. Here the history of volcanic eruptions and the 18th century Bourbon excavations will be considered. This aligns with the HSC Ancient History Core study: Cities of Vesuvius – Pompeii and Herculaneum.

**Dr Sean Lowry and Jocelyn McKinnon – Unlocking creativity before trying to teach anything else: setting the mood for teaching Art and Drama (S, D, VA)**

**Session 1 Group B**

**School of Drama, Fine Art and Music**

This presentation will focus on performative, collaborative, and experimental exercises designed to unlock creative thinking through the participatory act of making and doing. These exercises aim to assist students in overcoming inhibitions and preconceptions regarding the idea of creativity. We find that students are far more receptive to structured syllabus content once they have actively experienced this process. The ideas presented in this session are broadly applicable to creative arts pedagogy. In particular, secondary school Art and Drama teachers will find this useful. The session will be presented as a practical, participatory workshop facilitated by academics with a Visual Arts and Drama background.

**Dr David Lubans – Engaging inactive adolescent girls**

**in physical activity (P, S, PE)**

**Session 1 Group A**

**School of Education**

Physical activity declines steeply during adolescence and this trend is more pronounced among adolescent girls. Physical education (PE) and school sport represent ideal opportunities for the promotion of physical activity among youth. However, many children and adolescents have negative perceptions about PE and are reluctant to participate in school-based physical activity. This presentation will discuss the barriers to participation among youth and describe the role that motivation plays in promoting physical activity in youth. Using evidence from two large-scale physical activity interventions for adolescent girls, strategies for increasing motivation and engagement in PE and school sport will be presented and discussed.

**Suzanne Macqueen and others – Integrating Global Education in Teacher Education Programs (P, S, G Hist, HSIE)**

**Session 1 Group A or Session 1 Group B**

**School of Education**

Technology brings the world into the lives of school children now more than ever before, through multi-media including television and the internet. Global issues therefore have an important place in school curricula. Whilst such topics have an established place in the broader area of social studies, they can also be effectively integrated through many subject areas including music, literature and personal development. Knowledge integration, as well as being time effective, helps students develop deep understanding and helps them connect their learning to the world outside the classroom. At the tertiary level, this approach can also be applied. A group of teacher educators at the University of Newcastle is collaborating to raise the profile of global education by embedding it in a number of courses for pre-service primary and secondary teachers. The courses include various subjects such as social studies, English, multi-literacies and classroom management. This presentation demonstrates how we are incorporating Global Education in our courses, including practical ideas for the classroom.

**Associate Professor Bill McBride – What about Engineering?**

**(S, CS, Eng, Sc, ICT, M, Ca)**

**Session 2 Group A**

**School of Engineering**

Engineers facilitate almost every aspect of modern life, demand for engineers is extremely strong and salaries reflect this. Despite this, we do see strong demand for undergraduate position that the salaries and employment rates warrant and, a rising proportion of entrants lack the initial skill sets to provide an easy passage through the degree. Some of this may be attributable to social perception? As Maths is the underpinning skill set for all science based technical degrees (inc engineering) then encouraging students from their entry to high school, to study the highest level of Maths possible as this will provide substantial benefits to them on entry to University studies.

**Dr Margaret McBride – Confidence building exercises**

**in K-6 visual arts (P, EC)**

**Session 1 and Session 2 Group A**

**or repeated Session 2 Group B and Session 3**

**School of Drama, Fine Art and Music**

Visual Art in Creative Arts K-6 is one of six learning area syllabuses for Primary Curriculum. The Education Act (1990) sets out a minimum requirement for this syllabus as in the other five areas. Although the syllabus is designed to be used by the classroom, not all teachers feel confident about its implementation. Some students also feel apprehensive about their own ability which can have a negative impact on their performance. The practical demonstrations in this session provides the teacher with a number of tasks that when used in the classroom have the dual advantage of creating confidence in both the teacher and student. The tasks also explore new ways of using materials and techniques (Visual Arts Syllabus)and can be adapted to suit any stage. Hopefully this session will also be the starting point of a greater interest in developing tasks to stimulate students, and make their learning experiences rewarding and meaningful.

**Professor Adam McCluskey – Forensic Science: What Science is that? (S, Sc, Ca)**

**Session 3 Group A**

**School of Environmental and Life Sciences**

Prof Adam McCluskey has collaborated with the Australian Federal Police, Forensic Services for the past decade in the areas of illicit drug and explosive detection, and illicit drug profiling. This talk will touch on multiple aspects of what exactly constitutes forensic science. In essence there is no such a thing as forensic science, rather there is science applied in a legal context

**Terry McGree – Improving the student experience (All)**

**Session 1 Group B**

**Student and Academic Services**

The Student Experience and Transition team at the University of Newcastle is aimed at improving the experience of all students. We are responsible for the provision of the SOS Mentor program and play a leading role in the organisation of Orientation. This session will provide information on current projects that are being explored by the team to ensure that students develop a 'sense of place' within the university environment and to raise awareness of the suite of support services provided for students. We would also like to share the story of 'Newie' our student support mascot, with visiting teachers.

**Dr Jill McKeowen – The pedagogy of multi-disciplinary**

**writing circles (All)**

**Session 2 Group B or Session 3 Group B**

**Centre for Teaching and Learning**

Writing Circles bring together Research Higher Degree students in small groups to both give and receive feedback on draft writing. Most student writers expect that the value will be in the feedback they receive from the group, but they soon realise that the process of reflecting on the writing of others is how they learn most about what makes writing clear and effective. Groups are multi-disciplinary so that the discussion focuses on clarity of communication rather than validity of content. Learning in any discipline necessarily includes knowing how to write in that discipline, because it is language that both constructs and communicates disciplinary knowledge and conventions. Writing circles demonstrate to students that the ability to clarify their writing is inextricably bound with the process of clarifying thought.

**Dr Zsuzsa Millei – Education and Care in a comparative framework (EC,P) Session 2**

**School of Education**

Comparing education systems and ideas of different countries provides a great insight into the system one is working within as well as one's own ideas. This presentation will highlight some systemic differences between Australian and East-Central European early childhood education and explores some fundamental ideas – similarities and differences – of teaching and learning in these contexts. By adopting a comparative perspective the presenter will engage participants to inquire into their understanding of 'education', 'care', 'upbringing', 'community', and 'teaching/learning'. Practical implications of these conceptual differences will also be explored.

**Dr Drew Miller – Using Quality Teaching to improve PDHPE Tasks (S, PE) Session 3**

**School of Education**

Do you have a PDHPE assessment task that isn't resulting in the quality of work you expect from students? Recent research has identified the important role that quality assessment tasks can play in enhancing student achievement and that PDHPE is producing some of the highest quality tasks in NSW secondary schools. In this session, participants will have the opportunity to analyse the quality of one of their own assessment tasks according to the Quality Teaching framework, and identify ways in which the task could be improved to generate higher quality student work. All participants will leave the session with an analysis of the quality of one of their own tasks, some ideas for improving the quality of their tasks, and a greater understanding of the ways in which the Quality Teaching framework can be used to assist teachers in their assessment of student learning.\*\***Participants are asked to bring a PDHPE assessment task that they would like to analyse during the workshop\*\***

**Dr Nicole Mockler – The 1:1 learning environment, what does the Research tell us? (S)**

**Session 2 Group B**

**School of Education**

International research on student learning in 1:1 learning environments over the past decade has made significant findings related to student attitudes, student achievement, implementation and integration of learning technologies and shifts in teaching and learning practice.This session will explore the broad-based research findings and practical implications of this research for teachers in NSW secondary schools.

**Professor Pablo Moscato – Computing, mathematics and personalized medicine (S, ICT, M, Sc, Eng, CS, Ca)**

**Session 2 Group B**

**School of Electrical Engineering and Computer Science**

Computers permeate every aspect of science and decision making. Biology and Medicine are not excluded, as they are bound to become Information-driven sciences. However, all that computers really do is to implement some strategy to address a problem. In essence, they execute our mathematically dictated and perfectly orchestrated plan. Our young citizens do not perceive this intrinsically tight relationship between the disciplines of Computer Science (the one that addresses what can be done, or not, with computers and how to do it), Software Engineering (how to write computer programs to do those tasks), and Logic and Mathematics (formal languages in which we express our plans). This message is unclear for our secondary school students, who still perceive Biology and Mathematics as different "silos". In modern science, those days are gone and interdisciplinary is the key for progress.I will introduce the concept of "Personalized Medicine", and how it is related to Computer Science and Software Engineering and how Bioinformatics (one of Australia's National Research Priorities since 2002) has been supported in Newcastle by our work and with the Centre for Bioinformatics, Biomarker-Discovery and Information-based Medicine that I co-direct. The talk will be open for questions and answers at the end.

**Dr Mitch O'Toole – Tracking the Australian National Curriculum (All)**

**Session 1 or Session 2 or Session 3**

**School of Education**

The Australian National Curriculum was rolled out at the the end of 2010, with implementation in 2011 or 2013, depending on which Press Release you consult. This session will discuss how we reached this point and its likely impact on NSW schools. The session will involve a presentation followed by discussion.

**Dr Robert Parkes – Screen literacy (P, S, DT, D, Eng, Hist, ICT, VA, CS) Session 1 and Session and Session 3 (all day workshop)**

**School of Education**

During this three part (whole day) workshop, participants will be guided through the process of using film-making in the classroom. Participants who are unfamiliar with video editing will have the opportunity of creating and editing their own short film, while being exposed to ideas about film grammar, shot composition, and dynamic use of the three act plot structure. By the completion of the workshop, participants can expect to have a good understanding of screen literacy and technology-mediated project based learning, and will have developed basic video editing skills. This workshop is relevant to primary and secondary teachers across the curriculum, but will be of special interest to those who teach English, HSIE, Visual Art, and Design & Technology.

**Vicki Parkes – Teaching the Seasons and Lunar Phases in the Primary Classroom (P, Sc)**

**Session 1 Group B or Session 3 Group A**

**School of Education**

This session will be of interest to Primary teachers who want to know effective ways to teach the topic of Seasons and Lunar Phases from the Stage 2 Science and Technology curriculum. The presenter will introduce teachers to experiments that will help them challenge students' alternative conceptions of the specified natural phenomena.

**Dr Ruth Reynolds and others – A comparison of Swedish and Australian Children's views of the world (P)**

**Session 3 Group A**

**School of Education**

This session addresses primary teachers' interests and has links to the new Australian curriculum for primary Geography as well as the current primary HSIE syllabus. It provides information about a comparative study of Swedish school students' and Australian school students' mapping skills and understandings. It considers ideas for improving mapping skills in order to improve global understanding. This session will be a presentation although time for discussion and teacher ideas will be provided and will be an important component.

**Professor Tim Roberts – Biology, the environment and natural selection (P, S, Sc)**

**Session 3 Group A or Session 3 Group B**

**Tom Farrell Institute for the Environment**

The recent criticisms in the public media about the strengths and weaknesses of the scientific evidence being cited in the climate change debate emphasises the need for our teachers and our school students to understand the basic premises of biology (particularly human population growth) and environmental science to allow informed understanding. The session will discuss the central role of natural selection in the evolution of life on Earth, the need for scientific research, the importance of species conservation and the relationship to society and development.

**Dr Marcus Rodrigs – A non traditional approach to teaching (B, Econ, M, Ca)**

**Session 1 Group B**

**Newcastle Business School**

Traditionally we teach 'to' books. For example in a traditional accounting class it is mere rules, standards, formats without much scope for students to 'relate' to concepts and think for themselves, sharpen their judgement and be interested to explore further. I would share my non-traditional approach that engages students in an interactive manner. My presentation would be of use to any teacher but more specifically to teachers in business studies in the NSW Board of Studies syllabus.

**Dr Jeannette Rothaphel – Science is Fun (P, EC, Sc)**

**Session 3**

**School of Psychology**

The session will present science activities that make use of science 'magic', hands-on activities using everyday materials, toys that demonstrate scientific principles, and novel lesson strategies to increase classroom interest for science via students having fun. You get to have fun, too. The simplicity of the science activities should encourage your students to repeat their experience at home to enhance their learning. Using everyday materials, the activities will additionally demonstrate the ease of teaching some abstract concepts about the Solar System that may be generally considered difficult to show in the classroom. The session will address aspects of 'The` Earth and its Surroundings',` Living Things' and `Physical Phenomena' in the NSW K-6 Science and Technology Syllabus. **Please bring a USB drive so that you can obtain copies of the science activities.**

**David Roy – Drama and the Primary classroom (P, D)**

**Session 1 or Session 2 or Session 3**

**School of Education**

This session looks at ways to engage with Drama as both part of the Creative Arts KLA and also as a methodology for integrated knowledge in other KLAs. It is aimed at staff who feel the need for further confidence, training and strategies in engagement with Drama, or those who just want fresh ideas. **The session will be practical with real ideas as well as theory and concepts. Wear loose clothing and be ready to be active.**

**Dr Camilla Russell – Re-Thinking History in the 21st Century (P, S, A, Hist) Session 2 Group A**

**School of Humanities and Social Science**

This presentation aims to take stock of Historical Studies in their current state: the shifts, debates and continuities that have shaped how we study and teach History. With History now an integral part of the National Curriculum, it explores questions that History teachers and students often face, including how to reconcile the need to consider both the micro and macro events and issues of the past, as well as how to integrate minority groups into a study of more traditional spheres such as those of politics and cultural elites. Drawing on the expertise of academics in the History Discipline at Newcastle, the presentation seeks to address some of the main interests and issues pertinent to Historical Studies today.

**Dr Terry Ryan – Ancient History – Sparta (S, Hist)**

**Session 2 Group B**

**School of Humanities and Social Science**

This session will look at Sparta with detailed attention to facets of Spartan society with an emphasis on source material.

**Dr Michael Seamer – Year 11 business plan challenge (S, Law, B, Econ)**

**Session 1 Group B**

**Newcastle Business School**

Business Studies Teachers and Careers Advisors on previous open days have expressed great interest in the Universities Business Challenge. The Challenge aligns with the Year 11/12 Syllabus and is proposed to appear in the Year 11 text as an assessment Item. Elements of the Business Plan Challenge are also aligned with the discipline areas offered across the Faculty of Business & Law. A prize pool of up to \$14,000 of cash & scholarship prizes is on offer.

**Dr Maura Sellars – Outcomes Based Matrices: assessing the intellectual quality of outcomes and planning (P, EC)**

**Session 1 Group A**

**School of Education**

Using the K-6 mathematics syllabus as an example, a Revised Bloom's /Gardner's matrix is developed using the outcomes and indicators and the intellectual quality of each indicator task is established. The differentiated program is then completed and ways in which it may be successfully implemented and tracked in diverse classrooms is explored. Interest group: K-6 teachers and mathematics teachers.

**Dr Maura Sellars – Qualitative literacy and its importance in key learning areas (P, EC)**

**Session 2 Group A**

**School of Education**

Qualitative literacy is one of the multiliteracies woven inextricably into everyday living and into all the key learning areas. Otherwise known as numeracy, it is a key focus area for improvement in many schools. This session introduces the notion of qualitative literacy across the curriculum and highlights the means by which mathematical learning can be developed into numeracy skills. Interest group: Early childhood teachers, K-8 teachers.

**Dr Maura Sellars – Building understanding in Maths (P, EC)**

**Session 3 Group B**

**School of Education**

Building mathematical understanding. This session is a hands on session during which interactive resources are made to scaffold understanding of some of the key concepts in mathematics. The materials are provided and the participants encouraged to discuss ways in which the making and implementing of these resources could support student understanding and help them engage more positively with learning in mathematics.

**Dr Kylie Shaw and Dr Kathryn Holmes – Innovative Teaching and Learning in Schools (P, S, Ex, ICT, Lib)**

**Session 1 Group A**

**School of Education**

This lecture will introduce a multi-year global research program on Innovative Teaching and Learning (ITL) practices designed to investigate the factors that promote the transformation of teaching in the 21st century and impact students' learning outcomes across a broad range of disciplines. Education and political leaders in countries around the world have recognized the imperative to prepare their youth for the 21st century, a goal that many believe requires the fundamental transformation of educational opportunities together with the integration of technology into teaching and learning. But educational change is complex. It takes place within an ecosystem of influences that range from national policies, programs, and supports to local community contexts and school-specific professional cultures. The presenters will discuss what we are discovering about student learning through the global ITL research project and link the ITL framework to the new Australian Curriculum, in particular the general capabilities. It is relevant to both primary and secondary schools, but particularly focuses on the middle years of schooling – Years 5-8.

**Dr Kylie Shaw and Dr Kathryn Holmes – How to develop Innovative Teaching and Learning ITL Activities (P, S, Ex, ICT, Lib)**

**Session 1 Group B**

**School of Education**

This workshop will develop a deeper understanding of Innovative Teaching and Learning (ITL) practices, which can provide students with transformative educational opportunities in schools through the integration of technology across a range of disciplines.

In this session the presenters will take a hands-on approach to investigating ITL through introducing the different dimensions of 21st century skills involved in developing effective learning activities for students both in school and for homework projects. The session will also provide an opportunity for teachers to analyse Learning Activities using these dimensions. There will be an emphasis on the middle years of schooling, in the disciplines of Humanities and the Sciences.

**Dr Timothy Stanley – Deciphering the Divine: Language and Metaphor in Religious Studies (S, Eng, VA, RS)**

**Session 1 Group A**

**School of Humanities and Social Science**

Paul Ricoeur's theory of metaphor will be explained in order to interpret the artwork, symbols and texts of religious traditions. Although particularly relevant to religious studies, this methodological approach would be relevant to any pedagogical discipline which addresses similar phenomena.

**Terry Summers, Dr Galina Mirzaeva, Steve Mitchell – Building the future electricity supply network (S, DT, ICT, M, Sc, Eng, CS, Ca)**

**Session 2 Group A or Session 2 Group B**

**School of Electrical Engineering and Computer Science**

There is currently much debate over the future electricity supply network. The Government has introduced measures to encourage the introduction of renewable energy sources, a carbon tax is being considered and utilities are looking at the introduction of "Smart Grid" concepts. All of these factors are driving a period of enormous change and investment in the electrical supply industry. This talk will explain the key engineering challenges to building and operating the future electricity supply network in everyday terms. Can the electricity supply network operate without using fossil fuels? What will be the impact of electric vehicles? What is a "Smart Grid"? These and other questions will be answered from a science and engineering perspective. The engineering challenges and career opportunities that exist in this area will be identified.

**Professor Richard Vella – Teaching composition and developing creative thinking through improvisation (Mu)**

**Session 2**

**School of Drama, Fine Art and Music**

Many teachers are required to teach composition and creative thinking in music. This presentation will introduce various strategies for the teaching of composition. These will involve listening and improvisation skills. Improvisation enables students to think in real time. Improvisation is not about playing jazz, rock or being a virtuoso. Participants will be asked to experiment with musical ideas, improvise and develop a critical approach to creative music making.

**Cecilia White – Drawing Breath: putting balance back into life (All) Session 1 Group A or Session 2 Group A or Session 3 Group A**

**Organisational Development – Human Resource Services**

How often do you take the time to notice how you engage with your self, with others, and with your (long forgotten) interests. What makes you curious about things? Are your conversations what you want them to be? Do you find time to develop your personal interests? What if all these answers could be linked together and you could find a breathing space: where you could concentrate on putting more balance into feeling, thinking and doing things of value to you and hopefully improve ways to be with others. This session looks at how we as humans can creatively change the way we approach our issues and find greater pleasure in daily life.

**Cheryl Williams – Supporting Preservice and Graduate Early Career Teachers (EC, P, S, Ex)**

**Session 1 Group B or Session 3 Group A**

**School of Education**

This session will interest teachers who provide supervision and mentoring support to preservice teachers undertaking placements in schools and graduate early career teachers in their first years of professional practice. It will provide information from research and professional experience about using the "Quality Teaching" resources and the lesson study model to focus on the quality of support given to the finer details of classroom and assessment practice, collegial dialogue and critical self reflection. It will be an interactive session with participants invited to share their ways of 'knowing and doing' supervision and mentoring as well as the presenter sharing ideas from other contexts and research. Participants will be able to take away ideas, personal connections and resources to use beyond this session as well as seeking support for the proposed development of a University-School Network for Supporting Preservice and Graduate Early Career Teachers.

**Michael Wright – Teaching Shakespeare as Theatre (S, E) Session 2**

**School of Education**

Can teachers and their pupils create the same sort energy with Macbeth, that Baz Luhrmann did with Romeo + Juliet? This session is designed for High School English Teachers who wish to engage their pupils in Shakespeare by treating it as theatre and not just a written text. Focusing on Macbeth, participants will be involved in a series of practical warm-up and drama activities to help students connect with the play and in particular the characters of Macbeth and Lady Macbeth. Practical activities have been chosen that are "low risk" for teachers without practical Drama experience. Activities will enable participants to not only experience the play on a practical level, but analyse, adapt and connect with the text. The session will include how to integrate ICT into the classroom.

**Michael Wright – Found Poetry (P, S, E) Session 3 Group A or Session 3 Group B**

**School of Education**

Found Poetry is a form of analysis and creative writing that enables students to discover the power of words in everyday texts. Found poems take existing texts and refashion them. Omissions and decisions of form, such as where to break a line, are left to the student. The literary equivalent of a collage, found poetry is often made from newspaper articles, street signs, graffiti, speeches, letters, or even other poems. The advantage of found poems is that "you don't start from scratch. All you have to do is find some good language and 'improve' it". Participants will be given an overview of the concept and practice the theory using a range of texts. The session will include how to integrate ICT into the classroom using Found Poetry. After the session participants will be able to utilise their knowledge in their very next lesson.