



ACSA'S 2019 WEBINAR SERIES

ACSA's webinar program has steadily developed and evolved since 2015 and in 2019 we are offering our most exciting selection yet.

The format of Tuesday evenings at 7.00pm remains the same, but this year we have four separate themed series. Participants can look forward to a wonderful array of speakers.

These stimulating and interactive one-hour sessions will cover the following four themes:

- ▶ creative and critical thinking (five sessions)
- ▶ student voice and agency (seven sessions)
- ▶ intercultural understanding (five sessions)
- ▶ moral and ethics education (five sessions)

Each themed series covers important sub-topics and case studies that demonstrate creative classroom practice.

ACSA welcomes you to join us in this enjoyable and very practical method for accessing professional development right from your desktop!

You can register for a themed series, or choose single webinars that interest you!

Webinars. Prices include GST.		
Single session	ACSA member	\$60
	Non-member	\$80
Five-session series	ACSA member	\$250
	Non-member	\$335
Seven-session series	ACSA member	\$350
	Non-member	\$470

Live webinars usually start at 7.00pm AEST and last for one hour. Each webinar is cross-referenced against the Australian Professional Standards for Teachers for professional development planning and a Certificate of Participation is provided when you have attended the full webinar.

Can't make it on the night? No problem, all paid registrations will receive a link to a recording of the session whether you are able to attend or not.

Registrations for the 2019 webinars are now open.

Register here:

www.acsa.edu.au/pages/page721.asp



WEBINAR CALENDAR 2019

Four great series of stimulating professional development...
from your desktop on Tuesday evenings during term time!
Earn up to 22 hours of professional learning.

Theme: Creative and critical thinking

Theme: Student voice and agency

Theme: Intercultural understanding

Theme: Moral and ethical education

Term 1

19 February	26 February	5 March	12 March	26 March	2 April
<i>Peter Ellerton: Critical Thinking Project, University of Queensland</i>	<i>Fiona Bowen: Museum of Australian Democracy</i>	<i>Professor Mohamad Abdalla: Centre for Islamic Thought and Education, University of South Australia</i>	<i>Stephan Millet: philosopher, education consultant, ethics consultant</i>	<i>Peter Ellerton: Critical Thinking Project, University of Queensland</i>	<i>Peter Hutton: former principal, educational consultant, Future Schools Alliance</i>

Term 2

7 May	14 May	21 May	28 May	4 June	11 June	18 June
<i>Peter Ellerton: Critical Thinking Project, University of Queensland</i>	<i>Tammy Anderson: Briar Road Public School</i>	<i>Dr Sue Knight: philosopher and curriculum author</i>	<i>Bronwyn Hinz: Melbourne Graduate School of Education</i>	<i>Bronwyn Joyce: teacher, founder of Our Global Classroom</i>	<i>Amy Eberhardt and Stephen Driver: Hillbrook Anglican School</i>	<i>Caroline Vuki: Rooty Hill High School</i>

Term 3

30 July	6 August	13 August	20 August
<i>Paul Stewart: Melbourne Grammar School</i>	<i>Liz Benson: Helensvale State High School</i>	<i>Tace Vigilante: Charles Sturt University</i>	<i>Bronwyn Joyce: teacher, founder of Our Global Classroom</i>

Term 4

22 October	29 October	5 November	12 November	19 November
<i>Monica Bini and Sharon Foster: Victorian Curriculum and Assessment Authority</i>	<i>Bronwyn Joyce: teacher and founder of Our Global Classroom</i>	<i>Esther Hill: All Saints' College</i>	<i>Amy Eberhardt and Stephen Driver: Hillbrook Anglican School</i>	<i>Bronwyn Hinz: Melbourne Graduate School of Education</i>

TERM 1

Day and date	Title and presenter	Description
Tuesday 19 February 2019	Understanding teaching for thinking <i>Peter Ellerton: Critical Thinking Project, University of Queensland</i>	This session will precisely define some key concepts and ideas about teaching for thinking, including 'thinking', 'inquiry' and 'virtues'. This will lead to a clear understanding of what we mean by critical thinking and the path to develop it in the classroom.
Tuesday 26 February 2019	Empowering students to find their voice in our democracy <i>Fiona Bowen: Museum of Australian Democracy (MoAD)</i>	Join MoAD Learning and discover ways to engage your students to find their voice and to become active and engaged citizens in our democracy.
Tuesday 5 March 2019	Interconnectedness: A bridge to genuine intercultural understanding <i>Professor Mohamad Abdalla: Centre for Islamic Thought and Education, University of South Australia</i>	This session argues that if we are to establish genuine intercultural understanding then it is important to recognise the interconnectedness of civilisations. It further argues that ignoring the reliance and interconnectedness of people, nations and civilisations is a sign of hubris and leads to stereotyping and 'othering' that is counter-intuitive. Genuine intercultural understanding would urge us to challenge the narrative that non-European civilisations and peoples were passive bystanders in the story of world historical development, who can be legitimately marginalised from the progressive story of world history.
Tuesday 12 March 2019	Why teach philosophy in schools <i>Stephan Millet: philosopher, education consultant, ethics consultant</i>	Teaching philosophy will help your students become better thinkers, better collaborators and better citizens. The research evidence on this is remarkably clear. They will also likely perform better across other subjects. However, it matters how philosophy is taught. This presentation will introduce you to some of the main reasons why you should teach philosophy in your school and give you pointers on how it should be taught.
Tuesday 26 March 2019	Identifying and planning for cognition <i>Peter Ellerton: Critical Thinking Project, University of Queensland</i>	How do you know your students are thinking in the classroom? How do you recognise and plan for student thinking? And what happens next? This session provides answers to these questions that make action in the classroom more precise and purposeful.
Tuesday 02 April 2019	Leading the EdRevolution in your school and classroom <i>Peter Hutton: former principal, educational consultant, Future Schools Alliance</i>	Australia's academic growth has been stagnated for a decade. Over 40 per cent of students are disengaged and no longer accept that the assignments they complete 'will be useful to them one day'. This session will show how students and educators can take control of not just the educational debate, but take action in their classrooms, schools and communities.

TERM 2

Day and date	Title and presenter	Description
Tuesday 07 May 2019	Assessing critical and creative thinking <i>Peter Ellerton: Critical Thinking Project, University of Queensland</i>	This session demonstrates how student thinking, including critical and creative thinking, can be targeted, developed and assessed using existing knowledge and tools. It will also show how it can be aligned to national and state standards and descriptors.
Tuesday 14 May 2019	Making intercultural understanding a reality in school <i>Tammy Anderson: Briar Road Public School, New South Wales</i>	This session will take participants on a journey through Tammy's home and school community. It will highlight best practice in Aboriginal education and showcase the work that Tammy and her amazing school team are undertaking to ensure that intercultural understanding is a living breathing reality in their school.
Tuesday 21 May 2019	Bringing ethics and moral questions and reasoning into your classrooms <i>Dr Sue Knight: philosopher and curriculum author, primaryethics.com</i>	Ethics is a branch of philosophy that raises questions about what we ought to do and how we ought to live. These questions are explored by means of rational argument, and underpinned by moral theories which, for over 2500 years have been, and are still being, questioned, tested and modified. This presentation will introduce you to these theories and demonstrate ways they may be used in the classroom to foster, in students of all ages, a disposition to think well and for themselves about ethical issues.
Tuesday 28 May 2019	Using student voice to prove and improve teaching at classroom, department and school levels <i>Bronwyn Hinz: Melbourne Graduate School of Education</i>	Find out why student voice matters, how to use it to prove and improve teaching, learning and engagement at your school as part of an evidence-based improvement and innovation culture.
Tuesday 04 June 2019	Integrating technology using student voice to embed intercultural understandings <i>Bronwyn Joyce: teacher and founder of Our Global Classroom</i>	This session will explore student agency and voice to develop intercultural understandings. The work of Our Global Classroom and Flipgrid combine to place students in the shoes of others worse off than themselves. Topics such as refugees, world education and walking for water will be discussed and resources shared.
Tuesday 11 June 2019	Bringing about a school of thinkers: Implementing philosophical inquiry <i>Amy Eberhardt and Stephen Driver: Hillbrook Anglican School, Queensland</i>	Once upon a time we wondered ... could we build a school community where everyone could inquire together about life's big questions in an ethical, democratic and respectful manner? Where good argument was foregrounded, taught and expected? Now we know the answer ... a resounding 'yes!' We have done it at Hillbrook.
Tuesday 18 June 2019	Where is the agency in student agency? <i>Caroline Vuki: Rooty Hill High School, New South Wales</i>	Why student agency? This session will explore research policy, process and context. It will also reflect on a case study of student agency in action at Rooty Hill High School on student-led academic reporting.



TERM 3

Day and date	Title and presenter	Description
Tuesday 30 July 2019	More than one way to skin a cat: Teaching English in the middle years <i>Paul Stewart: Melbourne Grammar School, Victoria</i>	Middle years English teachers will be well-acquainted with the challenges involved in improving standards of literacy in a class of diverse dispositions and academic ability. This webinar will present a number of approaches that have proven to be effective at Melbourne Grammar School. The presentation will explore the role of technology in two dimensions: as a creative tool, and as a means of more efficient practice.
Tuesday 06 August 2019	Using student voice to provide feedback on teacher clarity in a large humanities faculty <i>Liz Benson: Helensvale State High School, Queensland</i>	How do you, in a large humanities faculty, capture student voice to find out how clear learning is to students? How do you collaboratively involve teachers in responding to this feedback to improve student outcomes? How do you use this process to develop teacher capability?
Tuesday 13 August 2019	Skills and dispositions required for teaching effective anti-racism education? <i>Tace Vigliante: Charles Sturt University</i>	What are the philosophical and ethical underpinnings of intercultural understandings and how can we incorporate these ideas into classroom discussions? Topics and practices that promote understandings of equality and empathy will be discussed, including how class discussions, through a community of inquiry approach, can be used to cultivate values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness.
Tuesday 20 August 2019	Ethical education through the United Nations sustainable goals <i>Bronwyn Joyce: teacher and founder of Our Global Classroom</i>	In this session we will explore the United Nations sustainable goals. The need for teaching students about empathy, cultural norms and how this set of goals can address the curriculum needs through inquiry-based learning principles and sustainability.





TERM 4

Day and date	Title and presenter	Description
Tuesday 22 October 2019	An effective process for the teaching and assessment of the intercultural capability <i>Monica Bini and Sharon Foster: Victorian Curriculum and Assessment Authority (VCAA)</i>	The 2018 Intercultural Capability project in Victoria involved teachers from 14 schools developing units and work and accompanying formative assessment rubrics. In this session the process for developing the units will be discussed. Examples of units and student work samples will be used to illustrate the discussion.
Tuesday 29 October 2019	Curriculum innovation at its best <i>Bronwyn Joyce: teacher and founder of Our Global Classroom</i>	In this session we will explore the importance of innovating the curriculum. Bringing the world in the classroom and sequencing lessons that teachers can span over a week involving inquiry-based learning models with students leading their learning.
Tuesday 05 November 2019	Empowerment through Entrepreneurship <i>Esther Hill: All Saints' College, Western Australia</i>	Explore how entrepreneurial learning can empower students to apply their creativity and talents to add value to the lives of others.
Tuesday 12 November 2019	The joy of exploring ethical issues together <i>Amy Eberhardt and Stephen Driver: Hillbrook Anglican School, Queensland</i>	Following on from these presenters' earlier session in this series, and in celebration of World Philosophy Day, step inside a classroom at Hillbrook and see what philosophical inquiry looks like at the proverbial chalkface. Elements of philosophical inquiry (stimulus, raising questions, communities of inquiry, etc.) will be foregrounded as they unfold in the classroom. The session will include reflections and perspectives of teachers and students.
Tuesday 19 November 2019	From voice to agency to entrepreneurialism: The international evidence base and the local 'coal face' <i>Bronwyn Hinz: Melbourne Graduate School of Education</i>	Student voice, agency and leadership take many forms across a broad spectrum and diverse contexts. This webinar outlines essential research findings and showcases experiences from Australian Council for Educational Leaders award-winning Entrepreneurial Learning in Schools initiative involving 21 government schools, as well as experiences from 500 schools around Australia that have been using tools to harness student voice data to understand and enhance teaching and to deepen student agency and engagement. Whether you are taking first tentative steps to strengthen student voice, or have already fully embraced and are now expanding to new horizons, these case studies will inspire you and your students to new heights.