

# ACSA 2019 PROFESSIONAL LEARNING

## ACSA WEBINAR CALENDAR 2019

Four great series of stimulating Professional Development from your desktop Tuesday evenings during term time!

Earn 22 hours of professional learning

*Creative and critical thinking*

*Student voice and agency*

*Intercultural understanding*

*Moral and ethical education*

### Term 1 2019

**19 February 2019**

*Peter Ellerton, Critical Thinking Project, Uni of QLD*

**26 February 2019**

*Fiona Bowen, Museum of Australian Democracy (MOAD)*

**5 March 2019**

*Professor Mohamad Abdalla, Centre for Islamic Thought & Education, UniSA*

**12 March 2019**

*Stephan Millet, Philosopher, Education Consultant, Ethics Consultant*

**26 March 2019**

*Peter Ellerton, Critical Thinking Project, Uni of QLD*

**2 April 2019**

*Peter Hutton, Future Schools Alliance*

### Term 2 2019

**7 May 2019**

*Peter Ellerton, Critical Thinking Project, Uni of QLD*

**14 May 2019**

*Tammy Anderson, Briar Road Public School*

**21 May 2019**

*Dr Sue Knight, Philosopher and Curriculum Author, primaryethics.com*

**28 May 2019**

*Bronwyn Hinz, Melbourne Graduate School of Education*

**4 June 2019**

*Bronwyn Joyce, Teacher and Founder of Our Global Classroom*

**11 June 2019**

*Amy Eberhardt & Stephen Driver, Hillbrook Anglican School, QLD*

**18 June 2019**

*Mrs Caroline Vuki, Rooty Hill High School, NSW*

### Term 3 2019

**30 July 2019**

*Paul Stewart, Melbourne Grammar School*

**6 August 2019**

*Liz Benson, Helensvale State High School, QLD*

**13 August 2019**

*Tace Vigliante, Charles Sturt University*

**20 August 2019**

*Bronwyn Joyce, Teacher and Founder of Our Global Classroom*

### Term 4 2019

**22 October 2019**

*Monica Bini & Sharon Foster, Victorian Curriculum & Assessment Authority*

**29 October 2019**

*Bronwyn Joyce, Teacher and Founder of Our Global Classroom*

**5 November 2019**

*Esther Hill, All Saints College WA*

**12 November 2019**

*Buranda State TBC*

**19 November**

*Bronwyn Hinz, Melbourne Graduate School of Education*

TERM 1		
Day and date	Title and presenter	Description
Tuesday 19 February 2019	<b>Understanding teaching for thinking</b> <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	<b>Empowering students to find their voice in our democracy</b> <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	<b>Interconnectedness: A bridge to genuine intercultural understanding</b> <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	<b>Why teach philosophy in schools</b> <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	<b>Identifying and planning for cognition</b> <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	<b>Leading the EdRevolution in your school and classroom</b> <i>Peter Hutton: former principal, educational consultant</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	<b>Assessing critical and creative thinking</b> <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	<b>Making intercultural understanding a reality in school</b> <i>Tammy Anderson: Briar Road Public School</i>	Tammy's keynote presentation will take participants on a journey through her home and school community. The journey will highlight best practice in Aboriginal education and showcase the work that both her and her amazing school team are undertaking to ensure that intercultural understanding is a living breathing reality in their school.
Tuesday 21 May 2019	<b>Bringing ethics and moral questions and reasoning into your classrooms</b> <i>Dr Sue Knight: 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	<b>Using student voice to prove and improve teaching at classroom, department and school levels</b> <i>Bronwyn Hinz: Pivot Professional Learning and 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	<b>Integrating technology using student voice to embed intercultural understandings</b> <i>Bronwyn Joyce: Our Global Classroom</i>	Intercultural understandings: This session will explore student agency and voice to develop intercultural understandings in our students. 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	<b>Bringing about a school of thinkers: Implementing philosophical inquiry</b> <i>Amy Eberhardt and Stephen Driver: Hillbrook Anglican School</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	<b>Where is the agency in student agency?</b> <i>Caroline Vuki: Rooty Hill High School</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	<b>More than one way to skin a cat: Teaching English in the middle years</b> <i>Paul Stewart: Melbourne Grammar School</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	<b>Using student voice to provide feedback on teacher clarity in a large humanities faculty</b> <i>Liz Benson: Helensvale State High School</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	<b>Skills and dispositions required for teaching effective anti-racism education?</b> <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	<b>Ethical education through the United Nations sustainable goals</b> <i>Bronwyn Joyce: ourglobalclassroom.com</i>	Moral and ethical education: 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	<b>An effective process for the teaching and assessment of the intercultural capability</b> <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	<b>Curriculum innovation at its best</b> <i>Bronwyn Joyce: ourglobalclassroom.com</i>	Critical and creative thinking: 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	<b>Empowerment through Entrepreneurship</b> <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	<b>Moral and ethical education</b> <i>Buranda State School (TBC)</i>	
Tuesday 19 November 2019	<b>From voice to agency to entrepreneurialism: The international evidence base and the local 'coal face'</b> <i>Bronwyn Hinz: Pivot Professional Learning and 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.