"Edupreneurs are people who aren’t afraid of identifying problems and building gamechanging solutions to address them."

Aaron Tait and Dave Faulkner

Click [HERE](#) to register.
## Program outline

### Monday 27 August 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15am</td>
<td>Registration</td>
</tr>
<tr>
<td>9:00am</td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td>Welcome to country</td>
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<tr>
<td></td>
<td>Official Opening: The Honourable John Gardner Minister for Education</td>
</tr>
<tr>
<td></td>
<td>Keynote Address: Mr Eddie Woo, Australia’s Local Hero 2018, Teacher</td>
</tr>
<tr>
<td></td>
<td>Mathematics, Cherrybrook Technology High School, Sydney</td>
</tr>
<tr>
<td>10:45am</td>
<td>Morning Tea</td>
</tr>
<tr>
<td>11:15am</td>
<td>Session 1 – Presentations and Workshops</td>
</tr>
<tr>
<td></td>
<td>5 minutes session change-over</td>
</tr>
<tr>
<td>12:20pm</td>
<td>Session 2 – Presentations and Workshops</td>
</tr>
<tr>
<td>1:20pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:00pm</td>
<td>Session 3 – Presentations and Workshops</td>
</tr>
<tr>
<td></td>
<td>5 minutes session change-over</td>
</tr>
<tr>
<td>3:05pm</td>
<td>Session 4 – Plenary – What next? Door prizes</td>
</tr>
<tr>
<td>3:30pm</td>
<td>Close</td>
</tr>
</tbody>
</table>

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<tr>
<td></td>
<td>Keynote Address: Dr Misty Adoniou, Associate Professor in Language,</td>
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<tr>
<td></td>
<td>Literacy and TESL, University of Canberra</td>
</tr>
<tr>
<td>10:45am</td>
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<td>Session 4 – Plenary - Action Planning – What next? Door prizes</td>
</tr>
<tr>
<td>3:30pm</td>
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</tr>
</tbody>
</table>
Eddie Woo  

Eddie is an internationally renowned mathematics teacher and internet sensation whose passion for teaching and mathematics is infectious. In January, he was awarded the Australia Day ‘Australia’s Local Hero’ award and is in great demand as a speaker nationally and internationally. In 2012 Eddie started posting videos online for a student who was seriously ill and missing a lot of school. It wasn’t long before the videos found an audience across the country and beyond. Eddie’s videos, known as Wootube, now boast more than 100,000 subscribers, attracting more than nine million views worldwide. Eddie’s unique and caring approach to teaching is breaking the misconception that mathematics is an inaccessible and difficult subject.

Eddie will provide a fast paced, interactive, practical and exciting keynote speech that promises to engage all educators regardless of where and at what level they work. His key theme is about engaging learners in ways that bring Mathematics to life and build enduring enjoyment and fascination with the subject. He will share his story of why someone who loved drama, developed a conviction that maths can be enjoyed by everyone. He will describe how he set about changing the face of mathematics in the eyes of his students, and then students the world over. If you arrive to his session thinking that you don’t like Maths, you will leave changed.

Dr Misty Adoniou  

Dr Misty Adoniou is a highly credentialed and experienced teacher in both schools and universities. Misty has been the recipient of numerous teaching awards including the Vice-Chancellor’s Award for Teaching Excellence, and was the lead writer of the Federal Government’s Teachers’ Resource for English Additional Language/Dialect (EAL/D) learners. Deeply involved in developing resources for the Australian Curriculum, Misty has built a reputation across Australia for innovative ideas particularly in the field of writing. She is a highly sought after speaker and consultant.

Behind Misty’s teaching, presenting, researching and publishing is the aim of giving teachers a confident and informed voice to speak up for their students and their profession. Misty is committed to ambitious teaching which will see us challenging our children to write with intention and to learn the craft of writing. This requires learners to be reading quality texts, and to have knowledgeable teachers who can teach the way the English language works to entertain, inform and persuade the hearts and minds of readers. Misty will focus on the importance of learner engagement with literacy and how to enable them to be researchers into language. Her session will broaden your understandings and provide you with lots of innovative and practical ways to better engage your learners in literacy.
Sessions Available Each Day

There are four engagement strands for educators running through the Literacy and Numeracy Forum 2018. You can choose your sessions to follow just one strand or mix and match to create your own day. The four strands are: Challenge Solvers, Practice Inquirers, Learning Design Collaborators and Knowledge Inquirers.

Challenge Solvers
• Facing and solving challenges together
• This is a new strand which is very different from the others. It’s designed for individuals or teams with an identified issue in either numeracy or/and literacy, who want to work on it for the day and leave with a plan for how they will meet their challenge. It might be something like – "how do we get more learners achieving at higher levels", or "how do we use digital technology to better engage learners", or..?
• If you enrol in this strand come along with your challenge and work with an expert facilitator in Design Thinking for the whole day – a fantastic way to design prototypes with the potential to meet your challenge.

Practice Inquirers
• Engaging with and inquiring into practice
• Educators who are implementing some game changing literacy or numeracy practices lead these sessions to share what they are doing in their learning spaces/teaching areas.
• Focus on innovation, impact for the learners and effective practice that can be shared with colleagues.
• Great opportunity to talk about share and develop your practice.

Learning Design Collaborators
• Engaging with an aspect of learning design and planning for learning spaces/classrooms
• Facilitated by educators with successful experience and high knowledge in Learning Design. Lots of discussion and collaborative planning with a focus on game-changing practices.
• Great opportunity to gain knowledge and plan action collaboratively with other participants.

Knowledge Inquirers
• Hearing about and considering major literacy and numeracy ideas, research or initiatives
• Chance to gain new knowledge and think about the implications for your practice.
• Connect research and practice.
• Great opportunity to hear about the latest ideas from a knowledgeable speaker.
### Numeracy Session 1

<table>
<thead>
<tr>
<th># Learning About</th>
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<tbody>
<tr>
<td><strong># Learning About</strong></td>
<td><strong>Learning with ...</strong></td>
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<tr>
<td><strong># Learning About</strong></td>
<td><strong>Learning what ...</strong></td>
</tr>
<tr>
<td><strong># Learning About</strong></td>
<td><strong>Who should come ...</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1 Developing Number Sense in the Early Years</th>
<th><strong>Joshua Proctor</strong> and <strong>Amy Pangrazio</strong>: Teachers, Cowandilla Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Australian Curriculum; number; teaching Base 10; systematic and developmental; powerful understandings; powerful users of numeration</td>
</tr>
<tr>
<td></td>
<td>Early Years educators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Digital Technologies – A Game-changer in my Classroom</th>
<th><strong>Suzanne Vile</strong>: Teacher, Tatachilla Lutheran College, Junior School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>digital technologies; gather and use data; HASS/Maths/Technology Unit; Indigenous and non-Indigenous peoples and multiple perspectives; learner agency</td>
</tr>
<tr>
<td></td>
<td>3 – 7 educators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 Learner Agency in Mathematics</th>
<th><strong>Nicky Taylor</strong>: Senior Leader/Teacher, and <strong>Students</strong>, Morphet Vale Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>intellectual stretch; student presenters as co-designers of learning; achieving individualised learning goals; numeracy in action; learner agency</td>
</tr>
<tr>
<td></td>
<td>3 - 7 educators</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>4 Helping Students to Continually Improve their Mental Computation Ability</th>
<th><strong>Anthony Harradine</strong>: Director, Potts-Barker Institute, Prince Alfred College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>confidence with mental computation; minutes over months, months over years; Numerical Acumen; experience a proven resource; optimisation for improvement</td>
</tr>
<tr>
<td></td>
<td>3 – 7 educators; numeracy leaders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 “I’ve always been bad at Maths!” - Sense Making in Mathematics</th>
<th><strong>John Rowe</strong>: STEM Leader/Teacher, Wirreanda Secondary School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>squaring a number means multiplying it by 2; learning maths is not just doing it; thinking mathematically; understanding the problem – understanding the solution; students making sense of their learning</td>
</tr>
<tr>
<td></td>
<td>7 – 10 educators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6 “Insulated Cups” – Problem Based Learning in the Middle School with a STEM Focus</th>
<th><strong>Trevor Clarke</strong> and <strong>Ashley Robinson</strong>: Teachers, Blackwood High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>STEM; interactive hands-on workshop; explore design/implement/evaluate; design your own problem based lesson; improved mathematics learning and engagement</td>
</tr>
<tr>
<td></td>
<td>7 - 10 educators</td>
</tr>
</tbody>
</table>
7 Designing Learning for Critical and Creative Thinking in Maths

• **Kym Brown**: Educational Consultant, Futurity Learning
  - creativity - a key mathematical disposition; designing learning for building the capacity to think critically and creatively; becoming a powerful mathematician; key aspects of critical thinking; explore effective strategies
  - R - 12 educators

8 Taking Maths Outside – Nature Play

• **Maria Taylor**: Education Director, Nature Play
  - making sense of our world; mathematical concepts through outdoor learning; from indoors to outdoors; enriching learning through nature based environments; providing practical activities
  - P - 4 educators

9 Supporting Numeracy Improvement Through the Effective Teaching of Mathematics

• **Pauline Carter**: Project Officer Thinking Maths Learning, Learning Improvement Division, Department for Education
  - Thinking Maths professional learning program; teaching for understanding; developing dispositions and capacities; students applying mathematics in authentic contexts; exploring program effectiveness
  - 6 – 9 educators

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**Numeracy Session 2**

10 Using the Mathematics Challenge to Engage and Extend Learners

• **Rachael Lambetis**: Teacher, Vale Park Primary School
  - engage and inspire your children; connect with the wonder of mathematics; use Mathematics Challenge to inspire investigation; top tips on getting started; useful resources
  - B - Yr 7 educators; numeracy leaders

11 Exploring Multiple Curriculum Areas through a Class Project

• **Deborah Driver**: Teacher, St Joseph’s School, Murray Bridge
  - integrating curriculum; Mathematics and Technology; developing inquiry learning; hands-on with Bee-Bots; developing and sharing tasks
  - R – 3 educators
12 Co-designing Learning with Students

Emily Gardiner, Ali Lovegrove, Whitney Schulz, Liana Tangredi: Teachers, Mawson Lakes Primary School
- learners’ agency in mathematics; implementing the Personal and Social General Capability; mentoring; powerful learners - both children and teachers; sharing challenges and successes of change
- R – 7 educators

13 Maths Craft: Doing Mathematics Like a Research Mathematician

Anthony Harradine: Director, Potts-Barker Institute, Prince Alfred College
- defining and solving interesting problems; connect meaningfully to mathematics; cooperative approaches; focus is squarely on reasoning; experience a mini-MC session
- 3 – 10 educators; numeracy leaders

14 Making Mathematics Meaningful

Nyasha Tulloch: Teacher, John Pirie Secondary School
- considering impact of educational purpose on delivery of content; designing alternative learning; real world mathematics and social justice; embracing failure to enhance learning; making maths meaningful
- 7 – 10 educators

15 From Textbooks to Passion – Projects Within the Mathematics Classroom

Angela Phillips and Michelle Payne: Teachers, Westminster School
- embracing change across a faculty; project based learning; student perception and enjoyment of Maths; critical and creative thinking; expanding our approach to STEAM
- 7 – 10 educators; numeracy leaders

16 Numeracy Edupreneurs – Gamechanger in Engaging Learners in Mathematics

Kane Dyer: Senior Officer Curriculum and Assessment, SACE
- practical examples of engagement strategies; hook students into mathematics; work with Flo students; flexibilities within the Stage 1 Essential Mathematic subject; learning and assessment plans
- Senior Years educators; maths teachers and leaders

17 Designing Learning Around the Language of Mathematics in Preschool

Lisa-Jane O’Connor: Consultant, Primary Mathematics Association
- mathematics language is "conceptual"; the mathematical language that matters most; explore and investigate; teachers as powerful modellers, of the language of mathematics; intentional learning design
- Preschool educators
### Numeracy Session 3

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Facilitator</th>
<th>Description</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Play in Everyday Mathematics</td>
<td>Dr David Butler</td>
<td>Coordinator, Maths Learning Centre, University of Adelaide; what joy and play feel like in maths; the mathematical play philosophy of “the goal is not the goal and the end is not the end”; using everyday prompts to make everyday maths playful and joyful; enhancing maths learning; gamechanging mathematics</td>
<td>3 - 12 educators</td>
</tr>
<tr>
<td>19</td>
<td>Playing in the Numeracy Progressions Sandpit</td>
<td>Jacqueline Hiscock</td>
<td>Coordinator/Teacher, Seaford Secondary College; develop familiarity with the A.C Numeracy Progressions; elements and sub elements of the progression; connect them to the curriculum; Australian Core Skills Framework; relate to whole school numeracy plans</td>
<td>R – 12 educators</td>
</tr>
<tr>
<td>20</td>
<td>Scaffolding Language: Powering Up, Powering Down</td>
<td>Dr Bronwyn Parkin</td>
<td>Educational consultant and researcher; scaffolding scientific literacy; power up to technical and mathematical language; power down to consolidate meaning; making research relevant to classrooms; sharing research project and findings</td>
<td>P - 12 educators</td>
</tr>
<tr>
<td>21</td>
<td>Playing with Maths – Fostering Creativity and Engagement</td>
<td>Megan Fyffe</td>
<td>Teacher, St Paul Lutheran School; playful and inquiry-based learning; deeper thinking and learning; foster creativity and student agency; Reggio Emilia philosophy; developing simple strategies and tips regarding play-based mathematics learning</td>
<td>Preschool – Yr 3 educators</td>
</tr>
<tr>
<td>22</td>
<td>Active Play – Improved Numeracy Outcomes!</td>
<td>Rick Baldock</td>
<td>Professional Learning Officer, ACHPER (SA); neuro-scientists - active games improve learning; use of movement activities; examples of games and brain energisers; improving student achievement; try it out – put theory into practice in the workshop</td>
<td>R – 7 educators</td>
</tr>
<tr>
<td>23</td>
<td>Fun in Maths – Engaging with the Big Ideas in Number</td>
<td>Eliza Stoyanoff</td>
<td>Teacher, St Mary’s College; growth mindset; students as risk takers, problem solvers and critical thinkers; open ended investigations and games; practical session linking the games to the numeracy progressions</td>
<td>3 – 7 educators</td>
</tr>
</tbody>
</table>
24 Upskilling Students to Write Effective DI Reports
- **Angela Benedetti**: Italian Coordinator/Teacher, St Michael’s College
  - metalanguage; explicit teaching of language structures; teacher strategies to support learners; reports appropriate to context, audience and purpose; maths/science/geography
  - 7 – 10 educators

25 Developing Mathematics Provocations in Preschool
- **Lisa-Jane O’Connor**: Consultant, Primary Mathematics Association
  - numeracy play is all around us; choosing and using mathematics to resolve situations; provoke children to explore; develop play provocations; discuss the what and how of intentional design
  - P – 3 educators

26 Grappling with the Complexities of Differentiation
- **Sue Lemmer**: Deputy Principal, Mawson Lakes Primary School and **Wendy Connor**: School Support Officer, Mawson Lakes Primary School
  - differentiation; diverse learning needs; journey of change; grappling with complexities; a year’s progress for a year’s learning
  - R - 7 educators

27 Differentiation at TVCS - EVERY Student Learning Different Maths at the Same Time.
- **Emily Brookes**: Teaching and Learning Coordinator – Professional Learning & Development and Maths & Science (Years 7-9), Torrens Valley Christian School
  - cater better to all students’ ZPDs; Maths Pathway model; automation and data; targeted instruction; discussion and sharing
  - 5 - 10 educators

28 Developing Mathematical Thinking through Problem Solving
- **Dr Amie Albrecht**: Senior Lecturer, University of South Australia
  - contrasting the ‘front’ and ‘back’ of maths; identifying and practising mathematical processes helps develop mathematical thinking; students tackle unfamiliar problems with confidence; communication skills to assist in problem solving; sampling some good problems
  - 8 – 12 educators
29  Garden to Market – Transactional Texts  
- Donna Riethmuller: Director ELC and Kristine Watson: Teacher, Redeemer Lutheran School Early Learning Centre  
  - Early Learning Centre; wicking beds through to selling our produce; explore how the children were active co learners; everyday texts including persuasive texts; differentiation  
  - B - Age 5 educators; Early Years educators

30  Read to Write  
- Angela Giglio: Teacher/Literacy Coordinator and Kathy Lanthois, Teacher, Christian Brothers College  
  - combine a love of picture books to explore writing; an engaging and exciting reading to writing approach ; turning boys onto writing; sharing our practices, approaches and journey; assessment tools  
  - R – 7 educators

31  The Wonder of Words – Reimagining Spelling  
- Jenna Krinas and Carli Ramsey: Teachers, Parkside Primary School  
  - intricacies of the English language; better equip students to be effective spellers; how expert spellers approach unknown words; teach spelling strategies; practical workshop  
  - R – 7 educators

32  Explicit Teaching of Literacy through Maths and Science  
- Jade Francey: Teacher, Seaton High School  
  - Australian Curriculum; teach literacy through maths and science; creation and scaffolding of tasks; sample lessons; assessment tasks  
  - 6 – 12 educators

33  Thinking Routines in English – Designing them in  
- Kym Brown: Educational Consultant, Futurity Learning  
  - tools for planning and designing; stretching learners' thinking capacities; Project Zero; adding value to English; explore, reflect and discuss with other educators  
  - R - 12 educators
### 34 We are all in this Together – High Impact Strategies for Literacy Improvement

- **Suzie Sangster**: Principal, Parkside Primary School and **Alexandra Newbold**: Literacy Coach, Greenhill South Partnership
  - accelerating literacy improvement; transforming teacher practice; rigorous, targeted teaching processes; teachers collaborating as data analysts; adapted in any school
  - R - 7 educators; school leaders

### 35 Differentiating Curriculum - Reading

- **Sandy Russo**: Consultant, SPELD
  - dyslexia – what it is and how it affects learning; guidelines for differentiating needs of students with dyslexia; problem solving educational needs of students; good teaching practices; assistive technologies
  - 4 – 12 educators

### 36 Digital Literacy Trailblazers

- **Sarah Forrest** and Jill Colton: Australian Literacy Educators Association; PhD Candidates, University of South Australia
  - R – 12 research base; digital literacies in the English curriculum; innovation blends with well-developed pedagogies; teacher led innovation; share your stories of teaching digital literacies
  - R – 12 educators; literacy leaders

### 37 Synthetic Phonics and Decodable Readers - Unlocking the Reading Code

- **Mark Hansen**: Principal, Ardtornish Primary School
  - explicit synthetic phonics; reading empowerment; from phonics to independent reading; examine the role of decodable readers; compare decodable readers to levelled texts
  - R – 4 educators; literacy leaders

### 38 Literacy through the Arts

- **Robyn Carmody**: Visual Arts Educator, Blackfriars Priory School
  - explicit teaching; visual thinking strategies; critical and creative thinking; articulate viewpoints about artworks; development model for assessment
  - R - 12 educators

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*Edupreneur...define(s) any teacher or school leader who looks at their classroom, their school or their community and says “This could be better, and I am going to do something about it.”*

Aaron Tait and Dave Faulkner
## Literacy Session 2

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<tr>
<th>Session</th>
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</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Developing Reading and Writing Identity</td>
<td>Marilyn Hayward: Early Years Coordinator and Ellie Hondrou: Teacher, “The Nest”, Alberton Primary School</td>
<td>Integrated Kindergarten and Reception setting; play and playful pedagogy; bookmaking, reading workshop, phonics in context; strong identities as readers/writers; shared strategies and assessment practices. Preschool – Reception educators; Early Years educators.</td>
</tr>
<tr>
<td>40</td>
<td>Enhancing STEM through Picture Books</td>
<td>Gary Pascoe: Deputy Principal, Emmaus Catholic School and Teresa Pascoe: Assistant Principal, Christ the King Catholic School</td>
<td>STEM; using picture books and novels; enhancing student literacy; integrated curriculum; engaged learners. R – 7 educators.</td>
</tr>
<tr>
<td>41</td>
<td>Building Capacity in a Changing Paradigm – Heroing Moderation</td>
<td>Karen Schoff: Director of Learning Innovation and Bec Ingham: Teacher, Good Shepherd Lutheran School, Para Vista</td>
<td>Cross-school moderation; understanding quality assessment tasks; wrestling with rubrics; futures focused educational environment; inspiring and empowering through sharing our journey. R – 7 educators.</td>
</tr>
<tr>
<td>42</td>
<td>Active Play – Improved Literacy Outcomes!</td>
<td>Rick Baldock: Professional Learning Officer, ACHPER (SA)</td>
<td>Neuro-scientists identify that brain energisers and active games improve learning; use of movement activities; examples of games and brain energisers; improve student achievement; try it out – put theory into practice in the workshop. R – 7 educators.</td>
</tr>
<tr>
<td>43</td>
<td>Teaching Indigenous Literature to Primary Students</td>
<td>Bev White: Manager EALD and Literacy Programs, Department for Education</td>
<td>‘Alfred's War’ by Rachel Bin Salleh; intentional and responsive teaching; accessing the deeper meanings of literature; access to unit of work written by Bev; practical tips for incorporating language and literacy activities. 3 – 10 educators.</td>
</tr>
</tbody>
</table>
44 Supporting Struggling Middle Years Learners in Literacy

- **Simone Meurant**: Teacher, Wirreanda Secondary School
- Dyslexia; strategies that are proven to benefit students with dyslexia; structured, systematic, targeted and explicit instruction; balance between developing basic decoding skills and developing language comprehension; how do we best support students with dyslexia?
- 8 – 10 educators; special education educators

45 Discussion for Deeper Learning

- **Kym Brown**: Educational Consultant, Futurity Learning
- Oracy - a key communication tool; Australian Curriculum - English; build learner capacity for deep discussion; design learning that promotes discussion skills; create collaborative opportunities for learners
- R - 12 educators

46 Supporting Teachers to Implement Whole School Agreements in Teaching and Assessing Reading

- **Chris Guy**: Literacy Leader, Elizabeth Vale and Elizabeth Grove Primary Schools
- Evidence based practice; whole school agreements; coaching and mentoring; teaching and assessing reading; design effective instruction
- R – 7 educators; literacy leaders

47 Taking Literacy Outside – Nature Play

- **Maria Taylor**: Education Director, Nature Play
- Making sense of our world; learning in the outdoors enhances the development of literacy; from indoors to outdoors; enriching learning through nature based environments; practical activities
- B - 4 educators
“Edupreneurs are creative destructors necessary for major advances.”

Joseph Schumpeter
52 Adapting Literacy through the Adaptations of Animals

- **Lucy Tubb**: Teacher, Cowandilla Primary School
- language-centred approach; Learning Language in Science Project (LLIS); scientific note-taking; class construction of an information text; independent writing
- 3 - 7 educators

53 Developing Literacy and Inquiry Skills through PBL

- **Costas Efthymiou**: Director of Teaching and Learning and Christian Bateman: English Coordinator, Xavier College
- engage middle years students; facing challenges in new ways; Project Based Learning; inquiry; sharing the journey
- 6 – 10 educators; middle school leaders

54 The Literacy of Writing a Maths DI...or Similar Reports

- **Angela Benedetti**: Italian Coordinator/ Yr 8-12 Italian / Yr 8 Maths Teacher, St Michael's College
- metalanguage; explicit teaching of language structures; teacher strategies to support learners; reports appropriate to context, audience and purpose; maths/science/geography reports
- 7 – 10 educators; literacy leaders

55 Designing Learning – Getting Started in English – Have you Really got it Covered?

- **Lisa-Jane O’Connor**: Consultant, Primary Mathematics Association
- Australian Curriculum - English; the ‘top five’; learning entitlement counts; ‘threads, overviews and communication contexts’; learners wont get it if you don’t design it in
- R - 7 educators

56 Literacy 2.0

- **Kym Brown**: Educational Consultant, Futurity Learning
- in school today - graduates in the 2020s; required literacy skills for a future life; powerful communication; confident collaborators, creators and contributors; preparing for the future - not the past; join the discussion
- R - 10 educators; literacy leaders

57 Playing in the Literacy Progressions Sandpit

- **Jacqueline Hiscock**: Coordinator/Teacher, Seaford Secondary College
- develop familiarity with the A C Literacy Progressions; elements and sub elements of progressions; connect to the curriculum; Australian Core Skills Framework; relate to whole school literacy plans
- R – 12 educators; middle school leaders
58  Reading – It’s Not a Program

- **Rebecca Read**: Principal, Coorara Primary School
- change and pedagogy; improvement in reading; the Daily 5 and CAFE; sustaining lift for learners and teachers; whole school practice
- R – 7 leaders; literacy leaders

59  "English doesn’t make sense" - Working with Disengaged Older Learners

- **Kate Randell**: Lecturer, Foundation Skills, TAFESA
- disengagement from schooling; sense-making of English language; strategies for support; building confidence; re-engaging through success
- 7 - 12 educators; student support

60  Scaffolding Language: Powering Up, Powering Down

- **Dr Bronwyn Parkin**: Educational consultant and researcher
- scaffolding scientific literacy; power up to technical and mathematical language; power down to consolidate meaning; making research relevant to classrooms; sharing research project and findings
- P - 12 educators

61  “D” for Digital, Documentation and Design

- **Kym Nadebaum**: Project Officer Early Years Learning Technologies, Learning Improvement Division, Department for Education
- leverage the power of contemporary digital technologies; the design process; capture effective images; strategies and examples; be a visual communicator
- Birth – Year 3 educators