



LEADERSHIP CONFERENCE

FRIDAY 3 MAY 2019 / RACV GOLDFIELDS RESORT, CRESWICK



Keynote

'Tell me what you pay attention to and I will tell you who you are as a leader'

The challenge for leaders today, especially middle leaders in schools, is to move from management and administration to pedagogical leadership. Successful leaders understand what they can influence and learn to manage their environment rather than be managed by it.

A former Head of English and Curriculum Leader in the Catholic school system, **Dr Helen Goode** is an educational consultant who specialises in building the capacity of individuals and organisations. She consults to primary, secondary, tertiary and adult education in the state, Catholic and independent sectors. Outside of consulting, Helen performs academic teaching and research at the Melbourne Graduate School of Education. She has written extensively and presents frequently at conferences both nationally and internationally.

Whether you are a leader in English already or an aspiring one, this conference is all about the key skills and knowledge to help you make a difference in English education.

Sessions will cover: text selection; supporting EAL students and additional needs students; developing and supporting your staff; strategies for consistent marking and assessment; change management; conflict management; running better meetings and more!

VATE welcomes you to the historic and picturesque gold mining town of Creswick. Come for the VATE Conference and then stay and enjoy the Clunes Booktown Festival over the weekend (4-5 May 2019). Enjoy the elegant surrounds of the RACV Goldfields Resort at Creswick.

Conference prices

VATE Individual member – \$200
VATE Organisational member – \$235
VATE Concession member – \$180



Program overview

8.30am		Registration			
9:15am – 10.30am	Keynote	'Tell me what you pay attention to and I will tell you who you are as a leader' Dr Helen Goode			
10:30am		Morning tea and networking			
		Leadership skills	Curriculum leadership	Student support	Relationships
11:00am	Workshop 1	1a: Facilitating planning conversations and professional conversations Dr Helen Goode	1b: Managing the complexities of text selection Natalie McDonnell	1c: Offering VCE students extra support Helen Billett	1d: Combining student wellbeing with teaching and learning Amy Long
12.10pm	Workshop 2	2a: Leading change in the assessment of text response essays through rubrics Graham Preston	2b: Creating consistent assessment and moderation Karen Graham	2c: Supporting EAL learners: Differentiation in the mainstream Allie Baker	2d: Managing relationships as a Faculty Head Helen Billett
1:20pm		Lunch and networking			
2:10pm – 3.20pm	Workshop 3	3a: Encouraging a culture of reading at your school Leon Furze	3b: Designing and producing high-quality learning resources and environments Nathan Armstrong	3c: Supporting students with additional needs Sarah Popelier	3d: Making effective decisions and running meaningful meetings Hugh Gundlach

Register at www.vate.org.au



VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

Program

1a: Facilitating planning conversations and professional conversations

This workshop showcases strategies for facilitating effective planning and professional conversations. Discover techniques for making your interactions more deliberate, strategic and focused. Learn how the roles of facilitator, observer and recorder can improve the quality of ideas and teamwork.

Dr Helen Goode, Goode Consulting and Melbourne Graduate School of Education

1b: Managing the complexities of text selection

In guiding our teams through text selection, there are a range of factors we need to consider. Research certainly suggests that texts can be selected to manage workload, rather than considering the cohort and what may challenge our students or indeed, provide substantial learning growth. This session will uncover some strategies for managing the delicate process of text selection including how to empower your team to select texts and how to select texts that engage students as well as allowing enough scope to differentiate.

Natalie McDonnell, English and SEAL Leader, Bayswater Secondary College

1c: Offering VCE students extra support

This workshop will look at the many ways that you can create a culture of success within your VCE cohort. We will be looking at how this can be achieved by focusing and directing the talents of your staff beyond their own classrooms. It will consider how knowledge, trust and excitement can be built and shared by VCE teachers with the cohort as they strive to help students achieve their best.

Helen Billett, Educational consultant

1d: Combining student wellbeing with teaching and learning

Research tells us that positive student wellbeing leads to student achievement. So often in schools, we approach teaching and learning and student wellbeing separately, viewing ourselves either as curriculum leaders or wellbeing leaders. This session explores practical strategies to build resilience, confidence and a growth mindset, support both wellbeing and teaching and learning.

Amy Long, Director of Students, Emmaus College

2a: Leading change in the assessment of text response essays through rubrics

Text response essays are perhaps the preeminent assessment task in the secondary English classroom. Despite its prevalence, assessment of text response essays varies considerably – from year to year and sometimes from class to class. This workshop will share strategies on how to lead the development of a developmental and curriculum based rubric sequence and how this has improved both the assessment and teaching of text response essays at Balwyn High School.

Graham Preston, Learning Specialist, Balwyn High School

2b: Creating a consistent assessment and moderation

The role of moderation in the assessment process is to achieve a shared understanding of criteria and consistency of teacher judgements. This session will take a practical look at the moderation process in assessing student work, with a particular focus on VCE English SACs and final examination tasks. We will look at deconstructing criteria statements, consider a process for achieving common assessments and engage in a mini-moderation exercise.

Karen Graham, Educational consultant

2c: Supporting EAL learners: Differentiation in the mainstream

As the number of EAL students in our classrooms increases, so too does the demand on English leaders. It is time to embrace the incredible potential of these students in our classrooms. This session will offer insights and practical strategies to equip educators to provide accessible and engaging lessons for EAL students in a mainstream setting.

Allie Baker, McKinnon Secondary College

2d: Managing relationships as a Faculty Head

How can you develop skills and resilience in dealing with the many competing agendas of students, parents, executive staff members and faculty team members in order to create a well-functioning faculty? You have a vision for your faculty and want to implement it within the framework of your school. This workshop will consider a number of scenarios that English Faculty Heads need to be ready to meet. We will consider how to best manage the competing demands of the many stakeholders in an English Faculty while holding true to your values.

Helen Billett, Educational consultant

3a: Encouraging a culture of reading at your school

As curriculum leaders we are well placed to bring about cultural change within our schools - but it takes time and energy. This session will cover a range of curriculum and whole-school changes which, over time, can help to bring about a change in the reading culture of your school. Silent reading, a focus on reading as the core English skill, and even reducing staff and student 'busy-work' can all contribute to making your students more confident readers.

Leon Furze, Director of Studies, Monivae College

3b: Designing and producing high-quality learning resources and environments

Classroom design and the way our courses are presented, from PowerPoints to handouts, are important aspects of how students view our subject. This workshop will explore how elements, such as room design and the presentation of our courses, communicate what we value and expect from our students and classes. We will discuss and explore the many ways in which classroom culture is derived from and supported by smart and effective classroom and course design and presentation.

Nathan Armstrong, St Leonard's College

3c: Supporting students with additional needs

The English domain area by its nature demands our students have relatively strong literacy skills. However, there is a number of students who need additional support in order to achieve their potential, such as students diagnosed with Autism, Auditory Processing disorder, Attention Deficit disorder and students who have transitioned out of funded support. It can be difficult for teachers to understand the best type of 'modified' programs to put in place and can furthermore be difficult for domain groups to develop a consistent understanding and approach towards what makes an 'appropriate support'. This workshop provides guidance on how to lead colleagues in understanding the needs of these students and supporting the development of consistent strategies, supports and materials and assessments.

Sarah Popelier, Coordinator of Teacher Development, Lew Family Secondary School, Mount Scopus Memorial College

3d: Making effective decisions and running meaningful meetings

To be an effective leader of change in your organisation requires more than deep content knowledge. It takes an ability to read the culture of your team, an understanding of how to motivate others, awareness of multiple stakeholders and being able to make high stakes decisions with incomplete information.

Hugh Gundlach, Education Officer, VATE