



**North
Metropolitan**

DIVERSIFY YOUR CLASSROOMS AND YOUR THINKING

FOUNDATION SKILLS SYMPOSIUM 2017



Hosted by North Metropolitan TAFE's ESL English,
RWN & Languages Directorate
Level 1 & 2 at 25 Aberdeen Street, Northbridge, WA



INTRODUCTION

Welcome to the 2017 Foundation Skills Symposium. We are very excited this year as we are seeking to challenge and extend our delivery through exploration of concepts, tactics and strategies that will engage learners.

Research shows that what teachers know and do is the most important influence on student learning. With this in mind be prepared to share and explore how we, as education professionals, can ensure that we are engaged through best practice and reflective pedagogy.

PROGRAM AIMS

To reflect on teaching methodology:

- To reflect on teaching methodology
- To ensure that we are consciously skilled
- To promote collaboration between organisations and colleagues
- To question and discuss how we learn through how we teach

PRESENTERS



FRIDAY KEYNOTE 1 + Q&A 0920 – 1020

Prof. Simon Clarke

Simon Clarke is Professor in the Graduate School of Education at The University of Western Australia, where he teaches, supervises and researches in the substantive area of educational leadership. His research activities have included his participation in the international 'Carpe Vitam Leadership for Learning project', coordinated by the University of Cambridge. He has undertaken research investigating the variability of influences on the work of principals of small schools within the contexts of their communities. For several years he has also been involved in the International Study of Principals' Preparation (ISPP), examining the provision and efficacy of preparation programs for new principals across 13 different countries and jurisdictions. His latest interest, relates to how different contexts influence the nature and character of school leadership. His work is widely published and his overall contribution to education has been recognised through fellowships of the Australian College of Educators and the Australian Council of Educational Leaders.

Teachers Learning and Teachers Leading: 'Only Connect'

This presentation is predicated on the belief that "leadership is sterile when it is empty of learning and learning is what nourishes and spreads it out" (MacBeath, 2006). In particular, it is concerned with ways in which the mutually supporting and reinforcing nature of the relationship between leadership and learning can be enacted to maximise teachers' intellectual and professional capacity. For this purpose, the presentation first considers the foundations and principles of leadership for learning with

specific reference to the Carpe Vitam Leadership for Learning international research project that was coordinated from the University of Cambridge. It then considers at a theoretical level the features of teachers' professional learning that are likely to facilitate the necessary conditions, practices and opportunities in a school for promoting interconnections between leadership and learning. Finally, the presentation depicts varied examples of teachers' work at an empirical level. Collectively this portrayal demonstrates ways in which teachers' capacity and agency are enriched when they are learners, and when they are leaders, not just in their classrooms, but also among their colleagues and across their communities.



FRIDAY KEYNOTE 2 1330 – 1430

A/Prof. Carmela Briguglio

Carmela Briguglio has extensive experience in language and literacy education, having occupied a number of relevant teaching and administrative roles, in both schooling and tertiary contexts. She has been a Languages Adviser, Curriculum Officer, and Consultant for ESL and Moderation with the Western Australian Department of Education and held the position of Lecturer in Charge of Modern Languages at Edith Cowan University. She has been at Curtin University of Technology since 1993 and held the positions of foundation Manager of the Western Australian Office of the National Languages and Literacy Institute of Australia (NLLIA) and Cross-Cultural Education Coordinator. Carmela is currently

Manager of the Communication Skills Centre in the Curtin Business School. Carmela's research includes projects examining the socio-linguistic and study needs of international students, internationalisation of curriculum, intercultural communication and embedding English language across the curriculum. Her PhD involved research in the use of English as a global language in multinational companies and the implications for education.

Carmela has won a number of internal and external teaching and learning awards. In 2012 she was awarded an Office for Learning and Teaching (OLT) fellowship and an OLT citation and she is a founding Fellow of the Curtin Academy.

Diversity as the norm in the 21st century

Our students are talking with the world, working with the world, living in the world every day. They may be living and working in Western Australia, and are therefore influenced by our local culture and lifestyle. But what exactly are the limits of our local culture? Can we any longer speak of a 'standard' Australian culture or indeed of a 'standard' Australian English?

The fact is that now every day our young people are interacting with the world. Whether they are sitting in an office in St George's terrace or based in Singapore, Spain or Abu Dhabi, it is likely that they will be interacting with someone from another country/culture/language. In this world, intercultural communication competence is an essential skill and one we should be developing in all our students. How do we harness the opportunity to utilise and build on the existing diversity in our classrooms? As teachers, what do we need to do to prepare our students to negotiate the cultural and linguistic diversity they will face very day? How do we teach

them to be confident intercultural communicators in their everyday social and working life? This presentation will explore these and other related issues and invite participants to reflect on the implications of the increasing cultural diversity we all face very day.



SATURDAY KEYNOTE 3 **0915 – 1015**

A/Prof. Barrie Bennett

Dr. Bennett is an associate professor with the Department of Curriculum, Teaching, and Learning and the Elementary Preservice Program. His research interests relate to teacher thinking, learning, and action focused on instructional practices. He seeks an understanding of how teachers acquire an instructional repertoire, how they extend and integrate it, and what effect this has on student learning (kindergarten to adult).

Over the last twelve years, Dr. Bennett's work has focused on long-term systemic/sustainable change in twelve districts in three countries, working to establish graduate work, graduate programs, and courses for classroom teachers. One of Dr. Bennett's goals is to make research a normal part of what a teacher does; to create research agendas that are part of building the internal capacity to enact change rather than relying on external researchers and external research grants.

He has written three books related to instruction, is completing another related to integrating instructional methodology, and has written for a number of referred conferences.

In 2007, he was nominated for the University of Toronto President's Teaching Award by OISE.

The purpose of Reflection in Engaged Practice

The purpose of this keynote is to explore the importance of reflection before, during and after practice. One of the key essential attributes of expert behaviour is reflection and from that reflection is the ability to apply an extensive repertoire of strategies to respond to the patterns that emerge. From this keynote you will experience what that feels like in practice.

WORKSHOPS

Registration for the workshops will be made on the day of the symposium

STREAM 1

FRIDAY 1110 – 1230

[Simultaneous workshops please choose one from the following]



WORKSHOP 1

Rebecca Wall

Lecturer, NMTAFE

Rebecca has worked in vocational education and training for 18 years in roles spanning lecturing, management and administration. Rebecca has worked at NMTAFE for the past eleven years and part of her role is coordinating the CAVSS and USIQ delivery across the organisation.

Teaching CAVSS and USIQ

This workshop is designed to walk you through the new CAVSS Business Rules that we must use from Semester 1, 2018 and therefore provides vital information if you are hoping to deliver CAVSS next year. As a group we will workshop the new documentation, share information and experiences and provide an open forum for asking and answering questions about CAVSS and USIQ delivery at NM TAFE.



WORKSHOP 2

Vivienne Scott

Principal Lecturer, Centre for Training Excellence – NMTAFE

Vivienne has over 20 years teaching and facilitation experience and has a variety of rolls in TAFE including lecturer, PD trainer, Quality Consultant and now Principal Lecturer for the Centre of Training Excellence. Vivienne has taught in the Dip of HR, NOW program, TAE Cert IV and currently delivers the Diploma of VET .

Vivienne has been a finalist both the WA Teacher of the year and WA Trainer of the Year. She has delivered training in WA as well as Nationally and Internationally. Vivienne has always been passionate about excellent teaching and learning and making a difference in the lives of students and lecturers. It was this passion that lead her to the work of Barrie Bennet and his Instructional Intelligence program.

Overview of Instructional Intelligence (II) principles, strategies and tactics.

On Saturday you will have the opportunity of working with Barrie Bennet and his Instructional Intelligence Program. This workshop will wet your appetite for Saturday by describing NMTAFEs II journey so far and giving participants a chance to experience some of the II activities first hand.



WORKSHOP 3

Helene Markmann

Lecturer, NMTAFE

Helene Markmann is an experienced ESL and literacy educator who has worked in the TAFE, university and compulsory education sectors for over 15 years as a lecturer and teacher and teacher educator, trainer and consultant.

One Text, Many Uses

Why use a text once when you can use your students' familiarity with it to deepen their understanding of text structure, grammar, style, context, different viewpoints and culture and to improve their memory, pronunciation, writing and many other skills? Helene will go through a range of hands-on strategies you can use to maximise the benefit of a text while minimising cognitive load.



WORKSHOP 4

Sharon Phillips

Lecturer, Curtin University

Sharon Phillips teaches in EAP and University Bridging Program at Curtin English and tutors in the School of Media, Culture and Creative Arts at Curtin University. She formerly taught at Polytechnic West in the Adult Migrant English Program and Perth International College of English. She completed her Masters in Applied Linguistics at the University of Melbourne. Her research interests include pronunciation, academic writing and learner training.

Reflection in Learner Training

Skills of being self-aware, self-critical, willing to experiment, reflective, having metacognition—are known as the characteristics of effective, autonomous language learners.

Reflective journals are one method of training learners in these skills, but what should be written in them, and how can we train learners to use them effectively?

Explore

- the benefits and pitfalls of journals through teacher and student eyes,
- ways to help learners understand their use and value,
- practice coaching others in the reflective process.



WORKSHOP 5

Candy McLeod

Lecturer, Phoenix Academy

Candy is the Middle East Cultural Advisor at Phoenix Academy, in Perth, Western Australia.

Candy has more than 20 years' experience in teaching, training, research and educational management and has worked in the UK, Ukraine, the UAE and Australia. Candy taught Intercultural Intelligence and Middle East History to Arab students in Dubai for 12 years and is passionate about developing intercultural competence, in both students and teachers. She has presented at many international conferences including in United States, Russia and the UAE; her published papers can be accessed from academia.edu. She is currently completing her PhD in Education, which investigates the impact of education on social change in the UAE.

Intercultural Intelligence in the Classroom

Issues such as how to engage students, how to develop critical thinking skills, how to motivate and discipline students and how to help students integrate with others are all challenges even in a monocultural classroom; in the multicultural classroom these challenges are significantly compounded.

Perth, Western Australia, has experienced a rapid increase in population in recent years, with an influx of children and adults entering the school, VET and Higher Education system from a diverse range of religious and cultural backgrounds. Similar patterns have emerged in recent decades in other parts of the rapidly globalising world, and the phenomenon

has prompted several studies investigating the relationship between cultural background and learning styles.

In this workshop, participants will engage in a number of activities designed to raise teachers' awareness of cultural dimensions and how they affect decision-making patterns and behaviour in the educational context as well as ways in which teachers can adapt their methodologies and pedagogical practices to enable students with different cultural backgrounds to thrive.

Hofstede, G. (1991) Cultures and organisations. Software of the mind. London: McGraw Hill

STREAM 2

FRIDAY 1500 – 1630

(Simultaneous workshops please choose one from the following)



WORKSHOP 6

Louise Ward

Lecturer, SMTAFE

Louise Ward has been an English language teacher since 2000, and has taught overseas, in the AMEP and at TAFE. She currently co-ordinates and teaches English programs for South Metropolitan TAFE. She has a particular interest in teaching speaking and listening and enjoys exploring the use of digital tools to enhance language teaching and learning.

TEACHING LISTENING – Have we been doing it wrong?

Have we been teaching listening skills, or just testing them? This workshop will explore 'bottom-up' decoding skills for listening.

- What are they?
- Why are they important? and
- What are some easy and practical ways to incorporate them into our classes?

The workshop will include the chance to create your own internet-based micro-listening activity.



WORKSHOP 7

Claire Yates

Lecturer, NMTAFE

Claire Yates is an ESL teacher with an industry background in several fields, primarily Retail and Hospitality. During her 13 years at TAFE, Claire has enjoyed a journey which has encompassed teaching on the immigrant program at the AMEP, running professional development, working as a manager, coordinating college wide programs, and creating and delivering tailored programs in industry. At present Claire Yates teaches across several different courses at North Metro; She delivers as a CAVSS Hospitality lecturer, and also delivers training to industry on the GATE program, specifically in Aged care.

Claire designed and set up the WOW Hotel work preparation program at TAFE four years ago, and has since taken this project to a new place with the inclusion of barista and café skills, hence making it a team taught course in Hospitality work preparation. This innovative program not only gives student real job skills, but also gets them real jobs.

WORKSHOPS

Rebecca Wall Lecturer, NMTAFE

Rebecca has worked in vocational education and training for 18 years in roles spanning lecturing, management and administration. Rebecca has worked at NMTAFE for the past eleven years and part of her role is coordinating the CAVSS and USIQ delivery across the organisation.

Talk to Industry

This workshop is designed to give you the opportunity to speak directly to Industry. As lecturers in ESL, General Education and LLN support it can be difficult to have the opportunity to talk to the actual employers about what skills they are looking for when recruiting staff. Claire and Rebecca have asked representatives from a range of industries to come out and share their knowledge and expertise on what they think our students need to be work ready.

Shelley Carlin from Marjorie Mann Day Care Centre for the Early Childhood Education Sector

Rebecca Laing from Catholic Homes is able to provide information about working in the Aged Care Sector

Lorna Jacoba from Four Points Sheraton about working in Hospitality and Housekeeping.



WORKSHOP 8

Sue Morgan Lecturer, NMTAFE

Sue Morgan has probably been an OPT ever since she could speak (being both talkative and bossy), and has always held a fascination for language learning and teaching. Having studied Xhosa /k??s?./ at school, she completed her BPrim Ed at Cape Town University, did her practical teaching training in Namibia, and taught in a remote

Sotho-speaking village in South Africa before moving to Roebourne, WA, where she completed her Applied Linguistics Honours thesis while working with Aboriginal students. She also attended the Summer English Teaching Institute at Ohio University in the USA. Having lived in Perth since 2004, Sue has taught at Milner, Curtin, ECU and Aranmore Catholic College IEC and every NM TAFE campus except Midland – each with a different set of logins! Sue also works as an IELTS speaking examiner.

Pronunciation Workshop: “The Opportunistic Pronunciation Teacher”

Are you an OPT? Would you like to be? An OPT is one who spots an opportunity in their class to deviate to a brief, but effective pronunciation segue. It is generally unplanned, requires quick thinking, and has proven to be valuable in assisting students to become more proficient, intelligible English speakers.* This workshop is designed to assist the OPT in recognising a pronunciation teaching opportunity by highlighting areas where ESL students struggle the most and offering some tips, tricks and tools to be able to seize the moment with ‘OPTimum’ results.

(Vela-Izquierdo, 2015)*



WORKSHOP 9

Mariana Joseph Student Liaison, NMTAFE

Mariana is a career strategist with a passion to guide and coach individuals to discover and unleash their career pursuits and unique talents. She is a National Executive Committee member of the Career Development Association of Australia and Fellow member. She also serves as a Course Advisory Committee member for the School Curriculum Standards Authority. Mariana has presented workshops at a number of Conferences and Seminars.

She holds post-graduate qualifications in Career Development amongst other qualifications.

How does stress, anxiety, mood disorders or low self-confidence impact on students’ ability to learn?

Over 30 years of research has shown that the adoption of mindfulness practices decreases stress, depression and anxiety and improves executive function, compassion and empathy. Associate studies have demonstrated that self-compassion has academic benefits, especially when dealing with perceived failure.

This practical workshop will provide you with:

- a definition of mindfulness;
- a mindfulness questionnaire;
- the benefits of using mindfulness in the classroom; and
- examples you can use with your students to improve their learning.

This in turn will make a positive difference in the quality of your training while enhancing your everyday life.



WORKSHOP 10

Mariana Joseph Student Liaison, NMTAFE

Mary has been working in literacy and ESL for about 30 years. She began as a volunteer tutor to refugees, has taught reading skills to primary school children, ESL to Japanese teenagers, and ESL/EAL to a wide variety of adults. She has also been a CAVSS and USIQ lecturer on various courses. She managed a large project introducing core skills classes and literacy and numeracy assessment to vocational courses at Central TAFE. Currently, she works for North Metropolitan TAFE teaching English as an Additional Language. Mary’s current areas of

expertise are English communication skills and other employability skills for the workplace.

Debra Lunt
Trainer, Centre for Training Excellence, NMTAFE

Debra has been working in the area of Professional Development since 2009. Currently, she works in the Centre for Training Excellence, offering North Metropolitan staff and other VET practitioners a wide variety of programs. Deb's current areas of interest include effective communication in the workplace, the role of co-operative learning in reaching students at risk, and the role of training in organisational culture change. She is especially grateful to have been introduced to Barrie Bennett's work - Instructional Intelligence when she first started work in the TAFE sector.

Show and tell what works

Do you have a favourite text or activity which works well as a springboard to explore LLN skills with your learners? If so, load it onto your device and come to our workshop space willing to share how it works with your colleagues.



WORKSHOP 11

Lisa Watts
Educational Psychologist, Dyslexia-SPELD Foundation

Lisa is a very experienced Educational and Developmental Psychologist at the Dyslexia-SPELD Foundation (DSF), who is a passionate advocate for individuals who have learning difficulties or disabilities. Lisa also assesses children, teenagers, and adults with learning issues, and is a popular trainer and presenter. Part of Lisa's role at DSF includes providing consultations to schools and parents on appropriate evidence-based classroom and individual strategies to

improve numeracy and literacy skills. Prior to joining DSF, Lisa also worked for the WA Department of Education, with her last role requiring her to lead a team of Teachers, Psychologists and Educational Assistants to work with, and plan for, students with complex profiles, utilising evidence-based methods to maximise learning outcomes.

Understanding learning difficulties and disabilities – What are they, what are the indicators, and what can I do?

During this seminar an overview of the different types of learning disorders (dyslexia / dysgraphia / dyscalculia) will be provided, as well as the underlying processing weaknesses which are commonly associated with learning difficulties. Consideration and additional discussion will also be provided regarding the added complexities for diagnosing and working with individuals who may have English as an additional language (EAL/ESL). Finally, a number of strategies and accommodations will be provided which could be used to support students and to maximise their learning outcomes.

STREAM 3
SATURDAY 1030 – 1500

[All participates]



WORKSHOP 12

A/Prof. Barrie Bennett

Dr. Bennett is an associate professor with the Department of Curriculum, Teaching, and Learning and the Elementary Preservice Program. His research interests relate to teacher thinking, learning, and action focused on instructional practices. He seeks

an understanding of how teachers acquire an instructional repertoire, how they extend and integrate it, and what effect this has on student learning (kindergarten to adult).

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He has written three books related to instruction, is completing another related to integrating instructional methodology, and has written for a number of referred conferences.

In 2007, he was nominated for the University of Toronto President's Teaching Award by OISE.

Four concepts that are essential for meaningful classroom

In this practical session, participants are going to explore how four of the most boring concepts are essential to the design of powerful more complex learning experiences. I'm going to argue that failure to attend to these four concepts will make any assessment of student learning somewhat suspect.

FOUNDATION SKILLS SYMPOSIUM 2017 - PROGRAM



FRIDAY 22 SEPTEMBER

0800



Registration opens

0900 – 0920

Symposium opens - Day 1

0920 – 1020

Keynote 1 + Q&A

Professor Simon Clarke, UWA

Nourishing Teachers' Leadership for Learning: Insights from Practitioner Research

1020 – 1050



Break

1050 – 12.20

Workshop 1

**Rebecca Wall,
NMTAFE**

Teaching CAVSS
and USIQ

Workshop 2

**Vivienne Scott,
NMTAFE**

Instructional
Intelligence
Refresher/
introduction

Workshop 3

**Helene
Markmann,
NMTAFE**

One text many
uses

Workshop 4

**Sharon Phillips,
Curtin University**

Learning goals

Workshop 5

**Candy McLeod,
Phoenix Academy**

Intercultural
Communication

1220 – 1330



Lunch

1330 – 1430

Keynote 2

Carmela Briguglio, Associate Professor, Curtin University

Diversity as the norm in the 21st Century

1430 – 1500



Break

1500 – 1630

Workshop 6

**Louise Ward,
SMTAFE**

Listening skills

Workshop 7

**Rebecca Wall &
Claire Yates,
NMTAFE**

Talk to Industry

Workshop 8

**Sue Morgan,
NMTAFE**

Pronunciation
Skills

Workshop 9

**Mariana Joseph,
NMTAFE**

Workplace skills

Workshop 10

**Debra Lunt &
Mary Walsh,
NMTAFE**

Show and tell
what works

Workshop 11

**Lisa Watts,
Dyslexia-SPELD
Foundation**

Understanding
learning
difficulties and
disabilities

1630 onwards



Friday program concludes



SATURDAY 23 SEPTEMBER

0800



Registration opens

0850 – 0905

Day 2 begins

0905 – 1005

Keynote 3

A/Prof. Barrie Bennett

The purpose of reflection in engaged practice

1005 – 1030



Break

1030 – 1300

Workshop 12

A/Prof. Barrie Bennett

Four concepts that are essential for meaningful classrooms

1300



Symposium close & thank you