2018 Distance Education Symposium
Key Notes and Workshop Synopses

Rydges World Square 9 and 10 August, 2018
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## 2018 Distance Education Symposium

### Day 1 – Thursday 9th August

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<td>Registration (including tea and coffee)</td>
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<td>Conference Room</td>
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<td>8:30 – 11:00</td>
<td>Introductions and Keynote Speaker</td>
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<td><strong>Rural and Distance Education Introduction</strong> – Mike Tom, Leader, Rural and Distance Education Unit</td>
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<td>11:00 - 11:30</td>
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<td>11:30 – 12:00</td>
<td>Engaging Students with Contemporary Design</td>
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<td>A Head Full of STEAM (D. Murray – Dubbo SODE, S. Sleap – Cessnock HS)</td>
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<td>Tools for Project Planning: An Overview of Evidence-Based Practices</td>
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<td>(M. Dickens – Bathurst SO)</td>
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<td>Creating a Digital Learning Space for Effective Feedback</td>
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<td>Re-engage the Chronically Disengaged</td>
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<td>(D. Latinovic &amp; K. Malthouse – Southern Cross SODE)</td>
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<td>12:05 – 1:05</td>
<td>Exploring Virtual Excursion in Distance Education</td>
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<td>(M. Ellis, A. Ritchie &amp; R. Commens – Southern Cross SODE)</td>
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<td>Motivating the Gifted and Talented Lessons from Research and Practice</td>
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<td>See It In The Real: Bringing Virtual Reality to your Students</td>
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<td>1:05 – 2:00</td>
<td><strong>Lunch</strong></td>
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**Symposium Program**

**4-cable Futures**

**NSW GOVERNMENT Education**
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<th>Time</th>
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<td>Registration (including tea and coffee)</td>
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<tr>
<td>Room</td>
<td>Conference Room</td>
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<tr>
<td>8:30 – 10:00</td>
<td>Key Note Speaker and Q&amp;A – Professor Gerard Goggin</td>
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<td>10:00 – 10:20</td>
<td>Morning Tea</td>
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<td>Room</td>
<td>Ballroom 1</td>
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<td>10:30 – 12:00</td>
<td>The Standards: Where Do I Start? (S. Matthews – Karabar HSDEC)</td>
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<td>Project Based Learning in a Distance Education Context (K. Pfeiffer &amp; M. McNair – Dubbo SODE)</td>
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<td>Imagining the Writing Cure (Z. Jane – Southern Cross SODE)</td>
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<td>The Micro:Bit Global STEM Revolution (S. Nelson – Southern Cross SODE)</td>
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<td>Engaging Students in VET Over Distance (C. Stanford &amp; C. Doyle – Western Access)</td>
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<td>12:05 – 12:35</td>
<td>Flipped Classroom at SDEHS (S. McNamara &amp; A. Hill – Sydney DEHS)</td>
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<td>Easing Anxiety, Engaging Immediately (Phase 2) (S. Williams – Camden Haven HS)</td>
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<td>Using Adapt Learning to Rapidly Create Effective and Engaging E-Learning (I. Tobitt – Learning Systems)</td>
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<td>Teaching Maths Through Narratives (M. Lee – Karabar HSDEC)</td>
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<td>Re-Thinking Professional Development for Isolated Schools (S. Newman &amp; D. Cleary – Southern Cross SODE)</td>
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<td>12:35 – 1:35</td>
<td>Creating Quality Texts to Deepen Student Understanding (E. Trevarthen – Queanbeyan PSDEC)</td>
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<td>The Abundance Spirals (T. Cox – Southern Cross SODE)</td>
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<td>Mind Matters in a Distance Education Setting (L. Taylor – Dubbo SODE)</td>
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<td>Making the Most through Web Conferencing (A. Brain – Dubbo SODE)</td>
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Collaboration, planning and networking time
**Key Note Biographies**

**Kelly-Ann Denton**  
Chief Visual Officer Imagineer.me; Academic National Arts School  
Kelly-Ann commenced a visual language and visual culture practice in 1993. Relevant qualifications include a Bachelor of Visual Arts (Hons.) and a research Master of Visual Art from The University of Sydney. She has designed visual education and imagination programs for two decades and written curricula for universities, government and other professional development environments.

Kelly-Ann specialises in teaching visual thinking as well as visual art. The material has been consistently updated with new research related to the visual mind, neuroplasticity and cognitive science. She leads in the field of visual literacy and is focused on creative skills for future technologies. She designs curricula founded on a comprehensive understanding of how we see, how we imagine and how we remember in order to make sense of our environments and create realities.

Kelly-Ann is the Chief Visual Officer at imagineer.me, Australia’s first educational facility dedicated to imagination engineering and visual learning. Kelly-Ann is also a seasonal lecturer at The National Art School.

**Keynote Abstract**

“The more complex the world becomes, the more creative we need to be to meet its challenges. Yet many people wonder if they have any creative abilities at all.”  
Ken Robinson

We want creative imaginative schools and adaptable creative kids, so we need to make sure we build and nurture these very same skills in our Teachers.

How well do we actually understand imagination and creativity? Where does it happen in the brain, can we cultivate it to become even better creative problem solvers and critical thinkers?

Visual learning and imagination are two key capabilities that learning environments will need to keep up with the change and challenges that the next 5-20 years will bring.

The rise of visual technologies via visual mediums such as the smart phone, iPad, VR, AI, telepresencing and screen cultures are changing the way we live.

It is also affecting the way we learn and innovate. Some of us will thrive in a vision dominated world, but many who are not visually literate will be left behind.

The imagination is directly associated with the visual cortex. Vision is our dominant sense, our greatest capability and the ubiquitous language for human beings - old and young. We all need to know it innately, and learn to use it to our advantage if we are to keep up with the unprecedented rate of change the 4C’able future will bring.

Visual skills build our creativity, communication and critical thinking capabilities. They also allow us to collaborate over distances with simplicity and clarity.
Professor Gerard Goggin
Gerard Goggin, University of Sydney

Reimagining Technology and Communication for Better Education Futures

Technology has long underpinned distance education in Australia and elsewhere. Many of the technologies that were pioneered in distance education — mail, printed materials, curriculum, and pedagogy, cassette tapes, radio, telecommunications, videocommunication, Internet, podcasts, online, social and mobile media — have been taken up across a wide range of education and learning settings. The mediation of distance education — and indeed education generally — via technology has only intensified in recent years.

So a major issue for educators, their institutions, students, families, and communities is how to understand, frame, and place technology critically and productively in the contemporary mission of distance education. Here a major stumbling block are the many myths, stereotypes, and hype associated with emerging technology — promises, promises … but often there is conspicuously little clear information and frank assessment of the pitfalls or simply modest place of technology in helping teachers and students in the educational undertaking.

In this keynote address, then, I will set out a framework for critical assessment of the place of technology in better educational futures. I will discuss the kinds of ‘ways of seeing’ that frame many of the technologies that societies like our own are currently preoccupied with: the next wave of Internet, online, mobile, and social media technologies; new frontiers in technology, such as Artificial Intelligence (AI), automation, and Internet of Things; and emergent education technology systems. The ‘ways of seeing’ — in essence, we imagine technology and communication — have profound implications for how we see the nature, limits, and possibilities of educational futures.

Having set out this framework, I will take an important area of distance education and technology as a very rich case study — not just for particular groups of students, but in fact as a source of innovation, insights, and resources for how we rethink futures for distance education. This is the case of disability, accessibility, and inclusive education.

I discuss a range of fascinating new ways in which rethinking and redesigning communication is at the heart of opening up new approaches, via technology, to collaboration, creativity, and critical thinking. Contemporary technology developments have gone well beyond web accessibility, and accessible devices and software, to widespread use of voice activated devices and technologies (now widely available as home consumer products), or ‘haptic’ media (where a range of senses, including touch are key to technology).

Here distance educators who have tackled the wide range of ‘intersectional’ issues often pushed to the margins of education — remote or rural location, affordability, disability and accessibility, disengaged students, challenges in supporting student participation in ‘traditional’ classrooms — have a great deal to offer to a very
consequential, urgent imperative in contemporary society and education: critically reframing technology and communication, so we can indeed reimagining and secure better education futures.

**About the presenter:**

Gerard Goggin is Professor of Media and Communications at the University of Sydney, where he teaches and researches the social, cultural, and political dynamics of digital technology, media, and communication.

Gerard is a pioneer in the study of mobile media and communication, authoring various books on this topic, including the 2006 *Cell Phone Culture*, and is currently working on a book on apps. He also is a leading figure in the emergence of research on disability, media, and rights, with key books including, with the late Christopher Newell, *Digital Disability* (2003) and *Disability in Australia* (2005), and with Katie Ellis, *Disability and the Media* (2015). Among his current collaborations, Gerard is writing a book on disability and concepts of ‘listening’, with Cate Thill and Rosemary Kayess, entitled *Listening to Disability: Voices of Democracy* (2019).

Before entering academia, Gerard was a Policy Advisor for Consumers' Telecommunications Network from 1991-1996 (and then was a founding board member of ACCAN – Australian Communication Consumer Action Network). He worked extensively on rural and remote telecommunications issues, with advocates from organizations such as Isolated Childrens’ Parents Association (ICPA), Country Women’s Association (CWA), and the Central and Northern Land Council.

Gerard is a Fellow of the Australian Academy of Humanities, a board director of the Centre for Disability Studies, and will serve Chair of the Australian Research Council’s Engagement & Impact 2018 assessment panel for the Creative Arts and Humanities.
Workshop Session 1

Engaging students with contemporary design

Presenter: Sueanne Matthews; Karabar High School Distance Education Centre

Presentation Type: 30 minute lecture style  Stage of learning: 7-12

Description:
A presentation targeted at Visual Arts teachers 9-12 who are planning or delivering Visual Design courses.

This could also be of interest to Design and Technology teachers.

Examples of practice from Karabar DEC will be shared, with examples of student outcomes and feedback from newly implemented course materials in an online learning format.

Outcome:
Teachers will have access to the course materials for implementation into their format.

Teachers will learn about current contemporary design practices and practitioners aligned to the modules in the Stage 6 Visual Arts syllabus.

Standards Linked:

Standard 6.2.2: The presentation is targeted towards Visual Arts teachers to assist their development of innovative learning programs in their respective schools. Participants will be able to access online course materials and become familiar with teaching practices that align with the Stage 6 Visual Arts syllabus.

Standard 7.4.2: The presentation is targeted to engaging Visual Arts teachers across the distance education network. The program introduced will facilitate teacher dialogue around effective practice, providing ongoing network support for both experienced and beginning teachers.
A head full of STEAM

**Presenter:** Debbie Murray; Dubbo School of Distance Education, Dr Scott Sleap; Cessnock High School

**Presentation Type:** 90 minute workshop    **Stage of learning:** All stages

**Description:**

The education environment has been talking about STEAM learning concepts for a while now….but how are we doing it in distance education? This workshop will show you Dubbo school of Distance Education’s journey of how they have worked with, and plan to continue working STEAM into their school’s teaching and learning programs.

Come and see what has worked, and what has been the pitfalls on this journey. We will talk about bottle rockets, PBL, collaborative work spaces, robotics, micro:bits, drones, new buildings and more…

The workshop will also give participants an opportunity to share their own school’s journey and to discuss ideas that could possibly support a future DE STEAM network.

This is not a workshop to sit back and relax in…your ideas are important and will be discussed and utilised to support our student’s learning futures in DE.

**Outcome:**
Participants will be involved in participation of professional practice that enhances teaching and learning in the school and school community.

Participants will go away with practical examples of successful strategies, resources and ideas on how to embed STEAM teaching & learning practices into their school community.

**Standards Links:**

**Standard 6.2.2:** Participants will leave the workshop with examples of successful teaching strategies and ideas on how to embed STEAM practices and processes into their teaching and school community. This will also involve connecting teachers to research and feedback on program success from the perspective of a distance education school.

**Standard 7.4.2:** As an interactive workshop, teachers will have the chance to discuss learning spaces, including online learning that has been used to provide the STEAM program at Dubbo School of Distance Education.
Tools for project planning: An overview of evidence-based practices

Presenter: Martin Dickens; Rural and Distance Education Bathurst State Office

Presentation Type: 30 minute lecture style Stage of learning:

Description:
This session will provide teachers with the skills and knowledge to apply evidence-based project planning tools to lead school projects. We will begin with an overview of projects coordinated by the Rural and Distance Education Unit followed by a deconstruction of the ‘Logic Modelling’ process to assist teachers collate, deconstruct and apply data to improve student outcomes. Further tools, including the Educator.

Calculator and practical approaches to Evaluative Thinking methodologies will feature as part of the presentation. Handouts will accompany the presentation to acquaint teachers with an overview of research and practical uses of both quantitative and qualitative data. These resources will be explained using a PowerPoint presentation that will be made freely available to all teachers at the symposium.

Outcome:
Outcomes will include teachers gaining tools to evaluate the impact of learning projects at a whole school and classroom level. Participants will receive access to the information handouts and resources that deconstruct the purpose of the tools that are showcased. By accessing this information, it is anticipated that teachers will:

- gain practical advice on how to use quantitative and qualitative data to measure the impact of a learning project
- become acquainted with software that processes data and generates digital reports to showcase areas of success and improvement for project design
- understand a practical approach to project planning that focuses on stakeholder collaboration and effective organisation.

Information gathered and implemented at schools will assist teachers address the ‘strategic planning’ and ‘building leadership’ elements of the NSW School Leadership Capability Framework.

Standards Linked:

Standard 6.2.2: The presentation will provide access to online resources that are related to project development, management and evaluation using the Logic Modelling process. Examples of this process will be applied to existing projects coordinated by the Rural and Distance Education Unit in 2018 to demonstrate their practical application for individual schools.

Standard 7.4.2: The presentation will link teachers to resources developed by CESE and the Department of Education. An overview of the presentation will accompany these resources which will be delivered online using Microsoft OneDrive.
Creating a digital learning space for effective feedback

**Presenter:** Nicole Brook; Broken Hill School of the Air

**Presentation Type:** 30 minute lecture style  **Stage of learning:** K-6

**Description:**
Digital learning spaces give teachers the opportunity to communicate expectations, provide effective and timely feedback, and give students access to learning activities, resources and opportunities to connect with their classmates.

For teachers, the virtual walls of the physical classroom can be replicated in OneNote, offering a dynamic bank of resources to support teaching and learning. Teachers navigate through the relevant pages, whilst recording on Screencast-O-Matic to explain success criteria prior to learning, and to give feedback to students following the completion of learning activities. The digital learning space allows teachers to ‘be in the week’ with the students, by having the flexibility to create and clarify success criteria in response to student needs, despite the printed materials having been sent out at the end of the previous term.

For students, intentionally designed learning activities in Google Classroom can enhance their capacity to connect and collaborate. Blending these digital spaces can bring the learning off the printed leaflets and facilitate a greater level of communication and collaboration, enhancing the learning experiences for the students.

**Outcome:**
Teachers understand the importance of effective feedback and become familiar with digital learning spaces that can be utilised to facilitate communication and collaboration. Teachers view a range of applications and tools to support teaching and learning and consider how these can be used to complement printed leaflets by communicating success criteria, planning collaborative learning activities and providing feedback to students.

**Standards Linked:**

**Standard 6.2.2:** The outcomes of this presentation will involve teachers gaining knowledge related to online tools that help to collect and process student data to inform teaching. A process for establishing success criteria, how to plan learning activities collaboratively and how to provide effective feedback to students will also feature as part of this symposium session.

**Standard 7.4.2:** All participants for this workshop will be primary school teachers. Examples and resources shared as part of this workshop have been adopted from a primary distance education school in an isolated context. Collectively presenting these activities and resources will contribute to teachers discussing new applications using similar software in their own distance education school.
Re-engaging the chronically disengaged

**Presenters:** Danielle Latinovic and Kate Malthouse; Southern Cross School of Distance Education

**Presentation Type:** 30 minute lecture style  
**Stage of learning:** K-6 and 7-12

**Description:**
All distance education teachers would be familiar with the chronically disengaged students for whom distance education is the last chance saloon to engage with learning. These students have often been through several different settings prior to enrolment in distance education and arrive as disillusioned and disenfranchised learners with considerable baggage. In the Learning Support faculty at SCSoDE we have effectively used Collaborative Curriculum Planning as a way to decide what we adjust in order to engage our students. All our planning is underpinned by evidence based strategies and we pay particular attention to the relevant legislation. We have considerable success re-engaging Autistic children.

**Outcome:**
Attendees at this session will:

- Learn how the Learning Support Faculty at SCSoDE conducts and documents Collaborative Curriculum Planning meetings;
- Investigate the types of information we gather to inform the decision making process;
- Explore the different learning and teaching adjustments we have implemented to re-engage entrenched disengaged learners;
- Understand the evidence and legislation that underpins these adjustments;
- Examine different resources we have successfully used;
- Learn about the types of adjustments that have been effectively utilised to re-engage Autistic students.

**Standards Linked:**

**Standard 6.2.2:** During this presentation, participants will be engaged in processes for collaborative curriculum planning, reviewing the current model used in the Learning Support Faculty at Southern Cross School of Distance Education. Teachers will be able to access the existing teaching resources associated with this example, including strategies used to make learning adjustments to re-engage Autistic students and others with a learning disability.

**Standard 7.4.2:** From participating in this workshop, distance education teachers will be able to collaborate with their colleagues on practices that involve collaborative programming for inclusive education. It is an expectation that teachers will also be re-introduced to the disability legislative requirements that are prevalent in all schools and how these may be addressed by distance education teachers.
**Workshop Session 2**

**Exploring Virtual Excursions in Distance Education**

**Presenters:** Melissa Ellis, Amanda Ritchie and Rikki Commens; Southern Cross School of Distance Education

**Presentation Type:** 60 minute workshop  
**Stage of learning:** K-6 and 7-12

**Description:**
The presentation, Exploring virtual excursions in distance education” will showcase the collaboratively designed cross-curricular virtual excursion, “Mungo”. The presentation will also outline how to plan, conduct and present your own virtual excursion. The process involved in creating a virtual excursion will be highlighted using current “in-the-process” projects ‘The Snowy Mountains’ and “Marine life”.

**Outcome:**
From attending this presentation, participants will gain the following:

- Mungo virtual excursion showcased and distributed for implementation across distance education schools in NSW
- The structure needed for participants to plan, create and implement virtual excursions within their own school, big or small projects.

**Standards Linked:**

**Standard 6.2.2:**
The presentation highlights the logistics and practical application of a virtual excursion in a distance education school context. Examples of virtual excursions, including feedback on their successes, will be highlighted using one distance education school.

**Standard 7.4.2:**
The virtual excursions and their relevance will be linked to primary and secondary curriculum priorities. Showcasing the example virtual excursion ‘Mungo’ is relevant to all distance education schools in NSW who are currently embedding the excursion into their curriculum.
**A head full of steam continued**

**Presenter:** Debbie Murray; Dubbo School of Distance Education

**Presentation Type:** 90 minute workshop  

**Stage of learning:** All stages

**Description:**

The education environment has been talking about STEAM learning concepts for a while now….but how are we doing it in distance education? This workshop will show you Dubbo school of Distance Education’s journey of how they have worked with, and plan to continue working STEAM into their school’s teaching and learning programs.

Come and see what has worked, and what has been the pitfalls on this journey. We will talk about bottle rockets, PBL, collaborative work spaces, robotics, micro:bits, drones, new buildings and more…

The workshop will also give participants an opportunity to share their own school’s journey and to discuss ideas that could possibly support a future DE STEAM network.

This is not a workshop to sit back and relax in…your ideas are important and will be discussed and utilised to support our student’s learning futures in DE.

**Outcome:**

Participants will be involved in participation of professional practice that enhances teaching and learning in the school and school community.

Participants will go away with practical examples of successful strategies, resources and ideas on how to embed STEAM teaching & learning practices into their school community.

**Standards Links:**

**Standard 6.2.2:** Participants will leave the workshop with examples of successful teaching strategies and ideas on how to embed STEAM practices and processes into their teaching and school community. This will also involve connecting teachers to research and feedback on program success from the perspective of a distance education school.

**Standard 7.4.2:** As an interactive workshop, teachers will have the chance to discuss learning spaces, including online learning that has been used to provide the STEAM program at Dubbo School of Distance Education.
Device free coding

**Presenter:** Amanda Doxat-Pratt, Deborah Brown and Rama Vishwanathan; Sir Eric Woodward Distance Education Support Unit

**Presentation Type:** 60 minute workshop  
**Stage of learning:** All stages

**Description:**
Developing computational thinking starts way before programming/coding a device. What is coding at its most basic? Coding is a list of step-by-step instructions that get computers to do what you want them to do. In order to code, students need to be able to break a problem down into a logical sequence of actions. Computational thinking is the thought processes involved in formulating a problem and expressing its solution(s) in such a way that a computer –human or machine– can effectively carry out (NESA2017).

This workshop will present ideas for developing student’s logical thinking and problem solving across the curriculum using mostly non computer based resources. The activities range from giving a human robot directions to developing a logical series of actions to achieve success in simple games. The activities are suitable for early learning students and those with an intellectual disability or learning difficulty.

Skills and understanding developed through these activities include positional language such as right/left, forwards/backward, 90, 180 and 360 degrees turns as well as “if/then” statements and recognizing patterns. Students will also develop their ability to give clear instructions and directions verbally or using signals. Resources needed for these activities are readily available and inexpensive.

**Outcome:**
Delegates will be provided with ideas for developing the computational skills needed for coding, as well as resources and activities for students to practice these skills. Activities suggested use a multi-sensory approach and meet the needs of distance education pedagogies including satellite, and home and community based learning situations.

Delegates will have flexible strategies for teaching coding to suit the students’ physical, social and intellectual development. Using the activities demonstrated will help teachers provide a rich learning environment where ICT is just one of a number of teaching tools.

**Standards Linked:**

**Standard 6.2.2:** Delegates will be provided with skills and knowledge that will allow them to develop computerisation skills needed for coding, as well as learning strategies that can be used with students across all stages. These activities include multi-sensory approaches that are suited to learning at home or using satellite connections.
**Standard 7.4.2:** Teachers will collaborate with fellow distance education teachers and have frequent opportunities to undertake activities associated with multi-sensory learning. The activities will allow teachers to trial resources involving ICT.
Motivating the gifted and talented. Lessons from research and practice

**Presenter:** Hedda Whitfield; Southern Cross School of Distance Education and Professor Andrew Martin; University of NSW

**Presentation Type:** 60 minute workshop  
**Stage of learning:** All stages

**Description:**
“The issue of motivation is relevant to all students. However, for some specific groups of students, not only are the fundamental principles of motivation relevant, but there are some additional principles or issues that will be considered in this workshop”.
Andrew Martin Professor of Educational Psychology; School of Education (Educational Psychology Research); University of NSW.

This workshop will identify strategies to identify, refine and apply motivational principles to encourage the participation of gifted and talented students specifically in a distance education context. Building on prior research, Professor Martin will address key issues including:

- Beliefs about ‘smartness’, Fear of failure and fear of success
- Views of effort and the perceived risks of trying hard in a distance education context
- Implicit theories
- Perceptions of control
- Drive for perfection
- Need to achieve balance between challenge and skill
- Approach to competition.

The session would explore case studies of individuals and their coaching plans and results. From these cases, Professor Martin will provide guidance on how to develop a whole school, distance education approach to embedding strategies that will enhance student performance. The implications of this model will be made evident for both teachers of distance education and students.

**Outcome:**
Professor Martin’s research is a valuable tool for teachers who wish to investigate the Coaching model of student education. The model is based on Sports and VET coaching to “enhance underachieving gifted and talented students’ motivation and sustain high levels of motivation demonstrated by those students who are achieving to their potential. Addressing some or all of these factors places gifted and talented students in a much stronger position to achieve their potential.” Professor Andrew Martin. Understanding this model will lead to enhancing the pedagogy of distance education teachers who operate with gifted and talented students through online, distance modes of delivery.
Standards Linked:

Standard 6.2.2: The one hour presentation will involve participants sharing coaching plans and practices to motivate students for learning. Through collaboration with colleagues, participants will understand the requirements for developing a coaching plan which nurtures student resilience. Participants will be able to access research documents and resources to develop positive learning behaviours for gifted and talented students.

Standard 7.4.2: The session will be accompanied by case studies that will drive professional conversation amongst distance education staff. Opportunities to review a whole school model for the program will also invite participants to reflect on their own motivational and resilience strategies to secure student success.
See it in the real: Bringing virtual reality to your students

**Presenter:** Danielle Cleary and Jemma Bayliss; Southern Cross School of Distance Education

**Presentation Type:** 60 minute workshop  
**Stage of learning:** All stages

**Description:**
“We should not see this as a media experience; we should see it as an actual experience.” Jeremy Bailenson, Stanford University.

This hands-on presentation, “See it in the Reel – bringing virtual reality to your students’, will focus on emerging technologies and how we can use these in a creative capacity across a range of KLAs (both Primary and Secondary) to better engage 21st century learners.

This affordable and easily accessible technology will be showcased and attendees will have the opportunity to explore a variety of virtual reality apps and websites, using just a smartphone and headset (**attendees should bring their own smartphone, headsets provided**).

Attendees will work collaboratively in pairs or groups and immerse themselves in this technology and teaching strategies and scenarios will be provided to ensure this technology can cater to the needs of students in a rural and distance education setting.

**Outcome:**
From attending this presentation, participants will have the opportunity to:

- Learn about emerging virtual reality technologies including apps and websites across a range of KLA areas (both Primary and Secondary)
- In pairs or groups, collaborate and engage in practical and interactive activities designed to demonstrate virtual technology applications and how they can be used in a creative capacity in rural and distance education settings

A list of resources applicable to KLA areas about virtual technology applications and websites.

**Standards Linked:**

**Standard 6.2.2:** Participants attending this workshop will gain an understanding of virtual reality technologies that are used to address key learning areas in the primary and secondary curriculum. The practical strategies are customised to suit rural and distance education contexts.

**Standard 7.4.2:** This workshop, whilst ensuring participants collaborate on the usefulness and effectiveness of learning technologies, will also seek to connect teachers to specific KLA resources and virtual technologies websites to enhance their
practice. Interactive components of the presentation will involve pair and small group work.
Distance Education Networks Session

Geography Network

Coordinator: Tiffeny Cox, Southern Cross School of Distance Education

Description:
The Geography DE Collegial Network has been in operation across the distance education schools for 6 years. The DE Symposium provides our network with the opportunity to reflect on our past actions, refresh our ideas and activities, share our resources and welcome new network members.

The Geography DE Collegial Network session will provide participants with the opportunity to share their current practices as well as focus, reflect and collaborate on the teaching and learning requirements for the Australian Curriculum.

Throughout the three hour session, one hour and thirty minutes will be spent on targeted professional learning from State Office and the GTA related to the new Australian Curriculum. Participants will have opportunity to engage in a question and answer session, allowing them to address their own individual or school concerns.

A further 60 minutes will be focussed on the participants prioritising and collaborating on activities and developing a plan to work together on the creation on new learning materials to be shared among the distance education schools.

Standards Linked:

Standard 6.2.2:
Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student’s individual learning needs.

Standard 7.4.2:
The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
Gifted and Talented Network
Coordinator: Hedda Whitfield; Southern Cross School of Distance Education

Description:
The GATS DE Collegial Network has been in operation across the distance education schools for 6 years. The DE Symposium provides our network with the opportunity to reflect on our past actions, refresh our ideas and activities, share our resources and welcome new network members.

The GATS DE Collegial Network session will provide participants with the opportunity to share their current practices as well as focus, reflect and collaborate on the teaching and learning requirements for GATS.

Throughout the three hour session, one hour and thirty minutes will be spent on targeted professional learning from Dr Andrew Martin and GERRIC (Gifted Education Research and Resource Centre). Dr Andrew Martin will provide a customised professional learning that will investigate effective pedagogical practices for teachers who use online, virtual modes of delivery to challenge the thinking processes of students who identify as gifted and talented. The information will also include school and student examples and strategies to improve the outcomes of these students. Discussions surrounding these examples will be modified to address distance education school contexts, allowing teachers to apply the knowledge to students they directly teach and to consider the implications these examples have for gifted and talented education policies already operating in individual schools. GERRIC will provide information and share resources to achieve this objective. Participants will have opportunities to engage in a question and answer session, allowing them to address their own individual or school concerns.

A further seventy minutes will be focused on the participants prioritising and collaborating on activities and developing a plan to work together on the creation on new learning materials to be shared among the distance education schools.

Standards Linked:

Standard 6.2.2:
Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for students individual learning needs.

Standard 7.4.2:
The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
Access Program Head Teachers Network

Coordinator: Crystal Stanford

Description:
The NSW Access Program Head Teacher Network has been in operation across the distance education schools for 20 years. The DE Symposium provides the network with the opportunity to reflect on our past actions, refresh our ideas and activities, share our resources and welcome new members.

The NSW Access Program Head Teacher Network session will provide participants with the opportunity to share their current practices as well as focus, reflect and collaborate on the teaching and learning requirements for the Australian Curriculum.

Throughout the three hour session, one hour and thirty minutes will be spent on targeted professional learning from NESA and State Office related to the new Australian Curriculum. Participants will have the opportunity to engage in a question and answer session, allowing them to address their own individual or schools concerns.

A further seventy minutes will be focussed on the participants prioritising and collaborating on activities and developing a plan to work together on the creation on new learning materials to be shared among the distance education schools.

Standards Linked:

Standard 6.2.2:
Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student’s individual learning needs.

Standard 7.4.2:
The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
Special Education Network
Coordinator: Nancy McAndrew

Description:
The Special Education DE Collegial Network has been in operation across the distance education schools for 8 years. The DE Symposium provides our network with the opportunity to reflect on our past actions, refresh our ideas and activities, share our resources and welcome new network members.

The Special Education DE Collegial Network session will provide participants with the opportunity to share their current practices as well as focus, reflect and collaborate on the teaching and learning requirements for the Australian Curriculum.

Throughout the three hour session, thirty minutes will be spent on targeted professional learning from State Office related to the new Australian Curriculum. Participants will have opportunity to engage in a question and answer session, allowing them to address their own individual or school concerns.

A further seventy minutes will be focussed on the participants prioritising and collaborating on activities and developing a plan to work together on the creation of new learning materials to be shared among the distance education schools.

Standards Linked:

Standard 6.2.2:
Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student’s individual learning needs.

Standard 7.4.2:
The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
History Network

Coordinator: Ashlee Kellner

Description:
Over the last 18 months the DE Collegial Network has been working collegially towards implementation and teaching of new Stage Six Ancient and Modern History syllabus. Each of the five schools has contributed to the planning, writing, editing and implementation of Year 11 materials, these are being taught for the first time this year.

As writing of Year 12 materials is still ongoing by some schools and implementation is yet to occur, this 90 minute network session at the Symposium, will focus on the evaluation of the Year 11 materials. The aim of this session will be to unpack how each school utilised the written materials produced by various schools and how the cohorts went with the work and the adjustments/future amendments they would like to make to the units in the future. Each school will get the opportunity to speak unopposed to the rest of the network. At the end there will be around table discussion where each school can comment on the points raised by each respective school.

The last part of the 90 minutes session will focus on projected aims and goals of the network and an update of the progress of the Year 12 materials.

Standards Linked:

Standard 6.2.2:

Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student’s individual learning needs.

Standard 7.4.2:

The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
Science Network

Coordinator: Merajunnisa Qamaruddin

Description:
The Science DE Collegial Network has been operational across the distance education schools for 8 years. The members actively communicate and collaborate to support each other to produce quality learning resources.

The DE Symposium provides our network with the opportunity to further strengthen our network, evaluate our previous activities, and discuss improvements to our teaching and learning programs and learning programs. The DE Collegial Network session will provide participants with the opportunity to share their current practices as well as focus, reflect and collaborate on the teaching and learning requirements for the Australian Curriculum.

During this network time we will engage in professional learning conducted by the Education Officer from Taronga Zoo on “Depth Study”, Stage 6 Biology, Earth and Environmental Studies and Investigating Science. The session will include ways to utilise and adapt learning resources available at Taronga Zoo to trial and embed new teaching strategies for this study area that are delivered virtually for students enrolled in distance education.

Throughout the session teachers will:

• Deepen understanding of NESA requirements for teaching “Depth Studies”, Stage Six Science Syllabus

• Develop a common understanding of the assessment requirements for the new Stage 6 syllabuses, including how these requirements can be satisfied using methods that are successful for students undertaking study outside of the traditional classroom environment

• Learn to program “Depth Studies” in their scope and sequence, taking into account virtual modes of content delivery

• Discuss and apply the curriculum content to distance education modes of delivery

• Collaboratively plan to develop a “Depth Studies” unit that employs select aspects of the Taronga Zoo resources that are suited to distance education

• Collaboratively plan to develop a marking rubric for assessing a “Depth Study”.

Standards Linked:

Standard 6.2.2:
Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student’s individual learning needs.

Standard 7.4.2:
The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
**PDHPE Network**

**Coordinator:** Richard Mills

**Description:**
The Special Education DE Collegial Network has been in operation for 8 years and has worked together in the creation and sharing of quality resources to support or students. The network members have been able to work collaboratively to meet the syllabus requirements of all PDHPE related courses and to better cater to the varied learning needs of our students.

The DE Symposium provides our network with the opportunity to further consolidate positive working relationships, reflect on past actions, refresh our ideas and build on new pedagogy in preparation for the introduction of the new 7-10 PDHPE syllabus.

Throughout the three hour session the network members will be able to continue building an understanding of the new syllabus and continue to work on creating effective programs that address the requirements of the new syllabus. These sessions will build on the progress already made by the network in unpacking the new syllabus and commencing programming. The planning for the implementation of the new syllabus has been in progress since the beginning of the year with the symposium providing us with a unique opportunity to come together as a network and strengthen the progress we have made with programming.

**Standards Linked:**

**Standard 6.2.2:**
Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student’s individual learning needs.

**Standard 7.4.2:**
The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
HALT (Highly Accomplished Lead Teacher) Network

Coordinator: Sueanne Matthews

The DE HALT network is a newly established network to support teachers working towards higher levels of accreditation within the specific context of a Distance Education Setting.

The DE Symposium network session will allow participants to share their practice, reflect on their experience with accreditation, and collaborate on writing annotations to support documented evidence.

Throughout the three hour session;

Two hours will be spent on targeted professional learning delivered by David Gault, Senior Policy Officer, Teacher Support, Teaching Standards, NESA. Participants will have the opportunity to engage with strategies to identify the appropriate level of accreditation, and how to address the observation component of the submission.

The remaining 50 minutes will be focused on establishment of a collaborative leadership team for the network and development of a timetable for ongoing professional learning activities for the remainder of the year.

Description:

The remaining 50 minutes will be focused on establishment of a collaborative leadership team for the network and development of a timetable for ongoing professional learning activities for the remainder of the year.

Standards Linked:

Standard 6.2.2:
Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student’s individual learning needs.

Standard 7.4.2:

The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
**TAS Network**

**Coordinator:** Therese Metzl

**Description:**
The TAS DE Collegial Network has been in operation across the distance education schools for 8 years. The DE Symposium provides our network with the opportunity to reflect on our past actions, refresh our ideas and activities, share our resources and welcome new network members.

The TAS DE Collegial Network session will provide participants with the opportunity to share their current practices as well as focus, reflect and collaborate on the teaching and learning requirements for the Australian Curriculum.

Throughout the three hour session, one hour and thirty minutes will be spent on targeted professional learning from NESA and State Office related to the new Australian Curriculum. Participants will have opportunity to engage in a question and answer session, allowing them to address their own individual or school concerns.

A further seventy minutes will be focussed on the participants prioritising and collaborating on activities and developing a plan to work together on the creation on new learning materials to be shared among the distance education schools.

**Standards Linked:**

**Standard 6.2.2:**
Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student's individual learning needs.

**Standard 7.4.2:**

The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
Computing Studies Network
Coordinator: Eamon Gormley

Description:
The Computing Studies DE Collegial Network has been in operation since 2010, with a number of the high schools involved since its inception. During this period the network has collaborated on the creation of programs and resources that have been shared and made available to all distance education high schools.

The DE Symposium provides our network with the opportunity to refresh our ideas, share current practices, activities, resources and welcome new network members.

For this network session attendees will meet, swap and discuss the implementation of the resources they are sharing. Attendees will have the opportunity to engage in a question and answer session, allowing them to address their own individual or school concerns.

Attendees will be asked to bring (preferably original) teaching resources to be shared with other members of the network. Examples of resources may include:

- Exams (including answers)
- Assessment tasks
- Revision activities
- Band 6 Major Projects, animations, games, short films, etc
- Units of works – Stages 5/6
- Course notes

Standards Linked:

Standard 6.2.2:
Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student’s individual learning needs.

Standard 7.4.2:
The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
DEVAN Network
Coordinator: Tamara Lawry

Description:
The DEVAN (Visual Arts) DE Collegial Network has been in operation across the distance education schools for 16 years. The DE Symposium provides our network with the opportunity to work together in a creative art environment to make art and creative resources, reflect on our past actions, refresh our ideas and activities, share our resources and welcome new network members.

The DEVAN DE Collegial Network session will provide participants with the opportunity to learn a new strategy to engage students in creative and critical thinking with a STEM focus. As well, they will share their current practices, focus, reflect and collaborate on the teaching and learning requirements for the Australian Curriculum and how to apply these in a blended learning mode for distance education students.

Throughout the three hour session, thirty minutes will be spent on targeted professional learning from NESA and State Office related to the new Australian Curriculum. The lead Artist Educator from the Museum of Contemporary Art will lead a ninety minute session for network members in engaging strategies that employ STEAM subjects in learning, focusing on how this pedagogy can be delivered effectively using online resources and virtual environments. Participants will experience creative and critical thinking and making, leading to further reflection on how each distance education school currently plans learning experiences for Visual Arts students.

A further forty minutes will be focussed on the participants prioritising and collaborating on activities and developing a plan to work together on the creation of new learning materials to be shared among the distance education schools.

Standards Linked:

Standard 6.2.2: Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student’s individual learning needs.

Standard 7.4.2: The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
Enrolment Officers Network

Coordinator: David McLeod

Description:
The Enrolment Officers DE Collegial Network has been in operation across the distance education schools for 5 years. The DE Symposium provides our network with the opportunity to reflect on our past actions, refresh our ideas and activities, share our resources and welcome new network members.

The Enrolment Officers DE Collegial Network session will provide participants with the opportunity to share their current practices as well as focus, reflect and collaborate on the teaching and learning requirements for the Australian Curriculum.

Throughout the three hour session, sixty minutes will be spent on systems priorities included a targeted meta-analysis of relevant policy documents related to enrolment. Participants will have opportunity to engage in an analysis of their own circumstances in their own schools.

A further ninety minutes will be focussed on the participants collaborating on activities that will support the co-design and co-delivery of professional learning for support teams involved in the enrolment of complex students in distance education.

Standards Linked:

Standard 6.2.2:
Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student’s individual learning needs.

Standard 7.4.2:
The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
Mathematics Network
Coordinator: Nina Thomas

Description:
The DE Symposium provides our network with the opportunity to reflect on our past practices, refresh our ideas and activities, share resources and welcome new members.

The Mathematics DE Collegial Network session will provide participants with the opportunity to share their current practices as well as focus, reflect and collaborate on the teaching and learning requirements for the Australian Curriculum.

Throughout the three hour session, one hour and thirty minutes will be spent on targeted professional learning from the 7-12 Mathematics Advisor from State Office related to the new syllabus for the Mathematics Advanced and Extension 1 course, allowing them to address their own individual or school concerns.

A further seventy minutes will be focussed on the participants prioritising and collaborating on activities and developing a plan to work together on the creation on new learning materials to be shared among the distance education schools.

Standards Linked:

Standard 6.2.2:
Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student’s individual learning needs.

Standard 7.4.2:
The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
English Network

Coordinator: Leanne Wynne

Description:

The English DE Collegial Network has been in operation across the distance education schools for 8 years. The DE Symposium provides our network with the opportunity to reflect on our past actions, refresh our ideas and activities, share our resources and welcome new network members.

The English DE Collegial Network session will provide participants with the opportunity to share their current practices as well as focus, reflect and collaborate on the teaching and learning requirements for the Australian Curriculum.

Throughout the three hour session, one hour and thirty minutes will be spent on targeted information related to the Stage 6 Curriculum and resources available at the State Library. This will include a modified presentation by the State Library to focus specifically on resources and information that applies to the pedagogy of distance education teachers, including the use of multimedia texts. Participants will have opportunity to engage in a question and answer session, allowing them to address their own individual or school concerns.

A further seventy minutes will be focussed on the participants prioritising and collaborating on activities and developing a plan to work together on the creation of new learning materials to be shared among the distance education schools.

Standards Linked:

Standard 6.2.2:

Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student’s individual learning needs.

Standard 7.4.2:

The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
LMS (Learning Management systems) Network

Coordinator: Jason Ferns

Description:
The LMS DE Collegial Network this year is in its inaugural operation across the distance education schools. The DE Symposium will allow our network the opportunity to meet in person and share ideas, activities and resources that will improve the processes and delivery of online content in our individual schools.

The LMS DE Collegial Network session will provide participants with the opportunity to share their current practices as well as identify best practice and collaborate on the most effective strategies that allow teachers to deliver quality content and provide timely, effective and relevant feedback to students in an online learning environment.

Throughout the three hour session, the first hour will be spent on getting to know the types of LMS used by all the schools and the procedures that are put in place for the management of their individual schools LMS. This is an important activity to ensure that all members of the network have a thorough understanding of the current processes in place at each school as this is the first time we have met as a group. All schools will be required to prepare a short presentation (10 minutes).

After the presentation there will be an opportunity for members to ask questions in regards to the use of LMS in the various schools.

A further seventy minutes will be focussed on the participants prioritising and collaborating on activities and developing a plan to work together on the creation on new learning materials to be shared among the distance education schools.

Standards Linked:

Standard 6.2.2:

Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student’s individual learning needs.

Standard 7.4.2:

The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
Primary Network

Coordinators: Julie Baldwin and Katie Murphy

Description:
The Primary DE Collegial Network has been in operation across the distance education schools for 8 years. The DE Symposium provides our network with the opportunity to reflect on our past actions, refresh our ideas and activities, share our resources and welcome new network members.

The Special Education DE Collegial Network session will provide participants with the opportunity to share their current practices as well as focus, reflect and collaborate on the teaching and learning requirements for the new PDPE Health syllabus.

Throughout the three hour session, one hour and thirty minutes will be spent on targeted professional learning from State Office PDPE Health Curriculum Advisor Matt Ryan, related to the new PDPE Health syllabus. Participants will have opportunity to engage in a question and answer session, allowing them to address their own individual or school concerns.

A further seventy minutes will be focused on the participants prioritising and collaborating on activities and developing a plan to work together on the creation of new PDPE Health learning materials to be shared among the distance education schools.

Standards Linked:

Standard 6.2.2: Teachers attending the network session will incorporate the professional learning they receive into a collegial network plan to share and create learning materials for their students that reflects their schools curriculum priorities network and is able to be adjusted for student’s individual learning needs.

Standard 7.4.2: The collegial network session will provide participants with a network and forum to engage in targeted professional learning. They will discuss, identify, prioritise, share and collaborate on activities and learning materials to implement in and across the distance education schools.
Workshop Session 3 (Day 2)

The Standards: Where do I start? - Accreditation at HAT and Lead

Presenter: Sueanne Matthews; Karabar High School Distance Education Centre

Presentation Type: 90 minute workshop  Stage of learning: All stages

Description:
A practical workshop where participants will assess their preparedness for accreditation at either Highly Accomplished or Lead Teacher. This workshop will involve collegial discussions conducted with protocols that ensure respectful listening and constructive feedback.

Participants will be required to bring along a copy of the Australian Professional Standards for Teachers and a copy of the NSW Department of Education procedure for accreditation.

Outcome:
Participants will leave the workshop with a matrix mapped to the standards demonstrating the level they are currently working at.

The matrix can then be developed into a plan for accreditation submission to NESA at either HAT of Lead.

The matrix will assist participants in initial discussions with their Principal/line manager in line with the DoE procedures.

Standards Linked:

Standard 6.2.2: The focus of this interactive workshop is to provide teachers aspiring to either Lead or Highly Accomplished accreditation the skills and capabilities required for this certification. The workshop will involve collegial discussions conducted with protocols to ensure all information shared pertaining to schools is constructive and respectful.

Standard 7.4.2: The uses of the NESA matrix for highly accomplished and lead teacher accreditation will be implemented to assist participants identify their capabilities in line with this level of accreditation. This resource will also be used to ensure that feedback provided to participants is constructive and focused on the AITSL outcomes.
Project based learning in a distance education

**Presenter:** Kelly Pfeiffer and M McNair; Dubbo School of Distance Education

**Presentation Type:** 90 minute workshop  
**Stage of learning:** All stages

**Description:**
Project Based Learning (PBL) in a distance education setting. What? Can this be done? YES!

Come along and see how Dubbo De has troubleshooted their way through PBL processes. Find out the importance of having an authentic audience. Sample some driving questions. See students final products. Be prepared to have fun and engage in some PBL process. Every participant goes home with a prize! What is that you say? You want more. Yes! We will send you away with more professional development opportunities to further enhance your confidence and PBL skill set after this session.

**Resources:**
- Require participants email before the session
- Smart phone, iPad or Laptop

**NOTE:** you need to bring a device that can access the WiFi at the venue with:
- Google Classroom App on (free download)
- iMovie and/or iClips

**Outcome:**
The planned outcomes for participants of this workshop are that they will be able to:
- select and use appropriate teaching strategies to develop student’s knowledge, skills, problem solving and critical thinking
- integrate ICT into their learning and teaching programs and for the chosen content to be relevant and meaningful
- contribute to collegial discussions and networks to improve professional knowledge and practice.

**Standards Linked:**

**Standard 6.2.2:** Teachers participating in this workshop will be provided with knowledge to integrate ICT into learning and teaching practice to make learning programs meaningful to students. This includes trialling online quizzes and establishing the process for delivering project based learning exercises for students in distance education.

**Standard 7.4.2:** The delivery of this workshop has been designed to be interactive. There will be opportunities made available to participants to share experiences with project based learning in their own school and through the examples provided by Dubbo School of Distance Education. This includes the process of developing a similar program in their own distance education school.
**Imaging the writing cure**

**Presenter:** Zacharey Jane; Southern Cross School of Distance Education

**Presentation Type:** 90 minute workshop  
**Stage of learning:** All stages

**Description:**

*Imaging the Writing Cure*

We all have stories to tell, particularly in Distance Education. Through sharing our stories, we create connections. These connections can operate between all Key Learning Areas to engage students, increase their literacy, communication skills and support well-being, a primary goal for Distance Education teachers.

It is often assumed that therapeutic writing, or the ‘writing cure’, must employ self-reflexive or autobiographical writing in order to address trauma. However, international research from the Universities of Pennsylvania and Texas has shown that this is not the case. Underpinned by this research, *Imaging the Writing Cure* explores the placement of fiction writing at the nexus between Narrative Therapy and Art Therapy.

Creative writing is always informed by the author’s own experience. Therefore, by practising creative writing and reflecting on their practice, students develop flexible thinking and the correlative concept that they can ‘write’ their own future.

(Zacharey Jane is an English teacher and author, researching Fiction Therapy for Master of Research at WSU. This workshop is a practical manifestation of that research, dovetailing with her occupations as a DE teacher and author. It builds on Ms Jane’s presentation at the 2017 9th International Arts Health Conference, covering new ground in its application across Key Learning Areas)

**Outcome:**

*Imaging the Writing Cure* will also explore the ways storytelling can be used in Arts and STEM lessons. For example, STEM subjects use the classic storytelling beginning-middle-end formula: what else is 1 + 1 = 2? The workshop will introduce engaging ways to encourage students to learn concepts and processes through narrative. Teachers will leave with a useful toolbox of exercises to inspire their students’ writing.

**Standards Linked:**

**Standard 6.2.2:** This practical workshop focuses on upskilling teachers in explicit writing practices that apply to STEM and Arts based lessons across all learning stages. Responses to these exercises will involve all teachers collaborating on their effectiveness across distance education contexts. Participants will receive a collection of resources supplementing the knowledge received to engage students in the writing process.

**Standard 7.4.2:** The outcome of this workshop presentation will lead to teachers from distance education schools address reflective writing across multiple learning areas.
The autobiographical writing component reflects the ‘personal and social capability’ cross curriculum priority of the English K-10 NSW Syllabus.
The micro:bit global STEM revolution
Presenter: Sam Nelson; Southern Cross School of Distance Education

Presentation Type: 90 minute workshop  Stage of learning:

Description:
Why a Micro:bit?
It is the first major STEM project developed by the BBC since they produced the MicroBee educational computer in the 1990s. The micro:bit is totally designed for student use and can be programmed using both beginner and advanced languages. The Micro:bit is a STEM innovation tool and can be used for robotics and product development, as well as experimental design.

What makes Micro:bits different?
Instead of being a school based STEM decision, Micro:bits are being implemented at a national level globally by the world's leading educational countries.

What you will get from this workshop?
Participants will leave with the skills, knowledge and resources to immediately implement a STEM program in K-12. This workshop has been run successfully in 2017 for students, teachers and leaders across NSW.

Outcome:
The BBC Micro:bit is a purpose built STEM education tool that is accessible and affordable (google it). In 2016 every year 7 student in the UK was given one and we are trying to give Australian students the same opportunity.
In 2017 we started rolling out this technology to all year 7 and 8 students in NSW Rural Distance Education. It is an ideal starting point for syllabus coding requirements and STEM innovation and is suitable for students from the age of 6 to university level.
All the teaching resources are free and growing at an exponential rate as more and more countries come on board.
Each participant will be given starting courses that can be emailed out to students and hands on experience coding this remarkable device.
Participants- BYOD that has a USB port and can access the internet.. Half an hour Scratch experience is handy.

Standards Linked:

Standard 6.2.2: The STEM Micro:Bit program will provide practical, hand-on learning strategies to assist rural and distance education teachers implement lessons involving coding. Participants will receive learning program resources to implement Micro:bit into their stage and subject area at the conference. The development of robotic programs aligns with the ‘Information and communication technology’ capability of the NSW Syllabus for the Australian Continuum.

Standard 7.4.2: The workshop will provide a forum for distance education teachers to share learning strategies related to coding practice. Teachers will have the opportunity
to share teaching and learning strategies, with practical lessons providing informal networking opportunities for future improvements.
Engaging students in VET over distance

Presenter: Crystal Stanford and Catherine Doyle; Western Access

Presentation Type: 90 minute workshop  
Stage of learning: 7-12

Description:

This session will demonstrate how Stage 6 Vocational Education and Training can be supported in a Distance Education learning environment. The session will enable teachers and executive to learn successful strategies used in the Western Access Program and adopt them to their educational setting that support NESA and RTO compliance whilst ensuring an increase in student employability skills, independence and resilience. Furthermore, this session will provide staff with valuable skills in best practice and varied pedagogical delivery.

Outcome:

Participants will take home physical practical administration tools to support vocational education (USB). Furthermore, participants will be supported with practical demonstration and ideas for sustained:

- Quality delivery of VET
- NESA Compliance and RTO compliance
- Opportunity of support- WorldSkills
- Supporting students during Work Placement
- How to engage students and develop enriching pedagogical practice
- Developing partnerships with your community
- Transitions programs.

Standards Linked:

Standard 6.2.2: Participants involved in this workshop will receive practical, soft copy resources to implement vocational education programs using distance mode delivery. The workshop will be framed with examples and activities that demonstrate to teachers how to apply these resources in their own distance education context.

Standard 7.4.2: The presenters for this workshop represent various schools across the Western Access Network for the NSW Department of Education. All strategies are applicable to schools with students from isolated regions, with explicit links to NESA and Registered Training Organisations (RTO) compliance requirements for Stage 6 students made during the presentation and on the teaching resources.
Workshop Session 4

Flipped Classroom at SDEHS

Presenter: Shannon McNamara and Allyson Hill; Sydney Distance Education High School

Presentation Type: 30 minute lecture style   Stage of learning: 7-12

Description:
“Flipped classroom at Sydney Distance Education High School” – an action research project.

Flipped classrooms will be trialled in the PD/H/PE faculty in Terms 1 and 2. Four Flipped Classroom style lessons will be developed in the course Community and Family Studies. Videos will be created which include the course content. Students will be required to watch the videos and then attend a web lesson. The effectiveness of the Flipped Classroom method will be evaluated by seeking feedback from students.

Outcome:
- The promotion of active learning
- Development of critical thinking skills
- Engaging lesson materials
- Effective teaching strategies

Standards Linked:

Standard 6.2.2: The project will involve participants engaging in sample lesson materials and course content associated with a flipped classroom model using the model from Sydney Distance Education High School. This session will demonstrate to teachers’ best practice for engaging students in higher order critical thinking.

Standard 7.4.2: This presentation will provide model examples of teaching practice using online, video platforms that are suited to the distance education school context. Highlighting examples of effective practice from Sydney Distance Education High School will foster ongoing discussion and networking regarding the transition to lessons that are web dependent.
Easing anxiety, engaging immediately (Phase 2)

**Presenter:** Shane Williams; Camden Haven High School

**Presentation Type:** 30 minute lecture style  
**Stage of learning:** 7-12

**Description:**
*Easing anxiety, engaging immediately* is a successful program that has been implemented across the Camden Haven enrolment area for the past two years.

The two main aims of the program include:

1. Improve communication between schools and the DE school to ensure enrolments are completed as efficiently as possible (thus reducing the time where students are in between F2F schools and DE school).
2. Improve engagement of the enrolling student through the development of a cross curricula resource which F2F schools can provide to enrolling students to maintain engagement during enrolment.

Copies of the ‘Student Engagement Package’ will be made available to participants.

**Outcome:**
Participants in this course will have the opportunity to see how explicit teaching of F2F schools and operational services staff has assisted with the enrolment process at CHHS.

This has resulted in schools being better educated about what DE requires from students/supervisors as well as the process required of the school. This has seen more suitable student’s enrolled and less enrolment inquiries from operational services and F2F schools.

This course is suitable for head Teachers/Deputies who would like to improve communication/education with the F2f schools in their enrolment zone.

**Standards Linked:**

**Standard 6.2.2:** Distance education teachers will have the opportunity to see how explicit teaching in face to face environments related to student mental health can be applied in a virtual context. This will include communication strategies to support the enrolment process in distance education.

**Standard 7.4.2:** This workshop has been developed to cater to the needs of teachers, Head Teachers and Deputies who have attained accreditation proficiency. Teachers attending will have the opportunity to collaborate on strategies related to student mental health during the allocated time.
Using Adapt Learning to Rapidly Create Effective and Engaging E-Learning

**Presenter:** Ian Tobitt; Learning Systems

**Presentation Type:** 30 minute lecture style  
**Stage of learning:** All stages

**Description:**
Adapt learning is an open source and easy to use eLearning authoring tool that enables teachers to rapidly create fully responsive, multi-device and accessible HTML5 eLearning content. During this demonstration and open discussion participants will discover how the department is establishing a platform that will allow teachers to create engaging content that can be shared and used effectively in most Learning Management Systems (LMS) such as Moodle or Canvas.

**Outcome:**
During this session participants will discover the potential of the Adapt earning authoring tool. They will learn how to use this tool effectively and shown how:

- Learning designers can access the tool
- To work collaboratively to create engaging eLearning content
- To publish contents into SCORM format
- It meets WCAG 2.0 (AA) accessibility standards
- It is device agnostic

A discussion will follow this demonstration about using SCORM compliant learning objects in a LMS. In particular, developing a better understanding of the benefits on how this format can lead to culture of sharing when developing high quality eLearning resources.

**Standards Linked:**

**Standard 6.2.2:** Information related to e-learning provided will assist distance education teachers to develop new learning materials across subject areas that meet accessibility requirements in line with disability legislation. Teachers will receive knowledge related to the ‘Adapt Learning’ software tool that is compatible with learning management system software used in NSW distance education schools.

**Standard 7.4.2:** The presentation will include a segment where teachers will be invited to share and discuss how resources developed using this software can enhance professional dialogue between teachers across the distance education schools. This may lead to the development of new informal teacher networks to create new learning resources suited to their school’s contexts.
Teaching maths through narratives

**Presenter:** Mee-OK Lee; Karabar High School Distance Education Centre

**Presentation Type:** 30 minute lecture style  
**Stage of learning:** 7-12

**Description:**
This session will showcase an innovative approach in teaching mathematics to students using narrative methods. Videos were created with stories in which mathematical concepts and rules were embedded. The topics covered in the videos so far are plane geometry (stage 4), like terms, indices, equations and integers (stages 4 and 5). I’m currently in the process of making videos on fractions as requested by the students.

**Outcome:**
Many students in distance education are disengaged in mathematics study, as indicated in students’ work return rates. A large proportion of them including indigenous students find mathematical concepts too boring and/or difficult to grasp.

The aim of creating such narrative videos is to reengage disengaged students in studying mathematics by providing an easier and flexible learning opportunity (ICT).

I believe that it is important to share resources that can help engage students in Mathematics. The videos I have created will be shared.

**Standards Linked:**

**Standard 6.2.2:** The outcome of this presentation will involve participants updating their knowledge concerning innovative practices in mathematics. The sharing of resources that forms a component of this workshop will facilitate opportunities for active reflection on teaching practice that accompany learning programs.

**Standard 7.4.2:** Participants attending this workshop will be connected to narrative learning practices related to mathematics in Stage 4 and 5. Learning resources shared with colleagues include feedback from professional dialogue with other mathematics teachers.
Re-thinking professional development for isolated schools

Presenter: Danielle Cleary and Susan Newman; Southern Cross School of Distance Education

Presentation Type: 30 minute lecture style Stage of learning: All stages

Description:
This session will focus on how to create and access a range of Professional Development opportunities specifically targeted to meet the needs of teachers in rural, isolated and distance education settings.

We will look at what professional learning is currently is available, how it is delivered, who it targets and how it can improve outcomes for 21st century learners.

This includes but is not limited to; how to become active in professional associations and how to bring experts into faculties and schools to benefit the needs of teachers and students. The Languages Advisor Network Group (LANG) will be used as a case study and model during this presentation, as well as other examples from the NSW History Teachers Association and NSW English Teachers Association and explain how this can be applied to any professional association or network.

Information and suggestions in this presentation can be applied to any KLA at any stage of learning.

Outcome:
From attending this presentation, participants will have the opportunity to:

- Learn about a range of ways to create meaningful professional learning targeted specially to the needs of isolated schools
- Take away ideas of how to collaborate and communicate with professional associations
- Have an awareness of how to build networks of teachers across rural, isolated and distance education schools in the state.

Standards Linked:

Standard 6.2.2: The session provides advice regarding professional learning for language teachers in a rural school context. To place the information into context, the presentation will use the Languages Advisor Network (LANG) to provide skills in collaboration across professional associations.

Standard 7.4.2: All participants at this workshop will represent school in either a distance education or remote context. The presentation, whilst showcasing a specific languages network, will provide opportunities for language teachers to engage in dialogue related to teaching and learning programs for their respective subject.
**Worshop Session 5**

Creating quality texts to deepen student understanding

**Presenter:** Elisa Trevarthen; Queanbeyan Public School Distance Education Centre

**Presentation Type:** 60 minute workshop  
**Stage of learning:** K-6

**Description:**
Participants (suggested sages 2, 3 and 4) will conduct a self-audit for the types of texts they use in their teaching, identifying personal strengths and areas for growth. The group will consider and discuss the different types of texts that can be used to support a curriculum key idea, co-creating a text set ideas for future teaching.

Participants will need to bring an iPad with internet connectivity, a copy of a text they are planning to use in the future and the outcomes they would usually be addressing with this text.

**Outcome:**
Participants will be able to confidently identify what types of texts they use in their teaching and have a list of what they would like to include in their future planning. They will understand the importance of using different types of texts. They will be able to collaboratively choose a variety of texts to suit a specific teaching purpose. Participants will independently decide on a group of texts to be used in their future teaching and begin to plan the unit (or set) for future implementation.

**Standards Linked:**

**Standard 6.2.2:** Participants will be able to confidently identify what types of texts they use in their teaching and have a list of what they would like to include in future planning. They will understand the importance of using different text types. They will be able to collaboratively choose a variety of texts to suit a specific teaching purpose. Participants will independently decide on a group of texts to be used in their future teaching and begin to plan the unit (or set) for future implementation.

**Standard 7.4.2:** The interactive component of this workshop will allow teachers to discuss the effectiveness of texts used to support key aspects of their curriculum. From the discussions, teachers will be connected in their efforts to co-create texts to be used in distance education classrooms.
The Abundance Spirals

Presenter: Tiffeny Cox; Southern Cross School

Presentation Type: 60 minute workshop  
Stage of learning: All stages

Description:
The Abundance Spirals is an ideas sharing workshop that investigates:

- What living in a time of Abundance is doing to our students
- What is their future really looking like?
- What Steve Jobs said when he was asked to define “Creativity”
- How to transform negative emotions into gratitude, creativity, cooperation and communication in your students.
- The connection between Gratitude and Appreciation that can improve student outcomes.
- The Scarcity Spiral and the impact it has on learning
- How to solve almost any difficult problem and avoid unnecessary confrontation with students.
- The 2 most important elements that can help you live in an “Abundance Neighbourhood”
- What any educator can do to increase their ingenuity and opportunities for their teaching practice and meet their student’s needs.

Outcome:
Teachers will increase their clarity and capabilities in educating students who live in a world of abundance and develop an easy to use ideas tool kit that will help build momentum, develop gratefulness, and increase student outcomes in all areas of learning.

Teachers will be able to demonstrate knowledge of practical strategies to create rapport with students and manage student engagement.

Teachers will be able to identify, initiate and build on opportunities that engage parents/ carers in both the progress of their children’s learning and in the educational priorities of the school.

Standards Linked:

Standard 6.2.2: Delegates participating in this workshop will develop and become more aware of personal development strategies that enhance their ability to build rapport and meaningful relationship with colleagues, students, care givers and communities.

Standard 7.4.2: Being an interactive workshop, teachers will have the opportunity to engage in, collaborate and explore strategies and concepts of abundance and gratitude that positively enhance relationships and engagement levels of students.
**Mind matters in a distance education setting**

**Presenter:** Liana Taylor; Dubbo School of Distance Education

**Presentation Type:** 60 minute workshop  
**Stage of learning:** All stages

**Description:**
In 2018, DSODE will be reinstating the Mind Matters program into our school. We have established a wellbeing team who work together to ensure that all stakeholders are included in the programs being developed. It is flexible and adaptable, allowing schools to build capacity to meet their unique needs. It is like a support scaffold that schools can use to create their own mental health strategy – choosing the parts that they wish to implement and keeping the best of what they already have in place. Promotion, prevention and early intervention are central tenants of the Mind Matters approach. The Mind Matters mental health framework is built around four key components, however at DSODE, we are adding to this to make it a five key component approach and we have added staff into it as Staff Wellbeing is of integral importance in every school. The components are: C1 Positive school community, C2 Student skills for resilience, C3 Parents and families, C4 Support for students experiencing mental health difficulties, and C5 Staff wellbeing.

After a presentation on what DSODE has done to implement Mind Matters participants will have an opportunity to share their own school strategies with the group and work with others to develop strategies for their own school.

**Outcome:**
Developing a whole school approach and relationships, belonging and inclusion:

- School leadership understand Mind Matters framework model and how they can lead Mind Matters in their school
- School leadership develop and implement strategies for integrating mental health and wellbeing into everyday policy and practice
- School staff understand the importance of mental health and wellbeing, its impact on student participation, learning and academic outcomes and the contributions schools make to supporting student mental health
- School staff understand the value of a whole school community approach to addressing student mental health and wellbeing
- School staff understand that positive relationships, a sense of belonging and inclusion are important for a positive school community
- Relationships, belonging and inclusion are addressed in school planning, policies and practice
- School leadership identify and implement specific strategies to strengthen relationships, belonging and inclusion including opportunities for students, staff and families to be involved in a range of school activities and contribute to school planning.
The diversity within the school community is reflected in school communication and environment.

**Standards Linked:**

**Standard 6.2.2:** The Mind Matters presentation will showcase to distance education teachers a flexible model to address student and staff wellbeing. The presentation will feature the current model which has been developed by Dubbo School of Distance Education which differs from the standard program accessed by schools. This addition and reflection on progress will address similar needs of distance education schools.

**Standard 7.4.2:** The interactive workshop will include specific activities that require participants to interact, reflect and develop wellbeing practices customised to their own school contexts. This advice will also assist school leaders to identify strategies that strengthen relationships founded on belonging and inclusion for both staff as well as students.
Collaborative learning

**Presenter:** Troy Wasson; Karabar High School Distance Education Centre

**Presentation Type:** 60 minute workshop  
**Stage of learning:** 7-12

**Description:**
Using Adobe Connect platform to deliver collaborative lessons online. These lessons use a combination of slides created in PowerPoint as well as other resources such as H5P to increase student interaction, engagement and participation. Uploading these lessons as recordings onto Moodle and converting them to MP4 files.

Creating quizzes in Moodle and linking these quizzes to both the live lessons and recorded version of the lessons. Using this to satisfy the students weekly work commitment and attendance.

Equipment required: Laptop or mobile device with Adobe connect downloaded.

**Outcome:**
Creating a collaborative learning environment can re-engage learners as well as establish a sense of community and connectivity which is important for the distance education cohort who become isolated in an ‘off campus’ setting.

Using Adobe Connect means that students can attend a live classroom setting and communicate directly with their teacher and other students. They can interact by answering and asking questions via chat box or microphone and camera, use various drawing tools to write on the white board or directly onto the document being shared.

Adobe Connect allows the lesson to be delivered in a multimedia format that may include video clips and quizzes. The lesson can be recorded and uploaded onto Moodle as MP4 files for access to the students who cannot attend the live lesson or who would like to review the lesson at a later date.

Moodle quizzes can provide the students with immediate feedback and can be linked to the weekly lesson attendance. A link to the quiz can be provided at the end of the weekly lesson or can be opened by students in Moodle after they have viewed the recorded lessons. The teacher is notified on completion of the quiz.

**Standards Linked:**

**Standard 6.2.2:** The focus on Adobe Connect technology in this presentation seeks to upskill distance education teachers in how to deliver quality lessons by virtual mode. Specific attention to Moodle quizzes and examples of live lessons will showcase how to achieve quality interaction with students in the virtual classroom whilst providing quality feedback for improvement.

**Standard 7.4.2:** All participants in this workshop will collaborate to share learning experiences and tools that are related to delivering a curriculum using distance education. Lesson material will be provided to participants to extend learning and
dialogue beyond the workshop, showcasing best practice when using Adobe Connect technology.
Making the most through web conferencing

Presenter: Anna Brain; Dubbo School of Distance Education

Presentation Type: 60 minute workshop  Stage of learning: All stages

Description:
Participants must have a device with internet access and established access to Adobe Connect as well as Zoom.

Participants will learn how to maximize their use of Adobe Connect or Zoom in delivering lessons to students from their desks. Participants will learn how to set up Adobe Connect, video record and edit videos, set up file sharing, download and upload files to share, switching between file sharing and screen sharing, polls, surveys, sharing videos, whiteboard tools as well as annotating documents.

The session will also include 15 minutes of discussion between participants for best practices, reflection and evaluation of current delivery of material.

Outcome:
Participants will be involved in professional discussions of professional practice that enhances their teaching and learning in their school and school community

Participants will engage with the material presented and with their workshop colleagues in professional learning to establish ways of delivering programs to those students with identified learning needs.

Through experiencing the use of web conferencing tools such as Adobe Connect and Zoom participants will have the knowledge to implement supportive teaching techniques that can enable leaders and teachers to model inclusive practices in the delivery of programs. The modelled examples, will improve practices that are inclusive and address the Disability Standards of Education 2005.

Standards Linked:

Standard 6.2.2: Participants attending this interactive workshop will be involved in identifying ways to customise learning programs to accommodate for students with identified learning needs. The demonstration of web conferencing tools will be used to illustrate effective practice and how these relate to the Disability Standards of Education 2005.

Standard 7.4.2: The session will involve teachers using Adobe Connect or Zoom software to record and edit learning videos. File sharing will also take place with polls and survey tools being showcased to highlight strategies for student feedback. Evidence of engagement will be determined through participants annotating documents to highlight their knowledge of the workshop’s contents.