2017 Professional Learning Offerings
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From the Director

Dear Colleagues,

It is with pleasure that I endorse the 2017 Professional Learning Handbook. The information it provides enables staff in schools and offices to identify programs that suit their particular professional learning needs.

It has always struck me as something quite ironic that the most effective way to become an independent learner is through the process of interacting with others. Essentially, we learn best when we learn from and with others.

Engagement in professional learning not only puts new knowledge and skills to work, but also, as one’s professional learning circle widens, so does the opportunities for innovation. Therefore our professional learning programme not only builds individual professional capital but also has as its aim, the sharing of that learning with other teachers.

Many professional offerings found in the Online Handbook support the national education agenda, which includes Australian curriculum student learning, leadership and teacher quality.

The professional learning offerings will also support staff to ensure compliance with Work, Health and Safety and Officer Training.

I commend the 2017 Professional Learning Handbook to you, to both individually and collaboratively engage professional learning that ultimately has as its focus improved student learning outcomes.

Yours in hope

John Mula
Director
Tasmanian Catholic Education
All employees with Catholic Education Tasmania are required to hold some level of Accreditation, relevant to their position. The Accreditation Strand levels are as follows:

**Strand 1 – Accreditation to Work in a Catholic School**

All employees (teaching and non-teaching staff, including office and ancillary staff) are required to hold Strand 1. This involves a total of 6 points (6 hours contact time at approved PL sessions equates to 1 point). Once Strand 1 is achieved, it is maintained by gaining further points (3 points over 3 years).

**Strand 2.1/2.2 – Accreditation to Teach Religious Education in Catholic Schools**

Primary Classroom teachers, and Secondary teachers of RE are required to hold Strand 2.1/2.2, either in a full capacity or provisionally. This is 30 Accreditation points, gained by completing approved RE Accreditation courses.

**Strand 2.3/2.4 – Accreditation for Leadership in a Catholic School**

Strand 2.3/2.4 applies to leadership positions at a middle management level. It is achieved by gaining 30 accreditation points in the domain of leadership.

**Strand 3 – Accreditation for Senior Leadership in a Catholic School/ System**

Strand 3 applies to senior leadership personnel: Principals, Deputy Principals, Assistant Principals, TCEO Heads of Service and other senior leadership personnel. To be eligible for Strand 3, applicants must have both Strand 2.1/2.2 and Strand 2.3/2.4. Strand 3 accreditation requires an additional 30 points (above the points gained from previous Strands), from either Leadership or RE domains.

All Strands have a maintenance component, which must be met, once Accreditation levels are attained.

For further information, please refer to the Accreditation Policy (TCEC Policy no.: 01:2008) or contact the Accreditation administrator 03 6210 8888.
Flyers for all courses containing additional information and registration forms will be circulated to schools at the appropriate time through the Communique or to applicable specialised groups.

All courses have a minimum number for viability. Courses that do not reach that number may be cancelled.

Confirmation letters will be sent to each registered participant prior to the course commencement date.

Course evaluations will be conducted at the conclusion of each course.

A Statement of Attendance will be issued to each participant to demonstrate their involvement in any of the professional learning experiences offered by the TCEO (not applicable for network meetings).

Costs associated with each course will be clearly stated on the Registration Form in most cases. An invoice will be forwarded to the participant’s school/organisation after the completion of the course. In some cases, payment is requested to be made prior to the commencement of the course. This will be clearly stated on the Registration Form.

Extended programs of professional learning (especially within the Leadership Certificates) may be eligible for academic credit. This will be made clear to individuals on request.

CANCELLATION AND REFUND POLICY
No charge will be made for cancellations received in writing at the Tasmanian Catholic Education Office ten (10) working days before the date of the conference/workshop/course etc. A 50% charge will be made for cancellations received in writing from five (5) to ten (10) working days before a conference/workshop/course etc. Within five (5) working days a full cost charge will be made.
Registration Protocols

Registration Protocols for TCEO delivered Professional Learning courses

WHAT WE ASK OF YOU

- Go through the PL offerings online and plan early what courses/workshops you would like to participate in and then seek approval from school authorities.
- Register for PL courses by the advertised closing date.
- If you find that you cannot attend a course you have previously registered for, then let us know ASAP.

WHAT WE WILL DO

- We will normally send course advertising fliers (reminders) to schools via the Communique and school mail approximately six (6) weeks prior to the course taking place.
- We will normally set closing dates for courses two (2) weeks prior to the course scheduled dates.
- We will send confirmation letters / emails of acceptance of registration to participants immediately following closing dates.
- We will provide certificates of attendance for all TCEO PL courses.
- We will bill schools for participation and other costs following completion of courses.
- We will automatically apply points from Accreditation-approved PL courses to the relevant database following receipt of the list of course participant names.
- We will endeavour to assist you in whatever way we can in making the PL experience a worthwhile one for you.

IMPLICATIONS OF NON-COMPLIANCE WITH PROTOCOLS

Do not be offended if:

- You seek registration for a PL course after the registration closing date and are denied entry (it probably means we just can’t fit you in); or
- You turn up for a course unregistered and we have to turn you away because, again, we literally cannot fit you in.

In each of the above cases your school Principal would be notified of the circumstance by email.

Please feel free to contact us (6210 8888) should you need clarification on any of the above.
Special Dietary Requirements while attending TCEO Professional Learning

The TCEO’s caterers are glad to meet a range of dietary requirements. The TCEO asks that schools notify organisers of the special dietary requirements of participants during the registration process. Although TCEO staff are resourceful and responsive the TCEO cannot guarantee that all such requirements will be adequately catered for if the TCEO is not notified precisely on the registration form. Unfortunately the TCEO cannot accommodate the personal dietary preferences of likes and dislikes for every participant.

Below is a summary of the types of diets and allergies/intolerances that can usually be catered for, without extra cost:

- Vegetarian
- Vegan
- Diabetic
- Nut and/or seed allergy
- Coeliac disease (strict gluten allergy)
- Gluten or wheat intolerance
- Egg allergy
- Lactose Intolerance
- Milk and/or dairy allergy
- Fish and/or Shellfish allergy
- Soy allergy/intolerance

Anaphylaxis

Anaphylaxis is the most severe allergic response, which can be potentially life threatening.

It is a requirement that anyone with a known anaphylactic reaction to food must carry an Epipen with them at all times whilst participating in TCEO Professional Learning.

Workplace Health and Safety Requirements

To ensure that the TCEO adequately meets WHS obligations the TCEO requires schools to notify organisers of any pre-existing WHS requirements of participants during the registration process.

Below is a summary of some of the types of pre-existing WHS requirements that the TCEO will need to be made aware of:

- Ergonomic chairs for pre-existing injury or condition
- Pre-existing medical conditions
- Disabled access
- Visual and/or audio aids
Catholic Identity and Evangelisation
Professional Learning in Catholic Identity and Evangelisation 2017

The Catholic Identity and Evangelisation Team is at the service of schools seeking their flourishing as Catholic communities inspired by Christ’s teaching mission.

Contributing to the spiritual, theological and vocational formation of RE and other teachers is a priority for the CIE Team and service. Tertiary programs, network meetings and various courses provide a rich array of professional learning opportunities.

School based workshops are becoming increasingly important option and allow a tailoring of professional learning and formation opportunities to respond to school community needs. We would encourage schools to cluster for such opportunities.

The TCEO partnership with Broken Bay Institute to provide the Graduate Certificate and Masters in Religious Education and Theology Courses is a very popular delivery mode of professional learning. Online courses, direct seminar delivery and summer schools all attract a reimbursement scholarship upon successful completion. Please ensure that you are aware of the 2017 costs and reimbursement allowances.

All employees in Catholic education can continue to access accreditation for participation in Professional Learning offered by the Catholic Identity and Evangelisation Team, in the following areas:

- Catholic Ethos and Culture: e.g. ‘What do Catholics Believe?’
- Spirituality: e.g. Retreats and ‘Christian Meditation’
- Theology: ‘Church and the New Evangelisation’
- Religious Education: e.g. ‘Teaching RE’
- Human Health and Sexuality: e.g. ‘Growing Towards Wholeness’
- Christian Values: e.g. ‘Making Jesus Real’
- Religious Leadership: e.g. ‘Courage to Be’

Members of the Team are available on request to assist schools to assist with RE Curriculum and School Improvement Processes.

For further information please contact:

Seán Gill
Deputy Director

sean.gill@catholic.tas.edu.au
Advent/Christmas Twilight Conversation

Course Synopsis
This session will provide the opportunity for teachers to focus on the preparation for Christmas during the season of Advent.

Classroom teachers will have the opportunity to look at the range of resources available from the Resource Centre for use during the Advent/Christmas season. Participants will also have the opportunity to bring along items they have found useful in the past for a “show and tell” session.

Anticipated Outcomes
At the completion of this gathering participants will:
- have an awareness of the range of resources available at the Resource Centre for Advent and Christmas;
- feel more confident in teaching the season of Advent and Christmas to their students;
- have the opportunity to borrow resources from the library;
- become more familiar with a range of appropriate resources available on the Internet; and
- have met with colleagues sharing the same interests.

Information
Facilitator: Ed Sianski
Targeted Participants: Classroom teachers, APREs
Total Contact Time: 1.5 hours
Mode of Delivery: Twilight Conversation
Time: 4.00pm – 5.30pm
Location: Southern Regional Office: Fr John Wall Community Library, Hobart
Date: Wednesday 9 November 2017
Cost: Free to attend
Catering Information: Afternoon tea is provided, tea and coffee

For further information, please contact Diana Batchelor 03 6210 8805 or diana.batchelor@catholic.tas.edu.au

Alignment to National Teacher Standards
3.4 Select and use resources
Lent/Easter Twilight Conversation

Course Synopsis
The beginning of the school year is a time of immense activity. This session will provide the occasion for teachers to catch their breath and focus on Easter preparations during the season of Lent.

This gathering will offer the opportunity for classroom teachers to look at the range of resources available for use during the Lent and Easter seasons. Participants will also have the occasion to bring along any items they have found useful in the past for a "show and tell" session.

Anticipated Outcomes
At the completion of this gathering participants will:
• have an awareness of the range of resources available at the Resource Centre on Lent and Easter;
• feel more confident in teaching the season of Lent and Easter to their students;
• have the opportunity to borrow resources from the library;
• become more familiar with the range of appropriate resources available on the Internet; and
• have met with colleagues sharing the same interests.

Information
Facilitator: Ed Sianski
Targeted Participants: Classroom teachers, APREs
Total Contact Time: 1.5 hours
Mode of Delivery: Twilight Conversation
Time: 4.00pm – 5.30pm
Location: Southern Regional Office:
Fr John Wall Community Library, Hobart
Date: Wednesday 1 March 2017
Cost: Free to attend
Catering Information: Afternoon tea is provided, tea and coffee

For further information, please contact Diana Batchelor 03 6210 8805 or diana.batchelor@catholic.tas.edu.au

Alignment to National Teacher Standards
3.4 Select and use resources
Graduate Certificate in Religious Education/Masters

Course Synopsis
This is a four-unit/course postgraduate certificate.

Please Note: For 2017 the Tasmanian Catholic Education Office provides 90% reimbursement of unit/fee for Grad Cert and 50% for Masters costs on successful completion of each unit.

Anticipated Outcomes
On completion of four units participants will:
• have gained four Masters units that can be credited towards other post graduate degrees;
• have an increased knowledge and understanding of the Christian religion which will assist them in teaching Religious Education and in their own understanding of the Catholic Faith; and
• have gained a qualification that is accredited throughout Australia.

Information
Facilitator: Dan Flemming, Rachelle Gilmour and Peter Mudge
Targeted Participants: All people teaching in Catholic schools
Total Contact Time: Four day sessions per Unit
Minimum of 130 hours of work per full time student
Mode of Delivery: Sessions and Online
Registration: Through Broken Bay Institute
Catering Information: Nil

For further information, please contact Dr Lucie Breingan, Assistant Manager Student Administration email: lbreingan@bbi.catholic.edu.au or Diana Batchelor 03 6210 8805 email: diana.batchelor@catholic.tas.edu.au

SEMESTER 1
MASTERS
RELT6023 - Social Teaching of the Catholic Church
Date: Thursday 2 March 2017
Venue: Tasmanian Catholic Education Office, Hobart
Time: 9.30am – 5.00pm
Facilitator: Dr Dan Fleming

GRADUATE CERTIFICATE
RELT6040 - Theological Studies: Foundations
Dates: Friday 3 and Saturday 4 March 2017
Venue: Tasmanian Catholic Education Office, Hobart
Time Day 1: 9.30am – 5.00pm
Time Day 2: 9.00am – 4.00pm
Facilitator: Dr Dan Fleming
Dates: Friday 21 and Saturday 22 April 2017
Venue: St Finn Barr’s Catholic School, Mowbray

SEMESTER 2
GRADUATE CERTIFICATE
RELT6016 - Studies in Spirituality
Dates: Friday 30 June and Saturday 1 July 2017
Venue: St Finn Barr’s Catholic School, Mowbray
Time Day 1: 9.30am – 5.00pm
Time Day 2: 9.00am – 4.00pm
Facilitator: Peter Mudge

GRADUATE CERTIFICATE
RELT6030 - Biblical Studies: Foundations
Dates: Friday 30 June and Saturday 1 July 2017
Venue: St Finn Barr’s Catholic School, Mowbray
Time Day 1: 9.30am – 5.00pm
Time Day 2: 9.00am – 4.00pm
Facilitator: Rachelle Gilmour
Dates: Friday 8 and Saturday 9 September 2017
Venue: Tasmanian Catholic Education Office, Hobart

Alignment to National Teacher Standards
6.2 Engage in professional learning and improve practice
Induction for new APRE/RECs

Course Synopsis
The role of the APRE/RE in a school includes assisting the school principal in the following areas:

• Implementation of the Curriculum Framework Good News for Living.
• Administration, coordination and management of the RE Curriculum.
• The faith formation of both staff and students within their school community.
• The support of the parish-based, family centered Sacraments of Initiation Policy, becoming the Body of Christ.
• The selection and maintenance of RE resources.
• Networking with principals, parish priests and other APRE / REC’s.
• Working in partnership with parents as the first educators of their children, especially in Religious Education.
• Initiating and supporting the development of Religious Education learning teams.

This program aims to give an introduction to this challenging and multi-faceted role and to establish mentoring relationships with members of the Catholic Identity and Evangelisation Team.

Anticipated Outcomes
At the completion of the program participants will:

• have an understanding of their role and position within the school;
• have begun to explore and practice skills of time management, program management and conflict management; and
• have become better informed about the network of support available to the APRE/REC’s.

Information
Facilitator: CIE Education Officers
Targeted Participants: Teachers new to the role of APRE/REC
Total Contact Time: 6 hours
Mode of Delivery: Workshop
Time: 10.00am-3.30pm
Location: The Grange, Campbell Town
Date: Thursday 9 March 2017
Cost: $30
Catering Information: Morning tea, lunch, tea and coffee provided

For further information, please contact Diana Batchelor 03 6210 8805 or diana.batchelor@catholic.tas.edu.au

Alignment to National Teacher Standards
6.3 Engage with colleagues and improve practice
7.4 Engage with professional teaching networks and broader communities
 MJR 2017 National Conference

Course Synopsis
The first National MJR Conference will be held on the Gold Coast from the 4th-5th of May (first week of term two). Presenters include Peter Mitchell (author of MJR), Twice World Paddleboard Champion Matt Bevilacqua who states ‘I use the MJR philosophy everyday when I train or when I compete.’ Various MJR presenters from around Australia including Jason Perry (Vic), Marty Ogle (Tas) and John Leyden (Queensland). The second day will be dedicated to MJR classroom practices from K-6 at St Kevin’s Catholic School Benowa. There will also be sharing times for secondary teachers.

Anticipated Outcomes
On completion of these sessions, participants will:

• Have a full understanding that ‘Making Jesus Real’ is much more than just a Gr 6 product. The new Gr 3 / 4 book ‘Spirit of Jesus’, the K - 2 ‘My Friend Jesus’ resources plus the new program for secondary will be demonstrated.

• Have the opportunity to share how they use MJR.

• Have visited classrooms where the MJR philosophy is being used and have hands-on opportunities to use resources.

• Walk away feeling ready to live, share and embed the MJR philosophy into their school communities.

Information
Facilitator: Marty Ogle and Jason Perry
Targeted Participants: K-10
Total Contact Time: Two days
Mode of Delivery: Varied
Time: TBC
Location: St Kevin’s Catholic Primary Gold Coast
Dates: Thursday 4 and Friday 5 May 2017
Cost: $250 with an early bird discount
Two or more participants from one school $200 each
Catering Information: Morning tea and lunch provided

For further information, please contact Marty Ogle at marty.ogle@catholic.tas.edu.au

Alignment to National Teacher Standards
2.2 Content selection and organisation
6.2 Engage in professional learning and improve practice
7.4 Engage with professional teaching networks and broader communities
MJR for Primary Teachers (K-6)

Course Synopsis
This session will give participants the opportunity to share practical ideas of the MJR Program. It will also focus on the possibility of establishing the MJR Program across the whole school, and integrating Values Education across the Curriculum.

Anticipated Outcomes
At the completion of this gathering new participants will:
• Gather an understanding of how MJR can be and should become a 24/7 philosophy that their school communities should continually focus on and demonstrate.
• 'Buddy up' with other more experienced MJR practitioners (maybe even in your primary feed schools) so that they can ask the 'how do I' questions.

More experienced participants would:
• Become MJR leaders in their school.
• Regularly connect with MJR leaders in both the primary and secondary schools, to share and find new ways to pass on the MJR messages.
• Work with their staff to find ways to expose their communities to the MJR philosophies (e.g. W.E.S.T.) so as to make them living examples of Jesus message.

Information
Facilitator: CIE Education Officer
Targeted Participants: Primary Teachers K-6
Total Contact Time: 6 hours
Mode of Delivery: Workshop
Time: 9.00am – 3.30pm
Location:
  South: TBC
  North: Sacred Heart Catholic School, Launceston
  North West: St Joseph’s Catholic School, Queenstown
Date:
  South: Friday 3 March 2017
  North: Tuesday 7 March 2017
  North West: Wednesday 8 March 2017
Cost: Morning tea and lunch provided
Catering Information: $22

For further information, please contact Diana Batchelor 03 6210 8805 or diana.batchelor@catholic.tas.edu.au

Alignment to National Teacher Standards
4.2 Manage classroom activities
7.4 Engage with professional teaching networks and broader communities
MJR for Secondary Schools

Course Synopsis
This session will continue the 2016 conversations about investigating the implementation of a ‘Making Jesus Real’ philosophy for secondary students. The MJR Program in a secondary school needs to be a uniquely secondary program, using appropriate language and specific character building themes that could ‘implicitly’ connect to the message of Jesus.

The session will be a workshop with opportunities to establish school specific programs that can be part of your pastoral care for your students and staff.

Participants will be sent the themes/ideas collated in 2016. These include writing grade specific pastoral period/homeroom lessons.

Anticipated Outcomes
At the completion of this gathering new participants will:

- Gather an understanding of how MJR can be and should become a 24/7 philosophy that their school communities should continually focus on and demonstrate.
- ‘Buddy up’ with other more experienced MJR practitioners (maybe even in your primary feed schools) so that they can ask the ‘how do I’ questions.

More experienced participants would:

- Become MJR leaders in their school.
- Regularly connect with MJR leaders in both the primary and secondary schools, to share and find new ways to pass on the MJR messages.
- Work with their staff to find ways to expose their communities to the MJR philosophies (e.g. W.E.S.T.) so as to make them living examples of Jesus message.

Information
Facilitator: Marty Ogle
Targeted Participants: Secondary 2016 Participants
Total Contact Time: 6 hours
Mode of Delivery: Workshop
Time: 9.00am – 3.30pm
Location: South: St Aloysius Catholic College
Date: South: Tuesday 4 April 2017
Cost: Morning tea and lunch provided
Catering Information: $22

For further information, please contact Diana Batchelor 03 6210 8805 or diana.batchelor@catholic.tas.edu.au

Alignment to National Teacher Standards
4.2 Manage classroom activities
7.4 Engage with professional teaching networks and broader communities
Teaching Religious Education for the First Time

Course Synopsis
This course is for beginning primary and secondary teachers who are teaching Religious Education for the first time. The course will focus on providing teachers with an introduction to Religious Education and some learning and teaching strategies that will assist them to become more effective Religious Education teachers.

Anticipated Outcomes
At the completion of this course participants will:
• be familiar with Good News for Living and associated Resource Banks;
• be familiar with RE Achievement Standards;
• be more conversant with Church teachings; and
• have an array of teaching/learning strategies that will enable planning and preparation of learning sequences in Religious Education.

Information
Facilitator: CIE Education Officers and Assistant Director CIE
Targeted Participants: Teachers new to teaching Religious Education
Total Contact Time: 6 hours
Mode of Delivery: Workshop
Time: 10.00am-3.00pm
Location: The Grange, Campbell Town
Date: Thursday 18 May 2017
Cost: $30.00 (includes catering)
Catering Information: Morning Tea and Lunch Provided

For further information, please contact Diana Batchelor 03 6210 8805 or diana.batchelor@catholic.tas.edu.au

Alignment to National Teacher Standards
2.1 Content and teaching strategies of the teaching area
2.2 Content selection and organisation
6.2 Engage with professional learning and improve practice
6.3 Engage with colleagues and improve practice
An Invitation to attend Twilight Conversations

A series of Twilight Conversations to be held at the Guilford Young College Hobart campus and Sacred Heart College coordinated and planned by Tasmanian Catholic Education Office in partnership with Guilford Young College and Sacred Heart College.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation 1</td>
<td>Wednesday 8 March 2017</td>
<td>Dr Drasko Dizdar TBC</td>
</tr>
<tr>
<td></td>
<td>Guilford Young College</td>
<td></td>
</tr>
<tr>
<td>Conversation 2</td>
<td>Wednesday 10 May 2017</td>
<td>Fr Michael Tate TBC</td>
</tr>
<tr>
<td></td>
<td>Sacred Heart College</td>
<td></td>
</tr>
<tr>
<td>Conversation 3</td>
<td>Wednesday 2 August 2017</td>
<td>TBC TBC</td>
</tr>
<tr>
<td></td>
<td>Guilford Young College</td>
<td></td>
</tr>
<tr>
<td>Conversation 4</td>
<td>Wednesday 8 November 2017</td>
<td>Assistant Director: CIE TBC</td>
</tr>
<tr>
<td></td>
<td>Sacred Heart College</td>
<td></td>
</tr>
</tbody>
</table>

Information

Facilitator: CIE Education Officer
Targeted Participants: Open to all Schools and Parishes
Total Contact Time: 6 hours
Mode of Delivery: Twilight Sessions
Time: 3.45pm–5.45pm
Location: Conversation 1 and 3
Guilford Young College, Hobart Campus
94 Barrack Street, Hobart
(access via Barrack Street front entrance)

Conversation 2 and 4
Sacred Heart College
2 Cross Street, New Town

Cost: Free to attend
Catering Information: Afternoon, tea and coffee are provided

For further information, please contact Diana Batchelor 03 6210 8805 or diana.batchelor@catholic.tas.edu.au

Alignment to National Teacher Standards
7.4 Engage with professional teaching networks and broader communities
What do Catholics Believe?

Course Synopsis
This is a one-day workshop exploring some of the core beliefs and practices of the Catholic Church and how they continue to develop over time. The workshop will engage the participants’ own questions about the topic and will be in the form of a conversation.

Anticipated Outcomes
On completion of this session participants will:
• be able to recognise some basic Catholic beliefs and practices;
• have an understanding of the broad range of views the Catholic Church holds;
• be given the opportunity to ask questions to clarify their understandings of Catholic beliefs and practices.

Information
Facilitator: Dr Drasko Dizdar
Targeted Participants: All employees working in Catholic schools
Total Contact Time: 6 hours
Mode of Delivery: Workshop
Time: 10.00am–3.00pm
Location: The Grange, Campbell Town
Date: Tuesday 1 August 2017
Cost: $30.00 (includes catering)
Catering Information: Morning tea, lunch, tea and coffee are provided

For further information, please contact Diana Batchelor 03 6210 8805 or diana.batchelor@catholic.tas.edu.au

Alignment to National Teacher Standards
2.2 Content selection and organisation
6.2 Engage with professional learning and improve practice
Course Synopsis

The renewal of an educator’s spirituality will lead to a revitalization of our education systems. Parker Palmer’s The Courage To Teach Retreats are based on the retreat process called Courage To Teach developed by Parker Palmer in the USA. Parker has been strongly influenced by Thomas Merton and Henri Nouwen. To date all but one retreat have been centered on the seasons. One retreat was based on the gift of the Cosmos.

This year the Retreat will Centre on the Gift of Summer and this in turn will look more deeply at the gift of God in what we are being called to discover; to enjoy, what is coming to maturity in my life at this time, what is being burnt out just as the hot sun burns the green foliage and withers it and what needs refreshing waters. The process of generatively will be explored.

The Retreat is an opportunity for participants to join a ‘circle of trust’; and to become a part of a nurturing space for growth, reflection and learning.

The Retreat uses large-group dialogical processes combined with reflective processes to explore poetry, stories, scripture and other metaphors. Silence, solitude and small and large group learning through listening are woven into the two days.

Participants are invited to explore questions and issues that are at the intersection of ‘soul and role’. One such question is, ‘How does a deeper awareness of the ‘Inner Teacher’ and the ongoing presence of the Holy Spirit provide a source of strength and courage in the midst of such challenging times?’

Anticipated Outcomes

On completion of this session participants would:

- have experienced opportunities to be more fully contemplative in action;
- have been given the opportunity for prayer times, spiritual growth and renewal;
- see that teaching and educational leadership is a vocation;
- gain an appreciation of the gift of silence and solitude for reflective practice and prayer; and
- gain an appreciation of ones personal gifts and those of others.

Information

Facilitator: Sr Margaret Henderson and Sr Liz Callen RSM
Targeted Participants: All employees in Catholic schools
Total Contact Time: Two full days and one night. The Retreat is residential. Day 1 begins at 9.30am and concludes at 8.30pm with a two-hour lunch break. Day 2 begins at 8.00am and concludes at 2.30pm. Half an hour of silence is provided at 7.30am.
Mode of Delivery: Individual acceptance of the invitation to engage in the process
Location: Maryknoll Retreat and Spirituality Centre, Blackmans Bay, Hobart
Dates:
Retreat 1: Thursday 7 & Friday 8 September 2017
Retreat 2: Monday 11 & Tuesday 12 September 2017
Catering Information: All meals provided

For further information, please contact Diana Batchelor 03 6210 8805 or diana.batchelor@catholic.tas.edu.au

Alignment to National Teacher Standards

6.2 Engage in professional learning and improve practice
‘Daily Life’
Retreat for Mid Career Teachers

Course Synopsis
A one-day retreat offered, which will focus upon God’s invitation in ‘the Word’ and through the witness of our work in Catholic Education. Catholic Christian spirituality is an invitation that emanates Catholic education. We are Called and Sent by a mystery that loves us. In our vocation as leaders at all levels we are invited into abundant flourishing (John 10:10).

Anticipated Outcomes
On completion of this course teachers should have:
- reflected upon how we are called to be people of faith in our vocation and mission in Catholic Education;
- explored through reflection, meditation and dialogue, various opportunities for spiritual reflection;
- encountered spiritual questions and reflect theologically with others and upon the God who loves us; and
- experimented with the development of a spiritual practice in our daily lives.

Information
Facilitator: Peter Douglas and Drasko Dizdar
Targeted Participants: Mid Career Educators
Total Contact Time: 6 hours
Mode of Delivery: Retreat, reflection, meditation and dialogue
Time: 10.00am-3.30pm
Location: TBC
Date: Wednesday 7 November 2017
Cost: $22 per person
Catering Information: Includes morning tea, lunch, tea and coffee

For further information, please contact Diana Batchelor 03 6210 8805 or diana.batchelor@catholic.tas.edu.au

Alignment to National Teacher Standards
6.3 Engage with colleagues and improve practice
7.4 Engage with professional teaching networks and broader communities
Formation Primary APRE/APLT Retreat

Course Synopsis
This retreat is offered to support and nourish the spirit and faith of Assistant Principals who work in Catholic Education in Tasmania. The program will offer an opportunity for two days of prayer, reflection on Scripture, faith formation and community life.

Participants will be given the opportunity to:
- spend time in private prayer and reflection; and
- experience a faith filled professional community.

Anticipated Outcomes
On completion of this experience teachers should have:
- reflected upon how we are called to be people of faith in our vocation and mission in Catholic Education;
- explored through reflection, meditation and dialogue, various opportunities for spiritual reflection;
- encountered spiritual questions and reflect theologically with others and upon the God who loves us; and
- experimented with the development of a spiritual practice in our daily lives.

Information
Facilitator: Peter Douglas
Targeted Participants: APLTs and APREs
Total Contact Time: 12 hours
Mode of Delivery: Retreat, reflection, meditation and dialogue
Time: Commences at 12.00pm on Day 1 (11.45am registration), concludes at 2.30pm on Day 2
Location: Emmanuel Spirituality Centre
Date: Day 1: Monday 13 November 2017
      Day 2: Tuesday 14 November 2017
Cost: $120 (includes catering and accommodation)
Catering Information: All Meals Provided

For further information, please contact Diana Batchelor 03 6210 8805 or diana.batchelor@catholic.tas.edu.au

Alignment to National Teacher Standards
6.3 Engage with colleagues and improve practice
7.4 Engage with professional teaching networks and broader communities
Formation Retreat for Secondary Leaders of Religion

Course Synopsis
This retreat is offered to support and nourish the spirit and faith of leaders of Religion who work in Catholic Education in Tasmania. The program will offer an opportunity for two days of prayer, reflection on the Scripture, faith formation and community life.

Participants will be given the opportunity to:
• spend time in private prayer and reflection; and
• experience a faith-filled professional community.

Anticipated Outcomes
On completion of this experience teachers should have:
• reflected upon how we are called to be people of faith in our vocation and mission in Catholic Education;
• explored through reflection, meditation and dialogue, various opportunities for spiritual reflection;
• encountered spiritual questions and reflect theologically with others and upon the God who loves us; and
• experimented with the development of a spiritual practice in our daily lives.

Information
Facilitator: Drasko Dizdar
Targeted Participants: Secondary Leaders of Religion
Total Contact Time: 12 hours
Mode of Delivery: Retreat, reflection, meditation and dialogue
Time: Commences at 12.00pm on Day 1 (11.45am registration), concludes at 2.30pm on Day 2
Location: Emmanuel Spirituality Centre
Date: Day 1: Tuesday 24 October 2017
      Day 2: Wednesday 25 October 2017
Cost: $120 (includes catering)
Catering Information: Morning Tea and Lunch Provided

For further information, please contact Diana Batchelor 03 6210 8805 or diana.batchelor@catholic.tas.edu.au

Alignment to National Teacher Standards
6.3 Engage with colleagues and improve practice
7.4 Engage with professional teaching networks and broader communities
‘Life to the Full Program’
Retreat for Early Career Teachers

Course Synopsis
A two-day retreat, which seeks to nourish the spiritual lives of early career teachers. Catholic Christian spirituality is an invitation that emanates Catholic education. We are Called and Sent by a mystery that loves us. In our vocation as leaders at all levels we are invited into abundant flourishing (John 10:10).

Anticipated Outcomes
On the completion of this experience teachers should have:
• reflected upon how we are called to be people of faith in our vocation and mission in Catholic Education;
• explored through reflection, meditation and dialogue, various opportunities for spiritual reflection;
• encountered spiritual questions and reflect theologically with others and upon the God who loves us; and
• experimented with the development of a spiritual practice in our daily lives.

Information
Facilitator: Peter Douglas and Drasko Dizsar
Targeted Participants: Early Career Teachers
Total Contact Time: 12 hours
Mode of Delivery: Retreat, reflection, meditation and dialogue
Location: Emmanuel Spirituality Centre
Date: Day 1: 19 October 2017
       Day 2: 20 October 2017
Cost: $120 per person (includes catering and accommodation)
Catering Information: Includes all meals

For further information, please contact Diana Batchelor 03 6210 8805 or diana.batchelor@catholic.tas.edu.au

Alignment to National Teacher Standards
6.3 Engage with colleagues and improve practice
7.4 Engage with professional teaching networks and broader communities
You are Loved' Program
Retreat for Experienced Career Teachers

Course Synopsis
A one-day retreat offered which seeks to nourish the spiritual lives of experienced career teachers. Catholic Christian spirituality is an invitation that emanates Catholic education. We are Called and Sent by a mystery that loves us. In our vocation as leaders at all levels we are invited into abundant flourishing (John 10:10).

Anticipated Outcomes
On completion of this experience teachers should have:
- reflected upon how we are called to be people of faith in our vocation and mission in Catholic Education;
- explored through reflection, meditation and dialogue, various opportunities for spiritual reflection;
- encountered spiritual questions and reflect theologically with others and upon the God who loves us; and
- experimented with the development of a spiritual practice in our daily lives.

Information
Facilitator: Peter Douglas and Drasko Dizdar
Targeted Participants: Experienced Career Teachers
Total Contact Time: 6 hours
Mode of Delivery: Retreat, reflection, meditation and dialogue
Time: 10.00am-3.30pm
Location: TBC
Date: TBC
Cost: $22 per person
Catering Information: Includes morning tea, lunch, tea and coffee

For further information, please contact Diana Batchelor 03 6210 8805 or diana.batchelor@catholic.tas.edu.au

Alignment to National Teacher Standards
6.3 Engage with colleagues and improve practice
7.4 Engage with professional teaching networks and broader communities
Statewide Primary APRE Coordinators Meeting

Participants: APRE’s and RECs
Location: The Grange, Campbell Town
Dates: Thursday 11 May 2017
        Thursday 31 August 2017
Time: 10.00am – 3.00pm
Cost: $30.00

Alignment to National Teacher Standards
2.1 Content and teaching strategies of the teaching area
2.3 Curriculum, assessment and reporting
5.1 Assessment student learning
5.4 Interpret student data
6.3 Engage with colleagues and improve practice
7.4 Engage with professional teaching networks and broader communities

Statewide Secondary REC Moderation Meeting

Participants: Secondary REC’s
Location: The Grange, Campbell Town
Date: Monday 6 March 2017
Time: 10.00am – 3.00pm
Cost: $30.00

Alignment to National Teacher Standards
2.1 Content and teaching strategies of the teaching area
2.3 Curriculum, assessment and reporting
5.1 Assessment student learning
5.4 Interpret student data
6.3 Engage with colleagues and improve practice
7.4 Engage with professional teaching networks and broader communities

Statewide Secondary Combined REC and Ministry Coordinators Meeting

Participants: RECs and Directors of Ministry
Location: The Grange, Campbell Town
Dates: Monday 8 May 2017
        Monday 4 September 2017
Time: 10.00am – 3.00pm
Cost: $30.00

Alignment to National Teacher Standards
2.1 Content and teaching strategies of the teaching area
2.3 Curriculum, assessment and reporting
5.1 Assessment student learning
5.4 Interpret student data
6.3 Engage with colleagues and improve practice
7.4 Engage with professional teaching networks and broader communities
# School Based Workshops

## Course Synopsis

These school based workshops will assist teachers with their understanding and knowledge of key content and pedagogical knowledge in Religious Education.

Possible workshops:

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Godly Play (Part 1: All Grades)</td>
<td>Sr Margaret Henderson and Gwenda Gregson</td>
</tr>
<tr>
<td>Induction for new APRE/RECs</td>
<td>CIE Officers</td>
</tr>
<tr>
<td>Theological Conversation: Prayer</td>
<td>Drasko Dizdar</td>
</tr>
<tr>
<td>Theological Conversation: God is not a god</td>
<td>Drasko Dizdar</td>
</tr>
<tr>
<td>Theological Conversation: Jesus</td>
<td>Drasko Dizdar</td>
</tr>
<tr>
<td>Theological Conversation: Christian Life</td>
<td>Drasko Dizdar</td>
</tr>
<tr>
<td>Theological Conversation: Church</td>
<td>Drasko Dizdar</td>
</tr>
<tr>
<td>Theological Conversation: Scripture</td>
<td>Drasko Dizdar</td>
</tr>
<tr>
<td>Theological Conversation: Sacraments</td>
<td>Drasko Dizdar</td>
</tr>
<tr>
<td>From Surface to Depth to Transfer in the RE Classroom: Applying John Hattie’s Model of Learning in the RE classroom</td>
<td>Gerard McNulty</td>
</tr>
<tr>
<td>Creating quality assessment tasks for the RE Classroom</td>
<td>Gerard McNulty</td>
</tr>
<tr>
<td>Differentiate through SOLO Taxonomy in the RE classroom</td>
<td>Gerard McNulty</td>
</tr>
<tr>
<td>Creating a dual pathway in Year 7 RE</td>
<td>Gerard McNulty</td>
</tr>
<tr>
<td>Jesus of Nazareth: His Culture and Identity</td>
<td>Gerard McNulty</td>
</tr>
<tr>
<td>Christian themes in children’s books and films</td>
<td>CIE Officers</td>
</tr>
<tr>
<td>Teaching Social Justice</td>
<td>CIE Officers</td>
</tr>
<tr>
<td>Connecting the dots: Steps and missteps towards students’</td>
<td>Gerard McNulty</td>
</tr>
</tbody>
</table>

## Anticipated Outcomes

- To build the internal capacity of schools to plan and implement effective learning and teaching programs for religious education.
- To provide an opportunity for teachers to become familiar with and skilled in the elements of Good News For Living.
- To further develop professional behaviour, practices, beliefs and understandings in RE; and support improved student learning in RE.
Alignment to National Principal/Teacher Standards
Depending on workshop chosen. A minimum of one standard should be in alignment.

<table>
<thead>
<tr>
<th>Professional Knowledge</th>
<th>2. Know the content and how to teach it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Practice</td>
<td>3. Plan for and implement effective teaching and learning</td>
</tr>
<tr>
<td>Professional Engagement</td>
<td>6. Engage in professional learning</td>
</tr>
</tbody>
</table>

Schools are urged to propose other workshops relevant to their own context and to contact the Catholic Identity and Evangelisation Team to discuss delivery.

Schools are encouraged to contact the presenter to discuss ways in which the course/s can be delivered to their staff.
Leadership
Aspiring/Emerging Leaders

Course Synopsis
This course will introduce the concept of Leadership within the Catholic School Community and will use the CET Leadership Standard and the Archbishop’s Charter as a basis for understanding. The program challenges participants to take their learning deeper and reflect on the unique leadership required in respect to Catholic education.

Anticipated Outcomes
On completion of this session participants will have an understanding of:
- Leading Catholic Identity and Mission
- Leading Learning and Teaching
- Developing Self and Others
- Leading Innovation and Change
- Leading the management of the School
- Engaging and working with the Community

Information
Facilitator: Various TCEO staff and experienced Catholic Educators
Targeted Participants: Aspiring and Emerging leaders within schools and colleges
Total Contact Time: 15 hours
Mode of Delivery: Workshop
Time:
Location: Campbell Town
Dates:
- Session 1: Wednesday 14 June 2017
- Session 2: Wednesday 20 September 2017
- Session 3: Wednesday 22 November 2017
Cost: $50 (per session)
Catering Information: Morning tea, lunch, tea and coffee provided

For further information, please contact Human Services 6210 8888

Alignment to National Teacher Standards
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisation requirements

Alignment to National Principal Standards
Leading teaching and learning
Developing self and others
Leading improvement, innovation and change
Leading the management of the school
Engaging and working with the community
Developing Principals Program – Year 1

Course Synopsis
The Developing Principals Program is a three-year induction program based on the principles of adult facilitation and is designed to engage participants via a range of hands-on, context-specific workshops, collegial discussion and input from experienced Tasmanian based leaders.

Program content and activities are based on key Catholic Education documents including the Archbishops Charter (2016), the Leadership Framework for Catholic Schools in Tasmania, the AITSL Australian professional Standards for Principals and the School Improvement self-review and improvement framework.

The first year program is an introduction to Principalship and aims to support newly appointed leaders in their roles.

Anticipated Outcomes
- Provide space for critical reflection.
- Develop collegial bonds with fellow principals.
- Develop relationships with key CEO support staff.
- Explore the dimensions of the Archbishops Charter (2016) for Catholic schools.
- Develop a deeper understanding of the domains of the Leadership Framework for Catholic schools in Tasmania and the AITSL leadership Standards and Profiles.
- Explore the interrelated and future-focused nature of these domains.
- Enhance the personal, professional, relational and organisational leadership capabilities required to effectively lead Catholic school communities.

Information
Facilitator: Various TCEO staff and experienced Catholic educators
Targeted Participants: 1st Year Principals
Total Contact Time: To be confirmed
Mode of Delivery: Workshop
Time: To be confirmed
Location: Launceston/Hobart
Dates:  
  Session 1: Friday 3rd March 2017  
  Session 2: Friday 5th May 2017  
  Session 3: Friday 22nd September 2017  
  Session 4: Friday 24th November 2017
Cost: $50 (per session)
Catering Information: Morning tea, lunch tea and coffee

For further information, please contact Human Services 6210 8888

Alignment to National Teacher Standards
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisation requirements
7.4 Engage with professional teaching networks and broader communities

Alignment to National Principal Standards
Leading teaching and learning
Developing self and others
Leading improvement, innovation and change
Leading the management of the school
Engaging and working with the community
Developing Principals Program – Year 2

Course Synopsis
The Developing Principals Program is a three-year induction program based on the principles of adult facilitation and is designed to engage participants via a range of hands-on, context-specific workshops, collegial discussion and input from experienced Tasmanian based leaders.

Program content and activities are based on key Catholic Education documents including the Archbishops Charter (2016), the Leadership Framework for Catholic Schools in Tasmania, the AITSL Australian professional Standards for Principals and the School Improvement self-review and improvement framework.

This second year program develops the Mentor relationship. This program uses the TCEO Leadership framework to support Principals in their first contract period. Following consultation with the Assistant Director a beginning Principal is mentored with an experienced colleague.

To ensure that all parties have a clear understanding of the requirements and expectations of the program, a formal agreement is signed.

The agreement deals with such issues as:
- the number of mentoring meetings to be held (minimum of twice per term);
- principles of behaviour (such as confidentiality, collaboration);
- the process for withdrawal from the programme if required; and
- involvement in an evaluation process.

The mentoring Program relies on regular meetings between mentors and mentees. This program will be delivered by Kathryn Brennan and Associates.

Anticipated Outcomes
On completion of this Program participants will develop positive practices of collegiality, and professional learning of the leadership competencies and capabilities.

The identified benefits to the mentees include: the provision of emotional and psychological support; reduced feelings of isolation, increased confidence and self-esteem, professional growth, improved self-reflection and problem solving capacity. The notion of a mentor and mentee working together changes the isolation that is often felt by those working in education. Together, both the mentor and mentee have the opportunity to share their challenges and success; they receive support and learn from one another, and gain the confidence to change.

The practice of mentoring supports leadership development, in particular the process is identified as a vehicle for facilitating reflection, because it provides opportunities for both mentors and mentees together and alone, to reflect on their practice, reconsider what they are doing and why, and work toward improving their professional practice.
Information
Facilitator: Kathryn Brennan and Associates together with TCEO staff
Targeted Participants: Principals in their 2nd year of Principalship
Total Contact Time: To be confirmed
Mode of Delivery: Workshop
Time: To be confirmed
Location: Launceston and Hobart
Dates: Session 1: Wednesday 17th May - Launceston
       Session 2: Wednesday 16th August - Hobart
       Session 3: Thursday 19th October - Launceston
Cost: $50 (per session)
Catering Information: Morning tea, lunch, tea and coffee provided

For further information, please contact Human Services 6210 8888

Alignment to National Teacher Standards
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisation requirements
7.4 Engage with professional teaching networks and broader communities

Alignment to National Principal Standards
Leading teaching and learning
Developing self and others
Leading improvement, innovation and change
Leading the management of the school
Engaging and working with the community
Course Synopsis
The Developing Principals Program is a three-year induction program based on the principles of adult facilitation and is designed to engage participants via a range of hands-on, context-specific workshops, collegial discussion and input from experienced Tasmanian based leaders.

Program content and activities are based on key Catholic Education documents including the Archbishops Charter (2016), the Leadership Framework for Catholic Schools in Tasmania, the AITSL Australian professional Standards for Principals and the School Improvement self-review and improvement framework.

This third year program completes the induction program. This programme uses the TCEO Leadership framework to support Principals in their first contract period.

This is the third and final year of the Developing Principal Program and completes the Mentor Program. Kathryn Brennan and Associates will deliver this program.

Anticipated Outcomes
On completion of this Program participants will develop positive practices of collegiality, and professional learning of the leadership competencies and capabilities.

The identified benefits to the mentees include: the provision of emotional and psychological support; reduced feelings of isolation, increased confidence and self-esteem, professional growth, improved self-reflection and problem solving capacity. The notion of a mentor and mentee working together changes the isolation that is often felt by those working in education. Together, both the mentor and mentee have the opportunity to share their challenges and success; they receive support and learn from one another; and gain the confidence to change.

The practice of mentoring supports leadership development, in particular the process is identified as a vehicle for facilitating reflection, because it provides opportunities for both mentors and mentees together and alone, to reflect on their practice, reconsider what they are doing and why, and work toward improving their professional practice.
Information

Facilitators: Kathryn Brennan and Associates together with TCEO staff
Targeted Participants: Principals in their 3rd year of Principalship
Total Contact Time: To be confirmed
Mode of Delivery: 1 Day Workshop & Overnight Retreat
Session 1 - Workshop
Location: Campbell Town
Date: Wednesday 8th March
Times: 9.30 – 3.30pm

Session 2 – Overnight Retreat
Facilitators: TCEO Staff
Times: To be confirmed
Location: Maryknoll Retreat & Conference Centre
Date/s: Thursday 24 and Friday 25 August 2017
Cost: To be confirmed
Catering Information: Morning tea, lunch, tea and coffee provided

For further information, please contact Human Services 6210 8888

Alignment to National Teacher Standards
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisation requirements
7.4 Engage with professional teaching networks and broader communities

Alignment to National Principal Standards
Leading teaching and learning
Developing self and others
Leading improvement, innovation and change
Leading the management of the school
Engaging and working with the community
Unpacking the Archbishop’s Charter

Course Synopsis
Every five years each School and College within the Archdiocese of Hobart are formally required to be mandated as a Catholic Educational Institution by The Archbishop.

Schools and Colleges are asked to respond to the Archbishop’s Charter showing how they mission to their school Communities using the four domains of the Charter:
- Catholic Identity
- Learning
- Leadership
- Mission

Anticipated Outcomes
This session allows Leadership Teams from Schools and Colleges to work with the Archbishop, relevant TCEO staff and other leadership teams to unpack the Refreshed Charter and actively frame a response on behalf of their School or College.

Information
Facilitator/s: Archbishop Porteus, Assistant Director CI&E
Targeted Participants: Principals, AP’s, Coordinator’s, Lead Teachers
Total Contact Time: 8.30am – 4.30pm
Mode of Delivery: Face to face
Location: Hobart and Launceston
Date/s: To be confirmed
Cost: $22.00 (ex GST)
Catering Information: Morning Tea and Lunch

Alignment to National Teacher Standards
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisation requirements

Alignment to National Principal Standards
Leading teaching and learning
Developing self and others
Leading improvement, innovation and change
Leading the management of the school
Engaging and working with the community
Deputy Principals Meeting

Statewide

Participants: Deputy Principals
Location: Campbell Town
Date: Friday 24 March 2017
       Friday 1 September 2017
Time: 10.00am – 3.00pm
Cost: $22.00 (ex GST)

Alignment to National Principal Standards
Leading teaching and learning
Developing self and others
Leading improvement, innovation and change
Leading the management of the school
Engaging and working with the community

Alignment to National Teacher Standards
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisation requirements
School Improvement
Early Career Teachers – Year One

Course Synopsis
The Early Career Teacher program is facilitated over a 3-year timeframe. The program commences with Induction/Orientation to Catholic Education. All teachers new to Catholic Education in Tasmania are required to attend this day. The first two years of the Early Career Teacher Program are aligned to the AITSL Professional Standards for Teachers and will support teachers in moving beyond Graduate level. The 1-day workshop offered in the third year will explore future pathways and formation opportunities within Catholic Education.

In particular the course aims to:
- Welcome graduate teachers to Catholic Education in Tasmania and support their development and growth as teachers in Catholic schools
- Familiarise graduate teachers with the (AITSL) Australian Professional Standards for Teachers and facilitate reflection on areas of effectiveness and potential development
- Support graduate teachers as they move from Tasmanian TRB ‘Provisional Registration’ to ‘Full Registration.
- Encourage participants to apply newly-acquired knowledge in the context of their school, through the use of classroom-based action learning tasks
- Cultivate an inquiry mind-set where graduate teachers are responsive and build on their successes, whilst working alongside their colleagues
- Foster an outlook of lifelong learning with a longer term consideration of future career development
- Invest in and build graduate teacher capacity and resilience

Anticipated Outcomes
On completing this first year course, it is anticipated that teachers are:
- Developing positive professional relationships
- Developing quality assessment and evidence based reporting
- Facilitating student learning

Information
Facilitator: TCEO Staff
Targeted Participants: All first year teachers
Total Contact Time: 18 hours + retreat
Mode of Delivery: Workshop
Time: 10.00am – 3.00pm
Location: Sessions 1-3: Campbell Town
Retreat: Maryknoll Retreat & Conference Centre
Dates:
  - Session 1: Friday 24th March
  - Session 2: Thursday 18th May
  - Session 3: Wednesday 16th August
  - RETREAT: Thursday 19th - Friday 20th October
Cost: $30 plus retreat cost $120
Catering Information: Morning tea, lunch, coffee and tea provided

For further information, please contact Jane Moore 62108899

Alignment to National Teacher Standards
1. Know students and how they learn (1.1, 1.5)
2. Know the content and how to teach it (2.3)
3. Plan for and implement effective teaching and learning (3.5, 3.6)
5. Assess, provide feedback and report on student learning (5.1, 5.4)
Early Career Teachers – Year Two

Course Synopsis
The Early Career Teacher program is facilitated over a 3-year timeframe. The program commences with Induction/Orientation to Catholic Education. All teachers new to Catholic Education in Tasmania are required to attend this day. The first two years of the Early Career Teacher Program are aligned to the AITSL Professional Standards for Teachers and will support teachers in moving beyond Graduate level. The 1-day workshop offered in the third year will explore future pathways and formation opportunities within Catholic Education.

In particular the course aims to:
• Welcome graduate teachers to Catholic Education in Tasmania and support their development and growth as teachers in Catholic schools
• Familiarise graduate teachers with the (AITSL) Australian Professional Standards for Teachers and facilitate reflection on areas of effectiveness and potential development
• Support graduate teachers as they move from Tasmanian TRB ‘Provisional Registration’ to ‘Full Registration.
• Encourage participants to apply newly-acquired knowledge in the context of their school, through the use of classroom-based action learning tasks
• Cultivate an inquiry mind-set where graduate teachers are responsive and build on their successes, whilst working alongside their colleagues
• Foster an outlook of lifelong learning with a longer term consideration of future career development
• Invest in and build graduate teacher capacity and resilience

Anticipated Outcomes
On completing this course in second year course, it is anticipated that teachers are:
• Developing positive professional relationships
• Developing quality assessment and evidence based reporting
• Facilitating student learning
• Responding to student learning needs
• Implementing effective classroom practice

Information
Facilitator: TCEO Staff
Targeted Participants: All teachers in the second year of teaching
Total Contact Time: 18 hours + retreat
Mode of Delivery: Workshop
Time: 10.00am – 3.00pm
Location: Sessions 1 & 2: Campbell Town
          Retreat: Maryknoll Retreat & Conference Centre
Date: Session 1: Friday 26 May
       Session 2: Friday 1 September
Cost: $30 plus retreat cost $120
Catering Information: Morning tea, lunch, coffee and tea provided

For further information, please contact Jane Moore 62108899

Alignment to National Teacher Standards
1 Know students and how they learn (1.1, 1.5)
2 Know the content and how to teach it (2.3)
3 Plan for and implement effective teaching and learning (3.5, 3.6)
5 Assess, provide feedback and report on student learning (5.1, 5.4)
PLC Network Forum Year 1

Course Synopsis
The Professional Learning Communities Forum Days 1 and 2 are based on “Collaborative Teams That Transform Schools- The Next Steps in PLCs” by Marzano, Heflebower, Hoegh, Warrick and Grift. This book lays out a research based paradigm for understanding how to transform schools through job embedded professional learning and action inquiry by strengthening educator collaboration. Three key ideas underpin the transformation of the school into a Professional Learning Community: a focus on learning, a focus on results and a focus on collaboration. School leaders will learn how, by developing and strengthening a collaborative culture at their school they can transform curriculum, instruction, assessment, teacher development and leadership to better position the school to achieve high levels of learning for all students.

Leadership Teams and Systems Leaders enter into a formal PLC network of schools that share evidence, artefacts and practice. The Forum Days assist Leadership Teams to learn more about and reflect on the PLC processes that are currently evident in the school and then identify the next actions to be undertaken taking into account the context of their school community. Teams assess their current and their desired reality in collaboration with colleagues and trained PLC Associates.

Over the two days, participants will collectively generate a PLC Action Plan to guide their school’s transformation. The Forum Days are followed up with two In-School Support Days to support the implementation of the PLC initiative at the school level, and to contextualise the approach to meet the school’s specific needs.

Anticipated Outcomes
On completion of PLC Network Forum Day 1 participants will:

• have developed a shared understanding of PLC concepts and characteristics as leaders of the work
• have commenced the development of a PLC network
• have clarity of the role, responsibilities, tasks and importance of leadership in transforming into a PLC
• have clarity of the role, responsibilities, tasks and importance of collaborative teams in a PLC
• have started to develop an Action Plan to guide the first steps for their school in becoming a PLC

On completion of PLC Network Forum Day 2 participants will:

• have celebrated the progress made so far in transforming into a PLC
• have a shared understanding of the next steps for operationalising PLC concepts and characteristics in their school
• have greater clarity of the learning cycle and how working through each cycle answers the PLC questions
• have continued to strengthen the PLC network
• have a deeper understanding of the work of school leaders and collaborative teams in a PLC
• have a clear plan of the next stages of the school’s continued PLC journey
Information
Facilitator: Sandra Harvey & Hawker Brownlow
Targeted Participants: School Leadership Teams, System Leaders and Consultants
Total Contact Time: 10 hours (2 x 2 days)
Mode of Delivery: Workshop
Time: 10.00 - 3.30
Location: Campbell Town
Dates: Session 1: Friday 2nd June
Session 2: Friday 27th July
Cost: As negotiated with schools
Catering Information: Morning tea, lunch, tea & coffee

For further information, please contact Jane Moore 62108899

Alignment to National Teacher Standards
2.2 Content selection and organisation
2.3 Curriculum, assessment and reporting
3.1 Establish challenging learning goals
3.6 Evaluate and improve teaching programs
5.1 Assess student learning
5.2 Provide feedback to students on their learning
5.3 Make consistent and comparable judgements
5.4 Interpret student data
6.1 Identify and plan professional learning needs
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning
7.4 Engage with professional teaching networks and broader communities
PLC Network
Continuing the Journey - Year 2

Course Synopsis
Three key ideas underpin the transformation of the school into a Professional Learning Community: a focus on learning, a focus on results and a focus on collaboration. School leaders will learn how, by developing and strengthening a collaborative culture at their school they can transform curriculum, instruction, assessment, teacher development and leadership to better position the school to achieve high levels of learning for all students.

Leadership Teams and Systems Leaders enter into a formal PLC network of schools that share evidence, artefacts and practice. The Forum Days assist Leadership Teams to learn more about and reflect on the PLC processes that are currently evident in the school and then identify the next actions to be undertaken taking into account the context of their school community. Teams assess their current and their desired reality in collaboration with colleagues and trained PLC Associates.

Over the two days, participants will continue to work on their PLC Action Plan to guide their school’s transformation. The Forum Days are followed up with two In-School Support Days to support the implementation of the PLC initiative at the school level, and to contextualise the approach to meet the school’s specific needs.

The course will be co-planned with Lucy Fisher:

Anticipated Outcomes
On completion of PLC Network Forum Day 3 participants will:
• Continue to develop a shared understanding of PLC concepts and characteristics as leaders of the work
• Continue the development of a PLC network
• Have further clarity of the role, responsibilities, tasks and importance of leadership in transforming into a PLC
• Have further clarity of the role, responsibilities, tasks and importance of collaborative teams in a PLC
• Continue to implement the steps for their school in becoming a PLC

On completion of PLC Network Forum Day 4 participants will:
• Have celebrated the progress made so far in transforming into a PLC
• Have a shared understanding of the next steps for operationalising PLC concepts and characteristics in their school
• Have greater clarity of the learning cycle and how working through each cycle answers the PLC questions
• Have continued to strengthen the PLC network
• Have a deeper understanding of the work of school leaders and collaborative teams in a PLC
• Have a clear plan of the next stages of the school’s continued PLC journey
Information

Facilitator: TCEO Staff
Targeted Participants: 2016 Year 1 participants
Total Contact Time: 10 hours (2 days)
Mode of Delivery: Workshop
Time: 10.00 - 3.30
Location: Campbell Town
Dates:
  Session 3: Friday 10th March
  Session 4: Friday 26th September
Cost: As negotiated with schools
Catering Information: Morning tea, lunch, tea & coffee

For further information, please contact Jane Moore 62108899

Alignment to National Teacher Standards

2.2 Content selection and organisation
2.3 Curriculum, assessment and reporting
3.1 Establish challenging learning goals
3.6 Evaluate and improve teaching programs
5.1 Assess student learning
5.2 provide feedback to students on their learning
5.3 Make consistent and comparable judgements
5.4 Interpret student data
6.1 Identify and plan professional learning needs
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning
7.4 Engage with professional teaching networks and broader communities
What works best for School Improvement: A teaching teams approach

Course Synopsis
This program is project based and is designed for school/college teams (3-5 inclusive of an executive). The team will have a school improvement annual goal as the basis for their school improvement project. A collaborative teaching teams approach will focus on building explicit teaching practice, supported by an observation and effective feedback (two-way) strategy. Through measuring success using quantitative and qualitative processes (evidence and impact), each team will explore what is working in their school and what could be improved. This program will draw on professional collaboration research and leadership frameworks that explicitly aim to improve teacher practice, leadership capability and student outcomes.

Information:
This program has been bespoke for the TCEO by Learning Leadership Australia

Anticipated Outcomes
On completion participants will develop a deeper understanding of:
- The research underpinning effective practice (change and improvement)
- Evidence based practices to help improve student performance
- Skills for implementing collaborative team based improvement
- Design, implementation and evaluation of a pilot school based improvement project
- Practical Toolkit strategies to improve student achievement and teacher practice

Information
Facilitator: Dr Kathryn Brennan & Associates
Targeted Participants: School/College teams – ideally 3-5 teacher leaders including a school executive member
Total Contact Time: 15 hours
Mode of Delivery: Workshop
Time:
Location: Campbell Town
Dates: Tuesday 16 May 2017
Tuesday 15 August 2017
Thursday 19 October 2017
Cost: $40 per session
Catering Information: Morning tea, lunch and tea and coffee provided

For further information, please contact Jane Moore 62108899

Alignment to National Teacher Standards
6.2.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
6.3.2 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
6.4.2 Undertake professional learning programs designed to address identified student needs.
Curriculum and Pedagogy
Course Synopsis
This workshop is for primary and secondary teachers of the Arts (music, drama, dance, visual arts, media arts) wanting to develop their understanding of planning and assessment aligned to the Australian Curriculum. Workshop participants will be broken into subgroups according to speciality. Topics will include assessing to the 2-year bands, using the ACARA assessment portfolios, formative assessment in the Arts and integrating the Arts with STEM (STEAM). A focused sharing session will also provide an opportunity for teachers to contribute to the agenda for the day and to share ideas and resources.

The day will be run in three parts:
1. Learning Clarity, the Australian Curriculum and the Arts
2. Quality Assessment –formative and summative
3. Focused sharing

Anticipated Outcomes
On completion of this session, participants will:
- Moderate (primary and secondary) students' work samples against the relevant Achievement Standard
- Confidently plan learning sequences and quality assessment tasks for the Arts, aligned to the Australian Curriculum
- Have greater awareness of assessing a portfolio of work against a standard
- Understand the connections being made between the Arts and Stem (STEAM)

Information
Facilitator: Curriculum and Pedagogy
Targeted Participants: Arts Teachers-Music, Drama, Dance, Visual Arts, Media Arts
Total Contact Time: 5 hours
Mode of Delivery: Workshop
Time: 10.00am – 3.00pm
Location: Campbell Town
Date: Tuesday 30 May
Cost: $30.00 (excluding GST)
Catering Information: Morning tea and lunch will be provided

For further information, please contact Georgina Ciafardini: georgina.ciafardini@catholic.tas.edu.au or phone 03 62108803

Alignment to National Teacher Standards
Standard 2. Know the content and how to teach it
Standard 3. Plan for and implement effective teaching and learning
Standard 5. Assess, provide feedback and report on student learning
Standard 6. Engage in professional learning
Standard 7. Engage professionally with Colleagues
Implementing the Response to Intervention (RTI) Approach

Course Synopsis
This workshop will provide an introduction to Response to Intervention (RTI), a multi-tier approach focused on reducing the time it takes to respond to student learning and behaviour needs. The RTI process begins with high-quality instruction and ongoing formative assessment for all students. The foundations of RTI: Highly skilled teaching; effective use of data; and effective leadership, are at the core of the school improvement process. This workshop will include the opportunity to hear from schools that have implemented the RTI model.

Anticipated Outcomes
On completion of this session participants will:
• Understand the ‘why’ behind the RTI approach
• Know the core principles of RTI
• Be familiar with the three tier structure of RTI
• Be able to review their school’s intervention practices and strategies in light of RTI
• Plan future actions to support student learning across the three tiers

Information
Facilitator: Curriculum and Pedagogy Team
Targeted Participants: School Leadership Teams, Discipline Leaders, Curriculum Leaders (Primary and Secondary)
Total Contact Time: 6 hours
Mode of Delivery: Workshop
Time: 9.00am – 3.00pm
Location: North/North West and South
Dates: South
Monday 5 June
North/North West
Wednesday 7 June
Cost: $22.00 (excluding GST)
Catering Information: Morning tea and lunch will be provided at each session

For further information, please contact Georgina Ciafardini georgina.ciafardini@catholic.tas.edu.au or phone 03 62108803

Alignment to National Teacher Standards
Standard 3: Plan for and implement effective teaching and learning
Standard 4: Create and maintain supportive and safe learning environments
Standard 5: Assess, provide feedback and report on student learning
Standard 6: Engage in professional learning

Alignment to National Principal Standards
Standard 1: Leading teaching and learning
Standard 2: Developing self and others
Standard 3: Leading improvement, innovation and change
Learning to Swim in the Deep End:
From Shallow to Deep Learning

Course Synopsis
This professional learning opportunity will look at a model of learning which begins with the student and their level of ‘skill, will and thrill’ in relation to learning intentions and success criteria and moving from this evidence base to design learning opportunities which move students from surface learning, to deep learning and most importantly on to transfer to new learning. This professional learning is for all educators, across all stages and phases, and across all subject areas. This session will be of particular interest to anyone who has a key role in leading Teaching and Learning.

Anticipated Outcomes
On completion of these sessions participants will be able to:
- Understand the power of learning through the above process
- Apply the principles to achieve more effective learning outcomes
- Engage with the key underpinning ideas
- Identify learning strategies that are useful for each phase of the process

Information
Facilitator: Donna Bucher and Gerard McNulty
Targeted Participants: Leaders and teachers K-10
Total Contact Time: 6 hours
Mode of Delivery: Workshop
Time: 9.00am – 3.00pm
Location: North/North West and South
Dates: South
- Tuesday 23rd May
- North/North West
- Thursday 25th May
Cost: $22.00 (excluding GST)
Catering Information: Morning tea and lunch will be provided at each session

For further information, please contact Georgina Ciafardini georgina.ciafardini@catholic.tas.edu.au or phone 03 62108803

Alignment to National Teacher Standards
Standard 1: Know students and how they learn
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Assess, provide feedback and report on student learning
Course Synopsis
In the first half of the year schools will focus on a school based oral language project drawing on the components of oral language covered in Year 1, and developed in response to school contexts. Session 1 will provide resources and support for project development, including designing school based assessment tools if required. Session 2 (May) focuses on intervention strategies at Tier 2 and Tier 3. Session 3 (August) will include sharing of oral language projects, an overview of the relationship between oracy and literacy, and an introduction to the reading component of the literacy strategy. Session 4 (November) will focus on planning and preparing for strengthening and improving teaching and learning in reading and viewing.

Anticipated Outcomes
On completion of these sessions participants will:
- Have identified and planned an oral language project
- Determined processes for gathering and responding to evidence (data)
- Have a deeper understanding of the response to intervention model
- Have the necessary information to plan for the reading phase of the literacy strategy

Information
Facilitator: Donna Bucher, Penny Dilger and Lisa Fenning
Targeted Participants: Literacy Leadership Team
Total Contact Time: 5 hours
Mode of Delivery: Workshop
Time: 10.00am – 3.00pm
Location: Campbell Town
Dates:
Session 1: Tuesday 28 February
Session 2: Wednesday 31 May
Session 3: Wednesday 2 August
Session 4: Wednesday 8 November
Cost: $120.00 (excluding GST)
Catering Information: Morning tea and lunch will be provided at each session

For further information, please contact Georgina Ciafardini georgina.ciafardini@catholic.tas.edu.au or phone 03 62108803

Alignment to National Teacher Standards
Standard 1: Know students and how they learn
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Assess, provide feedback and report on student learning
Standard 6: Engage in professional learning

Alignment to National Principal Standards
Standard 1: Leading teaching and learning
Standard 2: Developing self and others
Standard 3: Leading improvement, innovation and change
Literacy Strategy: Year 3 Schools: Reading

Course Synopsis
In the first half of the year schools will focus on strengthening and improving teaching and learning in reading and viewing with particular focus on the ‘Big Six’ of Reading. While drawing on the components of oral language covered in Year 1 and Year 2, Session 1 (March) and will focus on Phonological Awareness, Letter/Sound knowledge, Vocabulary, and Session 2 (May) will focus on Comprehension and Fluency. Session 3 (June) focuses on intervention strategies at Tier 2 and Tier 3. Session 4 (October/November) will focus on planning and preparing for strengthening and improving teaching and learning in writing.

Anticipated Outcomes
On completion of these sessions participants will have:
- A deeper understanding of the ‘Big Six’ of reading
- Determined processes and strategies to improve teacher practice for teaching reading and improving student outcomes.
- A deeper understanding of the response to intervention model
- The necessary information to plan for the writing phase of the literacy strategy

Information
Facilitator: Donna Bucher, Penny Dilger and Lisa Fenning
Targeted Participants: Literacy Leadership Team
Total Contact Time: 6 hours
Mode of Delivery: Workshop
Time: 9.00am – 3.00pm
Location: North/North West & South
Dates: North/North West
   Session 1: Tuesday 14 March
   Session 2: Wednesday 17 May
   Session 3: Thursday 15 June
   Session 4: Thursday 2 November
South
   Session 1: Thursday 2 March
   Session 2: Tuesday 16 May
   Session 3: Tuesday 13 June
   Session 4: Tuesday 31 October
Cost: $88.00 (excluding GST)
Catering Information: Morning tea and lunch will be provided at each session

For further information, please contact Georgina Ciafardini georgina.ciafardini@catholic.tas.edu.au or phone 03 62108803

Alignment to National Teacher Standards
Standard 1: Know students and how they learn
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Assess, provide feedback and report on student learning
Standard 6: Engage in professional learning

Alignment to National Principal Standards
Standard 1: Leading teaching and learning
Standard 2: Developing self and others
Standard 3: Leading improvement, innovation and change
Literacy Workshops (Webinar)

Course Synopsis
The Literacy Webinars are a series of stand alone practical workshops to support schools and teachers in implementing effective literacy practices in the classroom. Suggested topics include: The Gradual Release of Responsibility Model; Running an Effective Literacy Block; Introduction to the New Australian Curriculum Literacy Progressions; Literacy and the Four Resources; and PM Benchmarking and Running Records. Wherever possible the Literacy Webinars will respond to identified needs in schools.

Anticipated Outcomes
On completion of these sessions participants will have:
- Greater depth in their understanding of effective practices to support literacy
- An increased repertoire of strategies to support literacy teaching and learning
- Comprehensive knowledge of and skill in using the Australian Curriculum to support literacy development
- Confidence in assessing student learning both formative and summative

Information
Facilitator: Penny Dilger and Lisa Fenning
Targeted Participants: Teachers
Total Contact Time: 1.5 hours
Mode of Delivery: Workshop (Webinar)
Time: 3.30pm – 5.00pm
Location: Statewide - Tasmanian Catholic Education Office, Our Lady of Mercy and Sacred Heart Catholic School, Ulverstone
Dates:
Workshop 1: Wednesday 22 March
Workshop 2: Wednesday 10 May
Workshop 3: Tuesday 20 June
Workshop 4: Tuesday 15 August
Workshop 5: Wednesday 20 September
Workshop 6: Tuesday 21 November
Cost: Nil
Catering Information: N/A

For further information, please contact Georgina Ciafardini: georgina.ciafardini@catholic.edu.au or 0362108803

Alignment to National Teacher Standards
Standard 1: Know students and how they learn
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Assess, provide feedback and report on student learning
Standard 6: Engage in professional learning
Middle Years (Years 5-8) Conversations

Course Synopsis
Middle Years Conversations provide an opportunity for educators who work in across the middle years of schooling (Years 5-8) to get together to explore and discuss current research and models of best practice in the middle years. Topics could include: Catering for the social and emotional needs of students in the Middle Years; structures and strategies that support learning in a Middle Years Model; integrated curriculum; and Religious Education and Faith Formation in the Middle Years. It is intended that participants will contribute to the structure, agenda and content of the day.

Anticipated Outcomes
On completion of this session participants will:
• Be familiar with guiding principles of Middle Schooling
• Be able to reflect on these principles and how they are being achieved
• Understand the necessity of supporting the social and emotional needs of learners in the middle years
• Be familiar with a range of strategies and structures to support learning in the middle years of schooling

Information
Facilitator: Donna Bucher, Gerard McNulty and Education Officers (TBC)
Targeted Participants: Teachers Years 5-8
Total Contact Time: 6 hours
Mode of Delivery: Workshop
Time: 9.00am – 3.00pm
Location: North/North West and South
Dates:
  South
  Tuesday 19 September
  North/North West
  Thursday 21 September
Cost: $22.00 (excluding GST)
Catering Information: Morning tea and lunch will be provided at each session

For further information, please contact Georgina Ciafardini georgina.ciafardini@catholic.tas.edu.au or phone 03 62108803

Alignment to National Teacher Standards
Standard 1: Know students and how they learn
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Assess, provide feedback and report on student learning
Pathway Planning, Transition and Career Conversations

Course Synopsis
The Secondary/Senior Secondary Pathway Planning, Transition and Career Conversations provide an opportunity for key educators who work in Pathway Planning, Transition and Careers to get together to discuss current and future directions, to share resources, and to ensure that students receive up-to-date information to inform their pathway and career choices. This workshop will be opened up to participants from other sectors. It is intended that participants will contribute to the structure, agenda and content of the day.

Anticipated Outcomes
On completion of these sessions participants will:
• Have engaged with current thinking and research
• Be aware of programs and opportunities being offered across schools
• Have made connections with key personnel working in the Pathway Planning, Transition and Career space
• Have had the opportunity to discuss and consider government developments, expectations and/or initiatives

Information
Facilitator: Curriculum and Pedagogy
Targeted Participants: Secondary/Senior Secondary Pathways and Careers Key teachers, all teachers
Total Contact Time: 6 hours
Mode of Delivery: Workshop
Time: 9.00am – 3.00pm
Location: North/North West & South
Dates: South
Wednesday 5 July
North/North West
Thursday 6 July
Cost: $22.00 (excluding GST)
Catering Information: Morning tea and lunch will be provided at each session

For further information, please contact Georgina Ciafardini georgina.ciafardini@catholic.tas.edu.au or phone 03 62108803

Alignment to National Teacher Standards
Standard 3: Plan for and implement effective teaching and learning
Standard 4: Create and maintain supportive and safe learning environments
Standard 6: Engage in professional learning
Standard 7: Engage professionally with Colleagues, parents/carers and the community

Curriculum and Pedagogy Professional Learning 51
Primary Curriculum Leaders Meeting

Course Synopsis
This meeting is for leaders of curriculum (Principals, Campus Leaders, AP:LTs, Curriculum Co-ordinators) in Primary Schools. The meetings are structured as follows:
1. Curriculum and Pedagogy Update
2. Professional learning focus, and

Anticipated Outcomes
On completion of this session participants will:
- Be aware of national priorities impacting the education agenda
- Have a deeper understanding of the AITSL Standards
- Be familiar with peer school strategies to improve the quality of teaching and learning

Information
Facilitator: Donna Bucher and the Curriculum Team
Targeted Participants: Primary Leaders
Total Contact Time: 6 hours
Mode of Delivery: Workshop
Time: 10.00am – 3.00pm
Location: Campbell Town
Dates: Thursday 1 June
       Thursday 9 November
Cost: $30.00 (excluding GST)
Catering Information: Morning tea, lunch tea and coffee will be provided

For further information, please contact Georgina Ciafardini: georgina.ciafardini@catholic.tas.edu.au or 0362108803

Alignment to National Teacher Standards
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Assess, provide feedback and report on student learning
Standard 6: Engage in professional learning
Teacher Clarity

Course Synopsis
John Hattie identifies teacher clarity as having a 0.75 effect size on learning. Hattie lists learning intentions, success criteria, relevance, examples and modelling, checking for understanding, and feedback, as components of teacher clarity. This professional learning opportunity will look at the above elements and how teachers can make adjustments to their practice to improve clarity and in turn improve learning outcomes for students. This session is designed for all educators, across all stages and phases and across all subject areas.

Anticipated Outcomes
On completion of this session participants will:
- Know why and how teacher clarity makes a difference
- Understand the relationship between the elements of teacher clarity
- Recognise quality practice in relation to these elements
- Evaluate areas for adjustment in their own practice
- Develop a plan for making changes to their practice in relation to teacher clarity

Information
Facilitator: Donna Bucher and members of the Curriculum Team (TBC)
Targeted Participants: All teachers
Total Contact Time: 5 hours
Mode of Delivery: Workshop
Time: 10.00am – 3.00pm
Location: Campbell Town
Date: Friday 12 May
Cost: $30.00 (excluding GST)
Catering Information: Morning tea, lunch tea and coffee will be provided

For further information, please contact Georgina Ciafardini georgina.ciafardini@catholic.tas.edu.au or phone 03 62108803

Alignment to National Teacher Standards
Standard 1: Know students and how they learn
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Assess, provide feedback and report on student learning
ICT/DT Key Teacher Meeting (K-6)

South
Participants: ICT Key Teachers
Location: Venue to be confirmed
Date: Wednesday 22 March and Wednesday 30 August
Time: 9.00am – 3.00pm
Cost: $22.00 (excluding GST)

North/North West
Participants: ICT Key Teachers
Location: Venue to be confirmed
Date: Monday 20 March and Monday 28 August
Time: 9.00am – 3.00pm
Cost: $22.00 (excluding GST)

For further information, please contact Georgina Ciafardini georgina.ciafardini@catholic.tas.edu.au or phone 03 62108803

Alignment to National Teacher Standards
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 4: Create and maintain supportive and safe learning environments
Standard 6: Engage in professional learning
Standard 7. Engage professionally with Colleagues
Literacy Key Teacher Meeting (K-6)

South
Participants: Literacy Key Teachers
Location: Venue to be confirmed
Date: Wednesday 8 March & Wednesday 23 August
Time: 1.00pm – 4.00pm
Cost: $10.00 (excluding GST)

North
Participants: Literacy Key Teachers
Location: Venue to be confirmed
Date: Wednesday 8 March & Wednesday 23 August
Time: 9.00am – 3.00pm
Cost: $10.00 (excluding GST)

North West
Participants: Literacy Key Teachers
Location: Venue to be confirmed
Date: Tuesday 7 March & Thursday 24 August
Time: 1.00pm – 4.00pm
Cost: $10.00 (excluding GST)

For further information, please contact Georgina Ciafardini georgina.ciafardini@catholic.tas.edu.au or phone 03 62108803

Alignment to National Teacher Standards
Standard 1: Know students and how they learn
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Assess, provide feedback and report on student learning
Standard 6: Engage in professional learning
Principals and Curriculum Leaders 7 - 12

Statewide
Participants: Secondary Principals and Curriculum Leaders
Location: Campbell Town
Dates: Tuesday 14 March
      Tuesday 17 October
Time: 10.00am – 3.00pm
Cost: $30.00 (excluding GST)

Alignment to National Teacher Standards
Standard 3. Plan for and implement effective teaching and learning
Standard 5. Access, provide feedback and report on student learning
Standard 7. Engage professionally with Colleagues, parents/carers and the community

Curriculum Leaders 7 - 12

Statewide
Participants: Secondary Curriculum Leaders
Location: Campbell Town
Dates: Tuesday 14 March (combined with Principals)
       Monday 15 May
       Tuesday 1 August
       Tuesday 17 October (combined with Principals)
Time: 10.00am – 3.00pm
Cost: $30.00 (excluding GST)

Alignment to National Teacher Standards
Standard 3. Plan for and implement effective teaching and learning
Standard 5. Access, provide feedback and report on student learning
Standard 7. Engage professionally with Colleagues, parents/carers and the community

English 7-12

Statewide
Participants: Secondary English Coordinators
Location: Campbell Town
Date: Tuesday 21 March
Time: 10.00am – 3.00pm
Cost: $30.00 (excluding GST)

Alignment to National Teacher Standards
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Access, provide feedback and report on student learning
Standard 7: Engage professionally with Colleagues, parents/carers and the community
English Moderation 7-10

Participants: Secondary Teachers of English
Location: TBA
Date: Tuesday 22 August
Time: 10.00am – 3.00pm
Cost: $22.00 (excluding GST)

Alignment to National Teacher Standards
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Access, provide feedback and report on student learning
Standard 7: Engage professionally with Colleagues, parents/carers and the community

Humanities and Social Science (HaSS) 7-12

Statewide

Participants: Secondary Humanities & Social Sciences Coordinators
Location: Campbell Town
Date: Thursday 23 March
Time: 10.00am – 3.00pm
Cost: $30.00 (excluding GST)

Alignment to National Teacher Standards
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Access, provide feedback and report on student learning
Standard 7: Engage professionally with Colleagues, parents/carers and the community

Humanities and Social Science (HaSS) Moderation 7-10

Participants: Secondary Teachers of Humanities & Social Sciences
Location: TBA
Date: Thursday 7 September
Time: 10.00am – 3.00pm
Cost: $22.00 (excluding GST)

Alignment to National Teacher Standards
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Access, provide feedback and report on student learning
Standard 7: Engage professionally with Colleagues, parents/carers and the community
Maths 7-12
Statewide
Participants: Secondary Maths Coordinators
Location: Campbell Town
Date: Tuesday 28 March
Time: 10.00am – 3.00pm
Cost: $30.00 (excluding GST)

Alignment to National Teacher Standards
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Access, provide feedback and report on student learning
Standard 7: Engage professionally with Colleagues, parents/carers and the community

Maths Moderation 7-10
Participants: Secondary Teachers of Mathematics
Location: TBA
Date: Thursday 31 August
Time: 10.00am – 3.00pm
Cost: $22.00 (excluding GST)

Alignment to National Teacher Standards
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Access, provide feedback and report on student learning
Standard 7: Engage professionally with Colleagues, parents/carers and the community

Science 7-12
Statewide
Participants: Secondary Science Coordinators
Location: Campbell Town
Date: Wednesday 5 April
Time: 10.00am – 3.00pm
Cost: $30.00 (excluding GST)

Alignment to National Teacher Standards
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Access, provide feedback and report on student learning
Standard 7: Engage professionally with Colleagues, parents/carers and the community
Science Moderation 7-10

Participants:  Secondary Teachers of Science
Location:  TBA
Date:  Tuesday 29 August
Time:  10.00am – 3.00pm
Cost:  $22.00 (excluding GST)

Alignment to National Teacher Standards
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Access, provide feedback and report on student learning
Standard 7: Engage professionally with Colleagues, parents/carers and the community

ICT/Digital Technologies 7 – 12

Statewide

Participants:  Secondary ICT/Digital Technologies Coordinators
Location:  Campbell Town
Dates:  Monday 6 March
        Tuesday 15 August
Time:  10.00am - 3.00pm
Cost:  $30.00 (excluding GST)

Alignment to National Teacher Standards
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Access, provide feedback and report on student learning
Standard 7: Engage professionally with Colleagues, parents/carers and the community
HPE K-12

Statewide
Participants: HPE Coordinators K-12
Location: Campbell Town
Date: Tuesday 7 March
Time: 10.00am – 3.00pm
Cost: $30.00 (excluding GST)

Alignment to National Teacher Standards
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Access, provide feedback and report on student learning
Standard 7: Engage professionally with Colleagues, parents/carers and the community

HPE Moderation K-12
Participants: HPE Teachers K-12
Location: TBA
Date: Monday 11 September
Time: 10.00am – 3.00pm
Cost: $22.00 (excluding GST)

Alignment to National Teacher Standards
Standard 2: Know the content and how to teach it
Standard 3: Plan for and implement effective teaching and learning
Standard 5: Access, provide feedback and report on student learning
Standard 7: Engage professionally with Colleagues, parents/carers and the community

For further information, please contact Georgina Ciafardini georgina.ciafardini@catholic.tas.edu.au or phone 03 62108803
Catering for Student Diversity

Course Synopsis
Participants will gain an understanding about the importance of SMART goals in targeting intervention for students with Individual Education Plans. Participants will also deepen their understanding regarding specific disorders and what it means to be ‘disability ready and responsive’.

Anticipated Outcomes
On completion of this session participants will:
• Have a clear understanding of integral role of IEPs in supporting students
• Have increased skills in developing SMART goals
• Know more about becoming disability ready and responsive
• Have increased knowledge regarding specific disorders

Information
Facilitator: Andrea Brumby & Education Officers
Targeted Participants: SLN Coordinators, Leadership, Teachers, T.As
Total Contact Time: 5 hours
Mode of Delivery: Presentation and Workshop
Time: 10.00am – 3.00pm
Location: Campbell Town
Date: Tuesday 29 August 2017
Cost: $30.00 per person (excluding G.S.T)
Catering Information: Morning tea and lunch provided

Alignment to National Teacher Standards
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
1.6 Strategies to support full participation of students with disability
3.6 Evaluate and improve teaching programs
3.7 Engage parents/ carers in the educative process
Course Synopsis
Participants will engage in professional learning, have opportunities to ask key questions and workshop with colleagues to deepen their understanding about the Nationally Consistent Collection of Data (NCCD).

Anticipated Outcomes
On completion of this session participants will:
- Know more about what our system level data is telling us
- Have increased confidence in leading and implementing the NCCD in the school
- Have increased skills in moderating student levels of adjustment

Information
Facilitator: Andrea Brumby and Education Officers
Targeted Participants: SLN Coordinators, Classroom Teachers
Total Contact Time: 5 hours
Mode of Delivery: Presentation and Workshop
Time: 10.00am – 3.00pm
Location: The Grange, Campbell Town
Date: Wednesday 24 May 2016
Cost: $30.00 per person (excluding G.S.T)
Catering Information: Morning tea and lunch provided

For further information, please contact Jessica Webb/Emily Gray 62108 872.

Alignment to National Teacher Standards
5.4 Interpret student data
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning
7.2 Comply with legislative, administrative and organisational requirements
Supporting a Multicultural Community

Course Synopsis
Participants will engage in professional learning and activities that assist to increase knowledge and skills that assist schools to plan and prepare a successful cultural transition and integration into schools for students from culturally diverse backgrounds.

Anticipated Outcomes
On completion of this session participants will:
- Understand the complementary role of service providers and the education sector
- Understand the challenges students face coming from culturally diverse backgrounds
- Recognise the role of the school in settling students

Information
Facilitator: EAL Project Officers and Settlement Service Providers
Targeted Participants: EAL Key Teachers, Teachers, Leaders
Total Contact Time: 3 hours
Mode of Delivery: Presentation and Workshop
Time: 2.00pm – 5.00pm
Location: TCEO, Hobart
Date: Friday 19 May 2017
Cost: $10.00 per person (excluding G.S.T)
Catering Information: Afternoon tea provided

For further information, please contact Jessica Webb/Emily Gray 62108 872.

Alignment to National Teacher Standards
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
2.1 Content and teaching strategies of the teaching area
3.1 Establish challenging learning goals
Course Synopsis
Participants will engage in professional learning that develops greater understanding of the way Gospel values support their role as Teacher Assistants in schools. Participants will also participate in professional learning that increases knowledge specifically about working with students with disabilities.

Anticipated Outcomes
On completion of this session participants will:
- Have increased their knowledge about working with students with disability
- Have increased understanding about the Gospel values in their roles
- Have increased skills to work effectively with students in Catholic Education

Information
Facilitator: Team Leaders
Targeted Participants: Teacher Assistants
Total Contact Time: 5 hours
Mode of Delivery: Presentation and Workshop
Time: 9.00am – 3.00pm
Location:
- South: TCEO
- North: MacKillop Centre
- North West: Tenison Woods Centre
Dates:
- South: Monday 10th April 2017
- Thursday 12th October 2017
- North/ North West: Tuesday 11th April 2017
- Friday 13th October 2017
Cost: $22.00 per person per session (excluding G.S.T)
Catering Information: Morning tea and lunch provided

For further information, please contact Jessica Webb/Emily Gray on 6210 8872

Alignment to National Teacher Standards
3.4 Select and use resources
3.5 Use effective classroom communication
ATSI Key Teacher/ ASST Meetings

South
Participants: ATSI Key Teachers and ASSTs
Location: TCEO
Date: Thursday 2 March 2017
Time: 9.00am – 3.00pm
Cost: $22.00

Alignment to National Teacher Standards
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
7.4 Engage with professional teaching networks and broader communities

North/North West
Participants: ATSI Key Teachers and ASSTs
Location: St Peter Chanel Catholic School
Date: Thursday & Friday 9 & 10 March 2017
Time: 9.00am – 3.00pm
Cost: TBC

Alignment to National Teacher Standards
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
7.4 Engage with professional teaching networks and broader communities

Statewide
Participants: ATSI Key Teachers and ASSTs
Location: Queen Victoria Museum and Art Gallery, Invermay
Date: Wednesday 28 September 2017
Time: 9.00am – 3.00pm
Cost: $22.00

Alignment to National Teacher Standards
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
3.4 Select and use resources
4.1 Support student participation
English as Another Language Key Teacher Meetings

Statewide
Participants: EAL Coordinators
Location: The Grange, Campbell Town
Date: Tuesday 4 April 2017
Time: 10.00am – 3.00pm
Cost: $22.00 per person (excluding G.S.T)

Alignment to National Teacher Standards
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
4.1 Support student participation
6.4 Apply professional learning and improve student learning
7.4 Engage with professional teaching networks and broader communities

Gifted and Talented Key Teacher Day

Statewide
Participants: Gifted Coordinators
Location: The Grange, Campbell Town
Date: Monday 15 May 2017
Time: 10.00am – 3.00pm
Cost: $22.00 (ex GST)

Alignment to National Teacher Standards
1.1 Physical, social and intellectual development and characteristics of students
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
3.1 Establish challenging learning goals
3.3 Use teaching strategies
6.4 Apply professional learning and improve student learning

Gifted Awareness Week Student Day

South
Participants: Students 3-6 and Gifted Key Teacher
Location: St Aloysius Catholic College, Huntingfield
Date: Tuesday 14 March 2017
Time: 10.00am – 2.00pm
Cost: Nil

Alignment to National Teacher Standards
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
3.1 Establish challenging learning goals
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning
### Gifted Awareness Week Student Day

**North/North West**
- **Participants:** Students 3-6 and Gifted Key Teacher
- **Location:** Our Lady of Lourdes, Devonport
- **Date:** Friday 17 March 2017
- **Time:** 10.00am – 2.00pm
- **Cost:** Nil

**Alignment to National Teacher Standards**
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
3.1 Establish challenging learning goals
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning

### SOFOS Student Day

**South**
- **Participants:** SOFOS Coordinators
- **Location:** Corpus Christi Catholic School
- **Date:** Monday 18 September 2017
- **Time:** 9.00am – 3.00pm (TBC)
- **Cost:** Nil

**Alignment to National Teacher Standards**
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
3.1 Establish challenging learning goals
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning

**North/North West**
- **Participants:** SOFOS Coordinators
- **Location:** St Patrick’s Catholic School Latrobe
- **Date:** Friday 15 September 2017
- **Time:** 9.00am – 3.00pm (TBC)
- **Cost:** Nil

**Alignment to National Teacher Standards**
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
3.1 Establish challenging learning goals
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning
Special Learning Needs Primary & Secondary Key Teacher Meetings

Statewide
Participants: Primary and Secondary SLN Coordinators
Location: The Grange, Campbell Town
Date: Wednesday 1 March 2017
Time: 10.00am – 3.00pm
Cost: $30.00 (ex GST)

Alignment to National Teacher Standards
1.1 Physical, social and intellectual development and characteristics of students
1.6 Strategies to support full participation of students with disability
3.4 Select and use resources
4.1 Support student participation
6.4 Apply professional learning and improve student learning
7.4 Engage with professional teaching networks and broader communities

South
Participants: Primary and Secondary SLN Coordinators
Location: TCEO
Date: Thursday 14 September 2017
Time: 9.00am – 3.00pm
Cost: $22.00 (ex GST)

Alignment to National Teacher Standards
1.1 Physical, social and intellectual development and characteristics of students
1.6 Strategies to support full participation of students with disability
3.4 Select and use resources
4.1 Support student participation
6.4 Apply professional learning and improve student learning
7.4 Engage with professional teaching networks and broader communities

North
Participants: Primary and Secondary SLN Coordinator
Location: MacKillop Centre
Date: Monday 11 September 2017
Time: 9.00am – 3.00pm
Cost: $22.00

Alignment to National Teacher Standards
1.1 Physical, social and intellectual development and characteristics of students
1.6 Strategies to support full participation of students with disability
3.4 Select and use resources
4.1 Support student participation
6.4 Apply professional learning and improve student learning
7.4 Engage with professional teaching networks and broader communities
North/North West
Participants: Primary and Secondary SLN Coordinator
Location: Tenison Woods Centre
Date: Tuesday 12 September 2017
Time: 9.00am – 3.00pm
Cost: $22.00

Alignment to National Teacher Standards
1.1 Physical, social and intellectual development and characteristics of students
1.6 Strategies to support full participation of students with disability
3.4 Select and use resources
4.1 Support student participation
6.4 Apply professional learning and improve student learning
7.4 Engage with professional teaching networks and broader communities
Pastoral Care and Well-being
Christian Meditation
Be Still; Sit With Me Awhile

Course Synopsis
Meditation is a universal spiritual wisdom and a practice that we find at the core of all the great religious traditions, leading from the mind to the heart.

Meditation for children and young people is essentially Christian. At the heart of this principle is a person, the person of Jesus.

“Children and young adults are born contemplative but in the modern world they are bombarded from an early age with noise, stimulus, and a message to keep busy. A programme of Christian Meditation aims to teach children to find God in stillness, silence, and simplicity or, as the Old Testament says: Be still and know that I am God.”

“Children, like adults, will find the practice of meditation a process in which they will feel like they have ‘come home’. (from “Coming Home”, Ernie Christie)

Anticipated Outcomes
On completion of this session participants will have:
• Reflected on the importance of prayer, with a focus on “prayer of the heart”
• Explored practices that may practically help nurture a more contemplative way of approaching life
• Experienced the practice of meditation and Lectio Divina
• Gained confidence for supporting students in the practice of Christian Meditation
• Increased appreciation of silence a new way to communicate not only with our God and with each other.

Information
Facilitator/s: Trained facilitator/s
Targeted Participants: All staff
Total Contact Time: 6 hrs
Mode of Delivery: Presentation, discussion, reflection, practice
Location: Central location or school-based by negotiation
Date/s: Central: TCEO Hobart/Emmanuel Centre/ Ulverstone
        On site at schools by negotiation
Cost: $25 (ex GST) for catering and resources
Catering Information: Morning Tea and Lunch

For further information, please contact Jane Moore 62108899

Alignment to National Teacher Standards
1: Know students and how they learn
4: Create and maintain supportive and safe learning environments
6: Engage in professional learning
Course Synopsis
A focus on wellbeing is universal and proactive. Circle Solutions aims to promote wellbeing for students, both the vulnerable and the achieving. It supports the development of healthy relationships, responsible behaviour and resilience in the face of adversity.

Anticipated Outcomes
On completion of the session participants will have:
• Explored reasons for the centrality of student wellbeing
• Confirmed understanding of the impact of student wellbeing on learning
• Grasped the principles of the Circles Framework which are integral to outcomes
• Appreciate how Circles enhance relationships, resilience and responsibility.
• Learned how to effectively facilitate the Circle Solutions approach
• Enjoyed a sense of camaraderie and fun

Information
Facilitator: Fiona Labuschagne & Team Leader: Pastoral Care & Wellbeing
Targeted Participants: School and College staff
Mode of delivery: Presentation, discussion and active participation
Location: Campbell Town
Date: Thursday 23 March
Time: 10.00am – 3.00pm
Cost: $25.00 (excluding GST) per person for catering
Catering Information: Morning Tea and Lunch provided

For further information, please contact Jane Moore 62108899

Alignment to National Teacher Standards
1: Know students and how they learn
4: Create and maintain supportive and safe learning environments
6: Engage in professional learning
Mindfulness Practices for Classroom and/or Groups

Course Synopsis
This course is designed to build in school staff the knowledge and skills to offer in the classroom a Mindfulness-based program suitable for students from Prep to Year 12. Simple, effective and proven exercises help students to stay calm, relax, focus and learn more effectively during the day. The classroom practices are designed to help students grow in positive outlook and build emotional resilience so they are better equipped to deal with the day-to-day stresses that life brings and engage more productively in learning.

A second strand of the course is designed to equip school staff to conduct, at small group level, an intervention program designed specifically for students with heightened levels of stress or worry in the face of life’s challenges. The course also includes exploration of ways of building parental involvement and gaining parental commitment to supporting the strategies at home and within the family.

Anticipated Outcomes
On completion of the classroom component of this course participants will:

• Be able to lead students through daily mindfulness and/or meditation exercises
• Be able to use a range of strategies, some incorporating electronic resources
• Have a repertoire of quick “stress buster” techniques that can be used at any time
• Be confident in incorporating appropriate strategies into social and emotional learning lessons

On completion of the small group component of the course participants will be able to confidently support students in a small group, guide them through an 8 week programme at school and engage parents in supporting strategies easily manageable in the home setting.

Information
Facilitator/s: TCEO staff trained in course content and provision
Targeted Participants: Key Teachers: Pastoral Care & Wellbeing; Teaching staff
Mode of Delivery: Presentation, practice, personal/group engagement
Location: Campbell Town
Date: Monday 27 March
Time: 10.00 am -3.00 pm
Cost: $22 per person for catering; Additional cost for resources manual to be determined.
Catering Information: Morning Tea/ lunch provided

For further information, please contact Jane Moore 62108899

Alignment to National Teacher Standards
1: Know students and how they learn
4: Create and maintain supportive and safe learning environments
6: Engage in professional learning
7: Engage professionally with colleagues, parents/carers and the community
Course Synopsis
This is a training course to prepare adults to be facilitators with children of the Rainbows programme. As this course is presented in a Christian context it is filled with hope.

Participants will be led through an understanding of the impact of significant loss. They will be shown how to listen to children, how to help children understand their emotions, how to understand demonstration of loss, how to implement Rainbows and how to facilitate groups within the boundaries of confidentiality.

NB: Participation in the course When I Grieve I Grieve is encouraged prior to Rainbows Training.

Anticipated Outcomes
On completion of this session participants will have:
- Reflected on the impact of loss on children
- Developed or strengthened some basic listening skills
- Gained understanding of the dynamics of working with children in a group
- Built capacity to co-ordinate the Rainbows/ Spectrum programme
- Grown in understanding of the importance of Christian Hope in the grief process so that children can face a ‘new normal’ in their lives.

Information
Facilitator/s: Margaret Henderson RSM and Gwenda Gregson
Targeted Participants: Any staff member so chosen by school leadership
Mode of Delivery: Presentation, discussion and personal engagement with the topic
Location: South: Tasmanian Catholic Education Office
          North: Tenison Woods Centre or MacKillop Centre
Date: Thursday, 16 March
Time: TBC
Cost: Per person for catering: $22.00 excluding GST
Catering Information: Morning Tea and lunch provided

For further information, please contact Jane Moore 62108899

Alignment to National Teacher Standards
1: Know students and how they learn
4: Create and maintain supportive and safe learning environments
6: Engage in professional learning
Supporting Anxious Children at School

Course Synopsis
Anxiety is the most prevalent mental health condition in primary-aged children; it is also the most treatable of the mental health conditions, especially in children. Schools can play a big part in supporting anxious children and their parents. This professional learning experience will give teachers and other school staff the knowledge and skills needed to do so.

Anticipated Outcomes
On completion of this session participants will:
• Understand what anxiety is and be able to define this
• Understand the underlying causes of anxiety
• Be able to identify symptoms of anxiety in children
• Have knowledge of strategies they can use in the classroom to support anxious children

Information
Facilitator/s: TBC
Targeted Participants: School staff
Mode of Delivery: Workshop
Location: Campbelltown
Date/s: Monday 19 June
Time: 10.00am – 3.00pm
Cost: $25.00 (excl. GST) per person for catering
Catering Information: Morning Tea and Lunch provided

For further information, please contact Jane Moore 62108899

Alignment to National Teacher Standards
1: Know students and how they learn
4: Create and maintain supportive and safe learning environments
6: Engage in professional learning
Team-Teach

Course Synopsis
The course aims to develop shared values which promote the attitude, skill and knowledge needed to implement Team-Teach in the workplace. This will include developing in behaviour management positive handling skills including verbal and non-verbal communication, diversion and de-escalation and safe, effective respectful physical interventions. This course will further develop skills in positive listening and debrief.

Anticipated Outcomes
This course covers personal safety, risk reduction strategies, positive handling, together with documentation and legal guidance.

Format: Organised into 8 modules:
Module 1: Background to Team-Teach
Module 2: The Legal Framework
Module 3: Understanding aggression
Module 4: How feelings drive behaviours
Module 5: De-escalation and diffusion
Module 6: Personal safety
Module 7: Positive Handling (mainly guiding and escorting safely. If a greater degree of holding is required, participants are referred to the 12 hour Basic Course)
Module 8: Repair, reflection and review

Information
Facilitator: Trained TCEO Team Teach Facilitators
Targeted Participants: School and College staff
Mode of delivery: Presentation, discussion and active participation.
Recommended to operate as two, three-hour sessions, with whole-staff participation for whole-school impact
Location: By negotiation
Dates: By negotiation
Costs: $50 includes catering & manual (excluding GST)
Catering Information: Morning/afternoon tea

For further information, please contact Jane Moore 62108899

Alignment to National Teacher Standards
1. Know students and how they learn
4. Create and maintain supportive and safe learning environments
6. Engage in professional learning
7. Engage with colleagues
When I Grieve I Grieve

Course Synopsis
This course is designed to enable the participants to understand the normal grief process, the importance of grieving and how we are able assist others, especially children, when they grieve.

The contents of the course are placed within the context of Catholic faith with its commitment to the flourishing of the human person.

NB: Participation in this course is encouraged prior to Rainbows Facilitator Training

Anticipated Outcomes
On completion of this session participants will have reflected on:
- The normal grief process
- Children and grief
- Grief reactions
- Needs of the bereaved/ listening to the bereaved
- What is important about grieving
- What helps/hinders the grief process

Information
Facilitator/s: Margaret Henderson RSM, Gwenda Gregson
Targeted Participants: All staff: Maximum number of participants: 10
Mode of Delivery: Presentation, discussion and personal engagement with topic
Location: South: Catholic Education Office
         North: The Stables, Emmanuel Centre
Date/s: South, North: Thursday, 25th May
Cost: $25 excluding GST
Catering Information: Morning Tea and Lunch provided.

For further information, please contact Jane Moore 62108899

Alignment to National Teacher Standards
1: Know students and how they learn
4: Create and maintain supportive and safe learning environments
6: Engage in professional learning
Allied Mental Health and Well-being Professionals

Statewide
Participants: Psychologists, Counsellors, Social Workers
Location: Campbell Town
Date: Wednesday 5 April and Wednesday 30 August
Time: 10.00 a.m. – 3.00 p.m.
Cost: Per person for catering $25.00 (excl. GST)

School Chaplains

Statewide
Participants: School Chaplains
Location: Campbell Town
Date: Tuesday 16 May and Monday 25 September
Time: 10.00 a.m. – 3p.m.
Cost: Per person for catering $25.00 (excl. GST)

Pastoral Care and Well-being Key Teachers

Statewide
Participants: All PC & WB Key Teachers
Location: Campbell Town
Date: Monday 27 February
Time: 10.00am – 3.00pm
Cost: $22.00 (ex GST)

South
Participants: PCWb Key Teachers; Team members welcome
Location: TCEO
Date: Monday 26 June
Time: 10.00 a.m. – 3.00 p.m.
Cost: Per person for catering $25.00 (excl. GST)

Alignment to National Teacher Standards
1: Know students and how they learn
4: Create and maintain supportive and safe learning environments
6: Engage in professional learning
7: Engage professionally with colleagues

North
Participants: PCWb Key Teachers; Team members welcome
Location: Devonport
Date: Tuesday 27 June
Time: 10.00 a.m. – 3.00 p.m.
Cost: Per person for catering $25.00 (excl. GST)

Alignment to National Teacher Standards
1: Know students and how they learn
4: Create and maintain supportive and safe learning environments
6: Engage in professional learning
7: Engage professionally with colleagues

Pastoral Care and Well-being Network Meetings
Course Synopsis
One-day workshop for nominated school staff to receive detailed training on the TCEO's new Governance, Risk and Compliance platform the Catholic Education Tasmania Knowledge Portal (CETKP).

Anticipated Outcomes
- Revision of 2016 Training
- About Our School Information
- Volunteer Management
- Contractor Management
- Excursion Document Sharing
- Ideas Sharing
- Incident Management
- Be briefed on next steps for the system

Information
Facilitator: CETKP Project Team
Targeted Participants: School nominated Administrators and Principals or Assistant Principals
Total Contact Time: 6 hours
Mode of Delivery: Face to face
Time: 8.30 am – 4.30pm
Location: North and South
Dates: 27 February 2017 – Launceston
28 February 2017 – Hobart
Cost: $50 for catering and materials (excludes GST)
Catering Information: Morning Tea and Lunch

For further information, please contact Courtney Turner 6210 8853

Alignment to National Teacher Standards
4.4 Maintain student safety
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisational requirements.

Alignment to National Principal Standards
Leading improvement, innovation and change
Leading the management of the school.
Course Synopsis
Two-day workshop for nominated school staff to receive detailed training on the TCEO’s new Governance, Risk and Compliance platform the Catholic Education Tasmania Knowledge Portal (CETKP).

Anticipated Outcomes
- CETKP Assurance
  - Next Steps in Incident Management
  - Risk Management
  - Task Management
  - Other Assurance Workflow
  - CETKP Fundamentals
  - Consolidation on work to date
- Participants will be briefed on next steps for the System

Information
Facilitator: CETKP Project Team
Targeted Participants: School nominated Administrators and Principals or Assistant Principals
Total Contact Time: 12 hours (2 days)
Mode of Delivery: Face to face
Time: 8.30am – 4:30pm
Location: North and South
Dates: 4 & 5 September 2017 - Launceston
       6 & 7 September 2017 – Hobart
Cost: $100.00 for catering and materials (excludes GST)
Catering Information: Morning Tea and Lunch

For further information, please contact Courtney Turner 6210 8853

Alignment to National Teacher Standards
4.4 Maintain student safety
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisational requirements.

Alignment to National Principal Standards
Leading improvement, innovation and change
Leading the management of the school.
Consultative Committee Training

Course Synopsis
This one-day workshop will provide participants with an understanding of the roles and responsibilities of the Consultative Committee.

Anticipated Outcomes
The course will provide participants with:
- The information, skills and knowledge that will ensure joint consultative mechanisms work effectively
- An understanding of expectations
- Clarity of responsibilities while attending a consultative committee meeting

Information
Facilitator: Paul Adams
Targeted Participants: Principals, Leadership, Teachers
Total Contact Time: 8.30am – 4.30pm
Mode of Delivery: Face to face
Time: South, North and North West
Dates: 29 March 2017 – Hobart
31 May 2017 – Launceston
2 August 2017 – Ulverstone/Devonport (TBC)
Cost: $22.00 (ex GST)
Catering Information: Morning Tea and Lunch

For further information, please contact Human Services 6210 8888

Alignment to National Teacher Standards
3.7 Engage parents / carers in the educative process
6.2 Engage in professional learning and improve practice
7.2 Comply with legislative, administrative and organisational requirements

Alignment to National Principal Standards
Developing Self and Others
Leading the management of the school
Engaging and working with the community
Human Resources Workshops

Course Synopsis
These sessions will be opportunities for Schools and Colleges to submit and workshop Human Resources questions that are relevant to their schools.

Anticipated Outcomes
On completion of this session participants will:

• Have a broader understanding of the current HR issues present in schools
• Have a deeper understanding of the Tasmanian Catholic Education Single Enterprise Agreement 2016
• Have access to a range of practical resources

Information
Facilitator: Paul Adams and Human Services Team Members
Targeted Participants: Principals, Assistant Principals, Business Managers, HR Personnel & Senior Finance Officers
Total Contact Time: 8 hours
Mode of Delivery: Face to face
Time: 8.30am – 4.30pm
Location: North, North West, South and Statewide
Dates: 6 April 2017 – Launceston
       28 June 2017 – North West
       22 August 2017 – South
       8 November 2017 – Statewide
Cost: $22.00 per session (excludes GST)
Catering Information: Coffee/tea, morning tea and lunch

For further information, please contact Human Services on 03 6210 8888

Alignment to National Teacher Standards
6.2 Engage in professional learning and improve practice
6.3 Engage with colleagues and improve practice
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisational requirements

Alignment to National Principal Standards
Developing self and others
Leading the management of the school
In-Depth Officer Training (WHS)

Course Synopsis
The purpose of the course is to lead attendees through the safety management planning process, and to assist them in meeting the requirements of WHS Legislation. The course is targeted at those who lead the safety management process.

Anticipated Outcomes
On completion of this session participants will:
- Understand in greater depth WHS Legislation and Regulations
- Have a greater understanding of WHS Codes of Practice
- Have a better understanding of WHS Management for Schools
- Know how to implement WHS Duties in every day school life

This course needs to be completed by all school leaders on a 5-7 years refresher cycle.

Information
Facilitator: Michael Shorter
Targeted Participants: Principals, Business Managers, WHS Officers
Total Contact Time: 12 hours (over 2 days)
Mode of Delivery: Face to face
Time: 9.30 – 4.30pm
Location: Launceston
Dates: Monday 18 and Tuesday 19 September 2017
Cost: $470.00 (excludes GST)
Catering Information: Morning tea and lunch provided

For further information, please contact Human Services 6210 8888

Alignment to National Teacher Standards
4.4 Maintain student safety
6.2 Engage in professional learning and improve practice
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisational requirements

Alignment to National Principal Standards
Developing self and others
Leading the management of the school
Situational Awareness Training

Course Synopsis
Six hour course designed for Principals, AP's, Chaplains, TCEO Staff and School Admin Staff to increase awareness of vulnerability to occupational violence when dealing with people in stressful, unpredictable and potentially volatile situations. The causal factors of aggression and violence in these settings are complex and inter-connected and can include medical conditions and/or substance abuse. Reaction to certain circumstances may result in violence or aggression. This course provides information and strategies to appropriately respond to avoid and manage difficult or aggressive individuals.

Anticipated Outcomes
The key outcomes from the program are:

- Understanding four safety principles
- Identification of Behavioural Warning Signs and Pre-attack Indicators
- Tactical Communications
- Dealing with the mentally ill
- Dealing with Drunk/Drug affected people (e.g. ice)
- Avoidance / re-direction (creating distance)
- Responding to Occupational Violence

Information
Facilitator: Australian Pacific Training Solutions Pty Ltd
Targeted Participants: Principals, AP's, Chaplains, TCEO Staff and School Admin Staff
Total Contact Time: 6 hours
Mode of Delivery: Face to face
Time: 8.30am – 4.30pm
Location: Hobart and Launceston
Dates: 25 May 2017 - Hobart
       26 May 2017 – Launceston
Cost: $120.00 (excludes GST)
Catering Information: Morning Tea and Lunch

For further information, please contact Human Services 6210 8888

Alignment to National Teacher Standards
4.3 Manage challenging behaviour
4.4 Maintain student safety
6.2 Engage in professional learning and improve practice
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisational requirements
7.3 Engage with the parents / carers

Alignment to National Principal Standards
Developing self and others
Leading the management of the school
Engaging and working with the community
Staff Induction

Course Synopsis
This course is designed for all new staff who will commence employment in 2017 (please note any staff who commenced in 2016 and have not completed this Induction are also required to attend)

Anticipated Outcomes
• Catholic Identity and Evangelisation
• What does it mean to work in a Catholic School?
• Mandatory Reporting and Child Protection
• Legal and Policies
• Human Resources/Industrial Relations
• Employee Assistance Program (EAP)
• CETKP (Catholic Education Knowledge Portal)
• Professional Learning and Development
• Workplace Health and Safety
• Resources and Support Networks

Information
Facilitator: Relevant TCEO Staff
Targeted Participants: All new staff
Total Contact Time: 8 hours
Mode of Delivery: Face to face
Time: 8.30am – 5.00pm
Location: Launceston, Hobart and Campbell Town
Dates: 1 February 2017 or 15 February 2017 – Launceston
       3 February 2017 or 17 February 2017 – Hobart
       19 July 2017 – Campbell Town
Cost: $40.00 (excludes GST)
Catering Information: Morning Tea and Lunch

For further information, please contact Human Services (03) 6210 8888

Alignment to National Teacher Standards
2.1 Content and teaching strategies of the teaching area
4.4 Maintain student safety
6.1 Identify and plan professional learning needs
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisational requirements

Alignment to National Principal Standards
Leading Teaching & Learning
Developing Self and Others
Leading the Management of the school
Utility Officer – WHS Network

Course Synopsis
Four-hour course, one day per year for Grounds Keepers and Maintenance staff to be trained on modern safety management practices and to discuss safe systems of work. Topics to cover: Asbestos, Working at Heights, Safe Operating Procedures, Plant and Equipment.

Anticipated Outcomes
On completion of this session participants will:
- Have observed good WHS practice
- Have been able to network for good ideas
- Understand equipment and machine maintenance practices
- Have an understanding of Safe Work Method Statements
- Reviewed contractor management practices
- Have Revised topics covered in 2014 - 2016

Information
Facilitator: Andrew Goelst and Simon Natoli
Targeted Participants: Grounds Keepers and Maintenance staff
Total Contact Time: 4 hours
Mode of Delivery: Face to face
Time: 10.00am – 2.00pm
Location: Hobart, Launceston and Burnie
Dates: 7 June 2017 - Hobart
21 June 2017 - Launceston
22 June 2017 – Burnie
Cost: $22.00 (excludes GST)
Catering Information: Lunch

For further information, please contact Human Services 6210 8888
Systemic Finance and Administration Seminar

Course Synopsis

The Seminar will present to participants a range of topical subjects relevant to systemic school finance and administration staff.

Anticipated Outcomes

On completion of this session participants will:

- Consolidate their knowledge and skills
- Learn about new processes and initiatives
- Explore avenues for personal growth and motivation
- Have had an opportunity to network with staff from other schools and colleges to ensure consistency of processes

Information

Facilitator: Finance and Centralised Payroll Teams
Targeted Participants: Principals, Business Managers, Finance and Payroll Officers, Administration staff
Total Contact Time: 9 hours
Mode of Delivery: 1 x 3 hour session and 1 x 6 hour session
Time: North (TBA)
Dates: Wednesday 17 and Thursday 18 May 2017
Cost: $100 per attendee (includes cost of Seminar Dinner on 17 May)
Catering Information: Morning/Afternoon Tea and Lunch provided

For further information, please contact Alison Clifford

Alignment to National Teacher Standards

Leading the school organisation
6 – Engage in professional learning
Centralised Payroll Workshop

South
Participants: Payroll Officers
Location: TCEO
Date: 10 August 2017
Time: 9:30am – 2:30pm
Cost: Nil

Alignment to National Teacher/Principal Standards
Leading the school organisation / 6 – Engage in Professional Learning

North/North West
Participants: Payroll Officers
Location: North – TBA
North West - TBA
Date: North – 7 August 2017
North West – 8 August 2017
Time: 9:30am – 2:30pm
Cost: Nil

Alignment to National Teacher/Principal Standards
Leading the school organisations / 6 – Engage in Professional Learning

Systemic Audit Workshop

South
Participants: Finance Officers
Location: TCEO
Date: 17 November 2017
Time: 9:30am – 3:00pm
Cost: Nil

Alignment to National Teacher/Principal Standards
Leading the school organisation / 6 – Engage in Professional Learning

North/North West
Participants: Finance Officers
Location: North – TBA
North West - TBA
Date: North – 15 November 2017
North West – 14 November 2017
Time: 9:30am – 3:00pm
Cost: Nil

Alignment to National Teacher/Principal Standards
Leading the school organisations / 6 – Engage in Professional Learning

Finance Workshops
Systemic Budget Workshop

South
Participants: Finance Officers
Location: TCEO
Date: 16 October 2017
Time: 9:30am – 3:00pm
Cost: Nil

Alignment to National Teacher/Principal Standards
Leading the school organisation / 6 – Engage in Professional Learning

North/North West
Participants: Finance Officers
Location: North – TBA
        North West - TBA
Date: North – 13 October 2017
        North West – 12 October 2017
Time: 9:30am – 3:00pm
Cost: Nil

Alignment to National Teacher/Principal Standards
Leading the school organisations / 6 – Engage in Professional Learning

Term 2 System Finance Workshop

South
Participants: Finance Officers
Location: TCEO
Date: 12 May 2017
Time: 9:30am – 3:00pm
Cost: Nil

Alignment to National Teacher/Principal Standards
Leading the school organisation / 6 – Engage in Professional Learning

North/North West
Participants: Finance Officers
Location: North – TBA
        North West - TBA
Date: North – 11 May 2017
        North West – 10 May 2017
Time: 9:30am – 3:00pm
Cost: Nil

Alignment to National Teacher/Principal Standards
Leading the school organisations / 6 – Engage in Professional Learning
## Term 3 System Finance Workshop

### South
- **Participants:** Finance Officers
- **Location:** TCEO
- **Date:** 25 August 2017
- **Time:** 9:30am – 3:00pm
- **Cost:** Nil

**Alignment to National Teacher/Principal Standards**
- Leading the school organisation / 6 – Engage in Professional Learning

### North/North West
- **Participants:** Finance Officers
- **Location:**
  - North – TBA
  - North West - TBA
- **Date:**
  - North – 23 August 2017
  - North West – 22 August 2017
- **Time:** 9:30am – 3:00pm
- **Cost:** Nil

**Alignment to National Teacher/Principal Standards**
- Leading the school organisations / 6 – Engage in Professional Learning
Regional Network Meetings
Northern Network Meetings

Participants: All Northern teachers, in their grade levels
Location: To Be Determined
Date: Term 1
   Monday 27 March  (K/P)
   Tuesday 28 March  (1/2)
   Thursday 30 March  (5/6)
   Friday 31 March  (3/4)

   Term 3
   Tuesday 12 September  (K/P)
   Wednesday 13 September  (1/2)
   Thursday 14 September  (3/4)
   Friday 15 September  (5/6)

Time: 9.00am – 3.00pm
Cost: $22.00 per participant, per day

Alignment to National Teacher Standards
Professional Knowledge
Professional Practice
Professional Engagement

North Western Network Meetings

Participants: All Northern teachers, in their grade levels
Location: To Be Determined
Date: Term 1
   Monday 3 April  (5/6)
   Tuesday 4 April  (3/4)
   Thursday 6 April  (1/2)
   Friday 7 April  (K/P)

   Term 3
   Tuesday 5 September  (K/P)
   Wednesday 6 September  (1/2)
   Thursday 7 September  (3/4)
   Friday 8 September  (5/6)

Time: 9.00am – 3.00pm
Cost: $22.00 per participant, per day

Alignment to National Teacher Standards
Professional Knowledge
Professional Practice
Professional Engagement
Southern Network Meetings

South

Participants: All Southern teachers, in their grade levels
Location: Fr John Wall Centre
Date: Term 1 - Cluster One
   Monday 27 March  (5/6)
   Tuesday 28 March (3/4)
   Thursday 30 March (1/2)
   Friday 31 March  (K/P)

   Term 1 - Cluster Two
   Monday 3 April  (K/P)
   Tuesday 4 April (1/2)
   Thursday 6 April (3/4)
   Friday 7 April  (5/6)

   Term 3 – Cluster One
   Monday 7 August  (5/6)
   Tuesday 8 August (3/4)
   Wednesday 9 August (1/2)
   Thursday 10 August (K/P)

   Term 3 – Cluster Two
   Monday 4 September (5/6)
   Tuesday 5 September (3/4)
   Wednesday 6 September (1/2)
   Thursday 7 September (K/P)

Time: 9.00am – 3.00pm
Cost: $22.00 per participant, per day

Alignment to National Teacher/Principal Standards
Professional Knowledge
Professional Practice
Professional Engagement

CLUSITER ONE SCHOOLS
Corpus Christi Catholic School
Holy Rosary Catholic School
Sacred Heart College
St Aloysius Catholic College
St Brigid’s Catholic School
St Cuthbert’s Catholic School
St James Catholic College
St Mary’s College
St Therese’s Catholic School
St Vigil’s College, Junior School

CLUSITER TWO SCHOOLS
Corpus Christi Catholic School
Dominic College
Holy Rosary Catholic School
Immaculate Heart of Mary Catholic School
John Paul II Catholic School
Mount Carmel College
Sacred Heart Catholic School
St Aloysius Catholic College
St John’s Catholic School
St Paul’s Catholic School