2016 Professional Learning Offerings
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From the Director

Dear Colleagues,

It is with pleasure that I endorse the 2016 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.

Educational writers such as Alma Harris write that professional collaboration through professional learning “can be a powerful catalyst for building professional capital, and by association, improving school performance”. What really matters is the difference that professional collaboration makes to learners.

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 2016 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: Melissa McGuire 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
Mission and Religious Education
Professional Learning in Mission and Religious Education 2016

The Mission and Religious Education 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 MRE 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 our delivery to your school’s community needs – and perhaps at your invitation nearby schools can send staff as well.

Our partnership with Broken Bay Institute to provide the Graduate Certificate and Masters in Religious Education and Theology 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.

Leaders at all levels in Catholic schooling and RE teachers can continue to access accreditation for participation in Professional Learning offered by the Mission and RE Team, in the following areas:

- Catholic Ethos and Culture: e.g. ‘What do Catholics Believe?’
- School Renewal: ‘Catholic Curriculum Project’
- Integral and Social Ecology: Laudato Si’ Animators
- 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 reviews and School Improvement Processes.
Course Synopsis
Jesus spoke in riddles when he told parables – stories of the ordinary people, nature and objects which made up the lives of the people of his time. Pope Francis calls us to revisit the parables relating to aspects of The Year of Mercy so that we can grasp more fully how God throws open the gates of mercy for us. We can plumb further the inexhaustible depths of our God as Mystery when we delve into these riddles and understand the transformative nature of the Word of God for us today. We can also appreciate the significance of Godly Play from an adult point of view.

Anticipated Outcomes
Through this program there will be an opportunity to:
• Address a deeper understanding of the parables mentioned in paragraph 9 of Misericordiae Vultus
• Discover aspects of the parables relating to our spirituality.
• Consider the use of some of these parables for the classroom.
• Further an understanding of the value of Godly Play.
• Experience a presentation of these parables using Godly Play.

Information
Facilitators: Dr Drasko Disdar and Margaret Henderson RSM
Targeted Participants: A School staff
Dates: TBD by the school requesting the PL
Cost: N/A
Catering Information: Provided by participating school

For further information, please contact Drasko or Margaret

Accreditation
Domain: Spirituality
Audit Points: 1
Assessment Points: 1
Recommended for Professional Lead Learner: Yes
Continuing the Journey in the RE Classroom

Course Synopsis
This program is designed for early career teachers with two to three years of teaching RE. It is designed as an extension of the Teaching RE or Beginnings in RE courses. Teachers who have not participated in the previous courses are most welcome. The program is designed to look at a theological conversation, be exposed to new pedagogical instruments for the RE classroom and to share their own ideas and units of work with like-minded educators.

Anticipated Outcomes
Through this program there will be an opportunity to:
• Become more conversant with the theological conversations.
• Be exposed to an array of teaching/learning strategies and be able to implement them into their current RE programs.
• Share learning strategies, units of work and assessment pieces.

Information
Facilitators: Gerard McNulty and other MRE staff
Targeted Participants: Primary and Secondary Early Career Teachers
Total Contact Time: 9am (8.45am registration) – 3.30pm
Dates: Thursday 9 June 2016
Cost: $18.00 excluding GST
Catering Information: Morning Tea and Lunch are provided

For further information, please contact Diana Batchelor 03 6210 8805
Courage to Be

Course Synopsis
The renewal of an educator’s spirituality will lead to a revitalization of our education systems. Parker Palmer The Courage To Be 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 one’s personal gifts and those of others.

Information
Facilitators: 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 fully 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 – School Days.
Location: Maryknoll Retreat and Spirituality Centre, Blackmans Bay, Hobart
Dates: Retreat 1: Saturday 20 & Sunday 21 August 2016 (weekend)
Retreat 2: Thursday 25 and Friday 26 August 2016
Cost: To be shared between the TCEO and Schools/Colleges
Catering Information: All meals provided

For further information, please contact Diana Batchelor 03 6210 8805
Godly Play – Part 1
All Grades

Course Synopsis
Godly Play and its interconnection with a deeper appreciation and understanding of specific child-appropriate selections of Scripture and the use of the four languages of Godly Play will be introduced. Appropriate Godly Play material to be used will be modelled and the skills used in this process will be outlined and practiced.

Anticipated Outcomes
Participants will:
• have an understanding of the process of Godly Play as it is related to all Primary School Grades and be helped to develop appropriate skills for the use of this process in classrooms;
• participants will gain an understanding of the use of appropriate Scripture as outlined in levels 1-4 of the Good News For Living Resource Banks; and
• practice opportunities for using the material and associated skills will be provided and an opportunity to develop some material for use in the program.

Information
Facilitators: Margaret Henderson RSM
Targeted Participants: Primary Teachers / Assistants
Location: School based
Dates: At the Invitation of an individual school
Cost: N/A
Graduate Certificate in Religious Education/Theology

Course Synopsis
This is a four unit/course postgraduate certificate undertaken at Master's level.

Please Note: For 2016 the Tasmanian Catholic Education Office provides 90% reimbursement of unit/fee cost 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 been gained a qualification that is accredited throughout Australia.

Information
Facilitators: MRE Staff, Broken Bay Institute and University of Newcastle Staff
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
Location/Date: SEMESTER 2

RELT 6030 Biblical Studies: Foundations
Friday 31 July and Saturday 1 August 2016
St Finn Barr’s Catholic School, Mowbray

RELT 6030 Biblical Studies: Foundations
Friday 19 and Saturday 20 June 2016
Tasmanian Education Office, Hobart

For all other details and information on other tertiary courses go to: http://catholic.tas.edu.au/news/tertiary-studies-through-the-tceo
Induction for new APRE/RECs

Course Synopsis
The role of the AP:RE / REC in a school involves the elements of 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-centred Sacraments of Initiation Policy Becoming the Body of Christ
• the selection and maintenance of RE resources
• networking with principals, parish priests and other AP:RE / 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 Mission and Religious Education 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 AP:RE/REC’s.

Information
Facilitators: Education Officers
Targeted Participants: Teachers new to the role of APRE/REC
Total Contact Time: 6 hours
Mode of Delivery: Twilight Sessions
Location: To be decided early in 2016
Dates: To be decided early in 2016
Cost: No cost
Catering Information: Not provided

For further information, please contact Diana Batchelor 03 6210 8805

Accreditation
Domain: Leadership
Audit Points: 1
Assessment Points: N/A
Recommended for Professional Lead Learner: Yes
Know thy Impact in thy RE Classroom

Course Synopsis
Applying John Hattie’s adage that the aim of schooling is for every student to gain at least a year’s worth of learning for a year’s input this workshop will examine the ‘Influences on Achievement (Hattie, 2012) and allow teachers to reflect on their current practices and investigate other effective teaching methods, specifically, for application to Good News for Living and in the RE classroom.

Anticipated Outcomes
Through this program there will be an opportunity to:
• Investigate Hattie’s (2012) ‘Influences on Achievement’.
• Reflect on own current teaching strategies
• Examine the SOLO taxonomy and its application in the RE classroom
• Investigate Visual Thinking Strategies
• Set up and participate in Socratic Circles
• Be exposed to the Theatre of the Oppressed and other pedagogies which assist with students’ learning in the RE classroom

Information
Facilitators: Gerard McNulty
Targeted Participants: AP/REs, RECs, Primary and Secondary RE Teachers
Total Contact Time: 9am (8.45am registration) – 3.30pm
Dates: Monday 25 July 2016
Cost: $18.00 excluding GST per person
Catering Information: Morning Tea and Lunch are provided

For further information, please contact Diana Batchelor
School Centred Workshops in Mission and Religious Education
Suitable for Accreditation in Strand 2

School Centred Workshops are available in areas of Religious Education that can be negotiated between schools and Mission and Religious Education staff. If you require any information on these workshops please contact Mr Tony Brennan, Team Leader Mission and Religious Education or the person mentioned below as course convenor.

Workshops include:

- Theological Conversations: God and Jesus
- Theological Conversations: Church and Sacraments
- Theological Conversations: The Scriptures
- Theological Conversations: Christian Life in Religion and Society
- Theological Conversations: Prayer and Meditation
- Prayer in the Classroom
- Window to the Sacred, Mirror of the Soul: The Spirituality of Icons
- Social Justice: Active Contemplatives
- Wisdom Pedagogy and Platform – A Spirited Classroom
- Nurturing Young People’s Spirituality
- Backward Planning in RE
- Courage to Be
- Strategic Planning for Mission
- The Catholic Curriculum Meets the Australian Curriculum
- Supporting your Parish in the Sacraments
- RE Pedagogy: Rupture the Heart, Challenge the Mind and Work the Hands: Pedagogy for the Religious Education Classroom
- Seeing Jesus teaching through 1st Century Middle Eastern Eyes
- Ethical Theories and their reference in students lives
- Godly Play (Parts 1 and 2)
- Christian Meditation (Parts 1, 2 and 3)
- Planning and Assessment in RE
- Human Sexuality: Growing Towards Wholeness
Course Synopsis
These school centred workshops will assist teachers with their understanding and knowledge of key areas in Religious Education. The sessions will assist teachers with the use of effective and meaningful teaching strategies.

Anticipated Outcomes
• To build the internal capacity of schools to plan and implement effective learning and teaching programs for religious education,
• To provide 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
• To support improved student learning in RE.

Information
Facilitators: Mission and Religious Education Team
Targeted Participants: School Staff
Total Contact Time: To be negotiated
Mode of Delivery: To be negotiated with individual schools
Location: In schools
Dates: To be decided by schools
Cost: To be decided by schools
Catering Information: To be decided by schools

For further information, please contact Diana Batchelor or Course Convenor

Accreditation
Domain: Dependent on chosen course
Audit Points: Negotiable
Assessment Points: Negotiable

Recommended for
Professional Lead Learner: Yes

Alignment to National Standards
Depending on workshop chosen
A minimum of one standard will be in alignment
Teacher - Know the students and how they learn, Know the content and how to teach it, Plan for and implement effective teaching and learning, Create and maintain supportive and safe learning environments, Assess, provide feedback and report on student learning, Engage in professional learning, Engage professionally with colleagues, parents/carers and the community
Twilight Conversations

Course Synopsis
A series of Twilight Conversations to be held at the St Mary’s Cathedral Centre coordinated and planned by Tasmanian Catholic Education Office in partnership with the Cathedral Parish.

Anticipated Outcomes
On completion of these sessions participants will have reflected on:
• contemporary and fractional sources of and inspiration in Catholic spirituality culture;
• scripture for prayer and reflection; and
• theology for religious education and Christian Life.

Information
Facilitators: TBC
Targeted Participants: Open to all Schools and Parishes
Total Contact Time:
Mode of Delivery: Presentation, discussion and personal engagement with the topic.
Location: Guilford Young College
94 Barrack Street, Hobart
Dates:
Twilight Conversation 1
Wednesday 9 March 2016
Twilight Conversation 2
Wednesday 11 May 2016
Twilight Conversation 3
Wednesday 3 August 2016
Twilight Conversation 4
Wednesday 19 October 2016
Cost: No Cost

For further information, please contact Diana Batchelor

Accreditation
Audit Points: 3*
1 Audit Point will be awarded for full attendance at 3 or more sessions.
APRE Network Meeting
Statewide

Participants: APRE's and RECs
Location: The Grange, Campbell Town
Date: Tuesday 15 March 2016
      Tuesday 13 September 2016
Time: 9.30am – 2.30pm
Cost: $22.00 per person (excluding GST)

RE and Ministry Network Meeting
Statewide

Participants: RECs and Directors of Ministry
Location: The Grange, Campbell Town
Date: Tuesday 8 March 2016
      Tuesday 6 September 2016
Time: 9.30am – 2.30pm
Cost: $22.00 per person (excluding GST)
Leadership
Emerging and Aspiring Leaders

Course Synopsis
The program content and activities for this course 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 Framework. The program challenges participants to take their learning deeper and to reflect upon the impact of placing learning at the centre of professional practice.

Anticipated Outcomes
This course aims to develop leadership capacity and capability by: reflecting on the personal within the professional; knowing, growing and managing self; connecting learning, leadership, management and accountability; reflecting on teaching as a profession; and growing self and others. Making a difference by improving learning outcomes for all students the driving passion. This program will include three days face-to-face with action learning teams and projects integral to the program.

Information
Facilitators: Sandra Harvey & ACU Personnel
Targeted Participants: Teachers who are new to Leadership or who are aspiring to Leadership
Total Contact Time: 15hrs
Mode of Delivery: Workshop
Location: Campbell Town
Dates: Thursday 9 June 2016
       Thursday 1 September 2016
       Thursday 27 October 2016
Time: TBA
Cost: $22.00 excluding GST
Catering Information: Morning tea, lunch tea and coffee

For further information, please contact Jessica Webb

Alignment to National Standards
Know students and how they learn, Know the content and how to teach it, Plan for and implement effective teaching and learning, Assess, provide feedback and report on student learning.
Learning Leadership
Learning for Leadership Creativity and Transformation

Course Synopsis
The challenge for a creative leader is to turn problems to opportunities by stimulating an educational environment that enables all to develop their creative capacity.

The nature of school leadership (context, conditions and culture) is a key influential factor in leadership as creativity. It is how a leader responds and adapts to their environment that defines their leadership as creative. Each educational environment is different; the variables are so numerous that it would seem impossible to find a definitive model of leadership to fit all contexts.

However, by placing an unrelenting focus on transforming the learning and learners in our schools, principals CAN (and do) create futures filled with optimism, hope and joy.

This program, facilitated by the ACU|FEA|National Centre for Teacher Quality and Leadership will draw on education system and policy frames including the: Tasmanian Framework for Leadership (Catholic Schools), National Standard for Principals (inclusive of the Leadership Profiles) and latest thinking on Australian Principal Certification.

Anticipated Outcomes
Through integrating contemporary educational leadership research, policy and practice, this two-day program will support school leaders explore and respond to the challenges of the principalship:
• Developing leader intellectual, emotional and cultural abilities (IQ, EQ and CQ) within a construct of passion, ethics, balance and trust;
• Understanding leadership paradox;
• Sustaining highly effective school leadership; and
• Enacting leadership defined by creativity and innovation - impact and evidence

Information
Facilitators: Kathryn Brennan
Targeted Participants: All Principals
Total Contact Time: To be confirmed
Mode of Delivery: Workshop
Location: To be confirmed
Dates: Thursday 28 – Friday 29 July 2016
Cost: To be confirmed
Catering Information: Morning tea, lunch tea and coffee

For further information, please contact Jane Moore

Alignment to National Standards
Know students and how they learn, Know the content and how to teach it, Plan for and implement effective teaching and learning, Assess, provide feedback and report on student learning
Principal Induction

Course Synopsis
The 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 Principal ship 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
Facilitators: Tom Dorey, Denise Long, Peter Douglas & Sandra Harvey
Targeted Participants: New Principals
Total Contact Time: To be confirmed
Mode of Delivery: Workshop
Location: Launceston/Hobart
Dates: Wednesday 17 February 2016
       Wednesday 4 May 2016
       Friday 16 September 2016
       Wednesday 30 November 2016
Catering Information: Morning tea, lunch tea and coffee

For further information, please contact Jane Moore
Principal Mentoring (1st Year)

Course Synopsis
The 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 programme uses the TCEO Leadership framework to support Principals in their first contract period. Following consultation with the HOSS 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 programme, 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;
• involvement in an evaluation process.

The mentoring Programme relies on regular meetings between mentors and mentees. This program will be delivered by personnel from ACU.

Anticipated Outcomes
On completion of this Programme 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: Tom Dorey, Denise Long, Peter Douglas, Sandra Harvey & ACU Personnel
Targeted Participants: Principals in their 2nd year of Principalship
Total Contact Time: To be confirmed
Mode of Delivery: 3 Day Workshop
Location: Launceston
Dates: Friday 10 June 2016
       Friday 2 September 2016
       Friday 28 October 2016
Catering Information: Morning tea, lunch tea and coffee

For further information, please contact Jane Moore
School Improvement
Developing a Feedback Culture

Course Synopsis
This workshop will be facilitated by Lucy Fisher, an experienced Cognitive Coaching Training Associate with Thinking Collaborative and a PLC Training Associate with Hawker Brownlow Professional Learning Solutions. Lucy facilitates workshops nationally and internationally.

Anticipated Outcomes
On completion of this session participants will:
• Have explored some of the key concepts underpinning professional conversations.
• Have an understanding about the structure and skills underpinning professional conversations
• Have engaged in observing and participating in professional conversations.

Information
Facilitators: Sandra Harvey & Lucy Fisher
Targeted Participants: Leadership Teams
Total Contact Time: 15 hrs
Mode of Delivery: Workshop
Location: Launeston
Dates: Monday 4 April 2016
Tuesday 5 April 2016
Thursday 18 August 2016
Cost: $175.00 per person excluding GST
Catering Information: Morning tea, lunch, tea and coffee

For further information, please contact Jessica Webb

Alignment to National Standards
Teacher - Know students and how they learn,
Know the content and how to teach it, Plan for and implement effective teaching and learning,
Assess, provide feedback and report on student learning
Preparing for Validation 2017

Course Synopsis
A workshop to help schools/colleges prepare for the Validation Process.

Anticipated Outcomes
On completion of this session participants will:
• Gain a more comprehensive understanding of the Validation Process.
• Understand what the expectations of the System, Panel and School/College in regard to the Validation Process.

Information
Facilitators: Sandra Harvey, Peter Douglas & Denise Long
Targeted Participants: Leadership Teams preparing for Validation in 2017
Total Contact Time: 5 hrs
Mode of Delivery: Workshop
Location: Campbell Town
Dates: Tuesday 26 July 2016
Cost: $22.00 per person excluding GST
Catering Information: Morning tea, lunch, tea and coffee

For further information, please contact Jane Moore

Alignment to National Standards
Teacher - Know students and how they learn, Know the content and how to teach it, Plan for and implement effective teaching and learning, Assess, provide feedback and report on student learning
School Improvement 101

Course Synopsis
This workshop supports Leaders who are unfamiliar with the Tasmanian Catholic Education School Improvement Framework to implement improvement processes within their schools or colleges.

Anticipated Outcomes
On completion of this session participants will:
• Have a better knowledge and understanding of the Tasmanian Catholic Education School Improvement Framework.
• Have a better understanding of strategic and annual planning for school communities.

Information
Facilitators: Sandra Harvey, Peter Douglas & Denise Long
Targeted Participants: Leaders who are unfamiliar with the Tasmanian Catholic Education School Improvement Framework
Total Contact Time: 5 hrs
Mode of Delivery: Workshop
Location: Campbell Town
Dates: Tuesday 14 June 2016 - 9.30am – 2.30pm
Cost: $22.00 per person excluding GST
Catering Information: Morning tea, lunch, tea and coffee

For further information, please contact Jane Moore

Alignment to National Standards
Teacher - Know students and how they learn, Know the content and how to teach it, Plan for and implement effective teaching and learning, Assess, provide feedback and report on student learning
Southern Principals Meetings

South

Participants: Southern Principals
Location: Fr John Wall Centre & D’Arcy Centre
Date: Thursday 25 February 2016
Thursday 28 April 2016
Thursday 30 June 2016
Thursday 25 August 2016
Thursday 27 October 2016
Thursday 24 November 2016
Time: 8:00 am - 10:30 am

Principal Conversations North

North

Participants: Northern Principals
Location: TBA
Date: Tuesday 23 February 2016
Tuesday 10 May 2016
Tuesday 2 August 2016
Tuesday 25 October 2016
Time: 8.00am - 10.00am

Principal Conversations North West

North West

Participants: North Western Principals
Location: TBA
Date: Monday 22 February 2016
Monday 9 May 2016
Monday 1 August 2016
Monday 24 October 2016
Time: 10.00am – 12.00pm
Curriculum and Pedagogy
Curriculum and Pedagogy

The following professional learning can be tailored to meet the specific needs of individual schools or clusters of schools.

- Quality Assessment Tasks
- Backward Design Planning
- UbD 6 Facets of Understanding
- Introduction to Formative assessment
- Learning Intentions and Success Criteria
- Feedback to Improve Student Learning
- Response to Intervention
- Personalising (Differentiating) learning
- The Early Numeracy Interview
- Cycle of inquiry/Inquiry Spiral (Helen Timperley)
- Using data to improve student learning
- Data Walls
- PIPs Unpacking (Starting the Conversations About Data)
- Understanding PAT (Primary Assessment Tests) Data
- NAPLAN – What is your data telling you?

Please contact the Team Leader Curriculum and Pedagogy (Donna Bucher) to discuss options for facilitating these sessions.

donna.bucher@catholic.tas.edu.au
Ph. 6210 8888
Aboriginal and Torres Strait Islander Students Belonging, Being and Becoming in the Early Years – going beyond teaching content

Course Synopsis
Moving from teaching about ATSI culture to respecting and reflecting that culture in the learning environment. Ensuring ATSI students feel a sense of belonging.

Anticipated Outcomes
On completion of this session participants will have:
• Explored ways ATSI students’ culture can be authentically respected and reflected in the classroom environment
• Considered ways families can be engaged in supporting their child's learning and culture
• Become aware of the services available to ATSI students and their families beyond the school

Information
Facilitators: Annie Nolan, Libby van Tienen and Sarah Lackey
Targeted Participants: Teachers
Total Contact Time: 1.5 hours
Mode of Delivery: Workshop
Location: Regional
Dates:
  - South: 4.00pm – 5.30pm
    Tuesday 21 June 2016
  - North West: 4.00pm – 5.30pm
    Wednesday 22 June 2016
  - North: 4.00pm – 5.30pm
    Thursday 23 June 2016
Cost: Nil
Catering Information: Nil

For further information, please contact Georgina Ciafardini

Alignment to National Standards
Teacher - Know students and how they learn, Plan for and implement effective teaching and learning, Create and maintain supportive and safe learning environments, Engage in professional learning:
Australian Curriculum: Drama
Drama Teachers Professional Conversations (K-12)

Course Synopsis
This workshop is for primary and secondary Drama teachers wanting to develop their understanding of planning and assessment aligned to the Australian Curriculum. It will include assessing to the 2-year bands and portfolio-based assessment. Teachers will also have the opportunity to share ideas, resources and assessment tools. The focused sharing session will also provide an opportunity for teachers to contribute to the agenda for the day.

The day will be run in three parts:
1. Planning with the Australian Curriculum
2. Assessment, reporting and moderation
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 Drama, aligned to the Australian Curriculum
• Have greater awareness of assessing a portfolio of work against a standard
• Have access to cloud based resources for Drama teachers

Information
Facilitators: Donna Bucher
Targeted Participants: Drama Teachers
Total Contact Time: 5 hours
Mode of Delivery: Workshop
Location: Campbell Town
Dates: Tuesday 2 August 2016
Cost: $22.00 excluding GST per participant
Catering Information: Morning tea and lunch will be provided

For further information, please contact Georgina Ciafardini

Alignment to National Standards
Teacher - Know the content and how to teach it, Plan for and implement effective teaching and learning, Assess, provide feedback and report on student learning, Engage in professional learning, Engage professionally with Colleagues
Course Synopsis
This workshop is for primary and secondary Music teachers wanting to develop their understanding of planning and assessment aligned to the Australian Curriculum. It will include assessing to the 2-year bands and portfolio-based assessment. Teachers will also have the opportunity to share ideas, resources and assessment tools. The focused sharing session will also provide an opportunity for teachers to contribute to the agenda for the day.

The day will be run in three parts:
1. Planning with the Australian Curriculum
2. Assessment, reporting and moderation
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 Music, aligned to the Australian Curriculum
• Have greater awareness of assessing a portfolio of work against a standard
• Have access to cloud based resources for Music teachers

Information
Facilitators: Donna Bucher
Targeted Participants: Music Teachers
Total Contact Time: 5 hours
Mode of Delivery: Workshop
Location: Campbell Town
Dates: Thursday 15 September 2016
Cost: $22.00 excluding GST per participant
Catering Information: Morning tea and lunch will be provided

For further information, please contact Georgina Ciafardini

Alignment to National Standards
Teacher - Know the content and how to teach it, Plan for and implement effective teaching and learning, Assess, provide feedback and report on student learning, Engage in professional learning Standard, Engage professionally with Colleagues
Course Synopsis
This workshop is for primary and secondary Visual Arts teachers wanting to develop their understanding of planning and assessment aligned to the Australian Curriculum. It will include assessing to the 2-year bands and portfolio-based assessment. Teachers will also have the opportunity to share ideas, resources and assessment tools. The focused sharing session will also provide an opportunity for teachers to contribute to the agenda for the day.

The day will be run in three parts:
• Planning with the Australian Curriculum
• Assessment, reporting and moderation
• 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 Visual Arts, aligned to the Australian Curriculum
• Have greater awareness of assessing a portfolio of work against a standard
• Have access to cloud based resources for Visual Arts teachers

Information
Facilitators: Donna Bucher
Targeted Participants: Visual Arts Teachers
Total Contact Time: 5 hours
Mode of Delivery: Workshop
Location: Campbell Town
Dates: Wednesday 21 September 2016
Cost: $22.00 excluding GST per participant
Catering Information: Morning tea and lunch will be provided

Alignment to National Standards
Teacher - Know the content and how to teach it, Plan for and implement effective teaching and learning, Assess, provide feedback and report on student learning, Engage in professional learning, Engage professionally with Colleagues
Course Synopsis
The development of literacy begins through the use of spoken language. Oral language involves both receptive language (the ability to understand spoken language) and expressive language (the ability to use words to convey meaning). These sessions will support literacy leaders to develop school based professional learning focusing on oral language development, learning and teaching, in the context of their school community.

Anticipated Outcomes
On completion of these sessions participants will:
• Know the components of oral language and oral language development
• Be familiar with evidence based practices to support and enrich oral language
• Be aware of diagnostic and screening assessments for oral language
• Have implemented a plan to build teacher capacity in relation to oral language development, teaching and learning
• Have access to resources to support professional learning

Information
Facilitators: Donna Bucher
Targeted Participants: Literacy Leadership Team
Mode of Delivery: Workshop
Location: Campbell Town
Dates: Session 1: Monday 29 February 2016 9.30am – 3.00pm
• Session 2: Thursday 5 May 2016 9.30am - 3.00pm
• Session 3: Thursday 4 August 2016 9.30am - 3.00pm
• Session 4: Wednesday 19 October 2016 9.30am - 3.00pm
Cost: $88.00 excluding GST
Catering Information: Morning tea and lunch will be provided at each session

For further information, please contact Georgina Ciafardini

Alignment to National Standards
Principal - Leading teaching and learning, Developing self and others, Leading improvement, innovation and change
Literacy Strategy Year 2 Schools

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 (September) 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.

Anticipated Outcomes
On completion of these sessions participants will:
• Have identified and planned an oral language project
• Determined what evidence (data) needs to be collected
• Identified what support they require from Education Officers
• Determined what response to intervention will look like
• Have the necessary information to plan for the reading stage of the literacy strategy

Information
Facilitators: Donna Bucher
Targeted Participants: Literacy Leadership Team
Mode of Delivery: Workshop
Location: Campbell Town, North/North West, South
Dates: Session 1: Tuesday 15 March 2016 9.30am – 3.00pm North/North West
Session 2: Wednesday 7 September 2016 9.00am - 3.30pm
Session 3: Thursday 3 November 2016 9.00am - 3.30pm South
Session 2: Monday 5 September 2016 9.00am - 3.30pm
Session 3: Tuesday 1 November 2016 9.00am - 3.30pm
Cost: $66.00 excluding GST
Catering Information: Morning tea and lunch will be provided at each session

For further information, please contact Georgina Ciafardini

Alignment to National Standards
Principal - Leading teaching and learning,
Developing self and others, Leading improvement, innovation and change
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 Up-date
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
Facilitators: Donna Bucher and the Curriculum Team
Targeted Participants: Primary Leaders
Total Contact Time: 6 hours
Mode of Delivery: Workshop
Location: Campbell Town
Dates: Wednesday 8 June 2016
          Thursday 17 November 2016
Cost: $22.00 (excluding GST)
Catering Information: Morning tea, lunch tea and coffee will be provided

For further information, please contact Georgina Ciafardini
Southern Conversations for Beginning Teachers and Teachers New to a Grade

Course Synopsis
These sessions provide an opportunity for early career teachers to meet and share experiences and plan for conversations that support classroom practice.

Anticipated Outcomes
On completion of this session participants will:
• Have worked together to answer questions
• Share the ‘good’ and ‘bad’ in a relaxed situation
• Access/source supporting resources
• Plan conversations that support classroom practice
• Celebrate successes

Information
Facilitators: Penny Dilger, Jo Jordan & Matt Kean
Targeted Participants: Teachers in their first five years of teaching, and teachers new to a grade
Total Contact Time: 6 hours (4 x 1.5 hour sessions: 4.00pm-5.30pm)
Mode of Delivery: Face to Face
Location: Southern Region Office - Fr John Wall Centre
Dates: Tuesday 8 March 2016
       Wednesday 25 May 2016
       Wednesday 17 August 2016
       Tuesday 22 November 2016
Cost: Nil
Catering Information: Tea and Coffee will be supplied

For further information, please contact Jacquie Mayne on 6210 8867

Alignment to National Standards
Teacher - Professional knowledge, Know the content and how to teach it, Professional practice
Transformative Assessment: Feedback to Enhance Learning

Course Synopsis
Transformative assessment focuses on the power of formative assessment to transform teaching practice and student learning. This workshop considers how and why effective feedback enhances student learning and achievement and supports participants to identify features of quality feedback. A range of feedback strategies will be modelled and shared throughout the day.

Anticipated Outcomes
On completion of this session participants will:
• Be familiar with the feedback cycle
• Understand the power of feedback and its potential impact on student learning
• Know the relationship between feedback and motivation
• Have a range of strategies for improving feedback to students

Information
Facilitators: Donna Bucher
Targeted Participants: Teachers and Leaders K-12
Total Contact Time: 5 hours
Mode of Delivery: Workshop
Location: Campbell Town
Dates: Wednesday 31 August 2016
Cost: $22.00 excluding GST
Catering Information: Morning tea, lunch, tea and coffee will be provided

For further information, please contact Georgina Ciafardini

Alignment to National Standards
Teacher - Know students and how they learn, Plan for and implement effective teaching and learning, Assess, provide feedback and report on student learning
Transformative Assessment: Instructional Design, Learning Intentions and Success Criteria

Course Synopsis
Transformative assessment focuses on the power of formative assessment to transform teaching practice and student learning. This workshop considers the role of learning intentions and success criteria in instruction design and the possible impact of both on student learning. Through this workshop participants will engage with current theory and research, reflect on and audit their own practice, and identify areas for professional growth and inquiry.

Anticipated Outcomes
On completion of this session participants will:
• Frame learning intentions that are explicitly aligned to the curriculum
• Have a range strategies for sharing learning intentions with students
• Understand the importance of success criteria
• Be able to design task specific success criteria

Information
Facilitators: Donna Bucher
Targeted Participants: Teachers and Leaders K-12
Total Contact Time: 5 hours
Mode of Delivery: Workshop
Location: Campbell Town
Dates: Thursday 16 June 2016
Cost: $22.00 excluding GST
Catering Information: Morning tea, lunch, tea and coffee will be provided

For further information, please contact Georgina Ciafardini

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

North
Participants: ICT Key Teachers
Location: TBC
Date:  Thursday 17 March 2016
       Thursday 8 September 2016
Time:  9.00am – 3.00pm
Cost:  $18.00 per person (excluding GST)

South
Participants: ICT Key Teachers
Location: TBC
Date:  Wednesday 16 March 2016
       Tuesday 6 September 2016
Time:  9.00am – 3.00pm
Cost:  $18.00 per person (excluding GST)

Literacy Key Teachers (K-6)

North
Participants: Literacy Teachers
Location: TBC
Date:  Wednesday 6 April 2016
       Wednesday 21 September 2016
Time:  1.00pm – 4.00pm
Cost:  $8.00 per person (excluding GST)

North West
Participants: Literacy Teachers
Location: TBC
Date:  Tuesday 5 April 2016
       Tuesday 20 September 2016
Time:  1.00pm – 4.00pm
Cost:  $8.00 per person (excluding GST)

South
Participants: Literacy Teachers
Location: TCEO
Date:  Friday 13 May 2016
       Wednesday 21 September 2016
Time:  1.00pm – 4.00pm
Cost:  $8.00 per person (excluding GST)
Southern Assessment, Reporting & Moderation (ARM)

**South**

Participants: All Southern teachers, in their grade levels  
Location: Fr John Wall Centre  
Date: Term 3  
Monday 22 August 2016 (Grade 6)  
Tuesday 23 August 2016 (Grade 5)  
Wednesday 24 August 2016 (Grade 4)  
Thursday 25 August 2016 (Grade 3)  
Monday 29 August 2016 (Prep)  
Tuesday 30 August 2016 (Grade 1)  
Wednesday 31 August 2016 (Grade 2)  
Time: 9.00am – 3.00pm  
Cost: $18.00 per person (excluding GST)  

Alignment to National Standards  
Teacher - Professional Knowledge, Professional Practice, Professional Engagement

Southern Curriculum Cluster Meetings

**South**

Participants: All Southern teachers, in their grade levels  
Location: Fr John Wall Centre  
Date/Location: Cluster 1 – Monday 16 May & Monday 25 July 2016  
St Brigid’s Catholic School, New Norfolk  
St Paul’s Catholic School, Bridgewater  
Holy Rosary Catholic School, Claremont  
Sacred Heart College, New Town  
Dominic College  
Venue - Holy Rosary Catholic School  

Cluster 2 – Tuesday 17 May & Tuesday 26 July 2016  
Corpus Christi Catholic School, Bellerive  
John Paul II Catholic School, Clarendon Vale  
St Cuthbert’s Catholic School, Lindisfarne  
Venue - Corpus Christi Catholic School  

Cluster 3 – Wednesday 18 May & Wednesday 27 July 2016  
St Therese’s Catholic School, Moonah  
St John’s Catholic School, Richmond  
Immaculate Heart of Mary Catholic School  
Mount Carmel College, Sandy Bay  
St Mary’s College, Hobart  
St Virgil’s College, Junior School, Hobart  
Venue - St Therese’s Catholic School  

Cluster 4 – Thursday 19 May & Thursday 28 July 2016  
Sacred Heart Catholic School, Geeveston  
St James Catholic College  
St Aloysius Catholic College  
Venue St Aloysius Catholic College  

Time: 4.00pm – 6.00pm  
Cost: $8.00 per person (excluding GST) for afternoon tea  

Alignment to National Standards  
Teacher - Professional Knowledge, Professional Practice, Professional Engagement
Curriculum Leaders 7 - 12

Statewide
Participants: Secondary Curriculum Leaders
Location: Campbell Town
Date: Monday 7 March 2016 (combined with Principals)
      Tuesday 3 May 2016
      Wednesday 27 July 2016
      Wednesday 26 October (combined with Principals) 2016
Time: 9.30am – 2.30pm
Cost: $22.00 per person (excluding GST)

Alignment to National Standards
Teacher - Plan for and implement effective teaching and learning, Access, provide feedback and report on student learning, Engage professionally with Colleagues

English Moderation 7-10

Statewide
Participants: Secondary English Teachers
Location: Campbell Town
Date: Tuesday 9 August 2016
Time: 9.30am – 2.30pm
Cost: $22.00 per person (excluding GST)

Alignment to National Standards
Teacher - Plan for and implement effective teaching and learning, Access, provide feedback and report on student learning, Engage professionally with Colleagues

Humanities and Social Science (HaSS) Moderation 7-10

Statewide
Participants: Secondary Humanities and Social Sciences Teachers
Location: Campbell Town
Date: Thursday 8 September 2016
Time: 9.30am – 2.30pm
Cost: $22.00 per person (excluding GST)

Alignment to National Standards
Teacher - Plan for and implement effective teaching and learning, Access, provide feedback and report on student learning, Engage professionally with Colleagues

Maths Moderation 7-10

Statewide
Participants: Secondary Maths Teachers
Location: Campbell Town
Date: Thursday 25 August 2016
Time: 9.30am – 2.30pm
Cost: $22.00 per person (excluding GST)

Alignment to National Standards
Teacher - Plan for and implement effective teaching and learning, Access, provide feedback and report on student learning, Engage professionally with Colleagues
Pathways

Statewide
Participants: Secondary Pathways and Career Teachers
Location: Campbell Town
Date: To Be Determined
Time: 9.30am – 2.30pm
Cost: $22.00 per person (excluding GST)

Science Moderation 7-10

Statewide
Participants: Secondary Science Teachers
Location: Campbell Town
Date: Wednesday 7 September 2016
Time: 9.30am – 2.30pm
Cost: $22.00 per person (excluding GST)
Combined Primary & Secondary Network Meetings
HPE Moderation K-12
Statewide
Participants: HPE Teachers K-12
Location: Campbell Town
Date: Thursday 1 September 2016
Time: 9.30am – 2.30pm
Cost: $22.00 per person (excluding GST)

Alignment to National Standards
Teacher - Plan for and implement effective teaching and learning, Access, provide feedback and report on student learning, Engage professionally with Colleagues

First Year Early Career Teachers
Facilitators: Denise Long, Donna Bucher, Andrea Brumby & Tony Brennan
Total Contact Time: 5
Mode of Delivery: Workshop
Location: Campbell Town
Date: Friday 6 May 2016
RETREAT: Tuesday 8 November 2016
Cost: $22.00 per person excluding GST
Time: 9.30am – 2.30pm
Catering Information: Morning tea, lunch tea and coffee

Alignment to National Standards
Teacher - Know students and how they learn, Know the content and how to teach it, Plan for and implement effective teaching and learning, Assess, provide feedback and report on student learning

Second Year Early Career Teachers
Facilitators: Gerard McNulty & Tony Brennan
Total Contact Time: 5
Mode of Delivery: Workshop
Location: Campbell Town
Date: Thursday 9 June 2016
RETREAT: Tuesday 8 November 2016
Cost: $22.00 per person excluding GST
Time: 9.30am – 2.30pm
Catering Information: Morning tea, lunch tea and coffee

Alignment to National Standards
Teacher - Know students and how they learn, Know the content and how to teach it, Plan for and implement effective teaching and learning, Assess, provide feedback and report on student learning

Teacher Assistant Professional Learning
Facilitators: Denise Long, Donna Bucher, Andrea Brumby & Tony Brennan
Targeted Participants: Teacher Assistants
Total Contact Time: 6
Mode of Delivery: Workshop
Location: NORTH: TBA
Monday 18 April 2016
Wednesday 8 June 2016
SOUTH: TCEO
Thursday 26 May 2016
Monday 3 October 2016
Cost: $18.00 per person excluding GST
Time: 9.00am – 3.000pm
Catering Information: Morning tea, lunch tea and coffee

Alignment to National Standards
Teacher - Know students and how they learn, Know the content and how to teach it, Plan for and implement effective teaching and learning, Assess, provide feedback and report on student learning
Grade Level
Network Meetings
Grade Level Teacher Network Meetings

North

Date:
- Term 1
  - Thursday 10 March 2016 (5/6)
  - Friday 11 March 2016 (3/4)
  - Wednesday 2 March 2016 (1/2)
  - Tuesday 1 March 2016 (K/P)
- Term 3
  - Tuesday 9 August 2016 (K/P)
  - Wednesday 10 August 2016 (K/P)
  - Friday 5 August 2016 (3/4)
  - Monday 8 August 2016 (5/6)

Time: 9:00 am – 3:00 pm

North West

Date:
- Term 1
  - Tuesday 8 March 2016 (5/6)
  - Wednesday 9 March 2016 (3/4)
  - Friday 4 March 2016 (1/2)
  - Thursday 3 March 2016 (K/P)
- Term 3
  - Tuesday 23 August 2016 (K/P)
  - Wednesday 24 August 2016 (1/2)
  - Thursday 25 August 2016 (3/4)
  - Friday 26 August 2016 (5.6)

Time: 9:00 am – 3:00 pm
Planning for Positive Behaviour Management

Course Synopsis
Day 1: Understanding and Positively Managing Student Behaviour
This workshop is designed to assist Staff members to understand and respond positively to students presenting with challenging behaviour. The workshop is interactive assisting people to understand how biological, psychological and social factors impact on students in their daily school lives. The workshop explores the impact of neurological and cognitive difficulties that are often similar for people with a range of diagnoses including intellectual disability, autism spectrum disorder, learning difficulties and people with a history of trauma. The impact of these difficulties is used to explain the causes of problem behaviour and develop a foundation for calm, effective and positive intervention.

The workshop discusses the use of traditional responses (including punishment) and more positive (non-aversive) alternatives. This discussion is not to argue that punishment does not work, but rather that it is not necessary for effective intervention. The discussion also examines some of the limitations of traditional responses and the additional benefits of positive practices that are not available through the use of punishment. It also challenges participants to consider the meaning of a persons’ behaviour, which is influenced by the context in which it occurs. Within a positive framework, the workshop introduces both proactive and reactive intervention strategies. This training explicitly identifies strategies for keeping people safe during crises, without resorting to aversive or restrictive practices, and for avoiding behaviour problems in the future.

This workshop uses a facilitated group work approach to undertake a brief functional analysis including: defining a behaviour of concern demonstrated by a student receiving support and considering the contextual meaning of that behaviour. It also provides the opportunity to develop a brief support plan that includes proactive strategies such as changes to the environment that can be effective for avoiding the occurrence of the problem behaviour and planning for skills that can replace the need for the behaviour into the future. Participants will also be able to develop reactive strategies for resolving behavioural crises by exploring functionally based and other non-aversive techniques (for example, stimulus change) for restoring safety and calm during crisis situations. Participants will discuss and may design a behaviour first aid kit for their workplace as a component of the group exercises.

Both workshops are designed to be accessible, interactive and practical and will appeal to support staff, managers and teachers.

Information
Facilitators: Matthew Spicer
Targeted Participants: School and College staff
Total Contact Time: 9.00am (8.45am registration) – 3.30pm
Location: Campbell Town
Dates: Day 1: Monday 2 May 2016
       Day 2: Tuesday 7 June 2016
Cost: $100 participant (excl GST per person for catering)
Catering Information: Morning Tea and Lunch are provided

For further information, please contact Diana Batchelor 03 6210 8805
Student Support Network Meetings
## Allied Mental Health and Wellbeing Professionals Network Meeting

**Statewide**

<table>
<thead>
<tr>
<th>Participants:</th>
<th>Allied Mental Health and Wellbeing Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Campbell Town</td>
</tr>
<tr>
<td>Date:</td>
<td>Wednesday 31 August 2016</td>
</tr>
<tr>
<td>Time:</td>
<td>9.30am – 2.30pm</td>
</tr>
<tr>
<td>Cost:</td>
<td>$22.00 excluding GST</td>
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</tbody>
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Coaching for Superior Performance

Course Synopsis
Development of effectiveness in staff is a key role of every leader. This program is designed to equip leaders with the six specific skills of coaching to enable them to effectively deliver the four applications to effectively deliver superior performance coaching.

Anticipated Outcomes
On completion of this session participants will:
• Understand the importance of values in the coaching process
• Have developed specific skills required for effective coaching conversations
• Have developed an understanding of the coaching process for effective development of performance
• Utilise superior performance coaching capabilities with the organisations performance management framework
• Have practiced skills to process to enable application back in the workplace

Information
Facilitators: Paul Adams, Manager: Human Services
Targeted Participants: Principals, Assistant Principals, Emergent Leaders, Senior Staff, Business Managers and HR Personnel
Total Contact Time: 6 hours per session
Mode of Delivery: Face-to-face
Location: TCEO – D’Arcy Centre
Dates: Attendance is only required at 1 session
15 March 2016
5 September 2016
Cost: $180.00 per session includes materials & catering (excludes GST)
Catering Information: Morning Tea and Lunch provided

For further information, please contact Nicole Moore on 03 6210 8843

Accreditation
Domain: Leadership: Cultural
Audit Points: 1
Assessment Points: N/A
Critical Incident Response Training

Course Synopsis
Training for managing and coping in the immediate aftermath of a critical incident in schools. This training is critical for all new Principals, Business Managers, WHS Officers and school Chaplains.

Anticipated Outcomes
On completion of this session participants will:
• Have a greater understanding of human responses to critical incidents
• Be equipped with strategies and resources for responding to and addressing needs following a critical incident
• Have personal coping strategies
• Have a planned process in place, were a critical incident to occur

This training is compulsory for school leaders on a 5-7 year cycle. It is advisable for at least one other staff member at each school complete the training. Chaplains are highly encouraged to attend.

Information
Facilitators: Sr Colleen Jackson
Targeted Participants: School Principals, APs, Business Managers, WHS Officers, School Chaplains
Total Contact Time: 12 hours (over 2 days)
Mode of Delivery: Face-to-face
Location: Launceston
Dates: 11 and 12 June 2016
Cost: $250 per person – approx. (excludes GST)
Catering Information: Morning tea and Lunch

For further information, please contact Andrew Goelst 0417 454 384

Accreditation
Domain: Leadership: Administrative
Audit Points: 2
Assessment Points: N/A

Alignment to National Standards
Principal - Leading the Catholic school community, Leading self, Leading others and Leading the School Organisation
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 school
- have a deeper understanding of the Tasmanian Catholic Education Single Enterprise Agreement 2016
- have access to a range of practical resources

Information
Facilitators: Paul Adams and Human Services Team Members
Targeted Participants: Principals, Assistant Principals, Business Managers, HR Personnel & Senior Finance Officers
Total Contact Time: 2 x 3 hour sessions (1pm – 4pm)

Attendance is required at 2 sessions to gain 1 Accreditation Point

Dates: South – TCEO TBC
       Campbell Town – TBC
       North – TCEO TBC

Cost: $8.00 per session (excludes GST)
Catering Information: Afternoon Tea

For further information, please contact Nicole Moore on 03 6210 8843

Accreditation
Domain: Leadership: Administrative
Audit Points: 1
Assessment Points: N/A
Taking a Risk: Risk and Adventure in Outdoor Learning (RAOL)

Course Synopsis
Workshops to support schools in implementing the TCEC RAOL Policy in their context and assist educators to understand the benefits of exposing students to acceptable risks in outdoor learning opportunities. Also follow up WHS support for the 2013/14 focus on risk management for excursions.

Critical for the ongoing implementation of this Policy and fulfilling TCEO Officer Due Diligence, plus compliance with How to Manage Risk Code of Practice and Meeting the Archdiocese PCBU’s Duties.

Anticipated Outcomes
On completion of this session participants will:
• Understand how to apply the RAOL Policy in school environments
• Be assisted in thinking differently about exposure of students to age appropriate risk
• Be able to complete a Risk/Benefit Analysis
• Be equipped with strategies for parent communication
• Be aware of current initiatives in Tasmanian Schools

Information
Facilitators: Annie Nolan and Andrew Goelst
Targeted Participants: AP’s, Teachers, Early Childhood educators, Parents, School Board Members
Total Contact Time: 2 hours
Mode of Delivery: Hands on workshop and open forum discussions
Location: Hobart, Launceston and Burnie
Dates: 15 November 2016 - Burnie
       16 November 2016 - Launceston
       23 November 2016 - Hobart
Cost: $8.00 (Excludes GST)
Catering Information: Light evening supper

For further information, please contact Andrew Goelst 0417 454 384

Alignment to National Standards
Principal – Leading Others, Leading Continuous Change and Leading the School Organisation
Teachers – Professional Practice, Professional Engagement
Utility Officer – WHS Network

Course Synopsis
Three-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.

Anticipated Outcomes
On completion of this session participants will:
• Have observed good WHS practice at a large College
• 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
• Revision of topics covered in 2013-2015

Information
Facilitators: Andrew Goelst and Simon Natoli
Targeted Participants: Grounds Keepers and Maintenance staff
Total Contact Time: 3 hours 12pm to 3pm
Mode of Delivery: Face-to-face
Location: Hobart, Launceston and Burnie
Dates: 8 June 2016 - Hobart
• 22 June 2016 - Launceston
• 23 June 2016 - Burnie
Cost: $18.00 (Excludes GST)
Catering Information: Lunch

For further information, please contact Andrew Goelst 0417 454 384

Alignment to National Standards
Teacher - Professional Practice, Professional Engagement
Principal - Leading Self
Systemic Audit Workshop

North West

Participants: Finance Officers
Location: TBC
Date: 16 November 2016
Time: 9:30am – 2:30pm
Cost: Nil

North

Participants: Finance Officers
Location: TBC
Date: 17 November 2016
Time: 9:30am – 2:30pm
Cost: Nil

South

Participants: Finance Officers
Location: TCEO
Date: 18 November 2016
Time: 9:30am – 2:30pm
Cost: Nil

Systemic Budget Workshop

North West

Participants: Finance Officers
Location: TBC
Date: 13 October 2016
Time: 9:30am – 2:30pm
Cost: Nil

North

Participants: Finance Officers
Location: TBC
Date: 14 October 2016
Time: 9:30am – 2:30pm
Cost: Nil

South

Participants: Finance Officers
Location: TCEO
Date: 17 October 2016
Time: 9:30am – 2:30pm
Cost: Nil