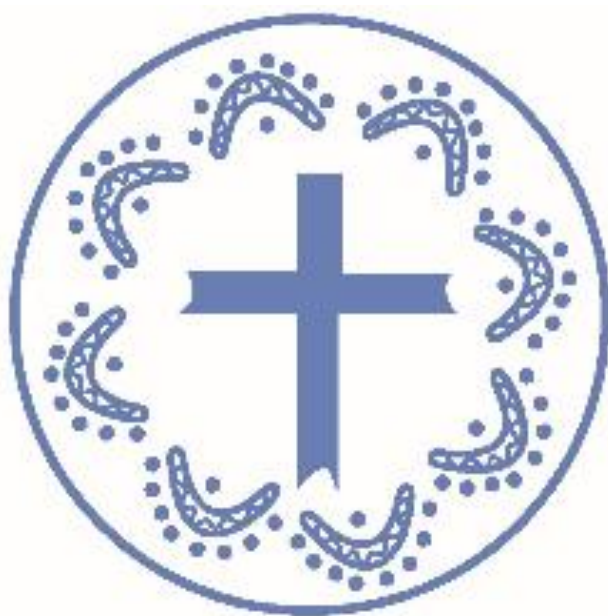




**Leadership, Curriculum and
Pedagogy
Programs and Services
2020
Version 3**

24/02/2020



TEACHING & LEARNING

Welcome from our Team

We invite you to consider our 2020 suite of offerings in Leadership, Curriculum and Pedagogy.

Growing leaders of curriculum and pedagogy is the strategic intent of the Leadership, Curriculum and Pedagogy Team of the Teaching and Learning Deputy Directorate at Catholic Education Northern Territory (CENT). This vision is underpinned by the CENT *Education 2022: Strategic Plan 2018 – 2022* for the School Renewal and Improvement Framework areas of:

Teaching and Learning

- Be innovative and responsive in exploring emerging school, diocesan and system priorities
- Ensure embedded practices that promote, support and facilitate successful outcomes for all
- Work collaboratively to nurture the development of the whole person, mindful of school and community diversity

Leadership

- Build support mechanisms and foster a robust culture which provide opportunities to build professional capacity
- Support a professional growth and development culture which is nurturing for all
- Implement systemic collaborative and informed decision making processes in school and system leadership for students, teachers, parents and priests

Should you have any questions about any of the courses listed, please do not hesitate to contact Denis Lee, Leader: Teaching and Learning on 08 8984 1402.



Team Members 2020

To contact any member of the team, dial (08) 8984 1 followed by the extension number

Deputy Director: Teaching and Learning

Mrs Jacqui Langdon

Administration Officer: Ms Delna Vaghaiwala Ext. 446



Team Leader: Leadership, Curriculum and Pedagogy

Mr Denis Lee

Ext. 402



Education Officer: Early Years Curriculum

Mrs Lisa LeGros

Ext. 467



Education Officer: Middle Years Pedagogy, and Literacy (5 – 9)

Ms Siobhan Shaikh (Mondays, Wednesdays, Fridays)

Ext. 455



Senior Years Curriculum (10 – 12)

Contact Department of Education NT

(08) 8999 5644



Education Officer: Aboriginal Education, and Literacy

Mrs Debra Dank

Ext. 485



Education Officer: Careers and Vocational Education and Training

Mrs Julia Anderson

Ext. 423



Education Officer: English as an additional language/dialect and Literacy

Mrs Briony Fulbrook (Wednesdays, Thursdays, Fridays)

Ext. 409



Education Officer: Numeracy (T – 9), Jolly Phonics

Ms Dominique Crawley

Ext. 469



Education Officer: STEM and Employment Pathways
Mr Roy Anderson
Ext. 451



Education Officer: NCCD and Data Analytics
Mr John Morton
Ext. 472



Vocational Education and Training – Construction Trainer
Mr Bruce McEvoy
Ext. 482



Department of Education (NT) Senior Years Team



Teaching & Learning 10-12 Contact List

DEPARTMENT OF
EDUCATION

Postal Address: Department of Education
Attention: Teaching and Learning 10-12
Early Years and Education Services
GPO Box 4821, Darwin NT 0801

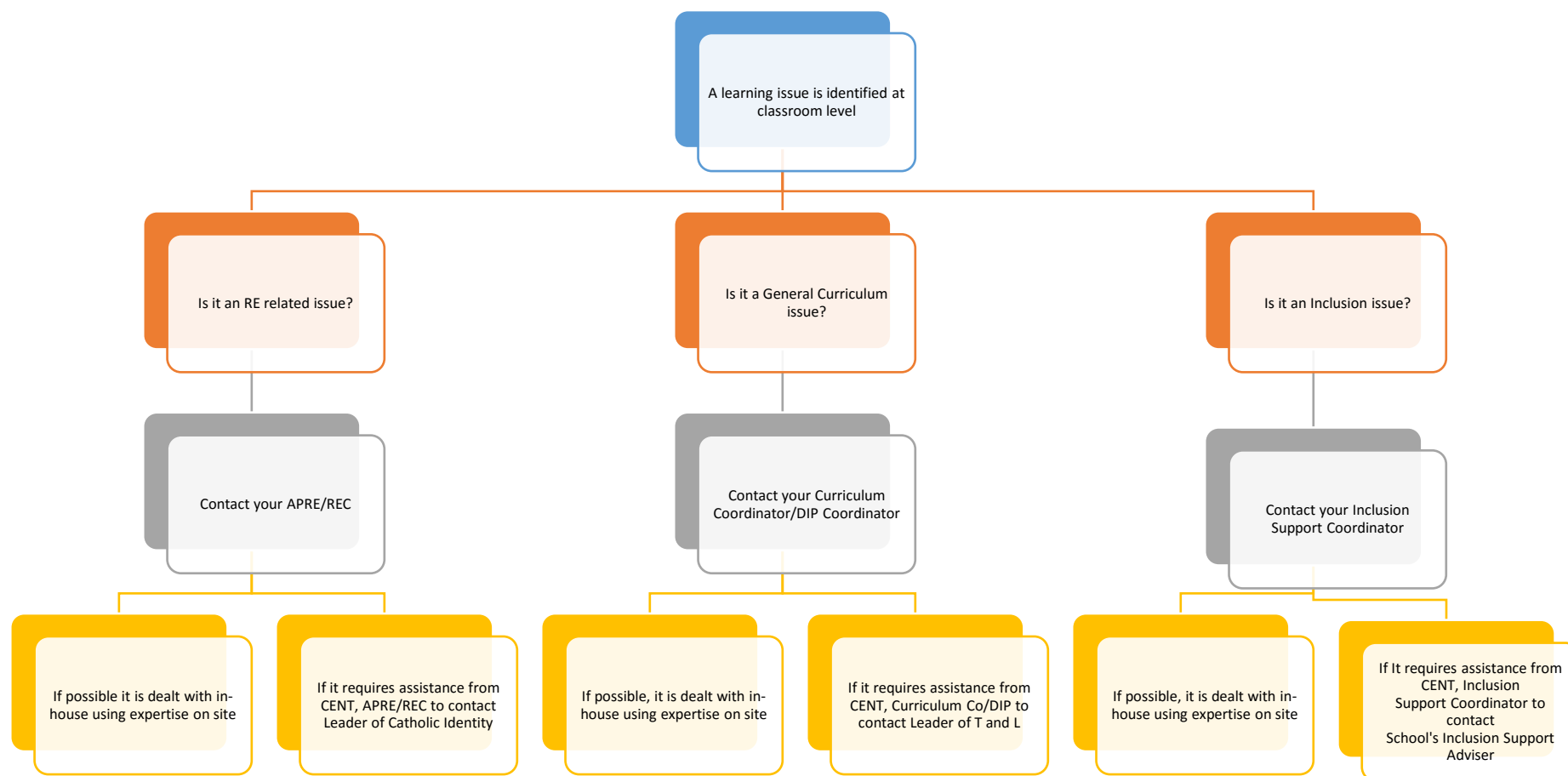
Location: Level 11, Mitchell Centre, 55-59 Mitchell St Darwin NT 0800

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How to request services from the Teaching and Learning Team



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Please register for courses at <https://cenet.nt.catholic.edu.au/Pages/CalendarDisplay.aspx> at least two weeks before the course. Registrations close one week before the published date for organisational purposes.

Not all courses described in this book are centrally funded. Participating schools will need to pay for any travel or accommodation costs incurred by their staff as indicated. Remote schools, Katherine and Alice Springs schools can request for a course to be delivered onsite, provided that it is being presented by a member of the Teaching and Learning Team.

Term 1



Instructional Coaching Training presented by Trish Gooch

Launched in 2019, Instructional Coaching is a system wide initiative based in the work of Jim Knight's The Impact Cycle. In 2020, the second phase of the roll out of this system initiative will begin with five additional schools.

Phase 1 Schools (2019 – 2020)	Phase 2 Schools (2020 – 2021)	Phase 3 Schools (2021 – 2022)
Ltyentye Apurte Catholic School O'Loughlin Catholic College MacKillop Catholic College Our Lady of the Sacred Heart Thamarrurr Catholic College St Joseph's Catholic College St Mary's Catholic Primary School St Paul's Catholic Primary School	Holy Family Catholic Primary School Holy Spirit Catholic Primary School Mother Teresa Catholic Primary School Murrupurtiyanuwu Catholic Primary School St Francis Xavier Catholic School Xavier Catholic College	Our Lady of the Sacred Heart Catholic College Alice Springs Sacred Heart Catholic Primary School St Francis of Assisi Catholic Primary School St John's Catholic College

2020 Program for Phase 1 and 2 Schools only

At a glance

- Developing an understanding of coaching
- Research in coaching
- Links with other research based educational initiatives
- Strengths based model
- Feedback

Topics

- Orientation to Instructional Coaching
- Collecting baseline data
- Developing policies and procedures in Instructional Coaching for CENT
- Developing a tool kit/ instructional playbook of high impact teaching strategies

Details

Term 1

Education Officers Meeting 10 February 2020 at CENT Berrimah

Principals' Information Session 10 February 2020 (2.00pm to 5.00pm) at CENT Berrimah

Phase 1 schools: 11 and 12 February 2020 at CENT Berrimah

Phase 2 schools: 13 and 14 February 2020 at CENT Berrimah

Term 2

Phase 1 schools: 28 April 2020 at CENT Berrimah

Phase 2 schools: 30 April 2020 at CENT Berrimah

Term 3

Phase 1 schools: 28 July 2020 at CENT Berrimah

Phase 2 schools: 30 July 2020 at CENT Berrimah

Term 4

Phase 1 schools: 20 October 2020 at CENT Berrimah

Phase 2 schools: 22 October 2020 at CENT Berrimah

End of Year survey

Cost

This course is funded by CENT through the Instructional Coaching (Better Outcomes II Project, 2020).

When booking travel and accommodation online through the FCM HUB portal (ACC Schools, St Joseph's Catholic College Katherine and OLSH Catholic College Alice Springs only), please ensure that the approver is Denis Lee and not your school principal for accounting purposes.

AITSL Professional Standards for Teachers covered

- 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



Cultural Awareness Program Strand A

This program has two general strands contributing to the growth of knowledge of Cultural Education. Participants will need to complete Strand A before moving on to Strand B. Both these strands support the ongoing work of embedding Aboriginal and Torres Strait Islander knowledges and perspectives in the curriculum but also assists in the facilitation of education outcomes for, about and with Aboriginal Australians.

This two strand Cultural Education Program will be offered by the Education Officer - Aboriginal Education and is titled *Culturally Responsive Pedagogies*. These sessions build deeper awareness of Aboriginal knowledge and offers a pedagogical focus which is based on contemporary research conducted by well-respected Aboriginal educators.

At a glance

- Contemporary knowledge
- Context specific
- Research-based
- Pedagogical focus

Topics

- Historical perspectives
- Language concerns
- Research by Aboriginal Educators
- Planning with Aboriginal perspectives
- Worldviews and cultural bias
- Cultural interface
- Culturally responsive practice

Details

Presented by T and L Team

Cultural Awareness Program Strand A: 17 February 2020 repeated on 5 August 2020 at CENT Berrimah

Cultural Awareness Program Strand B: 25 May 2020 repeated on 16 November 2020 at CENT Berrimah

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

- 1.2 Understand how student learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic background
- 1.4 Strategies for teaching Aboriginal and Torres Strait students
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
- 3.7 Engage parents/carers in the educative process
- 6.4 Apply professional learning and improve student learning

GradeXpert Training (EXTERNAL PROVIDER)

GradeXpert is a Student Information System, including data management, analytics and report that centralises and manages all student data including any type of assessment and outcome, individual learning plans, student medical details and welfare and behaviour notes, attendance, semester reports, digital portfolios, parent communications and more.

At a glance (Berrimah)

- Entering data into maps and graphing data from student maps
- Ensuring data consistency, colour-coding your results, semester reporting
- Q and A session, including Using EAL/D Phases and Employment Pathways data in GradeXpert
- Using Incident Tracker

At a glance (Alice Springs)

- Entering and graphing data in student maps
- Using individual learning plans
- Using the incident tracker
- Semester reports in GradeXpert

Details

Presented by GradeXpert

- 20 February 2020 at CENT Berrimah (<https://www.trybooking.com/BGXGS>) Cost per attendee \$199.00
- 21 February 2020 at Centralian Middle School (Bookings are through GradeXpert. Please contact them directly at info@gradexpert.com.au) Cost per attendee \$299.00

Morning and afternoon tea is provided. Please bring your own lunch.



Highly Accomplished and Lead Teacher Accreditation Twilight Information Session

Are you interested in understanding the AITSL Professional Standards for Teachers in more depth? Do you aspire to be a leader in your school?

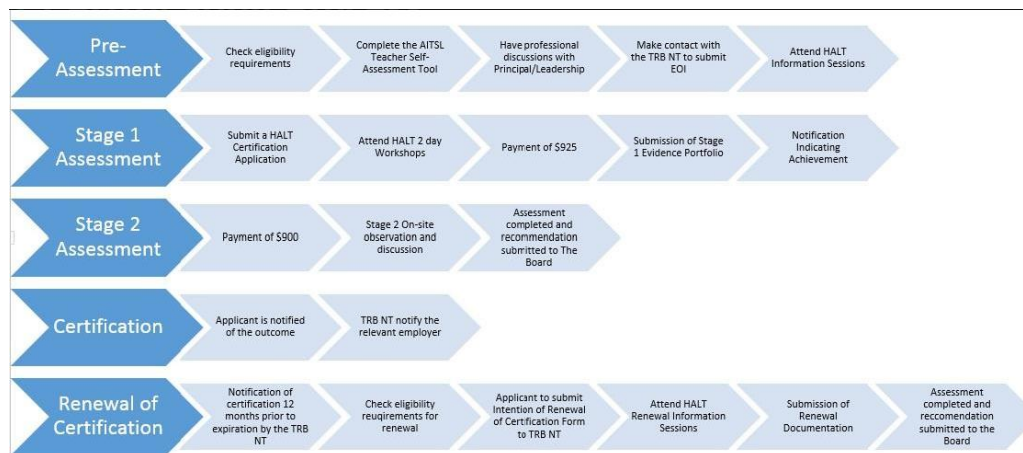
The Certification of Highly Accomplished and Lead Teachers in Australia was endorsed by all Education Ministers on April 20, 2012. National certification uses the Australian Professional Standards for Teachers as a basis for making rigorous and consistent judgements regarding the certification of teachers at the higher career stages across Australia. Certification of Highly Accomplished and Lead Teachers has three primary purposes

- To recognise and promote teacher quality
- To provide an opportunity for teachers to reflect on their practice
- To provide a reliable indication of quality teaching that can be used to identify, recognise and/or reward Highly Accomplished and Lead Teachers

Highly Accomplished and Lead Teacher Accreditation is portable throughout Australia. Involving staff in the process of attaining Highly Accomplished and Lead Teacher Accreditation assists Principals to build a professional growth culture which could lead to improved outcomes for teachers and learners.

At a glance

- Understand and apply the AITSL Professional Standards for Teachers
- Complete the AITSL Teacher Self-Assessment Tool
- Step by step guide to the Accreditation Process
- How to develop an Evidence Portfolio



Details

Presented by the T & L Team

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

NB. Applicants are required to pay \$925 to the TRB prior to application being assessed
Twilight Information Session 24 February 2020 (3.30pm to 4.30pm) at CENT Berrimah

Day 1: 23 April 2020 at CENT Berrimah

Day 2: 7 August 2020 at CENT Berrimah

Beginning Teachers Orientation Day 1

So you are embarking on your career as a teacher and working in a Catholic School in the Northern Territory. What are the expectations of teachers in CENT schools? How can CENT support beginning teachers?

Utilising the AITSL Professional Standards for Teachers, Beginning Teachers (Teachers in their first three years of service) have three contact meetings at CENT as part of their orientation into the profession and the system. Teacher mentors from each school are also encouraged to attend the first day. Using a growth coaching model, beginning teachers are mentored as they begin their journey in the classroom.

At a glance

- Four contact days in Darwin across the year – one day per term
- Participants are taken through the AITSL Standards thoroughly
- Professional expectations and diocesan guidelines are discussed
- Cultural Awareness Training
- Teaching in an EAL/D environment

Topics

- Child Protection
- Time management, health, wellbeing
- Voice production and safety
- Living in the Northern Territory (Urban and Remote)
- Moving from Graduate to Proficient

Details

Presented by the T and L Team

Day 1: 6 March 2020 at CENT Berrimah

Day 2: 29 May 2020 at CENT Berrimah

Day 3: 28 August 2020 at CENT Berrimah

Day 4: 30 October 2020 at CENT Berrimah Celebration Afternoon with Principals 12.00 noon to 3.30pm

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

Middle Leaders Program – presented by The Brown Collective

This program acknowledges the importance of identifying, supporting and developing a diverse range of leaders. The target group for this program will be teachers who have positions of responsibility in addition to a classroom teaching program and/or high performing classroom teachers aspiring to or being encouraged to undertake leadership roles within their individual school contexts.

Within a supportive environment, you will be given opportunities to uncover your leadership purpose and create a vision for your team. Learning from and with other middle leaders, you will also develop the confidence and courage to positively influence learning in your area of responsibility; whether it be as Assistant Principal Religious Education, Religious Education Coordinator, Head of Department, Curriculum Coordinator, Data Informed Practitioner, Year Coordinator, Early Childhood Leader or another position requiring liaison between senior executive and teachers.

At a glance

- Four contacts across the year, with three days face to face
- 360° feedback process
- Myers-Briggs Personality Type Indicator
- Pre-readings for discussion and reflection
- In-school application of learning

Topics

- Establishing the Learning Community
- Understanding self as a leader
- Leading in a Catholic context
- Leading others – Leading effective team
- Leading change
- Exploring your leadership challenge

Details

Phase 1 – LEAP survey process – Beginning in late January

Phase 2 – Two day face to face workshops: 19 and 20 March 2020 (St John's Catholic College)

Phase 3 – Coaching with Amanda Ypinazar: March to May

Phase 4 – One day workshop: 14 September 2020 (St John's Catholic College)

AITSL Professional Standards for Principals covered

- 1 Leading teaching and learning
- 2 Developing self and others
- 3 Leading improvement, innovation and change
- 4 Leading the management of the school
- 5 Engaging and working with the community

Cost

This course is funded by CENT through the Leadership Development Project. When booking travel and accommodation online through the FCM HUB portal (ACC Schools, St Joseph's Catholic College Katherine and OLSH Catholic College Alice Springs only), please ensure that the approver is Denis Lee and not your school principal for accounting purposes.

Fully Subscribed – no places available

Principals and Deputy Principals as Leaders of Learning

This program will investigate the ACER School Improvement Tool and the AITSL Australian Professional Standards for Principals and Leadership Profiles as levers in developing leadership in our core business of improving student learning outcomes in our schools.

“Principals create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning. Principals have a key responsibility for developing a culture of effective teaching, for leading, designing and managing the quality of teaching and learning and for students’ achievement in all aspects of their development. They set high expectations for the whole school through careful collaborative planning, monitoring and reviewing the effectiveness of learning. Principals set high standards of behaviour and attendance, encouraging active engagement and a strong student voice.” (AITSL Australian Professional Standards for Principals and Leadership Profiles p. 15)

At a glance

- Two days across the year
- Pre-readings for discussion and reflection
- In-school application of learning
- Reflecting on learning in practice

Topics

- Leading in this Age of Learning, Wellbeing and Identity (Hargreaves and Shirley. 2018. p.124)
- Emotional intelligence as a leader
- Data Informed Practice: understanding student achievement data and how to analyse and apply data to improve teaching and learning
- Target setting – SMART goals
- Developing targeted interventions
- Classroom Observations from an Instructional Coaching standpoint
- Professional Learning Communities
- Becoming a reflective practitioner
- Learning conversations with parents based on data
- Cultural awareness training

Details

Presented by T and L Team

Day 1: 23 March 2020 at CENT Berrimah

Day 2: 31 August 2020 at CENT Berrimah

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

- 1.2 Understand how student learn
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.3 Curriculum, assessment and reporting
- 3.6 Evaluate and improve teaching programs
- 5.4 Interpret student data
- 6.4 Apply professional learning and improve student learning

Authentic Assessment

The purpose of assessment is to establish and understand where learners are in their learning at a point in time. This informs ongoing learning opportunities and teaching decisions which ensures learning growth for students. Assessment assists System Leaders, School Leaders, Teachers, Students and Parents/Care Givers to understand and to aim for the student's next learning goal.

At a glance

- The different types of assessment and what they are used for
- How each stakeholder uses assessment
- Principles of Assessment
- Creating authentic assessment tasks
- Feedback – essential for learning

Details

Presented by the T and L Team

27 March 2020 at CENT Berrimah

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

- 1.1 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.1 Content and teaching strategies of the teaching area
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.6 Evaluate and improve teaching programs
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning



Inquiry Based Learning – Mapping the Curriculum

The Australian Curriculum is an inquiry based curriculum. However, many teachers are unable to reconcile the vastness of the Achievement Standards for each area of the curriculum with the time constraints they have in school. In this professional learning activity, participants will be involved in an action research project leading to the development of an Inquiry based approach to learning.

At a glance

- Models of Inquiry
 - The Power of Inquiry – Kath Murdoch
 - Inquiry – Deb Vietri
 - Understanding by Design
 - Maker Model
 - Project Based Learning
- Prioritising and mapping the curriculum
 - Achievement Standards
 - Learning Progressions
- Activities with staff to reach buy in

Details

Presented by the T and L Team

30 March 2020 at CENT Berrimah

Repeated on 13 May 2020

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

- 1.1 Understand how students learn
- 1.1 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.3 Curriculum, assessment and reporting
- 2.6 Information and Communication Technology (ICT)
- 3.1 Establishing challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.4 Select and use resources
- 3.6 Evaluate and improve teaching programs
- 3.7 Engage parents/carers in the educative process
- 4.2 Manage classroom activities
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements

Collaborative Teams That Transform Schools – Gavin Grift

Following on from 2019 and the introduction to Professional Learning Communities – Gavin Grift model, this professional learning activity will delve deeper into sustaining this practice.

The core of a professional learning community is the network of collaborative teams – the groups of teachers who work together to improve student learning. Collaborative teams have the potential to transform major aspects of teaching and learning. In this session, Gavin will outline how to ensure your meetings are purposeful and focused on learning with particular attention on how team members can operate to ensure productivity and efficiency in meetings. Participants will explore how to change the mantra of ‘we do not have enough time’ to ‘let’s maximise the time we have’.

At a glance

- Learn whether your teams are functioning collaboratively
- Learn the skills of collaborating and how to apply them to your meetings
- Walk away with strategies to elevate your collaborative team’s potential to truly transform your school.

Details

Presented by Gavin Grift

7 April 2020 at CENT Berrimah

Cost

This course is funded by CENT through the Better Outcomes II Project, 2020. When booking travel and accommodation online through the FCM HUB portal (ACC Schools, St Joseph’s Catholic College Katherine and OLSH Catholic College Alice Springs only), please ensure that the approver is Denis Lee and not your school principal for accounting purposes.

AITSL Professional Standards for Teachers covered

- 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

Curriculum Coordinators and DIP Network

“... every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, and inclusive and that promotes intellectual rigour.” (ACER School Improvement Tool. p.6)

At a glance

- Two days for Curriculum Leaders across Terms 1 and 2 (to be delivered as part of the Curriculum Coordinators' and DIPs' Network Meetings)
- The Curriculum Coordinators and DIPs (and sometimes ACCS CC and DIP) Networks are combined in 2020 and will occur in Week 8) The calendar on pages 49 to 56 lists the dates of these meetings
- Pre-reading for discussion
- AITSL Professional Standards at Lead Level
- The General Capabilities and Cross Cultural Priorities

Topics

- The role of Leader of Curriculum in a Primary or Secondary School
- Data Informed Practice in the teaching and learning process (ACER School Improvement Tool and AITSL Professional Standards for Teachers)
- The General Capabilities and Cross Cultural Priorities of the Australian Curriculum
- Developing a Guaranteed and Viable Curriculum – System expectations in relation to curriculum documentation
 - Whole school/subject Scope and Sequence
 - Unit Plans to elaborate on the Scope and Sequence
 - Day Book/Chronicle requirements
 - Annual Data Plan
- Authentic Assessment
 - Assessment for, as and of Learning
 - Annual Assessment Plan
 - Assessment Items
 - Moderation of Assessments
- NT Aboriginal Languages and Culture Curriculum
- The role of the members of the Curriculum and Pedagogical Services Team

Details

Presented by T and L Team.

Cost

This course will be presented to Curriculum Coordinators and DIPs during their Network Meetings

AITSL Professional Standards for Teachers covered

- 1.2 Understand how student learn
- 3.2 Plan, structure and sequence learning programs
- 3.6 Evaluate and improve teaching programs
- 5.1 Assess student learning
- 5.4 Interpret student data
- 6.3 Engage with colleagues and improve practice

Term 2



Leading Literacy and Numeracy in my school (T – 2)

So we have achievement data on students in Literacy and Numeracy. What next? Have you ever wondered what steps your school needs to take to improve student outcomes? Based in the Victorian State Government's Department of Education and Training model – Framework for Improving Student Outcomes (FISO) participants will be led through a process of identifying steps in achieving excellence and equity in Literacy and Numeracy.

At a glance

- The Victorian Framework for Improving Student Outcomes
- Identifying Literacy and Numeracy Leaders
- Annual Planning
- Communities of Practice
- Professional Learning Communities
- Engaging Parents and Carers

Details

Presented by the T and L Team
22 April 2020 at CENT Berrimah

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

- 2.5 Literacy and Numeracy strategies
- 3.2 Plan, structure and sequence learning programs
- 3.4 Select and use resources
- 3.5 Evaluate and improve teaching programs
- 3.7 Engage parents/carers in the educative process
- 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



Understanding PAT | Progressive Achievement Workshop (EXTERNAL PROVIDER)

This workshop is designed for educators who want to develop their knowledge and understanding of PAT and the Progressive Achievement approach. It provides an overview of PAT implementation in the Maths and Reading domains, from accessing student data to differentiating teaching according to student needs, in a range of school environments. In this highly practical workshop, you will learn how to effectively analyse student assessment data to determine their understanding of key skills and concepts and identify their teaching and learning needs. It is highly recommended that you arrange access to the data in your school's online account for use in this session to make the learning as relevant and realistic as possible. Every step of the PAT assessment process will be covered, from tutorials and investigation tasks demonstrating how to access student data to case studies illustrating simple reporting and data interrogation methods that will help you link data with teaching practice. The evidence-based, holistic Progressive Achievement approach helps educators monitor student growth and target teaching where it is needed most, and Understanding PAT will show you how to get the most of your PAT data.

At a glance

- Better understand the Progressive Achievement approach
- effectively implement PAT
- interrogate PAT data through reports
- monitor student growth and differentiate teaching practice accordingly

Topics

- gain an understanding of PAT and the Progressive Achievement approach
- learn about PAT implementation best practice
- receive training in online account use
- understand how to effectively interrogate PAT data through reports
- learn to link PAT data with practical changes to pedagogy
- model successful strategies for effective use of the PAT Teaching Resources Centre
- find out how to effectively monitor growth – and where to find further support

Details

Presented by ACER

29 April 2020 in Darwin (9.00 am to 5.00pm)

<https://www.acer.org/au/pat/pat-professional-learning/understanding-pat-progressive-achievement-workshop>

Cost

\$400 per participant.

Venue

Tentatively the Mantra Pandanus Darwin on Knuckey Street.

PAT focuses on assessing and monitoring student growth over time and is informed by a growth mindset.

- Monitor student growth and improve learning with PAT
- PAT: an evidence-based, holistic approach to improving learning
- Help every single learner in your school grow with the Progressive Achievement (PAT) approach



Workshop Dates:

Tasmania (Hobart)
Tuesday 10th March 2020

New South Wales (Sydney)
Wednesday 18th March 2020

Northern Territory (Darwin)
Wednesday 29th April 2020

Victoria (Melbourne)
Wednesday 5th August 2020
Thursday 6th August 2020

Western Australia (Perth)
Wednesday 21st October 2020
Thursday 22nd October 2020

Queensland (Brisbane)
Wednesday 18th November 2020
Thursday 19th November 2020

✉ oarssupport@acer.org

☎ 1300 232 123

🌐 <https://www.acer.org/au/pat/pat-professional-learning/workshops>



Understanding PAT | Progressive Achievement

Full day workshop

Description:

This workshop is designed for educators who want to develop their knowledge and understanding of PAT and the Progressive Achievement approach. It provides an overview of PAT implementation in the Maths and Reading domains, from accessing student data to differentiating teaching according to student needs, in a range of school environments.

In this highly practical workshop, you will learn how to effectively analyse student assessment data to determine their understanding of key skills and concepts and identify their teaching and learning needs. It is highly recommended that you arrange access to the data in your school's online account for use in this session to make the learning as relevant and realistic as possible.

Every step of the PAT assessment process will be covered, from tutorials and investigation tasks demonstrating how to access student data to case studies illustrating simple reporting and data interrogation methods that will help you link data with teaching practice.

The evidence-based, holistic Progressive Achievement approach helps educators monitor student growth and target teaching where it is needed most, and Understanding PAT will show you how to get the most from your PAT data.

Recommended Prior Learning:

No prior PAT professional learning is required.

It is highly recommended that attendees organise access to the data in their school's online account for this session.

Intended learning outcomes:

Participants will learn how to:

- Better understand the Progressive Achievement approach
- effectively implement PAT
- interrogate PAT data through reports
- monitor student growth and differentiate teaching practice accordingly.

Intended audience:

Aimed at educators keen to develop and further their knowledge and understanding of PAT, ideally those responsible for administering or reporting on PAT assessments, or for implementing teaching and learning strategies informed by assessment results.

Workshop in detail:

- gain an understanding of PAT and the Progressive Achievement approach
- learn about PAT implementation best practice
- receive training in online account use
- understand how to effectively interrogate PAT data through reports
- learn to link PAT data with practical changes to pedagogy
- model successful strategies for effective use of the PAT Teaching Resources Centre
- find out how to effectively monitor growth – and where to find further support

Resources:

The workshop pack includes printer copies of:

- presentation slides and notes
- PAT recommendations for test administration, test suitability and administration practices
- an online report guide with screenshots
- data interrogation activities
- PAT Teaching Resources Centre samples
- PAT Professional Learning information

Registration fees:

\$400 for the first attendee from each school

\$340 for each additional attendee from the same school

For more information:

<https://www.acer.org/au/pat/pat-professional-learning/workshops>



Age Appropriate Pedagogies

Age appropriate pedagogies are shaping teaching and learning in the early years of school now and into the future. Age appropriate pedagogies support early years' teachers to apply a range and balance of teaching approaches and characteristics of quality teaching in their classroom practice. Teachers are supported to align curriculum, age appropriate pedagogies and assessment to maximise children's engagement in learning and to enhance outcomes. Children learn best when they are actively engaged in purposeful learning experiences. The Australian Curriculum clearly defines what is to be taught, and teachers use their knowledge of children's interests, strengths and capabilities to identify the most effective way to teach curriculum content. (<https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies>)

At a glance

- From research to practice
- Characteristics
- Approaches
- Case Studies
- Examples of Practice

Details

Presented by Meagan Lake, Manager: Early Childhood Curriculum and Pedagogy, Early Childhood Education and Care, Department of Education NT
1 May 2020 at CENT Berrimah

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

- 1.1 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.1 Content and teaching strategies of the teaching area
- 2.6 Information and Communication Technology (ICT)
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.6 Evaluate and improve teaching programs
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning



Inquiry Based Learning – Mapping the Curriculum (Repeat)

The Australian Curriculum is an inquiry based curriculum. However, many teachers are unable to reconcile the vastness of the Achievement Standards for each area of the curriculum with the time constraints they have in school. In this professional learning activity, participants will be involved in an action research project leading to the development of an Inquiry based approach to learning.

At a glance

- Models of Inquiry
 - The Power of Inquiry – Kath Murdoch
 - Inquiry – Deb Vietri
 - Understanding by Design
 - Maker Model
 - Project Based Learning
- Prioritising and mapping the curriculum
 - Achievement Standards
 - Learning Progressions
- Activities with staff to reach buy in

Details

Presented by the T and L Team

30 March 2020 at CENT Berrimah

Repeated on 15 May 2020

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

- 1.2 Understand how students learn
- 1.2 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.3 Curriculum, assessment and reporting
- 2.6 Information and Communication Technology (ICT)
- 3.1 Establishing challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.4 Select and use resources
- 3.6 Evaluate and improve teaching programs
- 3.7 Engage parents/carers in the educative process
- 4.2 Manage classroom activities
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements

Cultural Awareness Program Strand B

This program has two general strands contributing to the growth of knowledge of Cultural Education. Participants will need to complete Strand A before moving on to Strand B. Both these strands support the ongoing work of embedding Aboriginal and Torres Strait Islander knowledges and perspectives in the curriculum but also assists in the facilitation of education outcomes for, about and with Aboriginal Australians.

This two strand Cultural Education Program will be offered by the Education Officer - Aboriginal Education and is titled *Culturally Responsive Pedagogies*. These sessions build deeper awareness of Aboriginal knowledge and offers a pedagogical focus which is based on contemporary research conducted by well-respected Aboriginal educators.

At a glance

- Contemporary knowledge
- Context specific
- Research-based
- Pedagogical focus

Topics

- Historical perspectives
- Language concerns
- Research by Aboriginal Educators
- Planning with Aboriginal perspectives
- Worldviews and cultural bias
- Cultural interface
- Culturally responsive practice

Details

Presented by T and L Team

Cultural Awareness Program Strand A: 19 February 2020 repeated on 5 August 2020 at CENT Berrimah

Cultural Awareness Program Strand B: 25 May 2020 repeated on 16 November 2020 at CENT Berrimah

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

- 1.2 Understand how student learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic background
- 1.4 Strategies for teaching Aboriginal and Torres Strait students
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
- 3.7 Engage parents/carers in the educative process
- 6.4 Apply professional learning and improve student learning

Beginning Teachers Orientation Day 2

So you are embarking on your career as a teacher and working in a Catholic School in the Northern Territory. What are the expectations of teachers in CENT schools? How can CENT support beginning teachers?

Utilising the AITSL Professional Standards for Teachers, Beginning Teachers (Teachers in their first three years of service) have three contact meetings at CENT as part of their orientation into the profession and the system. Teacher mentors from each school are also encouraged to attend the first day. Using a growth coaching model, beginning teachers are mentored as they begin their journey in the classroom.

At a glance

- Participants are taken through the AITSL Standards thoroughly
- Professional expectations and diocesan guidelines are discussed
- Cultural Awareness Training
- Teaching in an EAL/D environment

Topics

- Child Protection
- Time management, health, wellbeing
- Voice production and safety
- Living in the Northern Territory (Urban and Remote)
- Moving from Graduate to Proficient

Details

Presented by the T and L Team

Day 1: 6 March 2020 at CENT Berrimah

Day 2: 29 May 2020 at CENT Berrimah

Day 3: 28 August 2020 at CENT Berrimah

Day 4: 30 October 2020 at CENT Berrimah

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

Integrating Digital Technologies into the Primary Curriculum

In addition to the overarching aims for the Australian Curriculum: Technologies, Digital Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

At a glance

- Where does Digital Technologies fit into the already crowded curriculum?
- What are the essentials for each learning stage?
- Where are there natural links between your established school curriculum and the Digital Technologies curriculum?

Details

Presented by the T and L Team

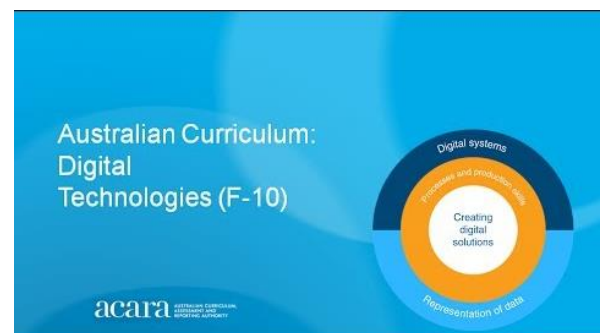
15 June 2020 at CENT Berrimah

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

- 1.2 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.1 Content and teaching strategies of the teaching area
- 2.6 Information and Communication Technology (ICT)
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.6 Evaluate and improve teaching programs
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning



Term 3



Cultural Awareness Program Strand A (Repeat)

This program has two general strands contributing to the growth of knowledge of Cultural Education. Participants will need to complete Strand A before moving on to Strand B. Both these strands support the ongoing work of embedding Aboriginal and Torres Strait Islander knowledges and perspectives in the curriculum but also assists in the facilitation of education outcomes for, about and with Aboriginal Australians.

This two strand Cultural Education Program will be offered by the Education Officer - Aboriginal Education and is titled *Culturally Responsive Pedagogies*. These sessions build deeper awareness of Aboriginal knowledge and offers a pedagogical focus which is based on contemporary research conducted by well-respected Aboriginal educators.

At a glance

- Contemporary knowledge
- Context specific
- Research-based
- Pedagogical focus

Topics

- Historical perspectives
- Language concerns
- Research by Aboriginal Educators
- Planning with Aboriginal perspectives
- Worldviews and cultural bias
- Cultural interface
- Culturally responsive practice

Details

Presented by T and L Team

Cultural Awareness Program Strand A: 19 February 2020 repeated on 5 August 2020 at CENT Berrimah

Cultural Awareness Program Strand B: 25 May 2020 repeated on 16 November 2020 at CENT Berrimah

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

- 1.2 Understand how student learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic background
- 1.4 Strategies for teaching Aboriginal and Torres Strait students
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
- 3.7 Engage parents/carers in the educative process
- 6.4 Apply professional learning and improve student learning

Highly Accomplished and Lead Teacher Accreditation Day 2

Are you interested in understanding the AITSL Professional Standards for Teachers in more depth? Do you aspire to be a leader in your school?

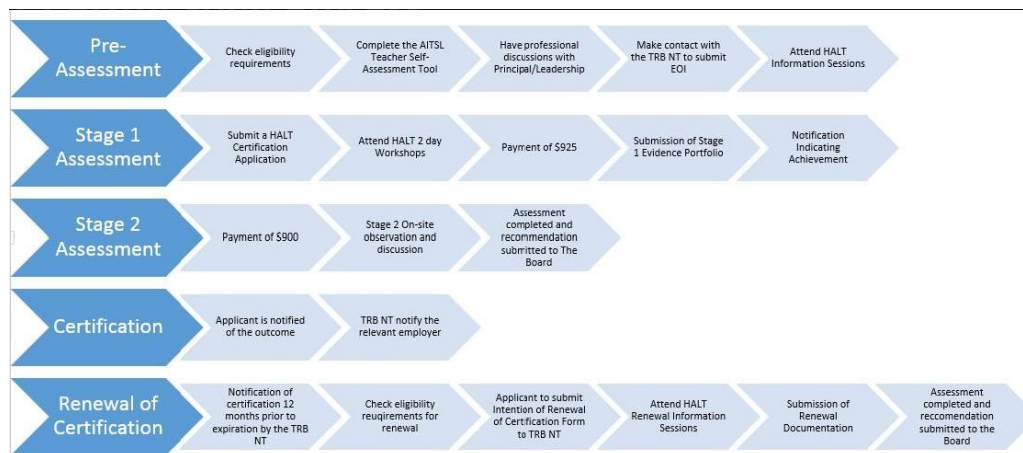
The Certification of Highly Accomplished and Lead Teachers in Australia was endorsed by all Education Ministers on April 20, 2012. National certification uses the Australian Professional Standards for Teachers as a basis for making rigorous and consistent judgements regarding the certification of teachers at the higher career stages across Australia. Certification of Highly Accomplished and Lead Teachers has three primary purposes

- To recognise and promote teacher quality
- To provide an opportunity for teachers to reflect on their practice
- To provide a reliable indication of quality teaching that can be used to identify, recognise and/or reward Highly Accomplished and Lead Teachers

Highly Accomplished and Lead Teacher Accreditation is portable throughout Australia. Involving staff in the process of attaining Highly Accomplished and Lead Teacher Accreditation assists Principals to build a professional growth culture which could lead to improved outcomes for teachers and learners.

At a glance

- Understand and apply the AITSL Professional Standards for Teachers
- Complete the AITSL Teacher Self-Assessment Tool
- Step by step guide to the Accreditation Process
- How to develop an Evidence Portfolio



Details

Presented by the T & L Team

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

NB. Applicants are required to pay \$925 to the TRB prior to application being assessed
Twilight Information Session 24 February 2020 (3.30pm to 4.30pm) at CENT Berrimah

Day 1: 23 April 2020 at CENT Berrimah

Day 2: 7 August 2020 at CENT Berrimah

Designing units of work in Mathematics T – 6

Designing effective learning experiences in Mathematics requires the selection of tasks that develop students' ability to think and work mathematically, and the provision of opportunities for evidence of student achievement of content descriptions/achievement standards to be gathered. In this professional learning opportunity, participants will be led through the process of programming for, and planning rich and effective units of learning in Mathematics. They will also have an opportunity to review and refine their own units of work.

Details

Presented by the T and L Team

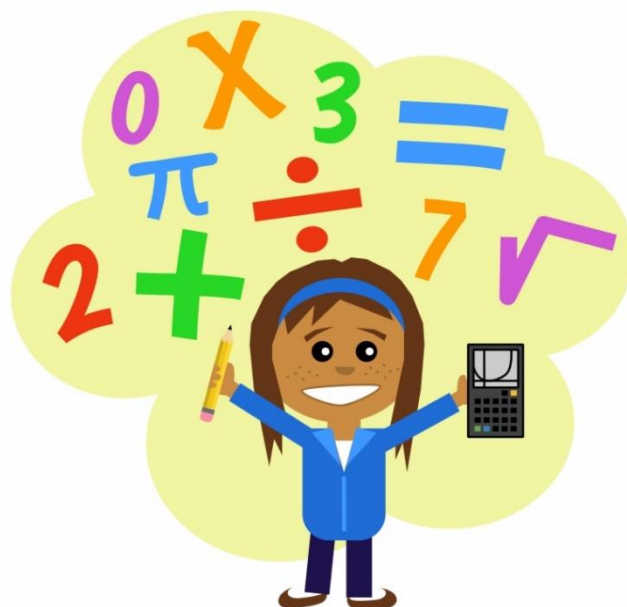
10 August 2020 at CENT Berrimah

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

- 1.2 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.1 Content and teaching strategies of the teaching area
- 2.6 Information and Communication Technology (ICT)
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.6 Evaluate and improve teaching programs
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning



Beginning Teachers Orientation Day 3

So you are embarking on your career as a teacher and working in a Catholic School in the Northern Territory. What are the expectations of teachers in CENT schools? How can CENT support beginning teachers?

Utilising the AITSL Professional Standards for Teachers, Beginning Teachers (Teachers in their first three years of service) have three contact meetings at CENT as part of their orientation into the profession and the system. Teacher mentors from each school are also encouraged to attend the first day. Using a growth coaching model, beginning teachers are mentored as they begin their journey in the classroom.

At a glance

- Participants are taken through the AITSL Standards thoroughly
- Professional expectations and diocesan guidelines are discussed
- Cultural Awareness Training
- Teaching in an EAL/D environment

Topics

- Child Protection
- Time management, health, wellbeing
- Voice production and safety
- Living in the Northern Territory (Urban and Remote)
- Moving from Graduate to Proficient

Details

Presented by the T and L Team

Day 1: 6 March 2020 at CENT Berrimah

Day 2: 29 May 2020 at CENT Berrimah

Day 3: 28 August 2020 at CENT Berrimah

Day 4: 30 October 2020 at CENT Berrimah

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

Principals and Deputy Principals as Leaders of Learning Day 2

This program will investigate the ACER School Improvement Tool and the AITSL Australian Professional Standards for Principals and Leadership Profiles as levers in developing leadership in our core business of improving student learning outcomes in our schools.

“Principals create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning. Principals have a key responsibility for developing a culture of effective teaching, for leading, designing and managing the quality of teaching and learning and for students’ achievement in all aspects of their development. They set high expectations for the whole school through careful collaborative planning, monitoring and reviewing the effectiveness of learning. Principals set high standards of behaviour and attendance, encouraging active engagement and a strong student voice.” (AITSL Australian Professional Standards for Principals and Leadership Profiles p. 15)

At a glance

- Two days across the year
- Pre-readings for discussion and reflection
- In-school application of learning
- Reflecting on learning in practice

Topics

- Leading in this Age of Learning, Wellbeing and Identity (Hargreaves and Shirley. 2018. p.124)
- Emotional intelligence as a leader
- Data Informed Practice: understanding student achievement data and how to analyse and apply data to improve teaching and learning
- Target setting – SMART goals
- Developing targeted interventions
- Classroom Observations from an Instructional Coaching standpoint
- Professional Learning Communities
- Becoming a reflective practitioner
- Learning conversations with parents based on data
- Cultural awareness training

Details

Presented by T and L Team

Day 1: 23 March 2020 at CENT Berrimah

Day 2: 31 August 2020 at CENT Berrimah

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

- 1.2 Understand how student learn
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.3 Curriculum, assessment and reporting
- 3.6 Evaluate and improve teaching programs
- 5.4 Interpret student data
- 6.4 Apply professional learning and improve student learning

Middle Leaders Program – presented by The Brown Collective Day 3

This program acknowledges the importance of identifying, supporting and developing a diverse range of leaders. The target group for this program will be teachers who have positions of responsibility in addition to a classroom teaching program and/or high performing classroom teachers aspiring to or being encouraged to undertake leadership roles within their individual school contexts.

Within a supportive environment, you will be given opportunities to uncover your leadership purpose and create a vision for your team. Learning from and with other middle leaders, you will also develop the confidence and courage to positively influence learning in your area of responsibility; whether it be as Assistant Principal Religious Education, Religious Education Coordinator, Head of Department, Curriculum Coordinator, Data Informed Practitioner, Year Coordinator, Early Childhood Leader or another position requiring liaison between senior executive and teachers.

At a glance

- Four contacts across the year, with three days face to face
- 360° feedback process
- Myers-Briggs Personality Type Indicator
- Pre-readings for discussion and reflection
- In-school application of learning

Topics

- Establishing the Learning Community
- Understanding self as a leader
- Leading in a Catholic context
- Leading others – Leading effective team
- Leading change
- Exploring your leadership challenge

Details

Phase 1 – LEAP survey process – Beginning in late January

Phase 2 – Two day face to face workshops: 19 and 20 March 2020 (St John's Catholic College)

Phase 3 – Coaching with Amanda Ypinazar: March to May

Phase 4 – One day workshop: 14 September 2020 (St John's Catholic College)

AITSL Professional Standards for Principals covered

- 6 Leading teaching and learning
- 7 Developing self and others
- 8 Leading improvement, innovation and change
- 9 Leading the management of the school
- 10 Engaging and working with the community

Cost

This course is funded by CENT through the Leadership Development Project. When booking travel and accommodation online through the FCM HUB portal (ACC Schools, St Joseph's Catholic College Katherine and OLSH Catholic College Alice Springs only), please ensure that the approver is Denis Lee and not your school principal for accounting purposes.

Full STEAM Ahead

Teachers often worry that STEAM activities are beyond the capabilities of either themselves or their students, but STEAM is more than coding and computational thinking. Teachers will be led, step by step, through building and making activities that can relate to several curriculum areas. Utilising affordable materials, including paper, cardboard, play dough, simple circuits and LEDs, they will create items that support the English, Mathematics, Science, Technology and the Arts curricula.

Details

Presented by the T and L Team

21 September 2020 at CENT Berrimah

Presenters

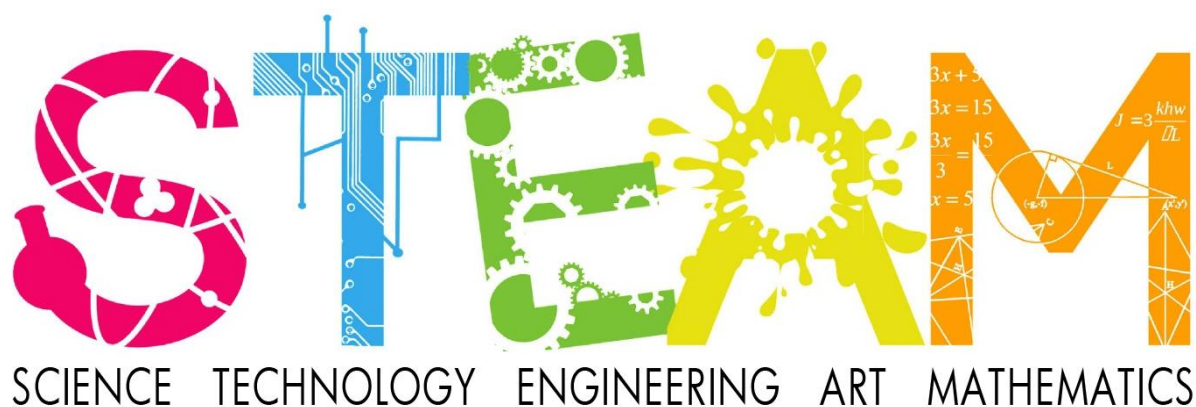
The Teaching and Learning Team

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

- 1.3 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.1 Content and teaching strategies of the teaching area
- 2.6 Information and Communication Technology (ICT)
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.6 Evaluate and improve teaching programs
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 7.3 Engage with the parents/carers



Term 4



Beginning Teachers Orientation

So you are embarking on your career as a teacher and working in a Catholic School in the Northern Territory. What are the expectations of teachers in CENT schools? How can CENT support beginning teachers?

Utilising the AITSL Professional Standards for Teachers, Beginning Teachers (Teachers in their first three years of service) have three contact meetings at CENT as part of their orientation into the profession and the system. Teacher mentors from each school are also encouraged to attend the first day. Using a growth coaching model, beginning teachers are mentored as they begin their journey in the classroom.

At a glance

- Participants are taken through the AITSL Standards thoroughly
- Professional expectations and diocesan guidelines are discussed
- Cultural Awareness Training
- Teaching in an EAL/D environment

Topics

- Child Protection
- Time management, health, wellbeing
- Voice production and safety
- Living in the Northern Territory (Urban and Remote)
- Moving from Graduate to Proficient

Details

Presented by the T and L Team

Day 1: 6 March 2020 at CENT Berrimah

Day 2: 29 May 2020 at CENT Berrimah

Day 3: 28 August 2020 at CENT Berrimah

Day 4: 30 October 2020 at CENT Berrimah (12 noon – 4.30pm Celebration with Principals)

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

Standard 1

Standard 2

Standard 3

Standard 4

Standard 5

Cultural Awareness Program Strand B

This program has two general strands contributing to the growth of knowledge of Cultural Education. Participants will need to complete Strand A before moving on to Strand B. Both these strands support the ongoing work of embedding Aboriginal and Torres Strait Islander knowledges and perspectives in the curriculum but also assists in the facilitation of education outcomes for, about and with Aboriginal Australians.

This two strand Cultural Education Program will be offered by the Education Officer - Aboriginal Education and is titled *Culturally Responsive Pedagogies*. These sessions build deeper awareness of Aboriginal knowledge and offers a pedagogical focus which is based on contemporary research conducted by well-respected Aboriginal educators.

At a glance

- Contemporary knowledge
- Context specific
- Research-based
- Pedagogical focus

Topics

- Historical perspectives
- Language concerns
- Research by Aboriginal Educators
- Planning with Aboriginal perspectives
- Worldviews and cultural bias
- Cultural interface
- Culturally responsive practice

Details

Presented by T and L Team

Cultural Awareness Program Strand A: 19 February 2020 repeated on 5 August 2020 at CENT Berrimah

Cultural Awareness Program Strand B: 25 May 2020 repeated on 16 November 2020 at CENT Berrimah

Cost

This course is free to CENT School Staff Members. Schools will need to fund teacher relief, travel and accommodation themselves.

AITSL Professional Standards for Teachers covered

- 1.2 Understand how student learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic background
- 1.4 Strategies for teaching Aboriginal and Torres Strait students
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
- 3.7 Engage parents/carers in the educative process
- 6.4 Apply professional learning and improve student learning

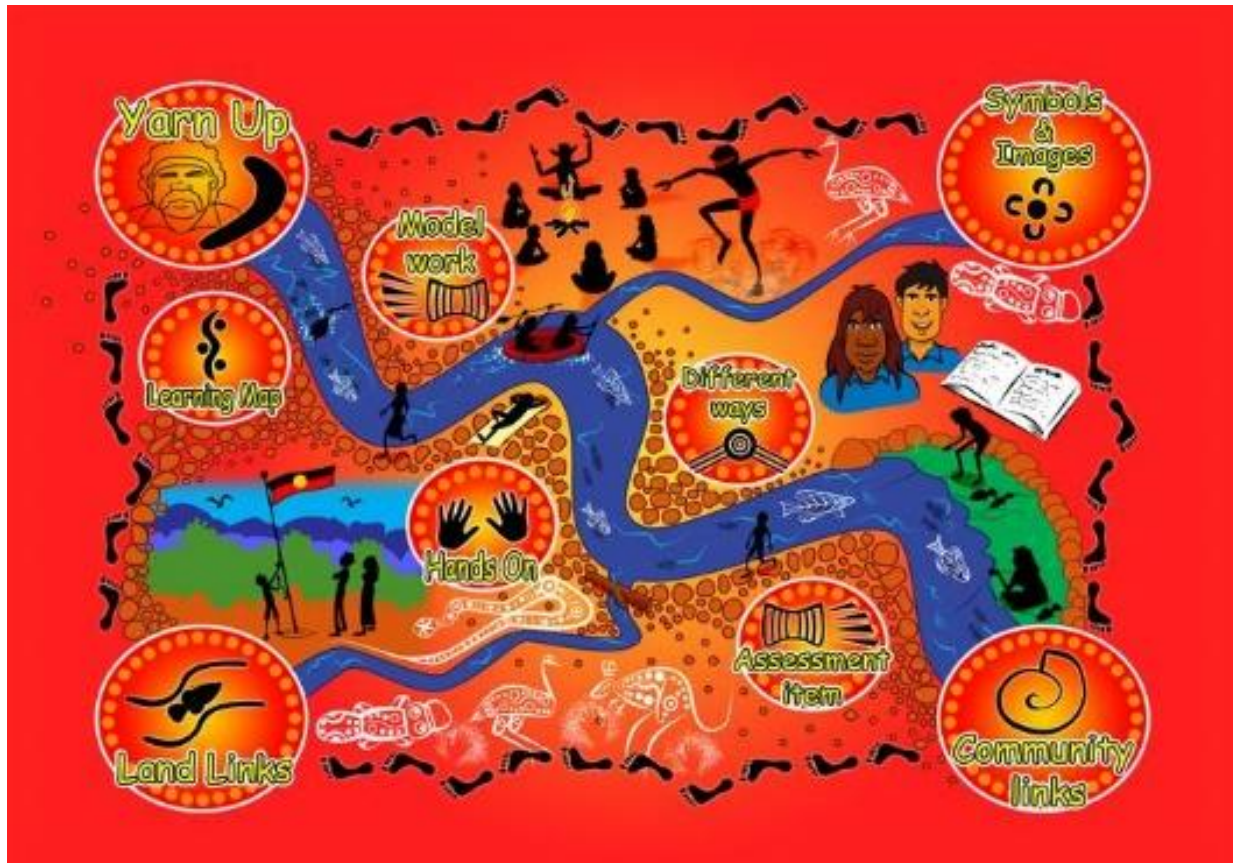
Staff Development Day Ideas



8 Ways of Learning – Aboriginal Pedagogy (Tyson Yunkaporta)

Every place, every People, has its own unique pedagogies. These 8 ones are merely a starting point for dialogue. Each school engages in a different way, and produces its own unique frameworks for Aboriginal education through dialogue with the community about local ways of doing things.

The example to the left is how Orange Public School in New South Wales and local Aboriginal community members have organised Aboriginal ways of learning into a dynamic learning cycle to inform their curriculum planning.



At a glance

The 8 ways can be used by anyone, to work with Aboriginal and non-Aboriginal students.

Learn about the Cultural Interface Protocols for Engaging with Aboriginal Knowledge:

- Use Aboriginal processes to engage with Aboriginal knowledge
- Approach Aboriginal knowledge in gradual stages, not all at once
- Be grounded in your own cultural identity (not “colour”) with integrity
- Bring your highest self to the knowledge and settle your fears and issues
- Share your own stories of relatedness and deepest knowledge
- See the shape of the knowledge and express it with images and objects
- Build your knowledge around real relationships with Aboriginal people
- Use this knowledge for the benefit of the Aboriginal community
- Bring your familiar understandings, but be willing to grow beyond these
- Respect the aspects of spirit and place that the knowledge is grounded in

Details

School that would like this Professional Learning Opportunity as a Staff Development Day should contact Denis Lee (denis.lee@nt.catholic.edu.au) Leader of Teaching and Learning for further details.

Presenter

The T and L Team

Cost

Free to CENT schools

AITSL Professional Standards for Teachers covered

- 1.4 Physical, social and intellectual development and characteristics of students
- 1.5 Understand how students learn
- 1.6 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.7 Strategies for teaching Aboriginal and Torres Strait Islander students
- 1.8 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
- 3.7 Engage parents/carers in the educative process
- 6.4 Apply professional learning and improve student learning



Summary of Professional Learning and Network Meetings 2020

Term 1

PL/ Network Name	Date / Time	Venue
Introduction to Instructional Coaching for Principals	10 February 2020 2.00pm to 5.00pm	CENT Berrimah
Matthew's Gospel	12 February 2020 3.30pm to 4.30pm	CENT Berrimah and SKYPE
Instructional Coaching Phase 1 Schools	11 and 12 February 2020 8.30am to 4.30pm	CENT Berrimah
Instructional Coaching Phase 2 Schools	13 and 14 February 2020 8.30am to 4.30pm	CENT Berrimah
NAPLAN Readiness Forum (Refresher course for Principals and NAPLAN Coordinators) New Principals and NAPLAN Coordinators should attend the full training organised by DoE – Skype available	14 February 2020 1.00 pm to 2.30 pm	CENT Berrimah
Cultural Awareness Program Strand A	17 February 2020 8.30am to 4.30pm	CENT Berrimah
AIEW Network Meeting	19 February 2020 8.30am to 4.30pm	CENT Berrimah
ACCS RE Network Meeting	20 February 2020 8.30am to 4.30pm	CENT Berrimah
APRE Network Meeting	21 February 2020 8.30am to 4.30pm	CENT Berrimah
CALT Meeting	21 February 2020 8.30am to 4.00pm	CENT Berrimah
Godly Play PD	24 February 2020 2.30pm to 4.30pm	CENT Berrimah
HALT Accreditation Twilight Information Session	24 February 2020 3.30pm to 4.30pm	CENT Berrimah
ACCS Principals' Meeting	26 February 2020 8.30am to 4.00pm	CENT Berrimah
CEC T&L Standing Committee Meeting	26 February 2020 4.00pm to 5.00pm	CENT Berrimah
Combined Principals' Meeting	27 February 2020 8.30am to 4.30pm	CENT Berrimah
Combined Principals' Meeting	28 February 2020 8.30am to 4.30pm	CENT Berrimah
WHS Network Meeting	3 March 2020 8.30am to 4.30pm	CENT Berrimah
Deputy Principals' Network	5 March 2020 8.30am to 4.30pm	CENT Berrimah
Pastoral Care and Wellbeing Network Meeting	6 March 2020 8.30am to 4.30pm	CENT Berrimah

Beginning Teachers' Orientation A	6 March 2020 8.30am to 4.30pm	CENT Berrimah
Finance Officers Meeting 1 st Quarter	9 March 2020 8.30am to 4.30pm	CENT Berrimah
Catholic Story	9 and 10 March 2020 8.30am to 4.30pm	CENT Berrimah
ACCS Early Years Network Meeting	12 March 2020 8.30am to 4.30pm	CENT Berrimah
Combined Early Years Network Meeting	13 March 2020 8.30am to 4.30pm	CENT Berrimah
Employment Pathways Network Planning Forum	12 and 13 March 2020 8.30am to 4.30pm	CENT Berrimah
CC and DIPs Network Meeting	19 March 2020 8.30am to 4.30pm	CENT Berrimah
Middle Leaders Program	19 and 20 March 2020 8.30am to 4.30pm	St John's Catholic College
Using Scripture: Easter	19 March 2020 3.30pm to 4.30pm	CENT Berrimah and SKYPE
ACCS CC and DIPs Network Meeting	20 March 2020 8.30am to 4.30pm	CENT Berrimah
CENT School Administration Meeting 1	20 March 2020 9.00am to 2.00pm	CENT Berrimah
Principals and Deputies as Leaders of Learning	23 March 2020 8.30am to 4.30pm	CENT Berrimah
Authentic Assessment	27 March 2020 8.30am to 4.30pm	CENT Berrimah
Inquiry Based Learning – Mapping the Curriculum	30 March 2020 8.30am to 4.30pm	CENT Berrimah
Careers Network Meeting	31 March 2020 8.30am to 4.30pm	CENT Berrimah
Inclusion Support Coordinators Forum	2 and 3 April 2020 8.30am to 4.30pm	Harry's Place, Henbury Avenue, Casuarina
Collaborative Teams that transform schools – Gavin Grift	7 April 2020 8.30am to 4.30pm	CENT Berrimah
Springfox Resilience Day	9 April 2020 8.30am to 4.30pm	CENT Berrimah

Term 2

PL/ Network Name	Date / Time	Venue
Leading Literacy and Numeracy in my school	22 April 2020 8.30am to 4.30pm	CENT Berrimah
Preparing Liturgies	23 April 2020 3.30pm to 4.30pm	CENT Berrimah and SKYPE
HALT Accreditation A	23 April 2020 8.30am to 4.30pm	CENT Berrimah
Instructional Coaching Phase 1 Schools	28 April 2020 8.30am to 4.30pm	CENT Berrimah
Instructional Coaching Phase 2 Schools	30 April 2020 8.30am to 4.30pm	CENT Berrimah
Age Appropriate Pedagogies	1 May 2020 8.30am to 4.30pm	CENT Berrimah
Sacraments 101	6 May 2020 3.30pm to 4.30pm	CENT Berrimah and SKYPE
ACCS APRE/REC Network Meeting	7 May 2020 8.30am to 4.30pm	CENT Berrimah
Combined APRE/CC/DIP Curriculum Forum	8 May 2020 8.30am to 4.30pm	TBA (50 participants)
CENT ICTC Network Day	8 May 2020 9.00am to 4.00pm	CENT Berrimah
Inquiry Based Learning – Mapping the Curriculum (Repeat)	13 May 2020 8.30am to 4.30pm	CENT Berrimah
AIEW Network Meeting	13 May 2020 8.30am to 4.30pm	CENT Berrimah
CALT Meeting	14 May 2020 8.30am to 4.30pm	CENT Berrimah
CALT and AIEW Network Meeting	15 May 2020 8.30am to 4.30pm	CENT Berrimah
ACCS Principals' Meeting	20 May 2020 8.30 am to 4.00pm	CENT Berrimah
CEC T and L Standing Committee	20 May 2020 4.00pm to 5.00pm	CENT Berrimah
Combined Principals' Meeting	21 May 2020 8.30am to 4.30pm	CENT Berrimah
Combined Principals' Meeting	22 May 2020 8.30am to 4.30pm	CENT Berrimah
Cultural Awareness Program B	25 May 2020 8.30am to 4.30pm	CENT Berrimah

WHS Network Meeting	26 May 2020 8.30am to 3.30pm	CENT Berrimah
Deputy Principals' Network Meeting	28 May 2020 8.30am to 4.30pm	CENT Berrimah
Deputy Principals' Retreat	28 May 2020 4.30pm to Friday 29 May, 4.00pm	TBA
Beginning Teachers' Orientation B	29 May 2020 8.30am to 4.30pm	CENT Berrimah
Finance Officers' Meeting	1 June 2020 8.30am to 4.30pm	CENT Berrimah
ACCS Early Years' Network Meeting	4 June 2020 8.30am to 4.30pm	CENT Berrimah
Pastoral Care and Wellbeing Network Meeting	5 June 2020 8.30am to 4.30pm	CENT Berrimah
Combined Early Years' Network Meeting	5 June 2020 8.30am to 4.30pm	CENT Berrimah
CC and DIP Network Meeting	11 June 2020 8.30am to 4.30pm	CENT Berrimah
ACCS CC and DIP Meeting	12 June 2020 8.30am to 4.30pm	CENT Berrimah
Integrating Technologies into the Primary Curriculum	15 June 2020 8.30am to 4.30pm	CENT Berrimah
BBI Semester 2	28 June 2020 8.30am to 4.30pm	CENT Berrimah
BBI Semester 2	29 June 2020 8.30am to 4.30pm	CENT Berrimah
BBI Semester 2	30 June 2020 8.30am to 4.30pm	CENT Berrimah
Diocesan Leadership Conference	17 July 2020 8.30am to 4.30pm	St John's Catholic College

Term 3

PL/ Network Name	Date / Time	Venue
Instructional Coaching Phase 1	28 July 2020 8.30am to 4.30pm	CENT Berrimah
MITIOG PD	29 July 2020 3.30pm to 4.30pm	CENT Berrimah
Instructional Coaching Phase 2	30 July 2020 8.30am to 4.30pm	CENT Berrimah
Welcome to Catholic Education	30 July 2020 8.30am to 11.00am	CENT Berrimah
Cultural Awareness Program A (Repeat)	5 August 2020 8.30am to 4.30pm	CENT Berrimah
HALT Accreditation B	7 August 2020 8.30am to 4.30pm	CENT Berrimah
Designing Units of Work in Mathematics	10 August 2020 8.30am to 4.30pm	CENT Berrimah
AIEW Network Meeting	12 August 2020 8.30am to 4.30pm	CENT Berrimah
CALT Network Meeting	13 and 14 August 2020 8.30am to 4.30pm	CENT Berrimah
ACCS RE Network Meeting	13 August 2020 8.30am to 4.30pm	CENT Berrimah
APRE /REC Retreat	13 August 2020 3.00pm to Friday 14 August 3.00pm	TBA
ACCS Principals' Meeting	19 August 2020 8.30am to 4.00pm	CENT Berrimah
CEC T and L Standing Committee Meeting	19 August 2020 4.00pm to 5.00pm	CENT Berrimah
Combined Principals' Meeting	20 August 2020 8.30am to 4.30pm	CENT Berrimah
Combined Principals' Retreat	20 August 2020 4.00pm to 21 August 4.00pm	TBA
WHS Network Meeting	25 August 2020 8.30am to 3.30pm	CENT Berrimah
Christian Meditation	26 August 2020 3.30pm to 4.30pm	CENT Berrimah
Deputy Principals' Network Meeting	27 August 2020 8.30am to 3.30pm	CENT Berrimah
Pastoral Care and Wellbeing Network Meeting	28 August 2020 8.30am to 3.30pm	CENT Berrimah
Beginning Teachers' Orientation C	28 August 2020 8.30am to 3.30pm	CENT Berrimah

Principals and Deputies as Leaders of Learning B	31 August 2020 8.30am to 4.30pm	CENT Berrimah
Finance Officers' Meeting	31 August 2020 8.30am to 4.30pm	CENT Berrimah
ACCS Early Years Network Meeting	3 September 2020 8.30am to 4.30pm	CENT Berrimah
Themes in the Hebrew Scriptures (Old Testament)	3 September 2020 3.30pm to 4.30pm	CENT Berrimah
Combined Early Years Network Meeting	4 September 2020 8.30am to 4.30pm	CENT Berrimah
CC and DIP Network Meeting	10 September 2020 8.30am to 4.30pm	St John's Catholic College
School Administration Meeting 2	11 September 2020 9.00am to 2.00pm	CENT Berrimah
Middle Leaders Course	14 September 2020 8.30am to 4.30pm	St John's Catholic College
ISS Forum	14 and 15 September 2020 8.30am to 4.30pm	TBA
Full STEAM ahead	21 September 2020 8.30am to 4.30pm	CENT Berrimah
Careers Network Meeting	22 September 2020 8.30am to 4.30pm	CENT Berrimah
Designing Rubrics for Learning and Assessment T – 6	24 September 2020 8.30am to 4.30pm	CENT Berrimah

Term 4

PL/ Network Name	Date / Time	Venue
Advent and Art	15 October 2020 3.30pm to 4.30pm	CENT Berrimah and SKYPE
Instructional Coaching Phase 1	20 October 2020 8.30am to 4.30pm	CENT Berrimah
Journey in Faith	21 October 2020 3.30pm to 4.30pm	CENT Berrimah and SKYPE
Instructional Coaching Phase 2	22 October 2020 8.30am to 4.30pm	CENT Berrimah
ACCS RE Network Meeting	22 October 2020 8.30am to 4.30pm	CENT Berrimah and SKYPE
APRE Network Meeting	23 October 2020 8.30am to 4.30pm	CENT Berrimah and SKYPE
Beginning Teachers' Orientation 4 (with Principals) Celebration Afternoon	30 October 2020 12 noon – 4.30pm	CENT Berrimah
AIEW Network Meeting	4 November 2020 8.30am to 3.30pm	CENT Berrimah
CALT and AIEW Networks Meeting	5 November 2020 8.30am to 3.30pm	CENT Berrimah
CALT and AIEW Networks Meeting	6 November 2020 8.30am to 3.30pm	CENT Berrimah
Employment Pathways Network Meeting	9 and 10 November 2020 8.30am to 4.00pm	CENT Berrimah
ACCS Principals' Meeting	11 November 2020 8.30am to 4.00pm	CENT Berrimah
CEC T and L Standing Committee Meeting	11 November 2020 4.00pm to 5.00pm	CENT Berrimah
Curriculum Coordinators' and DIP Network Meeting	12 November 2020 8.30am to 3.30pm	CENT Berrimah
Combined Principals' Meeting	12 November 2020 8.30am to 3.30pm	CENT Berrimah
Combined Principals' Meeting	13 November 2020 8.30am to 3.30pm	CENT Berrimah
Cultural Awareness Program B (Repeat)	16 November 2020 8.30am to 3.30pm	CENT Berrimah
WHS Network Meeting	17 November 2020 8.30am to 3.30pm	CENT Berrimah
Deputy Principals' Network Meeting	19 November 2020 8.30am to 4.30pm	CENT Berrimah
Pedagogy in RE	19 November 2020 3.30pm to 4.30pm	CENT Berrimah and SKYPE

Pastoral Care and Wellbeing Network Meeting	20 November 2020 8.30am to 4.30pm	CENT Berrimah
ACCS Early Years Network Meeting	26 November 2020 8.30am to 4.30pm	CENT Berrimah
Combined Early years Network Meeting	27 November 2020 8.30am to 2.00pm	CENT Berrimah
Finance Officers' Meeting	4 December 2020 8.30am to 4.30pm	CENT Berrimah

Please note:

Dates are correct at time of publication. Please ensure that you check with the CENT online calendar for actual dates when registering for any of the CENT provided professional learning opportunities.



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