

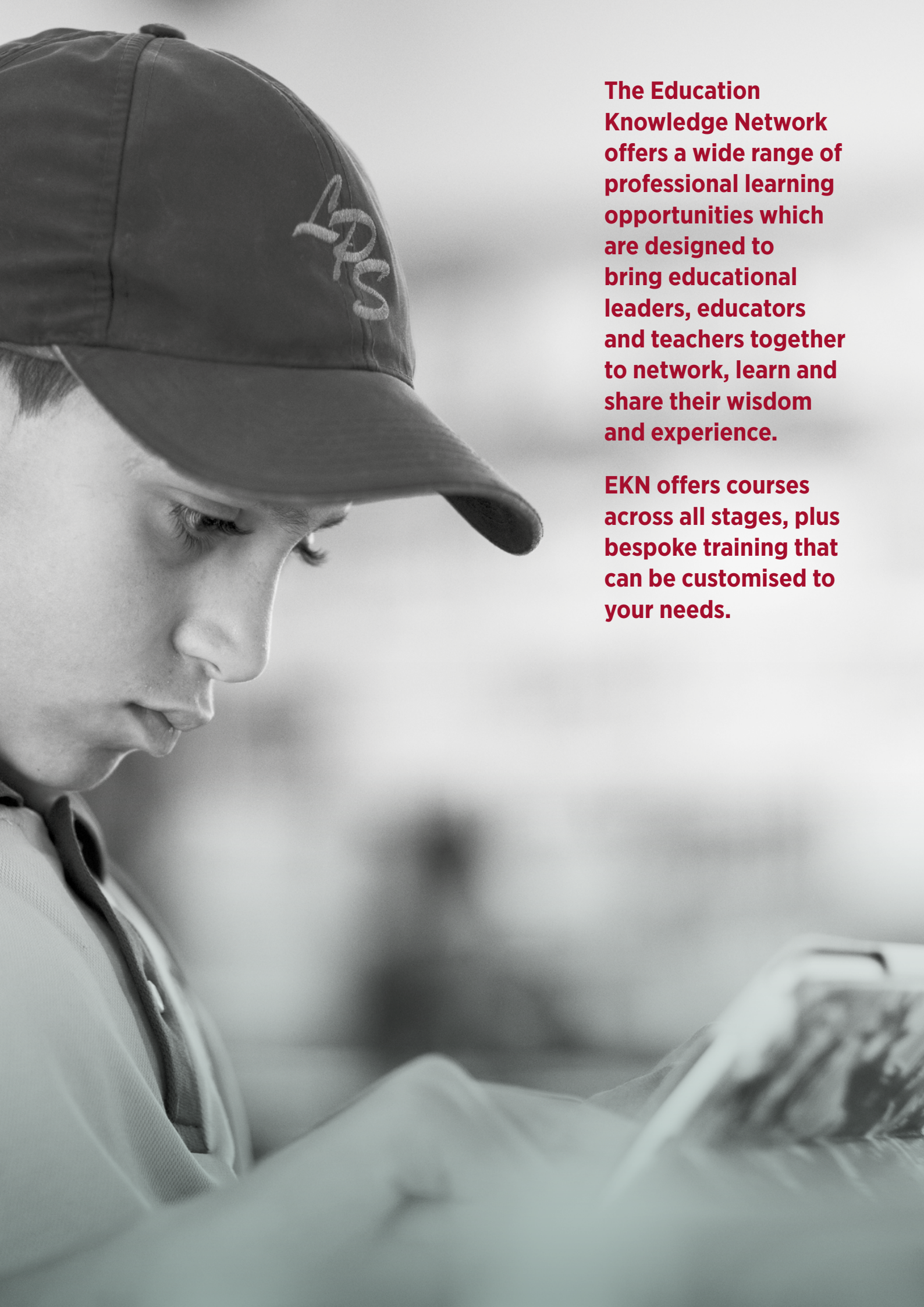


WESTERN SYDNEY
UNIVERSITY



EKN

**PROFESSIONAL LEARNING
FOR TEACHERS**



The Education Knowledge Network offers a wide range of professional learning opportunities which are designed to bring educational leaders, educators and teachers together to network, learn and share their wisdom and experience.

EKN offers courses across all stages, plus bespoke training that can be customised to your needs.

A MESSAGE FROM THE DEAN

It has never been more exciting – or challenging to be a part of education! Whether you are working as an educator, teacher or leader in early childhood education, in a primary or secondary school, participating in ongoing professional learning is a vital part of your work.

The Education Knowledge Network offers a wide range of professional learning opportunities which are designed to bring educational leaders, educators and teachers together to network, learn and share their wisdom and experience. Key to this learning is building the capability of educators and teachers so that all children and young people will have the best possible opportunities to benefit from their learning and to achieve their aspirations. Participation in Education Knowledge Network events are also highly valued for the opportunities to act

as ‘stepping stones’ to other professional learning opportunities including formal higher education studies which can contribute to the development of your career in education.

I have great pleasure in presenting the 2019 offerings from the Education Knowledge Network for your consideration. You will find a number of learning opportunities which are available across a range of locations including some online learning opportunities.

We look forward to your participation in the Education Knowledge Network in 2019.

Professor Michele Simons
Dean of Education



WHAT EKN CAN OFFER

BESPOKE PROFESSIONAL DEVELOPMENT 6

WORKSHOPS

EARLY CHILDHOOD 8

PRIMARY 9

SECONDARY 10

MENTORING 11

INCLUSION AND DIVERSITY 12

RESEARCHING PRACTICE: SUPPORTING TEACHERS AS
ACTION RESEARCHERS 14

THE EDUCATION KNOWLEDGE NETWORK (EKN)

EKN is an endorsed provider of professional development for the maintenance of accreditation. All events are accredited at the Proficient or Highly Accomplished levels with the NSW Education Standards Authority (NESA).

Since 2007, EKN has been offering a wide range of high-quality professional learning opportunities to assist teachers in adapting to the challenges they face in improving student learning, engagement and wellbeing.

We offer a range of different types of professional learning events including:

- workshops,
- courses,
- conferences and forums,
- tailored professional learning for whole schools and early childhood settings,
- support for teachers and schools engaging in action research.

We offer consultancy services that can be tailored for specific requests for early childhood, primary and secondary teachers. We invite you to please contact the EKN team to discuss any requests you may have.

Face-to-face sessions are conducted at various Western Sydney University campuses and through our network of professional partners across Sydney. Several courses are delivered fully online. We also conduct no-cost, professional learning forums throughout the year. All of our events focus on new and emerging practices and theories to promote innovation in teaching practice. Our on-campus and online sessions are designed to bring teachers together from across schools and systems and provide them with opportunities to network and learn about current initiatives in education.

EKN presenters are experts in their field, with many also working at the cutting edge of educational research. We aim to provide teachers with the most up-to-date professional learning experiences that reflect the needs of contemporary educational contexts.

The events listed in this brochure are examples only. Contact us to discuss your interests and needs and see our website: westernsydney.edu.au/ekn2019 to consider how EKN can meet the specific professional learning needs of your teachers, in your school or early childhood setting. We look forward to your participation in our program throughout 2019.

INTERESTED IN BUILDING YOUR LEARNING?

Undertaking professional learning sessions with EKN can also lead to gaining credit towards formal study towards a Graduate Certificate, Graduate Diploma or Masters qualifications. If you are interested in exploring this possibility, contact us so that we can work out a program that will work for you.

BESPOKE PROFESSIONAL DEVELOPMENT

Teachers and schools have unique professional learning goals that often require tailored courses. Through EKN, we can design and deliver professional learning to meet the specific needs of your school or early childhood setting, at your school or setting or at one of our campuses. Whether it is a one-off session on a specific topic or curriculum area held during or after the workday, or a more sustained program of professional learning and consultancy, EKN can provide the academic expertise to develop the program or consultant support you want. For example, in 2018 EKN worked with Blacktown Learning Community (comprising of 28 schools) with a bespoke program of professional learning tailored to suit their specific needs to support their aspiring leaders. The program included face to face and online sessions and a digital platform that supported collaboration and support through the provision of resources.

In 2017 EKN developed and delivered a package of professional learning for the WSU Early Learning. The package was designed in partnership with the leadership team at the centres and through this collaboration we were able to deliver highly effective professional learning for all staff, flexibly delivered to suit the busy schedules of early childhood centres.

In 2016 EKN provided St Therese's Primary School with access to a mathematics facilitator for 10 days, spread across the school year. They provided a full day, whole school workshop and worked with teaching teams across the year to assist the teachers and school leadership enhance their program of mathematics teaching and learning.

“ The EKN team has provided our leadership teams with the knowledge and skills to identify issues within our schools and then develop, implement and evaluate action research to drive positive educational change. We are now working towards the long-term development of teachers and aspiring leaders who have the capacity to be leaders in education, regardless of their position within a school. ”

PETER D'ERMILIO

PRINCIPAL METELLA ROAD PUBLIC SCHOOL



FACE TO FACE ONLINE
FLEXIBLE
YOUR PLACE/OUR PLACE
CO CREATE
30+ COURSES
NETWORK

SAMPLES OF AVAILABLE WORKSHOPS

EARLY CHILDHOOD

ARTS PEDAGOGIES FOR SUSTAINABILITY EDUCATION IN EARLY CHILDHOOD

This full day workshop highlights the role of the creative arts in the early childhood curriculum for sustainability education and the role they play in children's emerging processes of meaning-making in their place and community. Place includes family and community and beyond and incorporates key elements of the natural world within which our lives are situated. Participants will develop stories related to the flora, fauna and ecosystems in their work environments, create alliterative songs and verses, and engage in movement and drama that are reflective of their communities. Visual arts will feature through drawing, painting and sculpture highlighting the ways in which they engage children in understanding and expressing their sense of belonging to place.

AUDIENCE: EC

STANDARDS: 1.2.2 | 1.5.2 | 2.1.2 | 3.7.2 | 6.3.2 | 6.4.2

DURATION: 8 hours

LEVEL: Proficient

PRESENTER: Dr Kumara Ward is an Early Childhood Education academic with Western Sydney University and lectures in Curriculum and Pedagogy. Her research focuses on the symbiosis between the arts and nature education in early childhood and the unique role they play in place-making, wellbeing, sustainability education and becoming eco literate citizens. Kumara weaves this content into curriculum for children using storytelling, verse, song, movement and visual arts. Her unique approach supports educators to develop their own creative educational resources that are tailored to the children and to the communities and environments in which they work and to co-construct meaningful program content.

WORKING IN PARTNERSHIP WITH FAMILIES

This course is grounded in a critical analysis of the research on family-centred practice and its relevance to and application in school and early childhood settings. Furthermore, it recognises the need for advanced skill development with respect to active listening and techniques for raising sensitive issues with families. Through considering their own practice and what is happening in their workplace, participants will be enabled to consider how partnerships with parents/carers might be developed to enhance not only the learning and development of their students but the culture of the school community in which they work. Critical to this analysis will be participants' considering how they might work with their colleagues (teachers, parents/carers and others in the school community) to develop positive partnerships and enhance student outcomes.

AUDIENCE: Stages 1 – 3

STANDARDS: 3.7.3 | 4.3.3 | 5.2.3 | 5.5.3 | 6.2.3 | 6.3.3 | 7.1.3 | 7.3.3

DURATION: 3 hours

LEVEL: Highly Accomplished

PRESENTER: Associate Professor Christine Johnston researches and teaches primarily in the areas of early childhood intervention, working with families and evidence-based practice. Christine maintains a strong involvement in the early childhood intervention field both nationally and internationally through her teaching, her work with professional groups and her research.

INCLUSIVE PRACTICES IN EARLY CHILDHOOD

This workshop will explore factors that contribute to successful inclusion in EC settings. Through consideration of their own practices and the setting's processes, participants will analyse both the challenges and benefits of inclusion. Critical analysis of the planning, implementation and feedback cycle will provide an opportunity to contemplate the ways practices and processes might be enhanced to facilitate children's inclusion. The discussion will build on educators' knowledge of assessment, teaching strategies and curriculum that inform the planning cycle. Participants will consider how they might set achievable learning outcomes for a child, embed their learning in everyday routines and monitor the plan. Critical to the planning will be participants' reflection on how they might work with their colleagues, parents/carers and others to develop positive partnerships that facilitate the child's inclusion.

AUDIENCE: EC

STANDARDS: 1.5.2 | 1.6.2 | 3.6.2 | 4.1.2 | 7.3.2

DURATION: 2 hours

LEVEL: Proficient

PRESENTER: Kerry Staples managed both inclusive early childhood education and care settings and specialist intervention services prior to working at Western Sydney University. Her research and teaching focus on enhancing inclusion of children with disabilities, collaboration, family-centred practices and the role of early childhood educators as community leaders. Kerry is the recipient of the 2015 Jean Denton Memorial Scholarship.

FIND OUT OUR FULL RANGE OF COURSES ONLINE, OR CONTACT US TO DEVELOP A TAILORED COURSE.

PRIMARY

A GAME APPROACH TO ART APPRECIATION AND ART MAKING WITH CHILDREN

The program will include dynamic modelling of a variety of interactive pedagogical approaches to delivering art appreciation for children; and an art making workshop suitable for classroom delivery.

By attending this PD session participants will learn how to:

- Develop and deliver differentiated art appreciation experiences based on a sound understanding of a range of pedagogic practices.
- Deliver art appreciation sessions that introduce and apply subject specific vocabulary and position visual literacy activities as a social practice that engenders shared meaning.
- Source ideas from contemporary art to inform the development of art making experiences for students.
- Deliver an art making workshop that assists students to understand that artists make artwork for different reasons, which represent different ideas and ways of looking at the world.

AUDIENCE: Stages 1 – 3

STANDARDS: 2.1.2 | 4.1.2 | 6.2.2 | 6.4.2

DURATION: 2 hours

LEVEL: Proficient

PRESENTER: Naomi McCarthy, BFA, Grad DipEd, MA (Creative Writing), is the Manager of Education at Penrith Regional Gallery and has eighteen years' professional experience in art and education. In 2013, she was awarded the Museums and Galleries NSW International Fellowship with Dallas Museum of Art for her education and curatorial work in inter-generational, interactive exhibition development and interpretation. Her expertise lies in the on-going and responsive development of dynamic modes of art appreciation and art making for diverse audiences. Naomi has presented multiple professional development programs which equip participants with complex, transferrable skills in visual literacy and art making across the high school, primary school and early childhood sectors. In 2018, she published two articles on art appreciation for young audiences in the peer reviewed Journal of Art Education Australia and presented performance lectures at Critical Animals Research Symposium and at the AAANZ Conference at RMIT, Aesthetics, Politics and Histories: The Social Context of Art.

GUIDED & RECIPROCAL READING

Guided reading allows teachers to offer scaffolding and support to small groups of students of similar reading ability, as they begin to use particular reading strategies for themselves and Reciprocal Teaching sees teachers and students talking about texts, concentrating on making meaning through predicting, clarifying, questioning and summarising.

In this workshop participants will:

- Identify how guided reading and reciprocal teaching supports students within a balanced literacy program by linking it with their modelled, shared and individual reading lessons
- Design classroom routines for guided reading and reciprocal teaching, including issues around grouping students and text choice.
- View and discuss guided reading and reciprocal teaching lessons.

AUDIENCE: Stages 2 & 3

STANDARDS: 1.1.2 | 2.5.2

DURATION: 2 hours

LEVEL: Proficient

PRESENTER: Robyn taught for the NSW Department of Education and Training between 1979 and 2000, when she worked with students and teachers in numerous schools around Sydney as a classroom teacher and assistant principal. During that time she was also a regional literacy consultant and senior curriculum officer. Over the years she's been a board or committee member of PETAA, ECEC and ALEA. Robyn currently provides professional development to teachers around NSW as a literacy consultant and works with Education students from time to time at the University of Sydney and Macquarie University.

MAKING MATHEMATICS RELEVANT: STUDENT ENGAGEMENT IN THE PRIMARY YEARS

One of the biggest challenges in teaching primary mathematics is making the content relevant, engaging and challenging for students. In this full-day workshop, participants will explore how the use of rich tasks, problem solving and mathematical investigation provides opportunities for children to learn, understand and apply mathematics in a meaningful and purposeful way.

Participants will:

- Discuss theory relating to student engagement
- Conduct mathematical investigations
- Explore and engage in a range of rich tasks and mathematical problems
- Consider how to implement these tasks in line with curriculum and assessment requirements.

AUDIENCE: Stages 1 – 3

STANDARDS: 2.1.2 | 2.5.2 | 3.3.2 | 3.4.2 | 6.2.2

DURATION: Full day

LEVEL: Proficient

PRESENTER: Associate Professor Catherine Attard is an Associate Professor in primary mathematics education and a Western Sydney University Distinguished Teaching Fellow, and comes from a primary teaching background. Catherine has won several teaching awards, including a prestigious Australian Awards for University Teaching (AAUT) Teaching Excellence Award, and an Office of Learning and Teaching citation for Outstanding Contributions to Student Learning. She presents workshops and keynotes nationally and internationally, is a past president of the Mathematical Association of New South Wales and is Secretary of the Mathematics Education Research Group of Australasia. Catherine has also published a range of mathematics teacher resource books and a mathematical board game, Mabble. Her website, engagingmaths.com, is also a popular resource for teachers locally and internationally.

FIND OUT OUR FULL RANGE OF COURSES ONLINE, OR CONTACT US TO DEVELOP A TAILORED COURSE.

SECONDARY

DESIGNING FOR LITERACY IN SECONDARY SCHOOLS

How might literacy be embedded explicitly and consistently across subject areas in secondary schools? What does research tell us about how to design effective literacy practices for learning? This workshop will introduce you to evidence-based frameworks, strategies and approaches for supporting and challenging students in your curriculum area through writing, reading, talking, visual and digital literacies. Come in a pair or small group from your school so you can collaborate after the workshop to audit, revise and extend literacy practices. Participants will be provided with a workshop booklet of practical resources and strategies for classroom use and planning.

AUDIENCE: Secondary

STANDARDS: 2.1.2 | 2.5.2 | 3.3.2

DURATION: 2 hours

LEVEL: Proficient

PRESENTER: Associate Professor Susanne Gannon has taught and researched English and literacy education for 15 years at Western Sydney University. Prior to this she was an English and literacy teacher and curriculum adviser in secondary schools in Queensland. She is a widely published scholar and was on the executive of the Australian Association of Teachers of English from 2011-2016, as Editor of the National Journal English in Australia.

COMPUTATIONAL THINKING UNPLUGGED

Computational thinking is a framework for systematically solving problems with applications beyond information and communication technologies (ICT) to other curriculum areas and non-technological problems. The key steps are decomposition, pattern recognition, abstraction, and algorithms. Perhaps counterintuitively, unplugging from technology can be a highly engaging and effective way to start thinking computationally with your students. In this session, you learn about computational thinking skills and participate in unplugged activities which will help you teach these skills to primary and lower secondary students.

AUDIENCE: Primary/Secondary

STANDARDS: 1.5.2 | 2.5.2 | 3.1.2 | 3.3.2

DURATION: 2 hours

LEVEL: Proficient

PRESENTER: Dr Nathan Berger is Postdoctoral Research Fellow in STEM Education at Western Sydney University. He currently teaches in the Master of Education (STEM), including the unit Computational Thinking Across the STEM Curriculum.

I AM NOT A MATHEMATICS MAJOR BUT I AM TEACHING STAGE 4 MATHS

Often non-mathematics specialist teachers are given stage 4 mathematics classes. The ability to 'do' mathematics does not necessarily translate into being able to teach mathematics. This course is designed to assist teachers with aspects of the stage 4 course by addressing common misconceptions and providing teaching strategies that promote student learning. Examples are used in class to develop mathematical knowledge and participants will be shown how to present examples in the most effective manner. The promotion of conceptual knowledge through a constructivist teaching approach will be demonstrated along with different teaching strategies. Participants will return to school with a collection of strategies that can be applied immediately.

AUDIENCE: Secondary

STANDARDS: 1.3.2 | 1.5.2 | 2.1.2 | 2.2.2 | 2.5.2 | 3.1.2 | 3.2.2 | 3.3.2 | 5.1.2 | 6.2.2

DURATION: 6 hours

LEVEL: Proficient

PRESENTER: John Ley is a passionate and innovative mathematics educator. Having taught in six schools since 1982 holding the positions of Head of Mathematics, Assistant Principal and Acting Principal, John has a wealth of experience. His qualifications include B.Sc., Dip Ed. (UNSW) M.A Pure Mathematics (Syd. U), Grad Dip RE (ACU), Diploma in Children's Services and he is currently completing his PhD in Mathematics Education. John worked as a sessional lecturer at WSU from 2004 to 2009 and since 2014 has lectured and tutored in mathematics and mathematics education at WSU and ACU. An experienced senior marker for the SC and HSC, John was a member of the 2012, 2013 and 2014 assessment committees setting the HSC calculus course examinations. An experienced textbook author John has written the Insight series published by Oxford University Press. He has presented an array of workshops on mathematics teaching and integrating spreadsheets into mathematics for MANSW, AIS, AAMT, and CEO, and internationally at NCTM and NCSM.

FIND OUT OUR FULL RANGE OF COURSES ONLINE, OR CONTACT US TO DEVELOP A TAILORED COURSE.

MENTORING

MENTORING TEACHERS: SUPPORTING BEGINNING & PRE- SERVICE TEACHERS TO FLOURISH

This program has been designed to enable teachers to engage in professional learning to improve classroom practices, engage in collegial discussions with colleagues and build productive links with the wider community.

Mentor training is complimentary training offered to teachers who are thinking about or already taking on pre-service teachers. A 2005 report, Use of Research and Evidence in Education, concluded "learning to be a coach or mentor is one of the most effective ways of enabling teachers or leaders to become good and excellent practitioners." (Van Nieuwerburgh, 2012,p24)

This program operates as a blended program that explores the research literature to identify effective coaching frameworks to apply when working with beginning and pre-service teachers. Online forums are used for discussion and to build a community of practice. Twilight sessions are available for the face-to-face component.

AUDIENCE: All

STANDARDS: 1.5.2 | 2.1.2 | 3.3.2 | 6.2.2 | 6.4.2

DURATION: 2 hours Face to Face, 2 hours online

LEVEL: Proficient

PRESENTER: Facilitated by Dr Kay Carroll, Western Sydney University is committed to supporting both experienced and new teachers with the latest research and strategies that promote best-practice in schools. This includes supporting mentoring teachers with a program that supports both their personal and professional goals as mentors of pre-service teachers and leaders within the school community.

FIND OUT OUR FULL RANGE OF COURSES ONLINE, OR CONTACT US TO DEVELOP A TAILORED COURSE.

INCLUSION AND DIVERSITY

ADDRESSING THE CHALLENGE OF CHALLENGING BEHAVIOURS IN SCHOOL

This workshop reviews guidelines for the establishment of Positive Learning Environments in schools. It focuses on the use of information gathering and interpretation when dealing with challenging behaviours at school. A particular focus is given to suggestive intervention in relation to bullying in schools and other behavioural challenges often present in classrooms

AUDIENCE: Secondary

STANDARDS: 1.1.2 | 1.3.2 | 4.1.2 | 4.3.2 | 6.2.2 | 7.4.2

DURATION: 2 hours

LEVEL: Proficient

PRESENTER: Dr Roberto Parada 's research and academic interest focus on school bullying, child and adolescent mental health, Australian Aboriginal youth wellbeing, positive learning environments, school mental health, and the application of cognitive and behavioural interventions in schools. Dr Parada has held various academic appointments in Australian universities. He is currently a Senior Lecturer in Adolescent Development, Wellbeing, Behaviour and Pedagogical Studies at Western Sydney University where he coordinates the Positive Learning Environments and Adolescent Development post-graduate course.

PROMOTING POSITIVE BEHAVIOUR

Research shows that when teachers doubt themselves or lack confidence in their approach to addressing students' behaviour they have a tendency to be: more vulnerable to stress, employ less effective strategies to manage misbehaviour, use more traditional and authoritarian approaches and employ more reactive rather than proactive strategies when addressing misbehaviour (Clunies-Ross, Little, & Kienhuis, 2008). In addition to improving your confidence, this workshop will enable you to refine and enhance your individual behaviour management plans through the introduction of new ideas which are based on research validated practice on how to best promote positive behaviour for learning.

AUDIENCE: Stages 1 – 3

STANDARDS: 4.2.2 | 4.3.2 | 4.4.2

DURATION: 2 hours

LEVEL: Proficient

PRESENTER: Dr Katrina Barker received her PhD in Education from the Western Sydney University in 2007. Since 2003 she has taught postgraduate students in Educational Psychology across the primary and secondary programs. Katrina's research focus links well to her teaching as it relates to student motivation, self-concept, classroom management and school retention. Most of her research employs sophisticated quantitative analyses. Prior to being employed at Western Sydney University, Katrina completed a teaching degree and worked as a primary school teacher.

CIRCLE SOLUTIONS

Do you want a positive emotional climate for learning in your classroom? Would you value a different way of approaching behavioural issues? Teachers all over Australia are finding that Circle Solutions transforms relationships in their school. This highly engaging and enjoyable pedagogy maximises participation, promotes empathy, reduces bullying and helps promote resilience. This interactive workshop will give participants an understanding of why they should use Circles, experience of being part of a Circle and an opportunity to plan one with others. This builds confidence in running Circles effectively with students.

AUDIENCE: All

STANDARDS: 1.1.2 | 1.3.2 | 3.5.2 | 4.1.2 | 4.3.2 | 6.2.2

DURATION: Full day

LEVEL: Proficient

PRESENTER: Jo Dwyer is a highly experienced and qualified educator having worked across government, independent and the private sectors in executive roles, as a teacher and a teacher-librarian for over 25 years. Jo is a qualified and an accredited Circle Solutions trainer and is passionate about building wellbeing and positive relationships across the school community. Jo has a Masters of Wellbeing in Inclusive Education and over the last six years, Jo has worked as an education consultant and trainer developing, delivering and co-ordinating high-quality professional learning to schools in a national mental health initiative. Over the past 10 years Jo has developed excellent knowledge of the research that underpins Circle Solutions and Social and Emotional Learning (SEL) and how this pedagogy develops a healthy and positive school culture.

FIND OUT OUR FULL RANGE OF COURSES ONLINE, OR CONTACT US TO DEVELOP A TAILORED COURSE.

MEANINGFUL INCLUSION: CHILDREN WITH DISABILITIES, SUPPORTING POSITIVE BEHAVIOURS & CHILDREN WITH AUTISM SPECTRUM DISORDERS

This full day session combines three modules and is presented in conjunction with Noah's Ark.

Module 1: Children with Disabilities

The seminar is aimed at supporting teachers and educators to look at the skills and adaptations that may be required when supporting a child with disabilities to be included in the learning program. Participants will explore practices that support children with a disability to achieve learning outcomes, a practical framework for everyday routines and activities to support meaningful participation and community resources available to support you and your program.

Workshop outcomes:

- participants will reflect on their own beliefs about Inclusion
- participants will explore a framework for adapting everyday routines and activities
- participants will understand programs and resources that can support their work
- participants will look at examples of successful inclusive practices.

Module 2: Supporting Positive Behaviours

An increasing number of children with additional needs are accessing early childhood programs. Some children have a diagnosis and some do not. Educators are aware that they need to ensure the participation of all children and may require support to meet the individual needs of children with challenging behaviour. Participants will explore the importance of working in partnership with their staff and families to understand the triggers and the communicative intent behind a child's behaviour.

Learning outcomes:

- participants will gain skills in understanding behaviour and will explore appropriate responses
- participants will increase their understanding of communication challenges that can lead to behaviour challenges
- participants will consider the impact of the physical environment on children's behaviour
- participants will explore program practices and how these may impact on children's behaviour.

Module 3: Including Children with Autism Spectrum Disorder (ASD)

Increasingly in educational settings educators are successfully including children with additional needs. Often they have children with ASD as part of their regular program. The seminar is aimed at supporting teachers and educators to explore some of the key features of ASD, the implications for your program and strategies that may assist in the meaningful inclusion of children with ASD. Learning outcomes:

- participants will reflect on challenges they may have faced including children with ASD
- participants will explore the key features of ASD
- participants will gain greater knowledge of the impact of an ASD diagnosis on the whole family
- participants will explore tools and strategies for including children with ASD successfully into an educational program.

AUDIENCE: Early Childhood & Primary Teachers

STANDARDS: 1.1.2, 1.6.2, 4.1.2

DURATION: Full day

LEVEL: Proficient

PRESENTER: Alison Webster has a degree in Early Childhood Education and comes from a kindergarten teaching background. She also has experience working in Early Childhood Intervention and several years' experience as a teacher at TAFE in NSW. For the past 15 years Alison has worked in the area of inclusion support. Firstly, as a Children's Services Resource and Development Officer and then as the Team Leader of an Inclusion Support Agency. During the past 6 years Alison has been an Inclusion Project Consultant for Noah's Ark, developing resources to support early childhood professionals and consultants in inclusive practices. Alison is an accredited Abecedarian practitioner and trainer. Alison is the co-author of *Participating and Belonging: Inclusion in Practice* (Webster and Forster 2012).

FIND OUT OUR FULL RANGE OF COURSES ONLINE, OR CONTACT US TO DEVELOP A TAILORED COURSE.

RESEARCHING PRACTICE:

SUPPORTING TEACHERS AS ACTION RESEARCHERS

Action research places professional development in the hands of the teacher. For example, through EKN we can tailor whole school professional learning by packaging a program for the implementation of whole-school action research projects over a sustained period of time. In 2017 our academics worked with the entire staff of Mitchell High School, Blacktown to implement teacher-driven action research and in particular, to develop the capacity of leadership teams to facilitate future action research within the school. The program package we offer all schools includes face-to-face professional learning sessions covering the following topics:

- Introducing action research
- Devising your research question
- Revising your research question
- Developing an evaluative mindset
- What is evidence?
- Gathering evidence
- Performing what we learn

The Whole School Action Research Program also provides ongoing coaching from University academics whose areas of expertise align with teachers' individual projects. Separate facilitator training is also provided to ensure your school has the capacity to continue incorporating action research into the future.

INTRODUCTION TO ACTION RESEARCH

This workshop provides an introduction to action research in schools and classrooms. Participants will explore the action research cycle of planning, acting, observing and reflecting, along with a range of ways action research can be carried out either individually or as a whole school project. Examples of action research case studies will be provided and discussed. Participants will also have an opportunity to discuss potential action research projects within their own school contexts.

AUDIENCE: All

STANDARDS: 6.2.3 | 6.3.3 | 7.4.3

DURATION: 2 hours

LEVEL: Highly Accomplished

PRESENTER: Professor Wayne Sawyer's research interests include secondary English curriculum, literacy policy, developing teachers as researchers and effective teaching, particularly in low SES communities.

Professor Sawyer is an experienced case study researcher. As part of larger teams, he has carried out case study-based projects on effective teaching in the NSW HSC, effective teaching in Years 7-10, effective teaching in relation to boys' education and the engagement of students from low SES backgrounds. He is a former President of the NSW English Teachers' Association, a former editor of the journal, *English in Australia* and a former Chair of the NSW Board of Studies English Curriculum Committee. He has produced research reports for the NSW Board of Studies and the Victorian Curriculum and Assessment Authority (co-authored) on major reviews of English curriculum in those states. He has edited or authored 30 books, mostly on English teaching for audiences of school teachers and academics.

WE INVITE YOU TO CONTACT THE EKN TEAM TO DISCUSS HOW WE CAN HELP YOU AND YOUR STAFF FULFIL YOUR PROFESSIONAL LEARNING GOALS.



Contact information

ekn@westernsydney.edu.au

Western Sydney University
Locked Bag 1797
Penrith NSW 2751 Australia



[WESTERNSYDNEY.EDU.AU/EKN2019](https://westernsydney.edu.au/EKN2019)