

Jumbo Day Workshop Blurbs 2018

| Presenters | Blurbs |
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| 1.Marshall Diggs | <p data-bbox="810 248 1214 282">Pirates with Pens (Year 1-4)</p> <p data-bbox="810 322 1517 745">It's important for junior school practitioners that we understand Writing [for boys] needs to be focussed more about the learning and less about the results. For years, it's been argued that for most boys we are starting formal education too early, forcing too many boys to write (and read) before they are mentally and physically ready. However, if you are one of those practitioners in the pursuit of best-practice, and who believes in defying the odds, come along to Pirates with Pens. Gain practical strategies like how to liberate your students [boys] to CARE and think like Pirates...</p> <p data-bbox="810 864 1206 898">Write it, done! (Years 5 – 8)</p> <p data-bbox="810 938 1517 1473">Have you clocked GTA or built your own kingdom in Minecraft? Me neither. Write it, done! will provide you with strategies as well as timeless techniques to engage and improve Writing. Learn the art of engaging boys imaginative writing, without the need to get yourself a UFC tattoo, or attempt Parkour next time you are out on duty. Apply easy to implement strategies like instead of having a writing corner, have a space research station or a superhero base where missions are planned, and reports written for the government. Also, gain tools to 'unlock the imagination before they unlock the keyboard'. For example: What are the [five] most dangerous things you would face if your mum were a gorilla? How would you overcome them?</p> <p data-bbox="810 1592 1214 1626">Men with Pens (Years 9 -13)</p> <p data-bbox="810 1666 1517 2089">Have you ever encountered the grunt, vague looks, (even the walk-out) and the accompanying apathy toward a lesson, which you had meticulously planned and actually believed you had nailed? These idiosyncratic behaviours can often be mistaken for a personal attack, a form of passive-aggressive behaviour or a means of undermining you as a practitioner. Fear not, it isn't. Men with Pens is geared around helping to unpack the research and science of adolescent [teenage boys] brains and integrating this into a pedagogy that shifts and improves boys' achievement levels.</p> |

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| 2. Storytelling Schools | In this workshop, we present an overview of the Storytelling Schools method, a dynamic and creative approach that places oral language & communication skills at the centre of learning and teaching. We explain; our systematic teaching sequence, the broad neurological benefits for children as storytellers, the spoken and written language acceleration to be gained, and we will even squeeze in a taster of the creative and playful nature of our approach. |
| 3. Justin + Dave Woodcock, and Justin B, Tara??? | See Website please |
| 4. AllRight | <p>Mental health and wellbeing</p> <p>Facilitated by Emily Arps, Mental Health Promoter for the All Right? Campaign</p> <p>Just like physical health, mental health is something that we all have, and we all need to nurture. This workshop will explore evidence based tips to support our mental health and wellbeing, and how we can implement these on a daily basis. This workshop will also provide an overview of tools and resources from the All Right? campaign that can be used to support both your wellbeing, and those around you (students, staff, and/or whānau).</p> <p>Facilitated by Anna Mowat, Child and Family Advisor, All Right? campaign</p> <p>Child wellbeing understanding and strategies - how to fit it in! There are loads of wellbeing buzz words we're hearing about right now - growth mindset, strengths-based, resilience, grit... Anna will explore child wellbeing, these terms and more importantly how to encourage them as part of everyday teaching. Anna will discuss the real benefits of understanding wellbeing and strategies to help children feel good and function well- now, and for the rest of their lives.</p> |
| 5. Hillary and Barb | <p>The importance of literacy across the curriculum</p> <p>This workshop is suitable for primary and secondary teachers. In this workshop participants will experience a range of fun and engaging strategies and activities that will support them to integrate literacy across multiple curriculum areas. Teachers will critique the suitability of these activities which are a mix of 'tried and true' and innovative ideas to build literacy skills and promote student agency.</p> |
| 8. Onenote Matt evans | OneNote is one of the most powerful tools for teachers and students, come and see how you can maximise its impact in your classroom. Bring your laptop with Onenote installed and learn as we go. |
| 6. Seesaw (Alwyn) | Introduction to Seesaw. Want to find out more about |

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| | <p>this great communication and student driven digital portfolio tool. It is easy to use on any device and gives students and teachers opportunities to share the classroom day with families. Use it to help with assessment, monitor student independent work, create learning journals and much more. This tool can be used at any level from new entrance to Year 13.</p> <p>Already using Seesaw - come and learn some app smashing, use the activities functions, explore flipped learning opportunities, and explore opportunities to gather evidence to help inform your teaching and students next step in learning. This tool can be used at any level from new entrance to Year 13.</p> |
| <p>9. RTLB- Kelly</p> | <p>An Introduction to Universal Design for Learning (UDL) - session 1 and 2 I think we would all agree that student diversity in classrooms is growing and teachers are challenged with continuing to meet the needs of all their learners. UDL is a research-based framework that helps teachers plan learning to meet the diverse and variable needs of all their learners. UDL recognises that for education to be truly inclusive it needs to remove barriers to learning. A teacher that uses UDL, plans learning environments that are flexible and responsive to student needs, interests and strengths. In this workshop you will learn about the key concepts and be introduced to the 'Everyone's In' planning tool.</p> <p>Teaching for Positive Behaviour - session 3 Teachers understand the importance of creating environments for learning that are underpinned by positive relationships and inclusive values. Recently the MOE published a resource written by Dr Tracy Rohan called Teaching for Positive Behaviour and this workshop will give you the opportunity to take a closer look at this resource and unpack the key strategies of culturally responsive practices, caring relationships, inquiry and problem solving and inclusive pedagogies.</p> |
| <p>10. Kaye Twyford</p> <p>Need to choose which one to run twice</p> | <p>The potential of engaging with Spirals of Inquiry - Dr Kaye Twyford Why 'spirals' are not just something else on our to-do list. In this session we will collaboratively workshop getting underway with a Spiral of inquiry. [For everyone who is curious about Spirals of Inquiry]</p> <p>What's important in leading Spirals of Inquiry in schools – Dr Kaye Twyford This session will explain why Spirals of Inquiry work. We will consider the conditions that support them to go beyond something else to do and start</p> |

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| | <p>“transforming learning in schools”. [For all leaders and teachers working with inquiry in their schools]</p> |
| <p>11. Unplugged Tracey Henderson</p> <p>Choose which one we want twice suitable year 0 - 10</p> | <p>Demystifying digital technologies</p> <p>The digital technologies content announced at the end of 2017 is new for NZ schools, not only as new curriculum content, but also new to many teachers. The new curriculum material goes beyond just using computers as a tool, and includes creating with digital devices. The ministry have said that they expect schools to have implemented this by 2020, so this workshop is a great place to start preparing to lead our students. This workshop will guide you through what digital technologies could look like in your teaching programme, what the big picture is and why it's important that it is now available to all students.</p> <p>Digital Technologies and Te Ao Māori</p> <p>Explore through practical activities how to incorporate a Māori world view (te ao Māori) while learning about Digital Technologies. In this workshop you will get to participate in the activities as a student, and be supported on how to use them in your own classroom. These activities do not require a lot of technical knowledge to use in the classroom, and have been used in primary and secondary schools. The activities will link to several curriculum areas, including technology, maths and te ao Māori. All of the material is free and open-source. No computers needed – it's unplugged!</p> |
| <p>12. Malin Stone Student Agency</p> | <p>See website please</p> |
| <p>13. Stephen and Wendy Gibbs (RNL)</p> <p>Happy to run two workshops</p> | <p>Using student voice to engage and assist in owning their own learning.</p> <p>In a Y11 Secondary Maths class at RNLS two teachers combined to work with a “reluctant to learn”, and “disengaged” students using a whole class approach. A spiral of inquiry methodology heavily influenced by student voice was the approach used. The outcome of the intervention resulted in a significant shift in engagement providing the students with tools that allowed them to own their own learning. This workshop will tell the story of the intervention and has lessons that can be applied to any secondary class where students are not engaged.</p> <p>bit.ly/RNLSspiral</p> |
| <p>14. Project Based Learning and changes to NCEA Level 1 TARA</p> | <p>See website please</p> |
| <p>15. Literacy Progression/Assessing against the Curriculum PACT (Malin organising)</p> | <p>Session overview</p> <p>The Learning Progression Frameworks (LPF) and</p> |

Progress and Consistency Tool (PaCT), are significant tools that enable a focus on curriculum progress. The LPF supports teachers' understanding of progress. It describes, through annotated illustrations of student work, the significant signposts students move through as they develop their expertise in reading, writing and mathematics in years 1 to 10. The frameworks illustrate rich teaching and learning activities in everyday classroom programmes, and prompt teachers to notice what students know and can do. Using the frameworks of the LPF, PaCT provides a dependable measure of achievement that can be used to track student progress. It synthesises teachers' judgments on aspects of reading, writing, and mathematics to generate a score for individual students which can be displayed in relation to the levels of the New Zealand Curriculum. This makes the progress and achievement of students visible, alongside curriculum expectations, and supports reporting to students, parents, families, whānau, and Boards of Trustees. Together, the two tools provide valuable support for teaching and learning. This session will provide an initial insight into the frameworks, the process, the tool and the reports that are/will be available.