

# PROGRAM AT A GLANCE



## LEARNING AND TEACHING SYMPOSIUM

Saturday 2 September 2017



### FEATURING

Dr Lyn Sharratt,  
Professor, Ontario  
Institute for Studies in  
Education, University of  
Toronto,  
Canada



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9:00am - 9:15am	<b>Introduction</b> Welcome & symposium overview
9:15am - 10:45am  	<b>Keynote 1: Thinking about thinking: Moving beyond collaboration</b> <b>Dr Lyn Sharratt, Professor, Ontario Institute for Studies in Education, University of Toronto, Canada</b>  In her Keynote address, Dr. Lyn Sharratt will discuss the foundational skills necessary for every learner to succeed and will then elaborate on her latest research that embraces the power of Collaborative Inquiry, moving it to a higher level of critical thinking through Knowledge-Building and Integrative Thinking in every classroom, Kindergarten to Year 12. Lyn will share her insights using teacher and student voice, and ask the powerful, reflective questions: who is doing the most talking and the most thinking in our schools? Lyn concludes with thoughts about what it takes for everyone to be a dynamic leader in education today.  Participants will: <ul style="list-style-type: none"> <li>• Understand the critical nature of foundational literacy skills, K-12;</li> <li>• Reconceptualise teaching and learning to embrace critical thinking in all classrooms;</li> <li>• Realize the power of using the tools for Knowledge-Building and Integrative Thinking;</li> <li>• Reflect on the leadership skills needed to empower all learners: leaders, teachers and students</li> </ul>
10:45am - 11:15am	<b>Morning Tea</b>
11:20am - 12:20pm	<b>Keynote 2: Engaging students and teachers in learning: Using collaboration and inquiry to improve school improvement</b> <b>Nicholas Hall, Jasmine Ryan, and Lucy Keath, Primary Principals, Catholic Education Diocese of Sandhurst</b>  Developing an inquiry mindset is essential if we wish both students and teachers to grow and develop. In this keynote, a professional community to three schools will share how using a cycle of teacher inquiry and knowledge building led to improved student outcomes in reading. Under the guidance of Professor Helen Timperley, the schools developed a professional learning program that focused on collaboration and inquiry as drivers of that improvement.  Participants will: <ul style="list-style-type: none"> <li>• Examine the implementation strategy that used collaboration and inquiry to improve reading outcomes</li> <li>• Explore strategies and tools used by the schools</li> <li>• Reflect on how collaboration and inquiry can be used in their school as drivers of improvement</li> </ul>
12:25pm - 1:25pm  	<b>Keynote 3: "Solvable challenges": creative approaches to engaging teachers, technology and innovative practices in the digital age of learning.</b> <b>Danielle Purdy, Senior Education Officer, Catholic Education Services</b>  The 2016 NMC Horizon Report K-12 states "rethinking the roles of teachers" is a significant, but solvable challenge that is impeding technology adoption. This session will explore some of the current challenges and opportunities for developing solutions for challenges faced by teachers teaching with and using technology in their work. The session will then focus on meaningful and actionable ways to move beyond identifying 'champions' and progress to more human-centred design processes that are leading to low-cost, scalable, sustainable, active professional learning tools which empower teachers and produce data to inform ongoing practice. Participants will receive access to a copy of the tool profiled.  Participants will: <ul style="list-style-type: none"> <li>• Gain an insight into challenges for teachers working with technology</li> <li>• Be exposed to a range of opportunities and strategies for active professional learning</li> <li>• Explore an innovative solution developed through human-centred design processes</li> </ul>
1:25pm - 2:25pm	<b>Lunch</b>
2:30pm - 4:00pm  	<b>Keynote 4: Deep Learning: What is it and how do we obtain it?</b> <b>Dr Jared Cooney Horvath, Science of Learning Research Scientist / Lecturer, University of Melbourne</b>  There is a strong push in education to evolve our students' understanding of specific topics beyond 'shallow' understanding into 'deep' understanding in transfer. In this session, we will explore what deep learning means, what it requires, and we will take a look at the issue of transferring knowledge from one subject to another. More specifically, we will explore the importance of 'facts and information' to comprehension and memory, we will examine the role of 'thinking' in concept formation, look at why activating prior knowledge, re-framing ideas, and personalizing knowledge are integral to deep learning, and dig into the why transferring knowledge between different fields is so incredibly tricky.  Participants will: <ul style="list-style-type: none"> <li>• Understand what is meant by deep learning</li> <li>• Be able to elucidate the different forms of transfer</li> </ul>
4:00pm - 4:15pm	<b>Symposium close</b>