The Early Career Teachers Conference: Excelling in the classroom.

Early Career Teachers must take responsibility for their students’ learning as they are taking on the fundamentals and exciting challenges of their own new roles.

Your first years of teaching can be both exhilarating and exhausting. There will be amazing days when you know you have chosen the right career and on these days you stride to the carpark with a sense of ‘I think I can do this’. However, there will be days when you feel overwhelmed by the expectations of the students, school and parents. What you need to know is this is normal! Teaching is a craft that takes time, patience and practice. The upside is that generally the good days start to exceed the bad and your exhaustion turns to greater fulfillment… you start to realise you are making a difference in the lives of your young learners.

So how can we ensure that more of our teaching experiences are fulfilling? How do we create classrooms that are engaging for both students and teacher and what do these classrooms look like?

This conference aims to expose teachers new to the profession to a variety of experiences and resources which will assist them in their teaching journey.

Keynote 1 (9.00am - 10.30am)
Behaviour Leadership: a toolkit for teachers > Bill Rogers
Positive, confident and practical teacher leadership is at the heart of effective behaviour management. Balancing the need to lead with confidence and skill is not based merely in one’s personality. This keynote will highlight how teachers establish their leadership in positive way and how they sustain a leadership role based on earned trust, considered and respectful management and discipline.

Areas of focus will include:
• Positive behaviour leadership and discipline skills
• Initiating and sustaining attention, engagement and motivation, noise levels, time-on-task
• The language of correction and discipline
• Managing challenging students in and out of class
• Individual and whole-school emphases for behaviour management

Keynote 2 (1.15pm - 2.15pm)
The secret knowledge of survival > Andrew Fuller
Successful teaching is about swashbuckling, feigning, acting and swaying the crowd. It’d be enough to make your average pirate turn and run in the other direction. This keynote presentation is about doing less with more. It is a compilation of ideas that Andrew has collected, purloined and burrowed from teachers and will include:
• Ideas for engaging the bored, listless and unmotivated
• How to keep your head when all around they are losing theirs
• How to run your class like a gang
• How to succeed as an early career teacher and still have a life.

For more information and to register visit www.cse.edu.au
### Program

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am</td>
<td>Registration</td>
</tr>
<tr>
<td>9:00am</td>
<td>Welcome &amp; KEYNOTE 1 – Bill Rogers - Behaviour Leadership: a toolkit for teachers</td>
</tr>
<tr>
<td>10:30am</td>
<td>Morning Tea</td>
</tr>
<tr>
<td>11:00am &gt; 1:30pm</td>
<td>CONCURRENT SESSION 1</td>
</tr>
<tr>
<td></td>
<td>A practical approach to differentiation in today’s classroom</td>
</tr>
<tr>
<td></td>
<td>Strategies to engage the independent learner</td>
</tr>
<tr>
<td></td>
<td>Engaging Challenging Students</td>
</tr>
<tr>
<td></td>
<td>Identifying the big rocks for effective time management</td>
</tr>
<tr>
<td></td>
<td>Anna Bennett</td>
</tr>
<tr>
<td></td>
<td>Gavin Grift</td>
</tr>
<tr>
<td></td>
<td>Bill Rogers</td>
</tr>
<tr>
<td></td>
<td>Clare Major</td>
</tr>
<tr>
<td>12:30pm &gt; 1:15pm</td>
<td>Lunch and Sponsors</td>
</tr>
<tr>
<td>1:15pm &gt; 2:15pm</td>
<td>KEYNOTE 2 – Andrew Fuller - The secret knowledge of survival</td>
</tr>
<tr>
<td>2:15pm &gt; 2:30pm</td>
<td>Transition</td>
</tr>
<tr>
<td>2:30pm &gt; 4:00pm</td>
<td>CONCURRENT SESSION 2</td>
</tr>
<tr>
<td></td>
<td>How do I effectively provide feedback to my students about their learning?</td>
</tr>
<tr>
<td></td>
<td>Teachers as Architects – Let learning lead the way: An approach to planning engaging units of work</td>
</tr>
<tr>
<td></td>
<td>Guerrilla Tactics for Early Career Teachers</td>
</tr>
<tr>
<td></td>
<td>What we need to know about the brain... what really counts</td>
</tr>
<tr>
<td></td>
<td>Anna Bennett</td>
</tr>
<tr>
<td></td>
<td>Gavin Grift</td>
</tr>
<tr>
<td></td>
<td>Andrew Fuller</td>
</tr>
<tr>
<td></td>
<td>Clare Major</td>
</tr>
<tr>
<td>4:00pm</td>
<td>Close</td>
</tr>
</tbody>
</table>

### Morning

**Anna Bennett – A practical approach to differentiation in today’s classroom**

Differentiation is a way of thinking about the classroom with dual goals of honouring each student’s learning needs and maximising each student’s learning capacity. (Tomlinson & Strickland)

This workshop will investigate the following questions:
- What does differentiation really mean?
- What does differentiation look like in my classroom?
- What simple strategies can I apply tomorrow to help all the students in my class?
- How can I use assessment to differentiate the learning?

**Gavin Grift – Strategies to engage the independent learner**

“The greatest sign of success for a teacher... is to be able to say, ‘the children are now working as if I did not exist.’” (Maria Montessori)

This workshop is a practical session to provide teachers with new strategies for their toolbox. Each strategy is designed to explicitly engage the learner in building both independence and deeper levels of thinking. These strategies will represent the lesson openers, questioning, reflection, cooperative group work and information building as part of the learning journey.

**Bill Rogers – Engaging Challenging Students**

Challenging behaviour in the classroom can be demanding and stressful, affecting our good will and even our professional confidence.

### Afternoon

**Anna Bennett – How do I effectively provide feedback to my students about their learning?**

The most powerful single motivator that enhances achievement is feedback... (John Hattie)

Without doubt, feedback gained from oneself, one’s peers, and the teacher enhances the learning process. Effective teachers use multiple approaches to monitor student progress. They constantly probe and collect information from the learners with whom they work in class.

This workshop will focus on the power of effective feedback and will explore:
- The need to link your feedback to your learning intentions
- The different forms of feedback you can use
- Working smarter not harder with assessment
- The power of student feedback.

**Clare Major – Identifying the big rocks for effective time management**

Stephen Covey in the ‘Seven Habits of Highly Effective People’ talks about effective time management as identifying the big rocks (essential priorities) and fitting the gravel in around the rocks. In this workshop we will identify what the ‘big rocks’ are in teaching practice and how they can be effectively prioritised. We will explore current practices that potentially keep us from what we intend to do or what we would like to do in our classrooms and develop strategies to strengthen our own practice.

**Gavin Grift – Teachers as Architects - Let learning lead the way: An approach to planning engaging units of work**

Teachers in this workshop will be taken through a process to strengthen curriculum planning. Participants will reflect on current practice to refine their approach to planning through the Teachers as Architects approach.

Knowledge and skills explored will include:
- How to get clear on the expectations of learning
- How to embed conditions for learning that work

**Andrew Fuller – Guerrilla Tactics for Early Career Teachers**

A hands on, no holds barred look at how to manage a resilient classroom, communicate with parents, and deal with and engage tricky students.

This workshop will also include:
- how to have successful conversations with tricky people
- how to manage tricky kids
- an introduction to brain based teaching and the neuro-chemistry that underlies behaviour and motivation.

**Clare Major – What we need to know about the brain... what really counts**

What can we learn from neuroscience about learning? What strategies will support high levels of learning in our students? During this session we will explore:
- Neuro learning perspectives in supporting our students to learn including the role of attention and memory
- How we can use dopamine to promote high levels of learning
- The role of cortisol and why we need to recognise it in action.

To register go to [www.cse.edu.au > Services > Professional Learning > Conferences](http://www.cse.edu.au)