



TEACHING21C

The big issues facing the teaching profession today:
The New Evidence for Learning

PROGRAM

Maximising every student's learning growth and equipping them to succeed in a changing world are the goals of every teacher.

The pressing question for schools today is how best to achieve this?

To achieve educational excellence the Federal Government's Gonski 2.0 review identified a shift from a year-based curriculum to a curriculum expressed as learning progressions independent of year or age; continuous diagnosis of a student's learning needs and progress, and increased emphasis on teaching general capabilities, as necessary.

- What support and tools do teachers need to shift to learning progressions and formative assessment that help diagnose a student's current level of knowledge, skill and understanding and track student progress over time?
- Are big data and technology the answer?
- And how can the professionalism of the teacher be engaged and enhanced through the design and implementation of formative assessment for the benefit of student learning? How practical is it for schools to move to learning progressions based on growth and not age?
- What does a curriculum focused on capabilities look like in a classroom – and just how relevant is it to future success?

Teaching 21C 2019 will explore these questions. This is a thought provoking and informative conference that explores the big issues facing teachers today in Australia and across the globe.



**THE 4TH ANNUAL CSE
TEACHING21C CONFERENCE**
Tuesday 28 May 2019 8.45am - 3.30pm MCG Melbourne

| Time / Format | Speaker | Topic |
|----------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.00am | Arrival & Registration | |
| 8.45 - 8.50am | Andrew Barr CEO, Centre for Strategic Research | Conference Opening |
| 8.50 - 9.10am In conversation | Anthony Mackay, Consultant Advisor, CSE and Kathe Kirby, Principal Consultant, CSE | In conversation Anthony Mackay and Kathe Kirby will reflect on recent national and international developments to transform school education with a focus on the emerging role of evidence for learning and the development of general capabilities as central to reform in Australia and around the globe. |
| 9.10 - 10.00am Keynote | Sir Kevan Collins Chief Executive, Education Endowment Foundation, United Kingdom | The new evidence for learning Sir Kevan Collins is an 'evidence champion'. The Education Endowment Foundation provides free, independent and evidence-based resources and tools designed to improve teacher practice and boost learning. What is an evidence-informed teaching profession? Is technology the answer? And what rights do teachers have to demand skilling up on the latest evidence to boost learning? |
| 10.00 - 10.20am | Morning Tea | |
| 10.20 - 10.50am Keynote | Dr Geoff Masters AO CEO, Australian Council of Educational Research | Learning progressions and student growth What does a learning progression based on growth and not year or age look like? What diagnostic tools are available to teachers to successfully undertake formative assessment? How does formative assessment intersect with summative assessment like NAPLAN? |

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| Keynote | Interactive Roundtable | In conversation |
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| 10.50 - 12.00 pm | Interactive Roundtables | |
| Interactive Roundtable 1 | <p>Dr Tanya Vaughan Associate Director Evidence for Learning, Social Ventures Australia</p> <p>Facilitator: Kathe Kirby, Principal Consultant, CSE</p> | <p>Evidence-informed Teacher Practice Evidence for Learning is a non-profit organisation supporting great practice across all classrooms in Australia. It is incubated by Social Ventures Australia, supported by the Commonwealth Bank, and is the Australian licensee of the UK's Education Endowment Foundation.</p> <p>Participants in this roundtable will learn about the Evidence Ecosystem – an interaction of the Impact Evaluation Cycle in schools and the Wider Evidence Chain involving education researchers and policy makers. They will use the Teaching & Learning Toolkit to detail how they can turn evidence into action within their school and explore how the Toolkit can help address a challenge they are facing and measure the impact of the approaches they are proposing.</p> |
| Interactive Roundtable 2 | <p>Dr Sandra Milligan Director Assessment Research Centre, Melbourne Graduate School of Education</p> <p>Facilitator: Elisabeth Lenders, President CSE Council; Principal Kingswood College</p> | <p>Assessments of General Capabilities New forms of assessment are now required to track and monitor contemporary conceptions of what students need to learn in school – including student capabilities such as intercultural understanding and personal learning development.</p> <p>Dr Milligan will draw on current Victorian, national and international projects she is currently undertaking to develop new assessment tools and approaches to tracking student development. She will draw on practical example of approaches used by schools, curriculum authorities and other organisations</p> |
| Interactive Roundtable 3 | <p>In the classroom: Three Victorian School leaders</p> <p>Facilitator: Andrew Barr, CEO Centre for Strategic Education</p> | <p>How Victorian schools are approaching the use of evidence for learning and formative assessment – three case studies</p> <ol style="list-style-type: none"> 1. Richard Owens, Head of Teaching and Learning, Woodleigh School 2. Lauren Sayer, Director of Digital Learning, Haileybury College 3. Claire Walter, Head of Year 9 Berwick, Beaconhills College |
| 12.00 - 12.45pm | Lunch | |



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| 12.45 - 1.15pm In conversation | Two Ed Tech entrepreneurs will explore what can be achieved for learning, in conversation with Kathe Kirby , Principal Consultant, CSE | Are big data and technology the answer to enhancing learning? Ed Tech entrepreneurs discuss the role of Ed Tech in informing the way we can collect and analyse evidence for learning using the power of technology. <ol style="list-style-type: none"> 1. Mark Lamont, Founder and Director, World Mosaic; Director Edugrowth and Education Services Australia 2. Dr Grainne Oates, CEO Quitch, Associate Professor Swinburne University |
| 1.15 - 2.00pm Keynote | Professor Louise McWhinnie Dean, Faculty of Transdisciplinary Innovation, University of Technology Sydney | Equipping students for a changing and often unknown world Professor McWhinnie describes a radical new faculty at UTS with courses that address high-level critical and creative thinking, invention, innovation, future scenario building and new technologies, that require students address complexity at a deep level and from multiple perspectives. She will ask what capabilities the next generation will need to thrive - and can they be taught? And discusses what schools can do to keep up with the learning transformation in universities? |
| 2.00 - 3.00pm | Interactive Roundtables | |
| Interactive Roundtable 1 | Dr David Howes CEO, Victorian Curriculum and Assessment Authority Facilitator: Elisabeth Lenders, President CSE Council; Principal Kingswood College | Capabilities in the Victorian Curriculum David Howes will brief participants on the central role of capabilities in the Victorian Curriculum and lead a discussion on what will be essential learning for the next generation of school students. |



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| Interactive Roundtable 2 | <p>Deborah Courtney, Project Lead - Deep Learning and Animated Learners Project Team & Jennifer Brown-Omichi, Project Lead – Languages, Catholic Education Melbourne</p> <p>Facilitator: Kathe Kirby, Principal Consultant, CSE</p> | <p>Deep Learning and Animated Learners</p> <p>A critical challenge for schools is to design and assess learning that authentically and explicitly embeds the capabilities across curriculum areas and develops future-focused skills. The Victorian Curriculum and Assessment Authority gives prominence to the Critical and Creative Thinking; Intercultural; Ethical; and Personal and Social Capabilities within the Victorian Curriculum and highlights key learnings and achievement standards essential for all Victorian students learning and growth.</p> <p>A long-term school-based action research project to address how to authentically embed the capabilities in learning design has been implemented by Catholic Education Melbourne since 2017. Participants in this roundtable will learn about the outcomes of this project and its processes in schools.</p> |
| Interactive Roundtable 3 | <p>In the classroom: Three Victorian School leaders</p> <p>Facilitator: Andrew Barr, CEO, Centre for Strategic Education</p> | <p>How Victorian schools are approaching the integration of new capabilities into their curriculum – three case studies</p> <ol style="list-style-type: none"> 1. Jonathan Walter, Principal, Woodleigh School 2. Adam Heath, Headmaster, Ballarat Grammar 3. Annette Rome, Principal, St Margaret’s School and Berwick Grammar |
| 3.00 - 3.30pm In conversation | <p>Sir Kevan Collins, Prof Louise McWhinnie and school leader Elisabeth Lenders in conversation with Andrew Barr CEO, Centre for Strategic Education</p> | <p>Teaching 21C: has the evidence revolution arrived? Sir Kevan, Prof McWhinnie and Principal Elisabeth Lenders will reflect on the day’s discussions and implications for the necessary changes to the way we view curriculum, assessment and learning.</p> |
| 3.30pm | Conference close | |