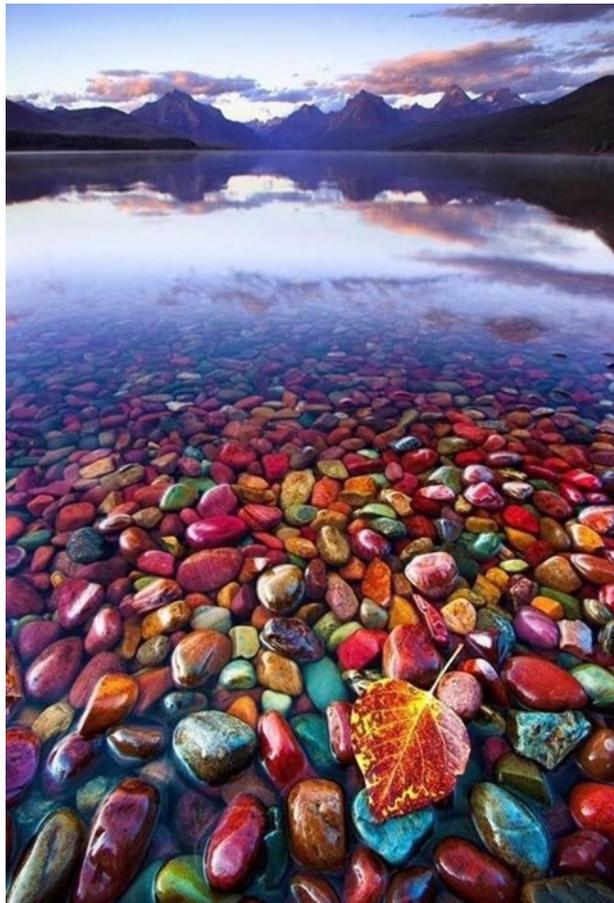




Proudly Presents

“Celebrating Diverse Needs in the Classroom”



Friday 7th August 2020

Live Streamed One Day Webinar

6 PD Hours

Please register at www.criticalagendas.com.au

TARGET AUDIENCE:

Teachers, School Leaders, Heads of School, YLCs, Student Support Staff, Other Professionals Working with Young People

Webinar -Log In Between– 8.15am & 8.30am

8.30am – 9.30 am - Workshop No 1 - Dr Rich Allen

Understanding the 4 walls of your online classroom

In this new age of instruction, how can you continue to keep students engaged? In this 45-minute webinar, Dr Rich Allen will model how to use the 4 walls of your online classroom to create dynamic lessons that improve understanding and recall. Discover how to build and maintain an ideal learning environment online.

FEEDBACK: 13 April 2020, Texas International School of Leadership

“Please share what you gained the most value from during the conference.”

All of Dr. Rich Allen's ideas!!!

Dr. Allen's keynote was a "life-changer" for me!

Dr. Allen was great – I think it was a lightbulb moment for a lot of my teachers. So I will focus on helping them better understand all of this new learning.

*The Four Walls of the virtual classroom recommendations: Less teacher talk, more pauses, more pics, let students chat, get up, stretch and **lock it in!***

Dr Rich's method of less is more was excellent. The students are home and easily distracted. I agree that we need to speak less, give the students time to think, and short assessments.

9.30am – 9.40am Mini Break

9.40am – 10.40am. Workshop No 1—Dr Loretta Giorcelli

Leave your differences at the gate....and other mythologies of non-inclusive schools

Since the first Hearings of the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability in Sept 2019, instances of neglect, lack of support services and inappropriate management of services in Australian schools have begun to emerge. To counter the possibility that unintentional discrimination is occurring in our schools, this presentation will present some benchmarks for measuring the “*Inclusion health*” of any school, highlight some mythologies that have developed in the presence of non-inclusive leaders and discriminatory practices. It will also vigorously balance the ledger with examples of fair and consistent practices that favour the personal development of each learner observable in many proactive and generative schools. The role of leaders, teachers and teaching assistants in creating inclusive settings for a diverse range of modern learners will be central to this exploration.

10.40am – 11.10am Morning Tea Break

11.10am – 12.10pm - Workshop No 3—Shirley Houston **Strategies for Supporting Students with Low Working Memory**

Research suggests that working memory is a better predictor of academic achievement than IQ. It is used in storing, processing and organizing information and in maintaining attention, so low working memory negatively impacts performance in a variety of cognitively demanding tasks, including reading and problem solving. Cognitive Load Theory provides guidelines for presentation of information in a way that enhances performance. This practical workshop will help teachers to identify students with working memory deficits, to become aware of strategies that reduce the load on working memory and to make appropriate classroom accommodations.

12.10 – 1.00pm Lunch

1.00– 2.00pm -Workshop No 4—Jim Sprialis **Using Technology to Assist Students with Reading Comprehension and Responding to Reading with Writing Fluency**

The development of reading comprehension relies on several components and skills. Reading difficulties occur when there is an underuse or an over reliance of certain skills. A range of differentiated technology options and work flows around the Big 6 Ideas of Literacy. This workshop will focus on the use of inclusive technologies that can support students with reading difficulties to read and comprehend more effectively. Digital note taking is a critical skill to develop and participants will be guided through a series of comprehension strategy instruction activities which can be used at the before, during and after reading stage. The latter part of the workshop will also explore technologies that assist students who struggle with writing fluency when expressing ideas or responding to reading with text.

2.00pm – 2.10pm – Mini Break

2.10pm – 3.10pm Workshop No 5—Greg Mitchell

Teaching Coping Strategies for Special needs students

Having good coping skills is a scientifically proven predictor of a student's ability to learn and interact in a positively helpful way. Some students seem to naturally have these skills, but others need to be taught them regularly. All students should be taught coping skills and they should regularly be modelled for all students but when you have students frequently having meltdowns, falling apart, crying, experiencing anxiety, having issues with friends and you are having to frequently stop to console, encourage, or settle kids down then it is really time to act.

This workshop will help you

- Improve kids' self-confidence
- Increase instruction time
- Improve students' independence
- Help students to be more assertive
- Decreases the time it takes to deal with students' crises, issues, meltdowns, etc.
- Provide students a good life-long skill
- Help to empower students
- Improve Behaviour
- Improve student problem solving
- Help student empowerment

In this workshop we will look at three levels of teaching social skills:

1. Whole class approaches that establish a culture of coping and help protect us from "Contagious Helplessness".
2. Group and individual strategies to help avoid negative groups and
3. Specific strategies for individuals.

You will leave this workshop with a great collection of strategies and resources that will help you cope with keeping students positive.

3.10pm– 3.30pm Afternoon Tea Break

3.30pm – 4.30pm Workshop No 6

(Please Choose from Option 1 or 2 for the final session)

Option No 1

Tarun Stevenson -

Understanding and Educating Boys

Learn the unique ways in which boys develop, learn and engage neurologically and relationally to better understand and help them achieve in and outside the classroom.

- Topics include:
- - Boys in trouble
- - How their brains work
- - Masculinity and relationships
- - Engaging boys in the classroom

Option No 2

Dr Loretta Giorcelli -

Improving the educational outcomes of girls "*who benefit least from schooling*"

We have come a long way since the promulgation of the National Action Plan for the Education of Girls in 1994 and the admonition it drew from the first Disability Discrimination Commissioner, Elizabeth Hastings (1993-1997). In that Plan the only reference to girls with special needs was to them as one of the groups in our schools **who benefit least from schooling**.

In this workshop we will canvass some of the gender-specific knowledge that should guide our considerations when planning and delivering the curriculum for girls with a range of special needs. The current scientific challenges to notions of boys being more impacted by learning disabilities and conditions such as ADD/ADHD will also be presented mostly garnered from the studies of girls with learning and attention difficulties from Gottenburg, Sweden.

Workshop participants are encouraged to share their observations, concerns and strategies for addressing the academic, social or executive (organisational) needs of girls with special needs in our 21st century classrooms.

Close 4.30pm

6 Hours of PD