



## Early Careers Teachers' Conference

*Applicable to all teachers in their first five years of Teaching.*

Thursday 8<sup>th</sup> March & Friday 9<sup>th</sup> March, 2018



# Save the Dates for our National Conferences 2018

24th & 25th  
May 2018  
Mental Health  
MCG  
Melbourne Victoria

7th & 8th  
June 2018  
Differentiation for all Learners  
Cliftons  
Melbourn Victoria

30th & 31st  
August 2018  
Special Needs  
MCG  
Melbourne Victoria

2nd & 3rd  
August 2018  
Behaviour Management  
MCG  
Melbourne Victoria

15th & 16th  
November 2018  
Middle Leadership  
Melbourne Victoria



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# Focus of the Conference

## From Survival to Success

According to Harry Wong, teachers go through four stages on their way to becoming effective teachers.

From Fantasy to Survival through Mastery to creating a real Impact.

The aim of the Critical Agendas Early Career Teacher Conference is to assist Beginning Teachers in their first five years of teaching, to move as quickly as possible from Survival to Mastery.

Using interactive discussion and a discovery model, beginning teachers get to share and hear about their journey so far with early career teachers from throughout Australia and also get to work with some of the most inspirational and experienced classroom practitioners who have a wealth of knowledge, guile, experience and insight to help them on their expedition.

The conference is framed around six key areas of a teacher's life.

1. Professional Responsibilities.
2. Effectively Managing a Classroom.
3. Instructional Efficiency.
4. Behaviour Management.
5. Assessment for Learning.
6. Looking After You.

Here are the parameters we have in mind that will form the basis of this exciting Conference.

## 1. Professional Responsibilities

*Welcome to Teaching...*

- Developing professional relationships with students.
- Maintaining classroom order and control.
- Remaining positive throughout the year.
- Earning and keeping respect.
- Creating a professional image.

## 2. Essential Classroom Management Techniques...

*Making the classroom run...*

- Classroom Management and appropriate Relationships for Learning.
- Defining Your Expectations and Creating Effective Rules.
- How to Teach Students about Rules.
- Classroom Routines You Need To Teach.
- Use Time Strategically To Increase Learning.
- Creating the "Flow" that Makes Everything Easier.
- Effective Ways to Handle Class Interruptions.
- The Misbehaving Student, the Class, and You.
- Don't Get Tough Get Gentle.



## 3. Powerful Instructional Strategies

*Getting the best out of every student*

- Start Your Teaching With The End In Mind.
- Getting Students to operate on Higher and lower order Thinking.
- Making Your Teaching Stick.
- Breaking It Down To Increase Learning.
- How to Accelerate Learning.
- Questioning Techniques to Strengthen Your Teaching.
- Commanding Students' Attention and Asking the Right Questions.
- When Students Talk About their learning... metacognition.

## 4. Behaviour Management

*The core principals of positive behaviour leadership and discipline skills*

- The language of correction and discipline.
- How to establish a class, while covering basics such as initiating and sustaining attention, engagement and motivation, noise levels and time-on-task.
- How to develop a class behaviour agreement – whole class/developing rights, responsibilities and rules.
- Following up and following-through with students, especially those who present with on-going 'behaviour problems'.
- Developing effective use of 'time-out'.
- Using behaviour consequences.
- Managing frustration and anger in behaviour management situations.
- Managing challenging students in and out of class.
- Key aspects of colleague support – peer coaching/mentoring/appraisal.

## 5. Assessment for learning

*How developing assessment with students makes assessment manageable.*

- Sharing learning objectives with students.
- Developing students' awareness about their aims and the standards.
- Involving your students in their learning.
- Constructive feedback.
- Reflection for improvement.

## 6. Teacher Well Being

- Building Community.
- Finding Hopeful, Positive Mentors.
- Asking for Help and Demand Good Professional Development.
- Observing Other Teachers.
- Doing Home Visits.
- Writing Down Your Vision for Yourself as a Teacher.
- Don't Neglect Your Body.
- Do Something Non-Teaching Related.
- Cataloguing Every Single Success in the Classroom.
- Taking a Day Off.

# Day 1- Thursday 8<sup>th</sup> March, 2018



**9:00am – 9:30am.**

## **If I had a Magic Wand!**

**Presenter – Greg Mitchell.**

An interactive blast of an opener! This brilliant activity breaks the ice and finds out what participants key concerns are and then feeds these concerns into the running of the workshops to come. This allows all participants to get the most out of the Conference. In groups of six, participants list all of the things they would change in their role if they had a magic wand and could change anything!



**9:30am – 10:00am.**

## **I Will Survive!**

**Presenter – Bonnie Mitchell.**

This early Career Teacher has survived and she has worked in some of the toughest schools in Australia and still loves teaching. Learn how she did what works for her and share in an array of great strategies that will work for you.



**10:00am – 10: 30am.**

## **Instant Keynote.**

**Presenter – Greg Mitchell.**

Based on the “winner” of the “If I had a Magic Wand”, a brilliant improvised Keynote will emerge! Watch how Greg Mitchell constructs a dazzling learning experience using “Essential Classroom Management Techniques” and “Powerful Instructional Strategies” with the information Participants generated in the initial open-ended “Warm Up!”

**10:30am – 11:00am.**

## **Morning Tea.**

**11:30am – 11:45am.**



## **“Ten in Fifteen!”**

**Presenters – Greg Mitchell & Bonnie Mitchell.**

This fast paced session gives teachers ten brilliant teaching tips that will change their teaching life.

1. No Hands up.
2. Have a “do now” on your desks.
3. Two on a Crayon.
4. Desks around the outside of the room.
5. Exit tickets that rock.
6. Zero noise signals that REALLY get attention.
7. Type with your toes.
8. The pen recharge.
9. Sing it.
10. The parent phone call.

**11.45 am- 12.00 noon.**

## **Question & Answer Session.**



**12.00 noon -1:00pm.**

## **“Essential Classroom Management Strategies for all Primary Students.”**

**Presenter – Jane Langley.**

**(For Primary Teachers Only).**

Making the classroom run...

- Classroom Management vs. Relationships for Learning
- Defining Your Expectations and Creating Effective Rules
- How to Teach Students about Rules
- Classroom Routines You Need To Teach
- Use Time Strategically To Increase Learning
- Creating “Flow” Makes Everything Easier
- Ways to Handle Class Interruptions
- A Misbehaving Student, the Class, and You
- Don’t Get Tough Get Gentle

A positive learning environment DOES NOT happen by chance. Teachers need to have a clear plan on how to develop a classroom where students are safe, happy and can learn at their best. Time invested in ensuring these components will in return enhance the likelihood of improved learning outcomes. This workshop will focus on how effective Classroom Management needs to be based on strong teacher student relationships, the establishment of clear expectations and the explicit teaching of classroom routines.

**OR**



**12.00noon – 1.00pm.**

## **“Powerful Instructional Strategies for Secondary Students.”**

**Presenter – David Vinegrad.**

**(For Secondary Teachers Only).**

William Arthur Ward said – ‘the mediocre teacher tells, the good teacher explains, the superior teacher demonstrates and the great teacher inspires.

How can we integrate best practice including Marzano’s Art and Science of Effective Teaching, Hattie’s Visible Learning, or Wiggins and Mc Tighe’s Understanding by Design? Making practical sense of the fabulous research about teaching and learning so that we get the best out of every student is crucial in our fast paced profession as teachers in fast paced schools?

This workshop will focus on the following key points and provide a range of strategies and approaches to -

- Start Your Teaching With The End In Mind
- Getting Students to operate on Higher and lower order Thinking
- Make Your Teaching Stick
- Break It Down To Increase Learning
- How to Accelerate Learning
- Questioning Techniques To Strengthen Your Teaching
- Commanding Students' Attention and Asking The Right Questions
- When Students Talk About Their Learning... metacognition

(Adapted from ASCD.org)

Highly effective teachers work from being explicit – What do you do? Why do you do it that way? How do you know that it is effective?

**1:00pm – 1:40pm.**

**Lunch.**



**1:45pm – 3:00pm.**

**“Essential Classroom Management Techniques for Secondary Students.”**

**Presenter – David Vinegrad.**

**(For Secondary Teachers Only).**

Haim Ginot famously stated – “I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.” And some of us can do all of this by morning recess!

Classroom management is an all-encompassing term for behaviour management, student discipline, classroom climate, safe and supportive classrooms etc. There is an enormous body of research and best practice over the decades that repeat these familiar themes –

- Classroom Management vs. Relationships for Learning
- Defining Your Expectations and Creating Effective Rules
- How to Teach Students about Rules
- Classroom Routines You Need To Teach Use Time Strategically To Increase Learning
- Creating “Flow” Makes Everything Easier
- Ways to Handle Class Interruptions
- A Misbehaving Student, the Class, and You
- Don’t Get Tough Get Gentle

(Adapted from ASCD.org)

This workshop will focus on making your classroom run by unpacking the key elements to productive and safe classrooms. In this session we will also explore how we can be that decisive element in the classroom

**OR**



**1.45pm – 3.00pm.**

**“Brilliant Instructional Strategies for Primary Students.”**

**Presenter – Jane Langley.**

**(For Primary Teachers Only).**

*Getting the best out of every student*

1. Start Your Teaching With The End In Mind
2. Getting Students to operate on Higher and lower order Thinking
3. Make Your Teaching Stick
4. Break It Down To Increase Learning
5. How to Accelerate Learning
6. Questioning Techniques To Strengthen Your Teaching
7. Commanding Students' Attention and Asking The Right Questions
8. When Students Talk About Their Learning... metacognition

Whilst the foundation of a positive learning environment is strong teacher student relationships and clear expectations, this on its own is not enough. To ensure students achieve the learning outcomes we desire it is essential to have effective strategies that engage and motivate students to learn. This means teachers not only need to know the curriculum but also where their students are at, what the next step is on their learning journey and how to effectively take them there. This workshop will explore a variety of quick, easy and essential strategies teachers can use to get the best out of every student.



**3.00pm – 4.00pm.**

**“Professional Responsibilities & Possibilities.”**

**Presenter – Greg Mitchell.**

*Welcome to Teaching...*

Becoming a teacher is a difficult role.

One of teaching's greatest challenges is the switch that it makes to your persona as you rapidly have to change from being a student to that of a professional teacher. To make it worse, you are often propelled into a room of pupils without supervision and with the expectation that you will handle all of their demands in a calm and rational way.

This workshop explores how to “be warm but strict”, positively correct errors and create an image of composed competence despite the fear that twists your gut.

- Develop professional relationships with students.
- Maintaining classroom order and control.
- Remain positive throughout the year.
- Earn and keep respect.
- Create a professional image.

All of this without losing your personality or love of teaching.

# Day 2 – Friday 9<sup>th</sup> March, 2018



9:00am – 9:30am.

## "Outlandish Introductions."

Presenter – Greg Mitchell.

Based around the idea from the book "Happy Cities" the concept that transforming the everyday into the amazing, makes the world a better place to live, is showcased for all participants to see. This workshop takes a simple greeting into an astonishing work of art.



9:30am – 10:00am.

## "I have Survived."

Presenter -Mr Jack Smeelie.

This early Career Teacher has survived. He has worked in numerous schools and still loves teaching. Learn how he did what works for him and share in a host of great strategies that will work for you.



10:00am – 10:30am.

## "Resilience Strategies for Beginning Teachers."

Presenters– Andrea Downie & Nell Golden.

Teacher burnout, and the resulting turnover rate, is one of the largest issues facing the teaching profession today. Andrea, co-founder of Project Thrive, an educator whom was appointed into a Deputy Principal position within 5.5 years of her teaching career and Nell also a co-founder, whom has worked heavily in corporate well-being, will present a highly engaging keynote on how to build and benefit from resilience early in your career using an evidenced-based approach and discuss why having resilience is so fundamentally important in the profession.

10:30am – 11:00am.

Morning Tea.



11:30am – 11:45am.

## "Ten in Fifteen!"

Presenter – Greg Mitchell.

This fast paced session gives teachers ten brilliant teaching tips that will change their teaching life.

1. Stretch it.
2. HALT.
3. Crumple and throw.
4. You me.
5. 8 square.
6. Fruit salad.
7. Cool Applauses.
8. TTYPA.
9. RAFT.
10. Pause for Metacognition.

11:45am – 12:00 noon.

Question & Answer Session.



12.00 noon – 1.00pm.

## "Successful Strategies for Behaviour Management in the Primary Classroom."

Presenter – Greg Mitchell.

(For Primary Teachers Only).

Behaviour management is all about a number of simple procedures that enable teachers to set standards that students respect and which underpin great learning. This workshop explores how teachers can develop...

- How to insist on 100 percent effort and attention
- How to correct behaviour by stating what needs to be done in plain language
- How to develop a strong voice that establishes control
- How a simple request to repeat a missed instruction can positively change behaviour
- What details do you need to sweat on
- How to great students so that they want to work for you.
- How to stop warning and start expecting positive behaviour.
- How to develop developmentally appropriate class behaviour agreement
- How following up and following-through with students is essential for those who present with on-going 'behaviour problems'

OR



12.00 noon – 1.00pm.

## "Integral Assessment for Learning for Secondary Students."

Presenter – Anna Bennett.

(For Secondary Teachers Only).

How developing assessment with students makes assessment manageable.

*In reality, it is through classroom assessment that attitudes, skills, knowledge and thinking are fostered, nurtured and accelerated – or stifled.*

Hynes (1991) cited in Earl, L. 2004.

This workshop will help to develop an understanding that;

- There is a difference between summative and formative assessment.
- For assessment to work it needs to be linked to the learning intentions and success criteria
- Good feedback and assessment causes thinking
- Self and peer assessment are powerful tools in the assessment process

1.00pm – 1:40pm.

Lunch.



**1:45pm – 2:45pm.**

**“Brilliant Techniques for Behaviour Management in the Secondary Classroom.”**

**Presenter – Greg Mitchell.**

**(For Secondary Teachers Only).**

The secondary classroom can be a tough place to learn your behaviour management skills but a few simple insights will make your class more productive and your students more respectful.

Secondary classroom behaviour management starts with humble routines

- Simple entry routines that get the class ready to work.
- Being prepared for all comers with engaging easy work get students ready to engage.
- Tight transitions that save time and keep the pace of lessons going.
- How to control the paper and evidence of learning.
- How to get attention and keep it.
- How to have students ready to learn.
- How to use the language of correction and discipline.
- Developing effective use of ‘time-out’.
- Developing and using behaviour consequences.
- Managing frustration and anger in behaviour management situations.
- Managing challenging students in and out of class.
- Key aspects of colleague support.

**OR**



**1.45pm – 2.45pm.**

**“Developing Assessment for Learning for Primary Students”**

**Presenter – Anna Bennett.**

**(For Primary Teachers Only).**

How developing assessment with students makes assessment manageable.

*In reality, it is through classroom assessment that attitudes, skills, knowledge and thinking are fostered, nurtured and accelerated – or stifled.*

Hynes (1991) cited in Earl, L. 2004.

This workshop will help to develop an understanding that;

- There is a difference between summative and formative assessment.
- For assessment to work it needs to be linked to the learning intentions and success criteria
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- Self and peer assessment are powerful tools in the assessment process



**2:45pm – 3:30pm.**

**“Well Teacher, Well Students.”**

**Presenters – Andrea Downie & Nell Golden.**

The investments we make into our own personal development and well-being are as crucial as those that we make into the students we teach. When we are functioning optimally and can build high quality connections, we are happier and achieve more. Principal wellbeing has shown to be amongst the poorest of any profession, how can early career teachers put things in place now to build and sustain well-being throughout their careers and be more fulfilled? How can we use a systems approach to increase the well-being of the students we teach and our school? Andrea and Nell will present a highly engaging keynote on why wellbeing matters most for teacher success and why it is crucial to have well-being knowledge and skills as early on as possible. This will disrupt your current well-being assumptions.

By the end of this key-note you will be able to:

- Feel Brilliant.
- Define your wellbeing and explain to others why it is important.
- Recognise how stress affects your body.
- Practice mindfulness strategies.
- Use evidence and research when planning your wellbeing strategies.
- Apply practical wellbeing strategies to use on your own, staffroom or classroom.
- Access a list of resources to continue developing your wellbeing.



**3:30pm – 3:45pm.**

**Conference Wrap.**

**Presenter– Greg Mitchell.**



# Registration Form

Title.....First Name.....Surname.....  
Position.....  
School/Employer.....  
Postal Address.....  
Suburb/Town.....  
State.....Postcode      
Country.....  
Telephone.....  
Mobile No.....  
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## Payment Details

Purchase Order No.....  
(Must be supplied for school to be invoiced)  
Name of Contact for Invoice.....  
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One Day: \$AU 395 GST Incl.      Two Days: \$AU 595 GST Incl. (No split bookings)      Total \$.....  
Please find my payment enclosed.  
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## Early Careers Teachers' Conference

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### Booking Conditions

No applications for this program will be accepted after all vacancies have been filled. Unsuccessful applicants will have their monies refunded in full. Cancellations prior to 15th February 2018, will incur a 25% service charge per applicant. This program will be payable in full for cancellations made on or after 15th February 2018, or for failure to attend the program. All cancellations must be in writing and emailed to us. In the event of insufficient applications this program will not proceed and registration monies be fully refunded. In the event of this program being cancelled for whatever reason registration monies only will be refunded as Critical Agendas will not accept liability for the payment of any other associated costs. Critical Agendas reserves the right to vary the advertised programs prior to commencement.