

<http://www.clker.com/clipart-kids-stick-figures.html>

PRIMARY NEWSLETTER

Term Three, 2015

PROFESSIONAL DEVELOPMENT

REGIONAL PD

SIMPLY SPELLING

INNISFAIL - AUG 4

WRITING

ATHERTON - AUG 5

CES - AUG 6

STILL GOOGLING

INNISFAIL - SEPT 15

ATHERTON - SEPT 16

C1 - SEPT 17

HOLIDAY PD

TACTICAL TEACHING THINKING

CES C1 9:00 - 3:00pm

SEPT. 23

WELCOME

The Primary Curriculum Team welcome Mrs Leigh Quirk to the position of Education Officer available as the result of the retirement of Geraldine Norris.



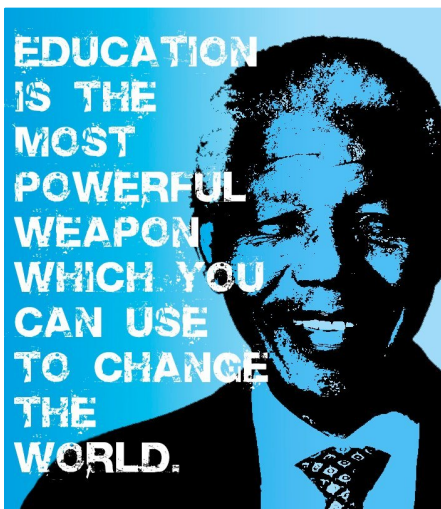
Leigh will commence in this role in Week 6 this term. Leigh brings with her knowledge and skills developed in a variety of settings and we look forward to benefiting from her expertise. She began her teaching career in Education Queensland and has experienced working across all levels of primary teaching.

Leigh has very capably led the support of curriculum at St Therese's school and is well-respected right across the system.

Leigh's passion is teaching in the early years as well as The Arts and this will enhance the team significantly.

Leigh has also spent a great deal of time focusing on building capacity in the area of ICT to provide students with the opportunity to use different tools for different curriculum tasks.

I am confident that she will be a wonderful support for CSTs and classroom teachers across the Diocese of Cairns.



IS THE KTL BOILING? Know, Teach Learn

Bringing it all together: the knowledge, the pedagogy, the learners.



#KTL2015

know.teach.learn
Curriculum Conference



Keynote Dan Haesler

Dynamic Educational Thinker and Speaker

Lee Willett, Manager NAPLAN QCAA

Dr. Maree Dinan-Thompson JCU

GADGETS & COOL TECH *Flipped Learning*
7 Steps to Writing *Tactical Teaching* **HOTS**
Early years - Literacy **Blocks** **PLCS**
Apps for Learning *Blended Learning*
Secondary Teacher Dashboard Panel



ktl2015.weebly.com

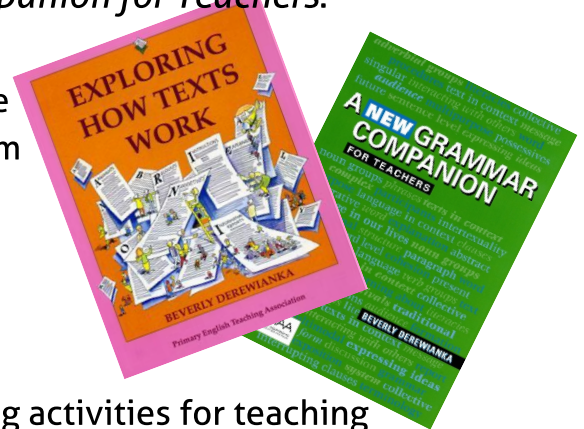
St. Augustine's College Cairns, Saturday August 15

BEVERLY DEREWIANKA - LANGUAGE FOR EXPRESSING IDEAS



On June 12, the Diocese was fortunate to share the linguistic wisdom of Beverly Derewianka, a widely published Professorial Fellow at the University of Wollongong. Some her best known teacher publications include *Exploring How Texts Work* and *A New Grammar Companion for Teachers*.

An abridged version of the presentation can be found on the Curriculum Place under English Support Materials.



Bev drew our attention to a range of fun and engaging activities for teaching grammar, developed by Imogene Cochrane from Erskineville Public School who has generously provided copies of these games for use in early primary classrooms. These games utilise the functional approach to grammar that encourages the use of questions to identify the meaning communicated by words. The games can be found at:

<https://educationalsemiotics.wordpress.com/2013/01/08/imogenes-grammar-games/>

She also showed us how to use high-quality literature to develop our students' understanding of how the clause works to represent 'what's going on', delving deeply into the different processes of doing, thinking, feeling, perceiving, saying and being, as well as how to create rich descriptions through expanding the noun group. Some of her text suggestions included:



ARE YOUR STUDENTS LEARNING IN A CONTEMPORARY CLASSROOM?

Educators and systems spent the 20th century perfecting the 19th century model of schooling. Heppell, S. (2005). Episode 1: Learning in the third millennium

Are we in danger of this continuing in the 21st century?



www.twitgoo.com



www.pinterest.com



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support
communication
collaboration
active learning
participation

ENGAGEMENT



www.emergingedtech.com

EXPLICIT INSTRUCTION IN A CONTEMPORARY CLASSROOM



I do.....

I do.....OR
We do.....



You do.....



WHICH MATHS STRATEGY?

Curriculum documents Australia wide, highlight the need for students to develop strategies for effective problem solving. Students need to learn, choose and independently use a repertoire of mental, paper and calculator strategies to successfully participate in 21st century mathematics. The Diocesan developed FISH strategies are an excellent resource to do this.

Students need a strong foundation of mathematical understanding through the use of number sense activities (Diagram 1, 2 & 3).

Once students have a well developed sense of number, teachers can then introduce a variety of strategies, including FISH, through explicit instruction.

Students will develop confidence using all strategies through reinforcement activities. (Diagram 4) (*"Facts for Life-Teaching Subtraction Facts using a Number Sense Approach by James Burnett and Calvin Irons 2002*).

It is important that there is consistency in the strategies employed across each year level and that a clear progression is maintained from one year level to the next within a school. To assist with the progression, vertical articulation of strategies used by the school should occur across year levels. Teachers could collaborate in groups to develop a consistent and shared understanding whilst discussing and recording the year level expectations. Referencing the MAGs should help in this area.



Diagram 1: www.learning4kids.net

Diagram 2: www.teachthis.com.au

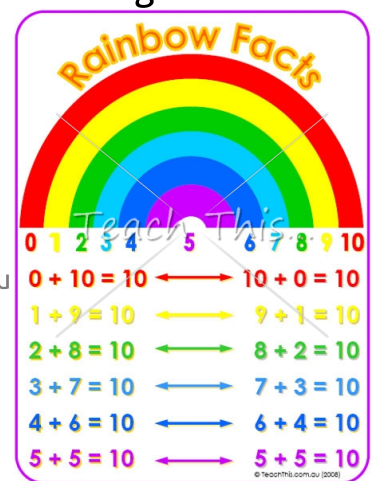


Diagram 3: littlemindsatwork.blogspot.com

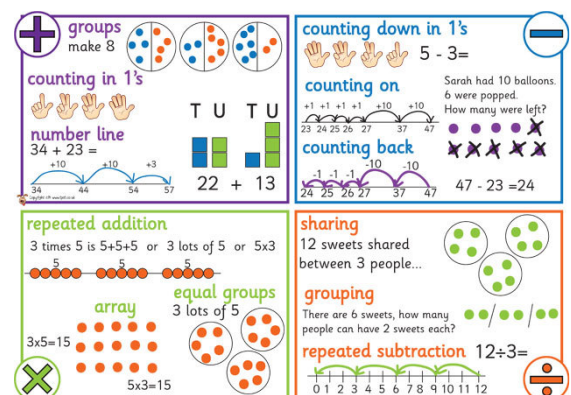


Diagram 4: www.oldmoat.manchester.sch.uk

STRATEGIES TOOL KIT

All classrooms should have a 'Maths Tool Kit'

This tool box could be cumulative with new resources added each year.

maths Tool Kit

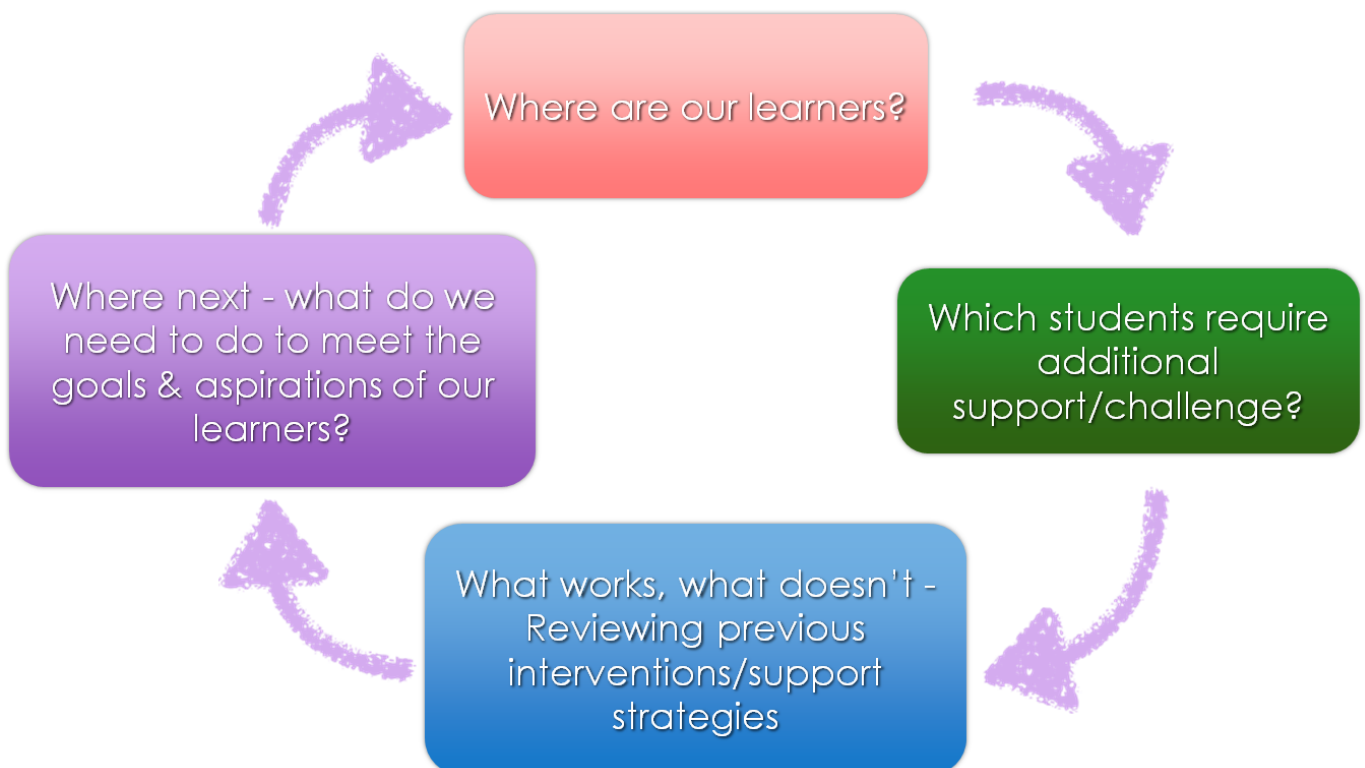


www.ba-centrajersey.org

The Tool Kit has the tools needed to help solve mathematical problems. Items such as Ten Frames, 100 Boards, Number Recognition cards, Number lines, Hundreds/Tens/Ones Boards, etc.

(We wouldn't expect a plumber to fix a tap without their tool kit, we can apply this analogy to students facing problem solving in Maths.)

BI - BUSINESS INTELLIGENCE TOOL



Engaging with Data

... it is relatively easy to get the 'data' to tell us what we already know, the challenge is to get it to tell us what we don't!

ALL THINGS DIGITAL



learninginhand.com

Evaluation Rubric for Mobile Applications (APPS)

Domain	4	3	2	1
Curriculum Connection	Targeted skill or concept is directly taught through the app	Skill(s) reinforced are related to the targeted skill or concept	Skill(s) reinforced are prerequisite or foundation skills for the targeted skill or concept	Skill(s) are not connected to the targeted skill or concept
Authenticity	Targeted skills are practiced in an authentic format/problem-based learning environment	Some aspects of the app are presented in an authentic learning environment	Skills are practiced in a contrived game/simulation format	Skills are practiced in a rote or isolated fashion (e.g., flashcards)
Feedback	Feedback is specific resulting in improved performance; Data is available electronically to student and/or teacher	Feedback is specific and results in improved student performance (may include tutorial aids)	Feedback is limited to correctness of student responses & may allow for student to try again	No feedback is provided to the student
Differentiation	App offers complete flexibility to alter settings to meet student needs	App offers more than one degree of flexibility to adjust settings to meet student needs	App offers limited flexibility (e.g., few levels such as easy, medium, hard)	App offers no flexibility (settings cannot be altered)
User Friendliness	Students can launch and navigate within the app independently	Students need to have the teacher review how to use the app	Students need to have the teacher review how to use the app on more than one occasion	Students need constant teacher supervision in order to use the app
Motivation	Students are highly motivated to use the app and select it as their first choice from a selection of related apps	Students will use the app as directed by the teacher	Students view the app as "more schoolwork" and may be off-task when directed by the teacher to use the app	Students avoid the use of the app or complain when the app is assigned by the teacher
Student Performance	Students show outstanding improvements in performance as a result of using the app	Students show satisfactory improvements in performance as a result of using the app	Students show minimal improvements in performance as a result of using the app	Students show no evidence of improved performance as a result of using the app

Created by Harry Walker – Johns Hopkins University -10/18/2010; Revised & empirically validated 10/14/2012
Please contact for permission to use harry.walker@comcast.net

CURRICULUM SUPPORT TEACHERS

NORTHERN
AUGUST 18
SOUTHERN
AUGUST 19
WESTERN
AUGUST 24

ELEARNING FORUM

SEPTEMBER 3
2015
C1

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Click on image to enlarge



Three of our very own staff from the Cairns Diocese were involved in the conference, Slide2Learn from July 7-8 in Hobart, Tasmania.

These wonderful educators took time to create, collaborate, design and encourage critical thinking with best practices using iPads.

www.itunes.apple.com



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