

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

Term Two, 2015

PRIMARY NEWSLETTER

PROFESSIONAL DEVELOPMENT

LANGUAGE FOR EXPRESSING IDEAS

BEV DEREWIANKA

C1 FRIDAY JUNE 12

REGIONAL PD

SIMPLY SPELLING

PARRAMATTA PARK; - MAY 4

ATHERTON - MAY 6

C1 - MAY 7

PROBLEM SOLVING

INNISFAIL - JUNE 16

ATHERTON - JUNE 17

C1 - JUNE 18

HOLIDAY PD

ARE RUNNING RECORDS REALLY A USEFUL TOOL?

JULY 8 - C1

FAREWELL

Geraldine Norris has elected not to renew her contract as Education Officer: Primary Curriculum, a position she has held for over 10 years.

Geraldine commenced working for Catholic Education in 1972, when she arrived from England as a Secondary Arts teacher, at St Monica's College. She remained at St Monica's for a number of years and held a variety of leadership positions including Head of Department - Art and Deputy Principal.

After having a family, Geraldine moved to St Francis Xavier where she was also recognised for her leadership capacity. Geraldine took on the role of Curriculum Support Teacher before she was asked to join Catholic Education Services and provide coaching/mentoring opportunities in numeracy to the schools on the Tablelands. She returned to SFX where she accepted the role of Deputy Principal. Previous success in the numeracy role saw Geraldine become the face of Curriculum for the Diocese in 2004. She worked tirelessly and on her own to provide support for both the primary and secondary sector until the team began to grow in 2006.

Geraldine has always been prepared to go the extra mile to ensure quality professional development and resources are available not only to staff in our Diocese and other QLD Dioceses but also nationally. Recognition of the MAGs by the Australian Mathematics Trust is testament to this. Geraldine will remain involved with the MAGs until this project is completed.

Geraldine's expertise, ability to see the 'big' picture in relation to curriculum change, digital adeptness and passion for The Arts will be greatly missed.

Geraldine was to take leave during Term Two before officially retiring in July, however her commitment to Catholic Education has seen her postpone her leave until we find a suitable replacement.



Giving Feedback - Try to Make it a Positive Process and Experience

Before giving feedback make sure you remind yourself why you are doing it. The purpose for giving feedback is to improve learning. That's not to say you must always be positive. There is a role for negativity. You'll most often get much more from people when your approach is positive and focused on improvement.

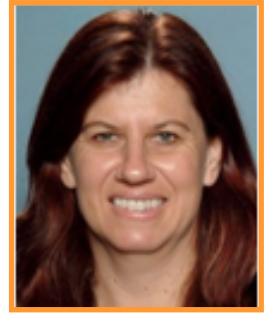
Sharon County left us at the end of Term One to take up the position of Principal at Our Lady of the Sacred Heart, Thursday and Hammond Island.

Sharon joined the Curriculum Team in 2011 from St Therese's, Bentley Park. Her extensive experience in Curriculum, particularly as a Curriculum Support Teacher and Principal at St Rita's Babinda and early years experience in Victoria, gave the team additional depth.

Her love of learning and willingness to accept new challenges saw her drive

implementation and professional development in the Australian Curriculum History, Geography and Civics and Citizenship. The implementation of the Australian Curriculum at OLSH will certainly benefit from her expertise.

We wish her well in her new endeavour and look forward to seeing her ongoing leadership in Curriculum



WELCOME



Rebecca Harris joins the team as an Education Officer: Primary Curriculum. She brings with her knowledge and skills developed in a variety of settings and we look forward to benefiting from her expertise.

Rebecca began teaching in South Australia and has experienced working across all sectors. Looking for the new challenge in her life long learning journey, Rebecca headed to Abu Dhabi, United Arab Emirates. Whilst there, she took up a position in the primary section of the Raha International School (RIS).

She has a passion for Maths, Physical Education and Science which provided her with the opportunity to roll out a new curriculum across the primary years.

Rebecca has well developed digital skills having taught with a variety of tools including Apple TV, ipads and interactive boards. Her experiences in a 1 to 1 iPad class, as well as a BYOD class, will be invaluable to those schools on this journey.

On behalf of the Curriculum Team, a very warm welcome to Rebecca.

Giving Feedback

Students want to know how to improve their work so that they can do better next time.

However, when we critique student's work, it is easy for the number of negative comments to exceed the number of positive statements.

Is the ledger balanced?

“80% of feedback students receive is from other students and 80% is usually wrong! We need to model and teach how to provide feedback”

HAVE YOU ACCESSED SCOOTLE LATELY?



These self-paced coaching modules provides Queensland teachers and pre-service teachers with research-validated information and advice to build teacher knowledge, skills and understanding of how to teach reading, writing and mathematics from Prep to Year 10 and in all learning areas. The modules combines online learning and offline practical application. Participants read information, access animations and websites and undertake tasks. They record their ongoing reflections in a journal, working closely with a 'coach' and colleagues. A principal-approved 'coach' to support each participant's professional learning through observation, discussion and feedback is a key feature of the module design. It is, however, possible to use the modules on a 'dip in and out' basis. These materials are offered on an "as is" basis and may be updated periodically as determined by Queensland Department of Education, Training and Employment.



You can now login automatically from the [Login Page](#).



Giving Feedback

Feedback aims to reduce the gap between where the student 'is' and where he or she 'is meant to be' (achievement of the success criteria). To make feedback effective teachers, therefore, must have a good understanding of where the students are and where they are meant to be.

The more transparent teachers can make this status for the students, the more students can help themselves from the points at which they are to the success points and thus enjoy the fruits of the feedback.

EXTERNAL DATA COLLECTIONS

NAPLAN

NAPLAN tests provide point-in-time information in relation to student performance. It is important that the results accurately reflect student ability and they are not intended to be pass/fail type tests. NAPLAN tests are intended to complement the existing range of school-based assessments. It is important that teachers ensure that students, while taking the NAPLAN tests seriously, are not overwhelmed by the experience. Students should be familiar with test format and response types, but excessive practice is not recommended. The provision of broad and comprehensive teaching and learning programs is the best preparation that schools can provide for their students. Therefore, excessive coaching and test preparation is inappropriate.

Please ensure you are familiar with the test administration procedures and protocols in the 2015 Teacher Manual.

Australian Early Development Census (AEDC)

The Australian Early Development Census (AEDC) is an Australian Government Initiative. It is a nationwide survey that shows how young Australian children have developed as they start their first year of full-time education. The AEDC highlights what is working well and what needs to be improved or developed to support children and their families.

The Early Development Instrument measures five important areas of early childhood development.

These five areas – also called domains – are closely linked to the child’s health, education and social outcomes as they grow into their adulthood:

- physical health and wellbeing
- social competence
- emotional maturity
- language and cognitive skills (school-based)
- communication skills and general knowledge.

Prep teachers in Diocesan schools will be completing the AEDC for all students commencing May 4, 2015.



Engaging with Data

Engaging with data is integral to teaching and a major contributor to improving student outcomes. It is not an accessory or an optional extra. This is clearly evident in the *Australian Professional Standards for Teachers* (Standard 5.4 Interpret student data).

Shaddock., *A Using Data to Improve Learning*

ACER Press 2014

Schools

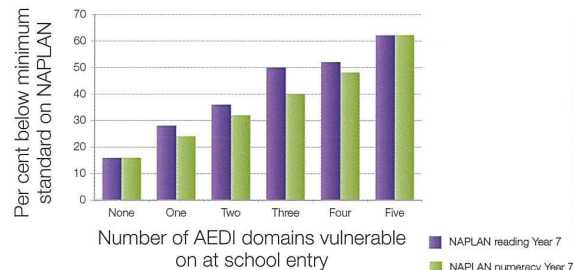
The AEDC is a reliable measure of child development across five domains.



Participate in the data collection so all communities have complete AEDC data.

The AEDC predicts NAPLAN results from Year 3 to Year 9.

This graph shows that AEDC vulnerability is linked to later school achievement



Use the AEDC confidently as a holistic measure of child development in your community.

The AEDC predicts social and behavioural outcomes at school.

learning to think before doing something good social development respect for others
easily adjusts to change

CHILDREN ON TRACK

self control follows rules curious about the world
comfortable being left at school helps others learning emotional regulation

Use the AEDC to plan for the needs of your children.

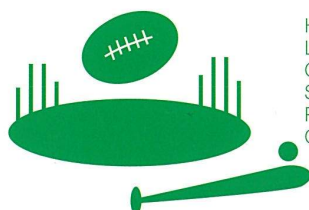
The AEDC provides a common language and publicly accessible data for all services to engage with.



Use the AEDC to link to other services.

The years before school provide an opportunity to increase later equalities in academic achievement and life success.

SCHOOL ASSETS SUPPORTING CHILDREN:



High quality staff
Libraries
Ovals
Sporting equipment
Playgroup space
Community gardens



Examine how your assets can better support early childhood development before children arrive at school.

AUSTRALIAN TEACHER STANDARDS



The [Self-Assessment Tool \(SAT\)](#) is an online questionnaire enabling you to reflect upon your practice in accordance with the Australian Professional Standards for Teachers.

The free My Standards app makes the *Australian Professional Standards for Teachers* accessible anywhere, anytime. Collect and annotate your own artefacts, referenced to the Standards to inform and evidence your professional growth.

- Take control of your professional growth by regularly collecting evidence and reflecting on your practice.
- Create video, photo or audio artefacts of your professional practice as it happens.
- Annotate artefacts and map to the Standards.
- Export your artefacts to cloud storage and access from any computer, mobile or tablet.
- Connect the Standards to your practice to inform your professional discussions and career development.



Consistency of Teacher Judgement

Consistency of Teacher Judgement (CTJ) is a key strategy for implementing the Australian Curriculum.

Have you read the magazine to support schools preparing for CTJ in 2015. It contains sample criteria for assessing comprehension as well as activities and a list of references to access additional material. It can be accessed online on [The Curriculum Place](#).

CTJ is an ongoing process embedded in the learning and teaching cycle of planning, teaching and assessing student work ”

ALL THINGS DIGITAL



Are you using Hapara (Maori for "dawn" or "daybreak" and pronounced "HAP-ara") or TEacher Dashboard which is available in Primary Schools across the Diocese? This nifty application allows teachers to see what students are working on, make comments, create collaboratively in Google Docs and mass-distribute handouts.

Ask your eLearning teacher if you need assistance!



Looking for an app? Have you visited [Appitic?](#) Don't forget before choosing an App there are a number of [things you should consider!](#)



Student reporting will commence in Week Five this term. Do you remember how to use the SRS system? No, then try [the online guides!](#)



Are you using Google Apps with your students? Have you tried:

- working on a collaborative document with your students?
- providing students an opportunity to give written feedback to other students?
- using a Google Form as a pre-assessment tool?
- creating a Google site for your class?

CURRICULUM SUPPORT TEACHERS

NORTHERN

MAY 26

SOUTHERN

MAY 27

WESTERN

MAY 28

ELEARNING FORUM

JUNE 5, 2015

C1

9:00AM - 3:00PM

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