



THE UNIVERSITY OF
SYDNEY

Successful Learning Conference 2020

Enhancing educational outcomes through strength-based initiatives

Monday 29 & Tuesday 30 June 2020 | The Epping Club



This annual conference focuses on issues and developments in the provision of quality education for students K-12, in particular, for students whom teachers are providing adjustments.

In 2020, we will be focusing on implementation of educational practices that are inclusive of students with a range of educational, social and emotional needs. The conference will engage with research outcomes that examine and demonstrate education practices that can be used with fidelity, and professional wisdom, across differing curriculum areas, and year levels. Specific focus will be given to literacy and numeracy, communication and social competence, Aboriginal and Indigenous education, assessment and decision-making, behaviour and social skills, technology, students' mental health and trauma informed practice. Presentations and workshops will be given by teachers, consultants, community-based personnel and academics, from metropolitan and rural locations in NSW, interstate and overseas.

Participants may attend the conference as a stand-alone event or as part of the Educational Studies (Learning Support) Program which includes an additional 5 evening workshops (26hrs of NESA Registered PD at Proficient Teacher). For further information please visit: <https://sydney.edu.au/arts/study/continuing-professional-development/professional-learning-calendar.html>.

Registration & fees

\$495 (2 day) \$275 (1 day) per person GST Incl. Includes conference attendance, resources, morning tea and lunch. Register online by visiting: <https://sydney.edu.au/arts/study/continuing-professional-development/professional-learning-calendar.html> and follow the calendar links. This conference will be held at the Epping Club, Rawson Street, Epping.

For enquiries please contact:

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Keynote Presentations by:

Sarah R. Powell, Associate Professor, Department of Special Education, University of Texas at Austin, US

Essential Components of Mathematics Intervention

In this session, we discuss and illustrate five essential and evidence-based components to intensive, small group mathematics intervention. First, we discuss how to use modelling and practice to help students understand important mathematics concepts and procedures. We review questioning and feedback within explicit instruction. Second, we focus on the use of mathematical language within explicit instruction and why it is necessary to scaffold students learn formal mathematical language. Third, we highlight the use of multiple representations to help students understand the meaning of mathematics. We review concrete hands-on tool, visual, and virtual manipulatives. Fourth, we focus on building fact and computational fluency, the importance of building procedural fluency, and discuss brief fluency activities to use within interventions. Fifth, we describe effective word-problem solving strategies to incorporate within all mathematics interventions. These five essential components form the foundational for an effective intervention platform in mathematics.

Aaron Lanou, Director, ASD Nest Support Project, Steinhardt School of Culture, Education, and Human Development, New York University, US

"Mandy always blurts on topic": Shifting to a Strengths-Based Paradigm

Education and special education can fall into the trap of being overly deficit-focused: Teachers and therapists assess and evaluate students to determine their areas of weakness and then shine a spotlight on those weaknesses with services and supports aimed at remediating them—all of which can lead to the view of students as a compilation of problems to fix. In order to more meaningfully support students, and in recognition of the fact that no one builds their life on remediated weaknesses, it is high time for education to shift to a strengths-based approach. While not ignoring challenges, we need to focus on what students can do, the strengths they bring, their interests, what motivates them, and use this lens as the starting point for teaching and supporting them. For students, educators, and parents and families alike, leading with strengths is affirming and effective and ensures that education is accomplishing its goal of equipping students for success beyond the classroom.



Completing the *Successful Learning Conference* will contribute 11hrs of NESA registered PD addressing 1.5.2, 2.5.2, 4.1.2, 4.3.2 and 6.2.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

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