

Successful Learning Conference 2024

Building executive functions for student success

Monday 24 June 2024, 9.00am-4.30pm

Attend in-person at the University of Sydney or online by Zoom



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 2024, 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 examine processes that support teachers and students in building strong learning outcomes. The presentations 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 curriculum access, assessment and decision-making, behaviour and social skills, and technology.

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 and masterclass as stand-alone events or as part of the [Educational Studies \(Learning Support\) Program](#) which includes an additional 5 evening workshops (26hrs of teacher professional development).

Registration & fees

\$330 (1 day conference by Zoom or in-person); \$330 (1 day Masterclass); \$550 (conference + masterclass by Zoom or in person); \$1500 Educational Studies (Learning Support) Program includes Conference + Masterclass + 5 evening workshops. All fees are per person and GST inclusive.

The one-day conference can be attended in-person at the University of Sydney or by Zoom. Masterclass and evening workshops are available by Zoom only.

Keynote Presentation by:

Aaron Lanou, Educational Consultant, Aaron Lanou Consulting, LLC

Removing Boulders for Snorkel Kids: Tier One Supports as a Foundation for Classroom Practice

Learning is like climbing a mountain—it's challenging and takes effort, as learning should. But the way we "do school" creates barriers for students that makes the climb harder than it needs to be. Our requirements for students to sit still, to focus on one thing for a long time, to listen and remember verbal information and directions—are all rocks and boulders in students' paths up the mountain.

These barriers affect students differently, as each student comes to the base of that mountain with different tools in their packs: some students naturally have pick axes and hiking poles to climb over those "sit still" boulders. Other students arrive with different tools: a shovel, a chisel... a snorkel. Those are great tools to have—they're useful for digging, carving, and swimming—but they're not as helpful for traversing that "pay attention" barrier.

Teachers have the power and responsibility to reduce the impact of these barriers. Using tier-one supports creates a safety net to prevent barriers from crashing down in students' paths.

In this keynote presentation, we will first identify the strengths and different needs of neurodivergent students and those who live with disability. Then we will examine barriers typical schooling creates, problematizing the unexamined demands of school culture, and the ways these barriers impact different types of students. Finally, we will explore starting points for universal, tier-one strategies to support students' executive functioning, language, and sensory needs.

Students are always going to come to school with different brains, different strengths and skills. Thoughtful tier one supports can help teachers redesign classrooms to be places where "snorkel kids" can succeed alongside everyone else.

For enquiries please contact:

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For further information and registration please visit the [conference website](#).