

Master of Teaching Partnerships Conference 2015

Thursday 16 July

Melbourne School of Design, The University of Melbourne, Parkville

9 – 9.30am

Opening address:
Powerful partnerships



Professor Field Rickards
*Dean, Melbourne Graduate
School of Education*

Session 1
9.35 – 10.25am

Positive psychology and education:
A powerful partnership



Associate Professor Lindsay Oades
*Director of Undergraduate Positive
Psychology breadth programs,
Centre for Positive Psychology,
Melbourne Graduate School of
Education*

Quality teaching in the early years



Professor Collette Tayler
*Chair of Early Childhood
Education and Care,
Melbourne Graduate
School of Education*

10.30 – 11am Morning tea

Session 2
11 – 11.50am

21st century skills: Why, what, how



Emeritus Professor and Honorary
Professorial Fellow Patrick Griffin
*Founder of the Assessment Research
Centre, Melbourne Graduate
School of Education*

Building resilience



Associate Professor
Helen Cahill
*Deputy Director of the Youth
Research Centre, Melbourne
Graduate School of Education*

Session 3
11.55am – 12.45pm

**Identifying gifted learning in its multiple forms and
talented outcomes in the classroom**



Associate Professor John Munro
*Head of Studies in Exceptional
Learning and Gifted Education,
Melbourne Graduate School of
Education*

**The nature and importance of instructional
leadership**



Professor Stephen Dinham
OAM
*Chair of Teacher Education
and Director of Learning
and Teaching, Melbourne
Graduate School of Education*

12.45 – 1pm Concluding remarks

Session 1: Abstracts

Positive psychology and education: A powerful partnership

Associate Professor Lindsay Oades

To explore the applications of positive psychology in education this presentation will examine four questions:

1. What is wellbeing?
2. What is positive psychology?
3. What is positive education?
4. How is it relevant to me?

It will also discuss recent developments at the Centre for Positive Psychology and participants will be involved in a group activity to explore how positive psychology is relevant to them.



Associate Professor Lindsay Oades is the Director of Undergraduate Positive Psychology breadth programs in the Centre for Positive Psychology, at the Melbourne Graduate School of Education.

Associate Professor Oades is deeply committed to applications of wellbeing having worked in health, business and education contexts, including recent major input into the new NSW Wellbeing Framework for Schools. He views schools as the context with the greatest leverage for the wellbeing of society.

Quality teaching in the early years

Professor Collette Tayler

This session argues for a strong pedagogical framework and the critical use of a program-tracking model to drive early education and care programs from birth until year 2.

The transparency of the approach that is adopted, teamwork, and the implementation of an assessment-planning-review cycle underpin the improvement of children's outcomes. Evidence from the E4Kids longitudinal study and educator professional learning projects will highlight the active ingredients of high-quality learning programs.



Professor Collette Tayler is the Chair of Early Childhood Education and Care, at the Melbourne Graduate School of Education.

Professor Tayler researches learning and development from pre-birth to age eight through large and small scale studies of home, centre and school based educational programs in culturally and linguistically diverse communities. The practices that advance learning, and planning models that promote learning, are central concerns to her.

Session 2: Abstracts

21st century skills: Why, what, how

Emeritus Professor and Honorary Professorial Fellow Patrick Griffin

The emphasis on 21st century skills in the classroom is increasing worldwide. There is evidence of changes in the workforce that call on skills and expertise at odds with the past, but despite this, the preparedness of the education sector to respond varies widely. This variation may be due to national goals and values, economic development, or the nature of education systems. Globally, systems respond to the change rather than drive it.

Furthermore, a recent survey of business executives identified problem solving, team working and communication as top required skills, and predicted that demand for these skills would grow. This presentation will contextualise the emergence of 21st century skills, and explore the potential to teach and assess students in these skills.



Emeritus Professor and Honorary Professorial Fellow Patrick Griffin is the founder of the Assessment Research Centre, at the Melbourne Graduate School of Education. He has led national and international studies of problem solving, literacy and numeracy and was Executive Director of the Assessment and Teaching of 21st Century Skills Project with an impact on national and international assessments, including the 2015 PISA study.

His work has also had an important impact on developmental frameworks for teachers and school leaders in Australia.

Building resilience

Associate Professor Helen Cahill

Many students suffer from stress and anxiety, while others have problems maintaining motivation or managing their behaviour. This has negative effects on student learning and wellbeing and is an additional burden for teachers.

This presentation will detail what schools can do to enhance the resilience of their students, and include an overview of research into the relationships between engagement in learning, teacher-student relationships and student wellbeing.

It will also provide an introduction to the new Foundation to Year 12 Social and Emotional Learning curriculum recently developed by the presenter and provided as open access for Victorian schools via the DET website.



Associate Professor Helen Cahill is the Deputy Director of the Youth Research Centre at the Melbourne Graduate School of Education. She is a specialist in school-based approaches to enhancing resilience.

Associate Professor Cahill is the lead author of MindMatters, the DET Building Resilience Social and Emotional Learning curriculum, and a further 20 curriculum publications guiding teaching about drug education, bullying, sexuality education, violence prevention, youth leadership, grief education, and youth participation.

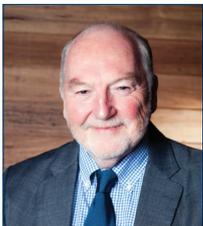
Session 3: Abstracts

Identifying gifted learning in its multiple forms and talented outcomes in the classroom

Associate Professor John Munro

A challenge that faces schools and teachers is the identification of gifted learning aptitude in its multiple forms.

This presentation will describe a range of research-validated tools teachers can use to identify gifted learning capacity in the classroom. It will also examine procedures for reviewing, evaluating and improving a school's identification protocol and strategies for improving, on a whole school level, teachers' knowledge and practice in this area



Associate Professor John Munro is the Head of Studies in Exceptional Learning and Gifted Education at the Melbourne Graduate School of Education. He is also an international school improvements consultant, an Honorary Fellow of ACEL and a Life Member of Learning Disabilities Australia.

Trained as a primary and secondary teacher and a psychologist, Associate Professor Munro's interests are in literacy learning, learning difficulties, maths learning disabilities, learning internationally, gifted learning, instructional leadership and school improvement. He developed the VELS English Curriculum, the Language Disorders Program and the Dyslexia and other Learning Difficulties DEECD materials.

The nature and importance of instructional leadership

Professor Stephen Dinham OAM

Drawing upon contemporary research, this presentation considers the nature and importance of instructional leadership in promoting effective teaching and student learning.

It will explore evidence from an Australian Research Council project that investigated practices and processes responsible for 38 schools achieving exemplary outcomes in schooling.



Professor Stephen Dinham OAM is Chair of Teacher Education and Director of Learning and Teaching at the Melbourne Graduate School of Education. He has conducted a wide range of research projects (over 75 funded) in the areas of educational leadership and change, effective pedagogy/quality teaching, student achievement, postgraduate supervision, professional teaching standards, teachers' professional development, middle-level leaders in schools, and teacher satisfaction, motivation and health.

Professor Dinham is widely published including over 330 books, book chapters, refereed journal articles, and articles in professional journals. He is a frequent presenter at international, national and state conferences.