



# Welcome



Assessment is where the art and science of teaching meet. Effective assessment shows us the extent to which students understand what we are teaching them, and enables us to use that information to inform future teaching. It indicates to the student how well he or she is doing and assists them to improve their performance. An apt motto for any staffroom wall might be: assessment for learning, assessment as learning, assessment of learning.

The professional judgment of teachers is integral to assessment and has been the dominant paradigm in Australia in the early and middle years of schooling. The benefits are manifold: teacher professionalism increases, students' higher order thinking skills are encouraged, and we can cater to the range of students' learning styles. In Queensland we can be especially proud that assessment continues to be determined within the classroom into Years 11 and 12.

The theme of this year's QSA conference recognises the power of assessment, its role in the teaching and learning process, and as a vital element of teachers' professional practice. As well as outstanding keynote speakers in Richard Gerver and Yong Zhao, **Shaping teaching and learning: The assessment factor** offers over 100 concurrent sessions, a Kindergarten Forum, Leadership in Education Forum, and panel discussion for industry leaders and educators involved with VET.

An important emphasis is the use of new technologies in assessment. There are also opportunities to hear from teachers and other experts who have developed assessment resources to support the Australian Curriculum.

The QSA conference remains the only event of its type in the country for educators across K–12. It offers a stimulating environment where teachers, principals, national and international education experts and sector administrators come together to focus on enhancing educational practice. I encourage you to encounter the new approaches to classroom assessment being showcased, and be inspired to develop assessment instruments that motivate your students to learn and demonstrate what they have learnt.

**Shaping teaching and learning: The assessment factor** promises to be our most engaging and relevant conference yet with more than 2000 participants expected to attend. I look forward to seeing you there.

**Peter Luxton**  
Acting Director  
Queensland Studies Authority

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### Platinum sponsor



## General information

### Professional development


**Shaping teaching and learning: The assessment factor** provides opportunities to design and manage learning experiences, build effective relationships, reflect on practice and commit to professional renewal.

Delegates may therefore use their attendance at the event to contribute to the continued professional development required for teacher registration renewal under the Queensland College of Teachers' Continuing Professional Development Framework.

### e-Learning opportunities

Hands-on e-learning sessions are held in dedicated computer labs, creating an authentic learning experience. Seats at these sessions are strictly limited.

In addition, over 100 delegates will be provided with an iPad throughout the conference. Experts from Spectronics are on-hand to provide hints and tips for using iPads.

 Indicates interactive computer-based session

### Exhibitions

Numerous educational products and services are on display. Small and large organisations offer delegates the opportunity to engage with and discuss new products available to the education industry.

### Year 12 data consultancy service

QSA staff are available from 7:30 am each morning to discuss your school's 2011 Year 12 outcomes data. Focusing on Queensland Core Skills Test and within school performance data, this is an opportunity to seek advice on interpreting graphs and assessing the implications of the data. Delegates wishing to access this service must secure written permission from the principal of their school. This permission should be emailed to:

Analysis.Reporting@qsa.qld.edu.au by 26 April 2012.



### Venue

Brisbane Convention & Exhibition Centre (BCEC) is a world-class venue renowned for its operational and service excellence. It is located just 10 minutes walk from the CBD in the centre of the cultural, commercial and entertainment precinct at South Bank.

The conference takes place on the Plaza Level of the BCEC's new extension on Grey Street. It includes state-of-the-art rooms and spacious foyer areas for participants to relax and network.

You can travel to the BCEC:

**By car** — there is undercover parking for 1500 vehicles

**By bus** — the closest bus stop is the Cultural Centre Station, a five minute walk from BCEC

**By train** — disembark at South Brisbane station, directly adjacent to the BCEC

**By ferry** — BCEC is a short walk from South Bank 1 and 2 ferry terminals.

### Key partners



## Timetable Thursday 26 April

7:30 am–8:45 am	Registration		
8:45 am–9:00 am	Welcome to Country		Kindergarten Forum
9:00 am–9:15 am	Opening and welcome		
9:15 am–10:15 am	Keynote address: Richard Gerver		
10:15 am–10:45 am	Morning tea	Leadership in Education Forum	Morning tea
10:45 am–11:45 am	Concurrent sessions		Kindergarten Forum
11:45 am–12:45 pm			
12:45 pm–1:45 pm	Lunch	Lunch	Lunch
1:45 pm–2:45 pm	Concurrent sessions	Leadership in Education Forum	Kindergarten Forum (concludes at 4pm)
2:45 pm–3:45 pm			
3:45 pm–4:45 pm	Featured speaker sessions		
4:45 pm–6:30 pm	Twilight session		

## Timetable Friday 27 April

7:15 am–8:45 am	VET industry breakfast (invitation only)
8:00 am–9:00 am	Registration
9:00 am–9:15 am	Opening
9:15 am–10:15 am	Keynote address: Yong Zhao
10:15 am–10:45 am	Morning tea
10:45 am–11:45 am	Concurrent sessions
11:45 am–12:45 pm	
12:45 pm–1:45 pm	Lunch
1:45 pm–2:45 pm	Featured speaker & panel discussions
2:45 pm–3:45 pm	Concurrent sessions
3:45 pm–4:45 pm	

## Highlights Thursday 26 April

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### Keynote address: Richard Gerver

Richard Gerver is one of the world's foremost thinkers on education. In 2005 Richard was judged best Head Teacher in Britain after turning a failing school into an innovation success story. Since then he has helped governments around the world to shape education policy and major organisations to make the most of their talent. Richard co-founded The International Curriculum Foundation and works closely with Sir Ken Robinson on developing awareness of human potential and creativity. Richard's first book, *Creating Tomorrow's Schools Today*, deals with education transformation. His forthcoming book looks at human capacity and nurturing talent.

### Kindergarten Forum

The Kindergarten Forum is for early childhood educators to share experiences and explore opportunities with peers and experts in their field. Keynote speaker Margaret Carr examines the importance of curiosity, resourcefulness and a sense of belonging in the learner; and Marilyn Fleer presents a critical analysis of early years assessment. A range of practical sessions explore new approaches and concepts designed to enhance children's learning. Topics include: gathering, monitoring and sharing evidence of learning; intentional teaching to support learning; and using technology and The Arts to engage learners. Speakers include Rhonda Livingstone (Office of Early Childhood Education and Care), Wendy Lee (Educational Leadership Project), Esme Capp (Princes Hill Primary), Kathy Johns (Hilliard State School), Jo Gosney (St John's Lutheran Church Kindergarten), Leanne Hunter (Mitchelton Community Kindergarten) and Madeline Hagon (QSA).



## Highlights Thursday 26 April

### Leadership in Education Forum: Leading towards a learning society

The forum challenges education leaders to draw innovation from across society and apply it in schools. It asks what new structures, new approaches and new technology can deliver the right balance of skills to learners? And what role should assessment play in a learning society and how can assessment regimes be transformed to support a learning society?

In a Q & A style, delegates present their own provocative propositions to the forum. Your issues are addressed by the panel of guest speakers as well as by local experts and colleagues.

To assist the exchange of ideas, we welcome national and international experts including:

- **Ana Sepulveda**, Program Manager Global Education, Cisco Systems
- **Chris Wardlaw**, Deputy Secretary, Victorian Department for Education and Early Childhood Development
- **Yong Zhao**, Presidential Chair and Associate Dean of Global Education, College of Education, University of Oregon.



### Twilight session: Bright and early learning

The twilight session is a bonus opportunity for conference participants and those unable to attend the Kindergarten Forum to interact with four leading researchers on early childhood education. In joint presentations, Marilyn Flear, Esme Capp, Margaret Carr and Wendy Lee discuss effective practice in early childhood education and speculate on the future direction of the sector. Each presentation is followed by a Q & A session where attendees discuss specific points of interest with the presenters.

Twilight session timetable	
4:45–5:00 pm	Refreshments
5:00–5:05 pm	Welcome
5:05–5:35 pm	Part 1 Marilyn Flear and Esme Capp
5:35–5:45 pm	Questions
5:45–6:15pm	Part 2 Margaret Carr and Wendy Lee
6:15 am–6:25 pm	Questions
6:25 am–6:30 pm	Close and evaluation

## Highlights Thursday 26 April

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### Featured speakers



**Caroline Gipps**

#### Overcoming the barriers to an assessment culture

A major objection to the use of test results to compile league tables is that they are point in time and cannot reflect the full range of evidence that teachers accumulate about the ability of their learners. But still we see external testing regimes privileged over classroom assessment. Drawing on her research and experience as a member of the Assessment Reform Group in the United Kingdom and the Assessment and Reporting Taskforce in Queensland, Professor Caroline Gipps asks why it is so hard for society to place its trust in teachers to make valid, reliable and unbiased judgments about their students. She suggests how this barrier may be overcome and an assessment culture based on teacher professionalism established.



**Royce Sadler**

#### Why it is impossible to 'write' achievement standards, and what to do about it

Attempts are being made throughout the world to write achievement standards — to formulate sets of words that can be used as formal specifications. True, some standards in society can be written down or 'codified', but others cannot. Educational achievement standards in all areas and levels of education fall into the latter class. In this presentation, two very different standards formats are analysed, along with the reasons one works perfectly and the other does not stand a chance. This does not mean the very idea of achievement standards is nonsense; it does mean that a very different approach must be found.



**Margaret Heritage**

#### The effects of high-stakes accountability contexts on teaching and learning: What needs to change

For over a decade, assessment in the United States has been characterised by high accountability with attendant sanctions for schools deemed to be failing. This situation has led to negative consequences for teacher practices and student learning. In this session, Margaret will discuss the effects of high-stakes accountability on assessment, teaching and learning, and consider how assessment can be used more effectively in the service of improving learning.

# Concurrent session overview Thursday 26 April

Concurrent session one			
Time	Session	Presenter/s	Page no.
10:45am–11:45am	An assessment toolkit : Using QCATs as a model to write quality assessment aligned to the Australian Curriculum achievement standards	Brett Molloy, Caroline Hollis, Mike Chamberlain and Rose Wood	10
	Flexible options for diverse learners: A QCE or a QCIA pathway?	Shauna Bouel and Trish Haupt	10
	You get what you measure: Putting the spotlight on wellbeing and resilience as core competencies for secondary students	Helen Stallman	10
	NAPLAN Year 3 and 5 numeracy: We have the data, what now?	Claire Stanley	11
	Developing assessment literacy for the Australian Curriculum	Lenore Adie and Jill Willis	11
	Look at me! Inclusive assessment in the early years	Jennifer Duke	11
	Quality assessment Prep to Year 10: Towards consistency in a national context	Janice Chee	11
	Motivation, engagement, academic buoyancy and academic growth	Andrew Martin	11
	Third cultural spaces: Creating and sustaining transformational change in Indigenous teaching and learning	John Davis and Elizabeth King	11
	Senior assessment: Using technology to satisfy syllabus requirements	Shane Roberts	11
	Touching the future: Innovative ways to assess	Alistair Campbell	12
	Towards historical understandings — Assessment and the Australian Curriculum: History	Terry Gallagher	12
	DeforestACTION: What is possible when young people decide to change the world	Chris Gauthier	12
	Interactivity in e-assessments	Geoffrey Crisp	12
Concurrent session two			
Time	Session	Presenter/s	Page no.
11:45am–12:45pm	Teaching the literacy of numeracy: More valuable than practising NAPLAN	Sue Robertson	13
	Dramatic comparisons and the state of assessment: Drama teachers and students speak about arts assessment	Rachael Jacobs	13
	Achievement standards in the Australian Curriculum: A focus on classroom assessment practice	Claire Wyatt-Smith	13
	Aligning teaching, learning and assessment in the History classroom	Julie Hennessey	13
	markPoint: Tools to automate and streamline criteria-based assessment	Colin Bell	13
	An assessment toolkit: Using QCATs as a model to write quality assessment aligned to the Australian Curriculum achievement standards	Brett Molloy, Caroline Hollis, Mike Chamberlain and Rose Wood	13
	Flexible options for diverse learners: A QCE or a QCIA pathway?	Shauna Bouel and Trish Haupt	13
	Curriculum mapping and assessment data: A catalyst for shaping powerful teaching and learning	Chic Foote	14
	Quality assessment practices using information technology: Lessons from neuroscience	Ken Purnell and Peter Hay	14
	Indigenous literature in a culturally inclusive senior classroom	Vanessa Kerley	14
	The potential for neuroscience to inform assessment practices	Robert Colvin	14
	Resources for the 2012 total solar eclipse and how this fits into the Australian Curriculum	Terry Cuttle	14
	Why schools are spooked by social media: Tools for greater community engagement	Denis Masseni	14
	Understanding virtual pedagogies for contemporary teaching and learning: Collective knowledge and construction	Richard Olsen	14

## Concurrent session overview Thursday 26 April

Concurrent session three			
Time	Session	Presenter/s	Page no.
1:45pm–2:45pm	Assessing the quality of Australian early education and care programs	Karen Thorpe	15
	QCS Test and OPs for beginners	Shiron Dixon	15
	Apps for literacy support: m-learning tools for students who struggle with literacy	Greg O'Connor	15
	Music in schools: How Cinderella can come to the party	Chris Faisandier	15
	Harnessing the power of experiential education using ICTs	Brian Moes	15
	Literacy and numeracy assessment: Shaping and improving teaching and learning	Judy Forster and Angela Fraser	15
	Using assessment for formative purposes	Sue Fox	16
	Assessing Australian Curriculum: Science — Developing task-specific guides to making judgments	Tanya Haggarty	16
	Using online communication tools to support interstate collaboration learning	Karen Swift	16
	Delivering curriculum without paper: Strategies to teach and assess using computers	Bruce Galletly	16
	Symphonising teaching and learning: The HOW of 1:1	Greg Dickman, Therese Sippel and Lissa Hodson	16
	Cyberbullying: Truths, myths and implementing a whole-school approach for positive change	Jeremy Blackman	16
	Indigenous literature in a culturally inclusive primary and middle years classroom	Vanessa Kerley	16
Concurrent session four			
Time	Session	Presenter/s	Page no.
2:45pm–3:45pm	Transforming education through the Arts: Stories of success in challenging settings	Brian Caldwell and Tanya Vaughan	17
	Teaching poetry	Peter Holbrook	17
	'Improve' — an online formative assessment tool: What it does and how it works	Di Kerr	17
	Case studies in the delivery of curriculum and assessment using IT in a secondary setting	Julie-Anne Angell and John Oxley	17
	Elaborating student portfolios: Finding the assessable moments	Lucie Sorensen and Liz Parry	17
	Disability standards for education: Ramifications for assessment	Elizabeth Dickson	17
	Assessing the big picture: A global approach to cross-curriculum priorities and general capabilities	Alisa Cleary and Karena Menzie	18
	How to use technology within the Prep environment to enhance learning	Fay Harding	18
	The Literacy factor: HAR — Literacy resources for Indigenous Australian learners of all ages	Margaret James	18
	Literacy and numeracy assessment: Shaping and improving teaching and learning	Judy Forster and Angela Fraser	18
	Designing assessment and making judgments: Building assessment capacity through web-based resources	Terry McPherson, Jo Genders and John Langer	18

## Concurrent session one: 10:45am–11:45am Thursday 26 April

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### An assessment toolkit : Using QCATs as a model to write quality assessment aligned to the Australian Curriculum achievement standards

(2 hour session)

**Yrs 4–10**

The Australian Curriculum, Assessment and Reporting Authority has provided schools with the content of the Australian curriculum. It is now for states and territories to determine how to assess and report on what students have learned. In this session, participants:

- focus on aspects of quality assessment
- investigate the relationship between achievement standards and task-specific descriptors
- write task-specific standards descriptors for a Guide to Making Judgments from a selection of Australian Curriculum content descriptions
- grade student work from the 2012 English, Mathematics and Science Queensland Comparable Assessment Tasks and take part in a moderation exercise designed to build consistency of judgments.

**Presenters:** Brett Molloy, Caroline Hollis, Mike Chamberlain and Rose Wood

### Flexible options for diverse learners: A QCE or a QCIA pathway?

(2 hour session)

**Yrs 11–12**

Students with special educational needs have a right to the same valued and recognised credentialing opportunities as all other young Australians, and preparation for active participation in an information-rich, globalised society. Schools need to provide opportunities for all students to show what they know and can do.

This presentation shows how Queensland's system of senior certification provides opportunities for diverse learners and identifies flexible options to make reasonable educational adjustments for students with special educational needs. Incorporating examples of school practice, it explores how schools may create inclusive and individualised programs of study and modified programs, and assist diverse learners to plan post-school pathways.

**Presenters:** Shauna Bouel and Trish Haupt

### You get what you measure: Putting the spotlight on wellbeing and resilience as core competencies for secondary students

**Yrs 8–12**

Upon completion of secondary school, young people assume greater independence in making decisions. In order to be successful in life, students need to have a sense of wellbeing and the skills to respond to the inevitable challenges. The home and school environments are the contexts where children learn these skills.

This session focuses on the skills students need to make a smooth transition to further education or work, the role of parents and schools in supporting development of these competencies, and how to integrate parenting programs, such as Teen Triple P, within the school experience to promote wellbeing and resilience.

**Presenter:** Helen Stallman

# Concurrent session one: 10:45am–11:45am Thursday 26 April

## **NAPLAN Year 3 and 5 numeracy: We have the data, what now?**

**Yrs P–7**

This session investigates some of the areas in Year 3 and 5 numeracy where statewide data indicates Queensland students are performing just below the national average. It considers some of the possible misconceptions and common error patterns students may have made, and offers suggestions for schools to reshape their teaching and learning to support these students.

**Presenter:** Claire Stanley

## **Developing assessment literacy for the Australian Curriculum**

**Yrs 4–10**

Planning for assessment using the Australian Curriculum achievement standards challenges Queensland teachers unused to the different appearance and function of this new end-of-year statement. During this workshop-style session, the presenters share findings from a current case study involving teachers using the new achievement standards to develop student portfolios of evidence. Participants explore the implications of these findings for their school and share ideas on how teacher assessment literacy can be supported within the context of the Australian Curriculum.

**Presenters:** Lenore Adie and Jill Willis

## **Look at me! Inclusive assessment in the early years**

**Yrs P–3**

Increasing numbers of young children with disabilities are entering mainstream early years settings. While this is a positive development, it requires teachers to ensure that observation, questioning and feedback are sufficient to encourage the achievements of a diverse range of learners. This session highlights inclusive assessment techniques proven to enhance the learning of all children, and provides reflective questions for teachers to use to review their practice.

**Presenter:** Jennifer Duke

## **Quality assessment Prep to Year 10: Towards consistency in a national context**

**Yrs P–10**

This session explores the challenges shaping the debate for a more nationally consistent approach to assessment and the application of achievement standards in Australia. It discusses an approach to building a sustainable assessment culture, including:

- principles for quality assessment practice
- alignment of curriculum, achievement standards, assessment and reporting
- application of the Australian Curriculum achievement standards
- achieving consistency of teacher judgments
- the role of moderation and testing.

**Presenter:** Janice Chee

## **Motivation, engagement, academic buoyancy and academic growth**

**Yrs P–12**

This session details the key components of student motivation and engagement and their relevance to teachers, counsellors and psychologists. The concept of academic buoyancy is introduced and the key factors predicting students' ability to 'bounce back' are presented. Underachievement and disengagement are also examined. The presenter then discusses some important issues for realising the personal potential of students, with particular focus on growth assessment, ways to maximise academic success, reduce fear and failure, and emphasise personal bests. The session concludes by highlighting the power of teacher-student relationships in fostering academic growth.

**Presenter:** Andrew Martin

## **Third cultural spaces: Creating and sustaining transformational change in Indigenous teaching and learning**

**Yrs P–12**

EATSIPs (Embedding Aboriginal and Torres Strait Islander Perspectives) in education is about creating third cultural spaces of transformation, shifting the thinking of school systems from dominant, non-Indigenous ways of working to recognising and embedding Indigenous method and process.

It provides practical advice for schools to embed Indigenous perspectives in a sustained and transformative way by sharing processes that work and showing EATSIPs links to Education Queensland's Curriculum into the Classroom (C2C) initiative.

**Presenters:** John Davis and Elizabeth King

## **Senior assessment: Using technology to satisfy syllabus requirements**

**Yrs 11–12**

QSA senior syllabuses specify assessment requirements, including techniques and conditions of assessment. Despite the advances in technology, and the flexibility of school-based assessment, most school assessment programs still require traditional 'pen and paper' responses from students.

This hands-on session demonstrates how to use a variety of digital methodologies to assess students and meet syllabus requirements. Participants explore methods for engaging students and collecting evidence by using technology in supervised assessments, research reports and digital marking.

**Presenter:** Shane Roberts

## Touching the future: Innovative ways to assess

Yrs K–12

Assessment is becoming a more complex task. Students are increasingly asked to produce their work in a digital format, and yet assessment methods remain largely paper-based. Touch technology and iPads, combined with the use of instructional rubrics, are providing opportunities to explore innovative apps that enhance the assessment process. This session demonstrates a number of apps that facilitate authentic assessment and, by removing administrative work, allow teachers to focus on assessing student performance. Future directions, including the use of apps in self- and peer-assessment and formative assessment, are explored.

**Presenter:** Alistair Campbell

## Towards historical understandings — Assessment and the Australian Curriculum: History

Yrs 3–10

This workshop for Years 3 to 10 teachers will explore the some challenges for developing assessment for the Australian History Curriculum. Participants will have the opportunity to discuss some possible approaches to planning effective assessment for History. This workshop will also investigate the use of assessment to emphasise the historical understandings of the new curriculum and to engage students with the discipline's methods and procedures.

**Presenter:** Terry Gallagher

## DeforestACTION: What is possible when young people decide to change the world

Yrs P–12 

DeforestACTION empowers young people across the globe to take action to end deforestation in Borneo while creating permanent habitats for the critically endangered orangutans. The program connects schools across borders to address deforestation through the use of social and digital media tools and online video conferencing. This session focuses on the 21st century skills students develop through the program, with emphasis on EarthWATCHERS, a satellite forest monitoring system. Through EarthWATCHERS, students can alert members of the DeforestACTION team on the ground in Borneo of any disturbances and be directly responsible for shutting down illegal logging.

**Presenter:** Chris Gauthier

## Interactivity in e-assessments

Yrs 8–12 

Teachers often experience difficulty in preparing engaging online assessments that encourage students to use higher order capabilities and skills. Many struggle to balance the demands of automated marking and provision of feedback to students with the effort involved in preparing questions that assess the development of relational and extended abstract abilities associated with using higher order capabilities and skills.

Intended for classroom practitioners setting assessment tasks, this session explores the design principles used to construct interactive e-assessments, examining examples from different disciplines. The session also examines Web 2.0 opportunities for constructing engaging e-assessment tasks.

**Presenter:** Geoffrey Crisp

## Concurrent session two: 11:45am–12:45pm Thursday 26 April

### Teaching the literacy of numeracy: More valuable than practising NAPLAN

Yrs 4–10

Numeracy and mathematics are moderated by language. Therefore, students' language abilities impact on their capacity to use mathematics to meet the demands of learning, school, home, work, community and civic life.

This presentation draws examples from NAPLAN Numeracy tests to explore several issues related to the language and literacy demands of test items, including the use of everyday English terms that have different meanings in a mathematical context, the specialised symbols and expressions of mathematical language, and the grammatical constructions used to pose word problems.

**Presenter:** Sue Robertson

### Dramatic comparisons and the state of assessment: Drama teachers and students speak about arts assessment

Yrs 8–12

Drawing on doctoral research, this interactive session compares performance assessment in senior secondary Drama courses in different states and territories in Australia, highlighting differences and identifying teachers' and students' perceptions of their own system.

**Presenter:** Rachael Jacobs

### Achievement standards in the Australian Curriculum: A focus on classroom assessment practice

Yrs 4–12

In the current accountability context, defined standards have assumed high policy prominence. This session examines achievement standards in the Australian Curriculum, focusing on the nature of the standards themselves and the matters teachers need to address in using them to plan and implement classroom assessment and judge the quality of student work. A related focus is 'front-ending' assessment and standards to ensure alignment between curriculum, teaching and learning, and assessment. This exploration is motivated by the observation that the function of criteria and standards in informing the way teachers design tasks and plan curriculum has not been well articulated. Particular attention is given to the nature and function of the defined standards for English.

**Presenter:** Claire Wyatt-Smith

### Aligning teaching, learning and assessment in the History classroom

Yrs P–10

The P–10 Australian Curriculum in History will be introduced in Queensland schools from 2013. This session assists teachers to effectively align the teaching, learning and assessment of history for use in the classroom.

**Presenter:** Julie Hennessey

### markPoint: Tools to automate and streamline criteria-based assessment

Yrs P–12 

Current criteria-based assessment processes are paper-centric, time consuming and tedious. Moderation, feedback consistency, grade determination, transcription and reporting are among a raft of peripheral tasks that consume significant amounts of teacher time in the overall assessment process. This session explores a new set of Internet tools that automate many peripheral tasks and processes associated with criteria-based assessment across multiple curricula, including the Australian Curriculum, VET and International Baccalaureate, freeing teachers to focus on assessing the standard of submitted student work.

**Presenter:** Colin Bell

### An assessment toolkit: Using QCATs as a model to write quality assessment aligned to the Australian Curriculum achievement standards

Yrs 4–10

See page 10.

### Flexible options for diverse learners: A QCE or a QCIA pathway?

Yrs 11–12

See page 10.

### Curriculum mapping and assessment data: A catalyst for shaping powerful teaching and learning

Yrs P–10

Research shows that a deliberate and evidence based approach shifts assessment from a requirement to an imperative that results in highly successful programs of teaching and learning. Ensuring that assessment is both authentic and purposeful is critical to improving student outcomes. Hear how the process of curriculum mapping results in the timely review of authentic assessment data and related practices. This session provides examples of how curriculum mapping schools have used assessment data to drive professional inquiry that results in powerful shifts in teaching and learning practice.

**Presenter:** Chic Foote

### Quality assessment practices using information technology: Lessons from neuroscience

Yrs P–12

The need to utilise our brain's plasticity in quality assessment practices using information technology (IT) requires learning and unlearning — as individuals and in our communities of practice. This session focuses on the quality use of IT in assessment for students and assessors. What does good practice in assessment using IT look like? When is IT best suited or simply not suited for use in assessment? The presenters argue that to effectively and efficiently use IT in assessment requires informed professional decision making.

**Presenters:** Ken Purnell and Peter Hay

### Indigenous literature in a culturally inclusive senior classroom

Yrs 11–12

This session explores texts by Indigenous and non-Indigenous authors that may be used in a senior English classroom. These texts bring a range of opportunities for learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures in a literacy context. The embedding of Aboriginal and Torres Strait Islander histories and cultures within the curriculum may seem daunting for some educators but the task can be made less intimidating by using these rich, rewarding texts. The knowledge and understanding students gain improves their ability to participate positively in the development of an inclusive Australian society.

**Presenter:** Vanessa Kerley

### The potential for neuroscience to inform assessment practices

Yrs 4–12

Findings from neuroscience are increasingly being applied in the education sector. This presentation outlines how the Queensland Brain Institute and the Australian Council for Educational Research are using neuroscience, especially brain imaging technology, to help understand the role of assessment from a biological standpoint. A particular focus is on whether assessment can be designed to provide the most general information about a student's grasp of a topic, for example, what exam results indicate a good knowledge of core facts, ability to apply the information to new contexts (problem solving), and how long these mental skills remain.

**Presenter:** Robert Colvin

### Resources for the 2012 total solar eclipse and how this fits into the Australian Curriculum

Yrs P–12

The total eclipse of the Sun in north Queensland on the 14 November 2012 is a wonderful opportunity to use a rare and dramatic natural event to engage students in mathematics and science and spark their long term interest in these areas. The Astronomical Association of Queensland has partnered with the Science Teachers Association of Queensland to develop an educational program focusing on the eclipse. This session details the event as it will occur across Queensland, and demonstrates the resources available to assist teaching in the classroom.

**Presenter:** Terry Cuttle

### Why schools are spooked by social media: Tools for greater community engagement

Yrs P–12

Australia is digitally very social. Yet, schools have almost no presence in this space. A survey involving over 140 Victorian school principals provides an insight into the profession's consumption habits and attitudes towards social media. This session serves as a road map for schools contemplating using social media to engage their community.

**Presenter:** Denis Masseni

### Understanding virtual pedagogies for contemporary teaching and learning: Collective knowledge and construction

Yrs P–12

This session is about students learning online. It identifies four strategies for knowledge construction: connecting, communicating, collaborating and learning collectively. In unpacking each of these strategies, participants gain an understanding of how learners are leveraging their benefits, and identify the pedagogical opportunities for formal education and schooling.

**Presenter:** Richard Olsen

## Concurrent session three: 1:45pm–2:45pm Thursday 26 April

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### Assessing the quality of Australian early education and care programs

Yrs K–2

The quality of early education programs extends well beyond the structural quality measured by factors such as teacher qualification, staffing levels, group size and material resources. Efforts to understand the complexity of process quality, especially the interactional environment, are needed to better predict child outcomes. This session presents evidence from the E4Kids study, being conducted in Queensland and Victoria, that uses the detailed standard observation, CLASS, to assess three dimensions of quality: instructional, organisational and emotional.

**Presenter:** Karen Thorpe

### QCS Test and OPs for beginners

Yrs 11–12

Since 1992, Queensland Year 12 students seeking an Overall Position (OP) for tertiary entrance purposes have sat the Queensland Core Skills (QCS) Test. To assist students to perform at their best, teachers need a working knowledge of various aspects of the test and why we have it. This session provides an overview of the development and administration of the test, marking of student responses, the data gathered, interpretation of the data and how OPs are calculated. Some myths and issues related to the QCS Test and OPs are examined.

**Presenter:** Shiron Dixon

### Apps for literacy support: m-learning tools for students who struggle with literacy

Yrs 4–12

Meeting the diverse learning needs of the many students who struggle with literacy in the classroom presents challenges for the busy teacher. This session shows how integration of the iPad, mobile (m-learning) tools, and literacy support apps within learning programs, can assist teachers in providing curriculum modifications and adaptations to meet the individual differences and diverse learning needs of students. In particular, the principles of differentiated instruction and universal design for learning are examined to support learning and curriculum access for all students. Participants receive practical suggestions for applying these principles using assistive apps for literacy support.

**Presenter:** Greg O'Connor

### Music in schools: How Cinderella can come to the party

Yrs K–10

Cognitive theory is informing every branch of learning. There is now a wealth of research showing the benefits of music on children's cognitive development and functioning, the development of their literacy and numeracy skills and the social and cultural benefits of a robust music program in schools. This session scrutinises the research, identifies the key changes taking place in music education, and discusses what Musica Viva In Schools is doing in response.

**Presenter:** Chris Faisandier

### Harnessing the power of experiential education using ICTs

Yrs 4–12 

Experiential education is an educational philosophy in which teachers purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values. ICTs can be a very powerful tool in helping students to reflect on their experiences and construct meaning from them. This session introduces experiential education, provides examples of its use and introduces a number of tools that can be used to help students reflect on their experiences in ways that encourage learning.

**Presenter:** Brian Moes

### Literacy and numeracy assessment: Shaping and improving teaching and learning

(2 hour session)

Yrs P–7

This session focuses on how the QSA P–10 Literacy and Numeracy Indicators can be used to shape and improve teaching, learning and assessment. Participants explore the Indicators, which have been aligned to the Australian Curriculum version 3.0. They investigate literacy and numeracy assessment opportunities across learning areas to plan for teaching and learning.

**Presenter:** Judy Forster and Angela Fraser

## Concurrent session three: 1:45pm–2:45pm Thursday 26 April

### Using assessment for formative purposes

Yrs P–10

Assessment is the purposeful and systematic collection of information about students' achievements, best practiced using a range of assessment approaches. Too often, our immediate understanding of the concept of assessment is focused on the assessment of learning alone. If we want to ensure that our teaching is effective, we cannot rely solely on judging the end results of our classroom practice. We must use assessment to inform our practice, to know what our students can do, detect and concentrate more on information that has instructional significance and provide relevant, useful feedback.

In this session participants encounter models of assessment available via the Assessment Bank, showing how teachers can analyse and monitor students' progress and provide focused feedback on performance and strategies for improvement.

**Presenter:** Sue Fox

### Assessing Australian Curriculum: Science — Developing task-specific guides to making judgments

Yrs P–10

Teachers make judgments about what a student knows and can do using the evidence in student work. In Queensland, these judgments are based on standards organised around assessable elements that specify the valued features of learning for which assessment evidence must be gathered. Marzano (2008) recognises the need to 'unpack' standards documents so they become useful for teachers in consistently identifying the evidence in student work and for students in providing feedback. In this session, participants use the Assessment Bank continua model to develop task-specific guides to making judgments using current standards. They deconstruct currently published examples and engage in the steps involved in writing task-specific guides for their own science assessments.

**Presenter:** Tanya Haggarty

### Using online communication tools to support interstate collaboration learning

Yrs 11–12

Using online communication tools to deliver intellectual rigour while meeting the asynchronous learning needs of school-based Certificate II in Tourism students, this session examines the collaborative learning experiences conducted between senior classes in Gympie and Mildura. Use of explicit performance criteria and online communication tools, including wikis, blogs and web 2.0 resources, is discussed within the context of the tourism industry.

**Presenter:** Karen Swift

### Delivering curriculum without paper: Strategies to teach and assess using computers

Yrs 8–12

This session demonstrates a number of effective strategies currently being used by teachers to deliver and assess curriculum without paper.

**Presenter:** Bruce Galletly

### Symphonising teaching and learning: The HOW of 1:1

Yrs 4–12

Hear how principals and leadership teams have been empowered and enabled to transform whole school teaching practice. Through a rich understanding of data cycles, case studies show teachers making informed choices about pedagogy to build positive school cultures.

**Presenters:** Greg Dickman, Therese Sippel and Lissa Hodson

### Cyberbullying: Truths, myths and implementing a whole-school approach for positive change

Yrs 4–12

This session explores cyberbullying — identifying truths and challenging some of the myths. It introduces participants to an evidence-based framework, eSmart, that can effectively guide schools in developing a sustainable whole-school approach to cybersafety and cyberbullying. Participants gain a deeper understanding of the issues, and practical and sustainable strategies for the creation of a positive school culture.

**Presenter:** Jeremy Blackman

### Indigenous literature in a culturally inclusive primary and middle years classroom

Yrs P–10

This session explores texts by Indigenous and non-Indigenous authors that may be used in the early and middle years. These texts bring a range of opportunities for learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures in a literacy context. The embedding of Aboriginal and Torres Strait Islander histories and cultures within the curriculum may seem daunting for some educators but the task can be made less intimidating by using these rich, rewarding texts. The knowledge and understanding students gain improves their ability to participate positively in the development of an inclusive Australian society.

**Presenter:** Vanessa Kerley

## Concurrent session four: 2:45pm–3:45pm Thursday 26 April

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### Transforming education through the Arts: Stories of success in challenging settings

Yrs P–12

Australian and international research confirms that engagement in the Arts can lead to improved learning outcomes as well as enhanced social and emotional wellbeing. This presentation shares evidence from challenging settings in Queensland and New South Wales, drawing on two landmark studies: Bridging the Gap in School Achievement through the Arts (2010) and Bridging the Gap in Indigenous Achievement through Creative Arts and Parental Engagement (2011). The powerful findings arise from use of NAPLAN, attendance and social-emotional wellbeing data in schools matched on ICSEA scores. Implications for policymakers and practitioners are highlighted, drawing on the presenters' book *Transforming Education through the Arts*.

**Presenters:** Brian Caldwell and Tanya Vaughan

### Teaching poetry

Yrs 8–12

This talk explores practical ways to teach poetry effectively. What problems and opportunities does teaching poetry present, both for students and teachers?

**Presenter:** Peter Holbrook

### 'Improve' – an online formative assessment tool: What it does and how it works

Yrs 4–10 

Formative assessment is a vital part of teachers' pedagogical practice and the implementation of the Australian Curriculum. Improve is an exciting new online tool, made available by the Australian Government, to make formative assessment easier to manage. Using Improve, teachers create individual, small group or whole class assessments from an item bank of questions; use existing tests or quizzes; deliver them online to students and immediately receive various types of reports on student performance. Students receive immediate feedback and access to learning resources. This session demonstrates how Improve works and the benefits it provides.

**Presenter:** Di Kerr

### Case studies in the delivery of curriculum and assessment using IT in a secondary setting

Yrs 7–12

This session explores two secondary school contexts with the presenters outlining the use of information technology in their classrooms. This includes discussing the delivery of curriculum using digital textbooks and resources and the potential of IT to assess students.

**Presenters:** Julie-Anne Angell and John Oxley

### Elaborating student portfolios: Finding the assessable moments

Yrs P–10

A student portfolio is a collection of student work that demonstrates achievement or improvement. Well-designed folios represent important contextualised learning, and are crucial sources of evidence for making judgments about student achievement. The material to be collected and the story to be told can vary greatly depending on the assessment context. This session uses the components of the folio as the anchor point for this very real balancing act for teachers. The conversation is structured around the purpose and content of the folio and selection of evidence. Participants critique examples and develop a design brief for a folio to be used in their practice and school-based context. These examples include the use of the electronic portfolio.

**Presenters:** Lucie Sorensen and Liz Parry

### Disability standards for education: Ramifications for assessment

Yrs 8–12

The disability standards for education require reasonable adjustment to assessment conditions and, sometimes, assessment instruments in order to accommodate student disability. This session focuses on explaining the ramifications of the standards for education institutions, anticipating some of the legal controversies likely to follow their implementation.

**Presenter:** Elizabeth Dickson

# Concurrent session four: 2:45pm–3:45pm Thursday 26 April

## Assessing the big picture: A global approach to cross-curriculum priorities and general capabilities

Yrs P–10

Assessment is not just about determining student progress, it is also part of teachers' reflective practice. In this session, participants assess their approaches to the cross-curriculum priorities and general capabilities. They ask whether these important elements of the Australian Curriculum are being made explicit to students, reflecting the spirit and intent of the Melbourne Declaration, and preparing students for global citizenship. Educators from the Global Learning Centre facilitate this important discussion, providing practical advice and free resources to inspire and empower students to become global learners.

**Presenters:** Alisa Cleary and Karena Menzie

## How to use technology within the Prep environment to enhance learning

Yrs P–3

Children are commencing school with varying capacities to use digital devices. Educators need to build on these skills and teach students how devices, such as iPads and iPod touches, can support their learning. Technology can be used to enhance the learning of gifted children as well as to scaffold the learning of children identified with special learning needs. Using Hilliard State School as a case study, this session shows how technology can play an extremely important role in improving children's life-long learning.

**Presenter:** Fay Harding

## The Literacy factor: HAR — Literacy resources for Indigenous Australian learners of all ages

Yrs K–3

Participants discuss and explore processes and strategies used to improve the print literacy of Aboriginal and Torres Strait Islander learners using resources that:

- use multi-sensory learning of language skills (activities, games, songs and rhymes)
- build and develop Standard Australian English through the use of visual texts, phonics and grammar based on heritage language and cultural contexts.

Participants also discuss how the literacy resources were developed with community, connect to the Australian Curriculum and use and enable diverse assessment and evidence gathering techniques to monitor and refine student learning.

**Presenter:** Margaret James

## Literacy and numeracy assessment: Shaping and improving teaching and learning

Yrs P–7

See page 15.

## Designing assessment and making judgments: Building assessment capacity through web-based resources

Yrs 11–12 

The partnership between teachers and QSA is central to Queensland's system of externally moderated school-based assessment. In the past, QSA's support for teachers has come from professional conversations and formal written feedback. However, as new technologies emerge and teachers increasingly employ a range of digital and online resources, QSA must find ways to support professional conversations in new and relevant formats and modes.

This presentation shows how QSA is supporting teachers assessment practices and creating an online space for teachers to engage with samples of authentic assessment and annotated responses, and continue professional conversations in a digital context.

**Presenters:** Terry McPherson, Jo Genders and John Langer

## Highlights Friday 27 April

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### Keynote address: Yong Zhao

Yong Zhao is a prolific writer and leading thinker on education whose current work focuses on designing 21st century schools in the context of globalisation and the digital revolution. His research interests include educational policy, computer gaming and education, diffusion of innovations, teacher adoption of technology, computer-assisted language learning, and globalisation and education. He is the current Presidential Chair and Associate Dean for Global Education at the University of Oregon.

Yong was formerly University Distinguished Professor at the College of Education, Michigan State University, where he also served as the founding director of the Center for Teaching and Technology, executive director of the Confucius Institute, as well as the US-China Center for Research on Educational Excellence.

Yong's recent books include *Catching Up or Leading the Way: American Education in the Age of Globalization* and the *Handbook of Asian Education*.

### Featured speaker: Gordon Stobart

#### The expert learner — What we know about how top performers learn

If we take the top performers in any profession, from sports to science, arts to medicine, what does the study of expertise tell us about how they got where they are?

Gordon Stobart looks at some of the key findings from expertise research and applies them to classroom learning. This approach challenges simplistic explanations of talent as an inborn gift. We see instead how experts develop ability through motivation, good teaching and intensive purposeful practice.

These lessons are applied to the classroom, where a deep understanding of formative assessment captures much of what we know about expert teaching and learning.



## Highlights Friday 27 April

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### Panel discussion: Assessing VET in schools

In 2011, Technical and Vocational Education and Training Australia published a provocative report, *VET in Schools—strengthening delivery and assessment outcomes*, based on national consultations with industry. Shelley Gillis, a leading member of the project team, presents findings from this report. In addition, representatives from two Queensland RTOs highlight how strengthening VET delivery and assessment led to quality outcomes at their schools. QSA Assistant Director, VET Branch, Ian Fyfe chairs a panel of experts who take questions from participants.



### Panel discussion: Towards School 2.0 — Classrooms in the digital age

While some commentators argue that schools have failed to embrace the digital revolution quickly enough, increasing access to new technologies and multimedia is changing the Australian classroom and our discourse on education. Laptops, tablets, PDAs, mobile phones, and interactive whiteboards are now seen as a necessity rather than a curiosity, with wireless and cable networks breaching the walls of the classroom, seamlessly connecting students and teachers to an expanding store of knowledge, diverse learning communities and to each other.

We are assured that this will bring many benefits. Students will experience more interactive and personalised learning, with consistent 1:1 learning experiences becoming a reality for the majority. Teaching will be less didactic and more focused on facilitating learning, enriched by a vast body of resources and tools to support more authentic pedagogy and assessment activities. But while this transformation in education excites tech-savvy and adaptable teachers, it intimidates or enervates others who struggle with the challenges of change. Even though the longer-term future of education is more unpredictable than ever, some comfort may come from knowing what is approaching. The QSA has assembled a panel of experts to open a window on the future, to show us how technology can support schools to deliver the core knowledge and portable skills necessary for students to thrive in the global economy.

Esther Care describes the Australian classroom of the future — what it looks like and how it functions, how new technologies impact on pedagogy and especially assessment, and how good teachers and school administrators meet the needs of their students. Her vision is critiqued by a panel of education academics and commentators, including Yong Zhao. You also have an opportunity to pose questions to these panellists, and to supplement their observations with your own perspectives.

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## Concurrent session overview Friday 27 April

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## Concurrent session five: 10:45am–11:45am Friday 27 April

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### **YuMi Deadly Maths: A framework for teaching and assessing mathematics**

**Yrs P–7**

This session outlines the work of the Queensland University of Technology YuMi Deadly Maths project over the past two years, describing the reality-abstraction-mathematics-reflection (RAMR) pedagogical framework, the role of pre- and post-testing, the notion of ‘Big Teaching Ideas’ and the success of the schools involved in the P–7 project. Participants learn about ideas and success stories from teachers who have used the RAMR framework with Indigenous, low socio-economic, mainstream and gifted students.

**Presenter:** Paul Walker

### **Dance out of your comfort zone**

Meet and dance with the stars from Australia’s Most Popular TV Shows

Dancefever is giving delegates an exciting opportunity to learn a routine that is taught to school children as part of the Dancefever program. This activity will provide an insight into a child’s feelings as they learn social interaction whilst at the same time learning fabulous dance skills.

You also have the chance of dancing with Chris Milburn, Dancesport’s Junior Development Officer and Australia’s adjudicator at the World Championships.

And be prepared for a surprise performance — one not to be missed!

**Presenters:** Dancefever

### **The Review of the QCS Test: Key findings and discussion**

**Yrs 11–12**

In 2011 the QSA commissioned a review of key aspects of the Queensland Core Skills (QCS) Test to ascertain the ongoing relevance of the test and its capability to act as a statistical scaling device in the calculation of OPs and FPs for tertiary selection. This session outlines the findings of the review and discusses its recommendations.

**Presenter:** John Bennett

### **Developing assessment: Questioning to elicit evidence**

**Yrs 4–10**

Skillfully designed questioning elicits evidence of learning to assess student achievement against identified curriculum and inform the teaching-learning sequence. When questioning is used as an invitation to students, it is a naturally differentiated strategy. This session explores the critical considerations in developing questioning. It considers the strategies teachers use to craft and interrogate the quality of their questions, ensuring they assess what they are intending to assess, have intellectual rigour, engage students and inform learning progression. Participants engage in discussions about developing questioning to elicit evidence of learning in their classrooms.

**Presenters:** Melinda Mawson-Ryan and Allana Herrod

### **Teacher decision-making space, active learning processes and the P–2 Australian Curriculum**

**Yrs P–2**

This session begins by situating Australia in an international context and discusses quality and equity as integral components of any curriculum. It considers teacher professionalism in terms of the decision-making space that teachers have in relation to content, pedagogies and assessment, as well as equity and high expectations. Following investigation of active learning processes, such as play and inquiry-based approaches, the session concludes with examples of work and resources.

**Presenter:** Sue Grieshaber

## Concurrent session five: 10:45am–11:45am Friday 27 April

### VET: Keeping it real (2 hour session)

Yrs 10–12

This interactive session focuses on keeping vocational education and training (VET) 'real', and looking beyond simply meeting compliance. It addresses good practice in VET assessment, how to enhance quality outcomes for students through a continuous improvement focus, improving school and industry links, trends in data, important changes at the national level, and introduces useful tools developed by QSA. Participants hear the 'real word' on being an effective registered training organisation.

**Presenters:** Ian Fyfe, Wendy Garbutt, Patrick Trussler, Vanessa Pye, Mark Maddox, Peter Lausberg, Noel Haupt and Robert Bingham

### Practical strategies for school literacy development: The tale of Ipswich Grammar School

Yrs P–7

A core goal for schools is to provide students with the skills and knowledge to contribute positively and skillfully in the world. It is critical then that schools invest in continued professional development and self-improvement. Ipswich Grammar School, with considerable growth in the primary years, has committed to the improvement of the teaching and learning of literacy skills and practices both in formal and informal contexts. This session highlights the core philosophies and strategies employed when embarking on the professional and operational journey towards school improvement in the domain of literacy.

**Presenter:** David Macknish

### Assessing mathematics digitally: The way forward?

Yrs P–7

Digital environments allow for more dynamic and 3D-like representations of information, providing new opportunities for assessing 21st century skills. But the spatial understandings and skills required to encode information presented are considerably different to information processing in traditional pencil and paper forms. Consequently, digital environments assess different skills and understandings, even when the content of the task appears identical to traditional representations. This presentation highlights the challenges of assessing students through digital environments and provides ideas for teachers and policy makers on how best to establish connections between sense-making and assessment tools.

**Presenter:** Tom Lowrie

### Literacy and numeracy: Shaping and improving teaching and learning

Yrs 8–10 

This session focuses on how the QSA P–10 Literacy and Numeracy Indicators can be used to shape and improve teaching, learning and assessment. Participants explore the Indicators, which have been aligned to the Australian Curriculum version 3.0. They investigate literacy and numeracy assessment opportunities across learning areas to plan for teaching and learning.

**Presenters:** Robyn Whiting and Satu Cooper

### Effective assessment practices in the early years of schooling

Yrs P–2

Independent Schools Queensland has developed a set of Progression Points to assist P–2 teachers to monitor children's progress towards and beyond the achievement standards for English and Mathematics. The Progression Points can be used in assessment for learning, as learning and of learning. Participants use an example rubric to analyse a sample of children's work and make judgements about their learning progress. They discuss the implications of this rubric and the progression points for their assessment practices. A project trial teacher outlines how she has used the Progression Points at her school.

**Presenters:** Jenene Rosser, Danielle Troeger and Lisa Kraft

### Modelling ICT PD using Web 2.0 Tools

Yrs 8–12 

This hands-on session models the use of Web 2.0 tools in the classroom by guiding teachers through a range of Bloom's taxonomy aligned activities. Teachers can access these activities during and after the conference in order to support ICT professional development within their school.

**Presenter:** Karen Swift

## Concurrent session five: 10:45am–11:45am Friday 27 April

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### **Bridging the gap: A workshop on the transition from Year 6 to Year 7 History in the Australian Curriculum**

**Yrs 4–7**

This workshop investigates the key features of the Australian Curriculum: History in Year 6 and the changes expected in Year 7. It focuses on preparing units of work for Year 7 in particular, demonstrating the integration of the overview into the depth studies and the concept of depth studies in History. Participants explore the process of historical inquiry, fundamental to the Australian Curriculum, and engage with examples of work currently being developed at Somerville House school.

**Presenter:** Kay Bishop

### **NAPLAN Year 7 and 9 numeracy: We have the data, what now?**

**Yrs 4–10**

This session investigates some of the areas in Year 7 and 9 numeracy where statewide data indicates that Queensland students are performing just below the national average. It considers some of the possible misconceptions and common error patterns students have made and offers suggestions for schools to reshape teaching and learning to support students.

**Presenter:** Claire Stanley

### **iPads and the potential to motivate traditionally low-success students**

**Yrs 8–12**

Motivating students, particularly those who feel out of place in traditional institutions, is challenging for teachers. In a pilot project conducted at Brisbane North TAFE in 2011, teachers trialled the use of iPads with low achievers, building on students' innate curiosity and real-world experiences with 21st century technologies to make learning more attractive. In this session the project team shares insights from their learning journey.

**Presenters:** Wayne Knack, Mary Phillips and Loretta Smith

### **Case studies of the challenges and rewards of using IT in the primary classroom**

**Yrs P–6**

This session explores the challenges and rewards of introducing laptops into the primary classroom. The presenter outlines some of the challenges teachers need to overcome in creating the virtual classroom, and the rewards for student learning using ICT to collaborate and reflect.

**Presenter:** Joy Pohlner

### **Inside QSA's 'black box': Capturing, quality assuring and measuring the achievements of senior students**

**Yrs 10–12**

Queensland's system of assessment, certification and tertiary entrance is unique in the processes it employs and its capacity to produce high quality and fair outcomes for senior students. Central to the success of this system is QSA's partnership with schools. While conference participants are well acquainted with one side of this equation, many are less familiar with QSA's internal policies and procedures, and the way in which all components of the system are seamlessly integrated to capture the achievements of students in a collection of certificates and statements that collectively represent their passport to work, further study or training. In this session, participants receive an insider perspective on how the hard work completed in schools is used by QSA to report the achievements of students.

**Presenters:** Leanne Rolph, Ian Fyfe and Brian Nott

## Concurrent session six: 11:45am–12:45pm Friday 27 April

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### Horrible histories? Learning, teaching and assessing History in the early years of school

Yrs P–2

With the Australian Curriculum: History on its way, it is important that teachers in the early years develop their own understandings about history as well as exciting pedagogies to support learning and assessment. This workshop aims to support teachers from Prep–Year 2 to share ideas, think critically about pedagogy, and have a bit of fun along the way. The Australian Curriculum: History is explored and contemporary practices in educational assessment are reconceptualised to help work out what it means to assess learning in history from Prep–Year 2.

**Presenter:** Anthony Shearer

### Australian Curriculum — Resources and strategies to support implementation

Yrs P–10

This hands-on workshop showcases resources and strategies currently available to support schools to implement the Australian Curriculum. Participants explore these resources and strategies under the guidance of experienced practitioners who share their insights into how to use them to improve professional practice and influence student learning outcomes.

**Presenters:** Brett Rangiira, Andrea Merrett, Valda Millar and Helen Hennessey

### Assessing Australian Curriculum: Mathematics — Developing task-specific guides to making judgments

Yrs P–10

Teachers make judgments about what a student knows and can do using the evidence in student work. In Queensland, these judgments are based on standards organised around assessable elements that specify the valued features of learning for which assessment evidence must be gathered. Marzano (2008) recognises the need to unpack standards documents so they become useful for teachers in consistently identifying the evidence in student work and for students in providing feedback. In this session participants use the QSA Assessment Bank continua model to develop task-specific guides to making judgments using current standards. They deconstruct currently published examples and engage in the steps involved in writing task-specific guides for their own mathematics assessments.

**Presenter:** Tanya Haggarty

### Productive feedback and how to deal with it!

Yrs 4–12

A range of studies and meta-analyses has identified the significant impact feedback can have on improving student learning. The focus is often on the content or nature of the feedback provided to students, with less focus on how students process, internalise and act on it. This presentation looks at ways to scaffold student feedback capacity and how students can process feedback in different ways. It draws on concepts from the work of Russian psychologist, Lev Vygotsky, and other sociocultural theorists but with a strong focus on practical strategies for use in the classroom.

**Presenters:** Susan Davis and Jo Dargusch

## Concurrent session six: 11:45am–12:45pm Friday 27 April

### Why assess students with disabilities?

Yrs K–12

There are four key assumptions regarding learning:

- that each child can learn
- there should be high expectations for every student
- teachers need to account for individual differences
- learning is not linear.

These assumptions hold true for all students, including those with disabilities. This session considers assessment of curriculum within the context of a child's abilities.

**Presenter:** David Rogers

### Senior secondary Australian Curriculum

Yrs 11–12

An officer of the Australian Curriculum, Assessment and Reporting Authority provides an opportunity to explore issues related to the development of a senior secondary Australian Curriculum and to consider the draft curriculum in English, Mathematics, Science and History subjects that will be available for consultation.

**Presenter:** John Gougoulis

### Literacy and numeracy: Shaping and improving teaching and learning

Yrs 8–10 

See page 24.

### The Queensland Certificate of Education: Where have we come from? Where are we going?

Yrs 11–12

Senior secondary certificates in Australia have been subject to numerous reforms and remain fragile political terrain. The Queensland Certificate of Education (QCE) emerged from the Queensland Government's Education and Training Reforms for the Future in a significant reconceptualisation of the senior phase of learning. Less than 10 years old, the QCE is now subject to an intensifying set of national demands, which could effect significant change. Drawing on analysis from an Australian Research Council project on senior certification in Australia, this presentation charts historical and contemporary evolutions in certification and asks what the future QCE might look like.

**Presenter:** Glenn Savage

### Successful schools start with healthy minds: Learning from the national KidsMatter initiative

Yrs K–7

Schools are faced with a plethora of materials, programs and strategies developed in an attempt to make a positive impact on the mental health and wellbeing of students. Evidence from the KidsMatter Primary evaluation suggests that schools are more likely to achieve goals related to learning and academic success when students' mental health is prioritised and addressed with the same enthusiasm as numeracy and literacy. This session provides an insight into how the KidsMatter approach to mental health and wellbeing has been used across Australia to impact on a range of school outcomes.

**Presenter:** Michael Hardie

### Assessment in disguise: Innovative assessment using online technology

(This session is repeated in concurrent session seven)

Yrs 4–7 

The advance of technology enables us to think 'outside the square' of traditional assessment question formats. This session shows how the use of graphics and animation can be used to provide interesting assessment and learning materials for students. The aim in developing these assessment materials is to make it fun for students to undertake assessment tasks, which are disguised as games with interactive manipulatives presented online.

**Presenter:** Margaret Wu

### Developing assessment that integrates the three strands of English: Language, literature and literacy

Yrs 4–7

Teaching, learning and assessment programs should balance and integrate the three strands of English — language, literature and literacy — in order to support the development of knowledge, understanding and skills. The 2012 Queensland Comparable Assessment Tasks (QCATs) in English have been developed in a way that shows the inter-relationship between the strands.

This session focuses on how to use texts to develop assessments in English. It includes developing familiarity with the selection of texts in the year level descriptions in English, exploring the substrands of the Australian Curriculum and the sequence and range of questions in the 2012 Year 4 and 6 English QCATs, and applying these skills to write assessments aligned to the Australian Curriculum.

**Presenters:** Caroline Hollis and Kim Summers

## Concurrent session six: 11:45am–12:45pm Friday 27 April

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### Issues in equitable assessment of students with disability

Yrs 4–12

The national disability standards require students with disability to be provided with adjustments to educational assessment. Students and their families are to be asked their views about appropriate and accessible assessment. This session discusses issues that arise in the equitable assessment of students with disability when teachers are concerned with validity, reliability and consistency of assessment approaches.

**Presenter:** Joy Cumming

### Finding the magic: Documenting children's learning

Yrs K–7

This session explores the power of Learning Stories as a tool for documenting children's learning in a way that is meaningful, do-able, fun, inclusive, and that makes a difference. Drawing on New Zealand professional learning and research from the past decade, the presenter provides an opportunity for participants to understand the key features of narrative assessment in greater depth. This includes developing strategies for beginning a Learning Stories journey, and providing some challenges for those already engaged in this journey. Examples of Learning Stories will be used to illustrate the ideas and show connections to the Early Years Learning Framework.

**Presenter:** Wendy Lee

### A model for designing online assessment tools for disengaged youth

Yrs 8–12

This session examines the conceptualisation, design and development of an online assessment tool for disengaged youth in flexible learning environments. Sociocultural theories of learning and assessment, together with Bourdieu's sociological concepts of capital and exchange, informed the design of a purpose-built content management system. This online assessment and learning tool aggregated, externalised and democratised an authentic method of assessment. The design experiment documented, stored and published more than 500 digital artefacts produced by disengaged youths. The research team found that assessment activities related to students' digital productions are best understood as a negotiable field of exchange.

**Presenter:** Andy Brader

### Enhancing pedagogy, integrating technology, improving performance

Yrs P–7

This session offers suggestions for using technology in everyday, practical ways to enhance classroom pedagogy, drawing from the presenter's experience in small schools. It will explore the ways in which students can be involved in assessment and set their own learning goals and targets in collaboration with teachers and parents.

**Presenter:** Brigitte Mackenzie

### VET: Keeping it real

Yrs 10–12

See page 24.

## Concurrent session seven: 2:45pm–3:45pm Friday 27 April

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### What will you need in your backpack? A Queensland perspective on senior secondary Australian Curriculum

Yrs 11–12

Participants receive advice and strategies to prepare for the implementation of Australian Curriculum senior secondary courses in Queensland, and have the opportunity to discuss some of the issues which require resolution prior to implementation. Issues to be discussed include:

- standards at Year 11 and 12
- moderation
- assessment
- trials of courses
- future of subjects not developed as part of the Australian Curriculum
- impacts on tertiary entrance
- impacts on certification.

**Presenter:** Peter Luxton

### Students with disability: Meeting the needs of all students through the Australian Curriculum

Yrs P–10

The Australian Curriculum assumes that each student can learn and the needs of every student are important. This session provides an update on the progress ACARA is making in relation to meeting the learning needs of students with disability and the development of a curriculum that offers flexibility for teachers to provide rigorous, relevant and engaging learning and assessment activities.

**Presenter:** Sarah Humphreys

### Information literacy: Teaching and assessing to create lifelong learners

Yrs 4–12

Information literacy is becoming a critical issue in light of students' increasing use of technology. Whether using books or digital sources, students need to be information literate if they are to be effective lifelong learners and problem-solvers. The challenge is to develop students who are aware of the skills they need. This session discusses what it means to be information literate and how we can assess competencies.

**Presenter:** Leesa Merifield

### Calibration to improve moderation techniques: Using the 2012 QCATs

Yrs 4–10

Applying achievement standards consistently across the state is the basis for promoting consistency of teacher judgments. A common understanding of standards can be achieved when teachers compare their judgments of student work. Moderation using Queensland Comparable Assessment Tasks (QCATs) builds on teacher capacity to apply A to E standards to the student work produced from classroom assessments. Teachers can save time and improve consistency by incorporating a calibration model into moderation.

This session focuses on the calibration component of moderation and the application of the standards in student work for the 2012 QCATs. Participants engage in a calibration exercise using 2012 QCATs and samples of student work, use a Guide to Making Judgments, investigate random sampling data, and develop skills in using calibration to build consistency of judgments in schools.

**Presenters:** Brett Molloy and Rose Wood

## Validity of online assessment: A blended delivery mode for VET in schools

Yrs 11–12

This session provides an insight into how the Blue Dog Training method can streamline delivery and reporting of VET Certificate courses to meet audit requirements. It introduces participants to student-focused training techniques that are producing record-high retention rates in apprentices and student lifelong learning.

**Presenter:** Grant Mills

## Using electronic portfolios for assessment and moderation

Yrs 11–12

The pace of digital change will increase with the introduction of high-speed broadband networks. Electronic portfolios take full advantage of a wide range of digital media to capture skills, knowledge and capabilities of students. Student capabilities are drawn from assignments, projects and other assessment instruments. The range of digital media available includes video, audio, pdf and word documents. This session demonstrates how electronic portfolios can be used for assessment in education, VET and for the evaluation of student work for moderation purposes.

**Presenter:** Sam Nicolosi

## iDevices: Process, pedagogy, and practice

Yrs P–7

As education continues to embrace technology to support student learning, it is important to look beyond the novelty. Through case studies, this session explores a sustainable model of implementation of iDevices in classroom settings, utilising data to create differentiated learning experiences. The process of transformation of pedagogy and practice is critical in achieving successful integration of technologies and meaningful student learning outcomes. The value of staff support and professional learning communities is also highlighted.

**Presenters:** Kathryn Lloyd, Sally Elsby and Megan McCarthy

## How can transition statements be used to promote continuity between the Kindergarten and Preparatory years?

Yrs P–3

Kindergarten transition statements record information about evidence of children's learning and development. Teachers use these statements to share significant information about each child, helping them to make a smooth transition into Prep. In this session, participants investigate different types of transition statements and the information that might be recorded in them.

**Presenter:** Madeline Hagon

## Classroom feedback: Getting more from assessment data

Yrs P–12

Large-scale assessment programs offer education systems and the public a great deal of information, but do they provide usable feedback at the classroom level? Brain Doig believes the answer to be in the affirmative, but not as much as it could be. Using the results of an assessment program's analysis, it is possible to provide interactive feedback for use in the classroom — and at little extra cost. This session demonstrates at least one interactive reporting format that allows principals and teachers to explore their students' understandings from a variety of perspectives.

**Presenter:** Brian Doig

## Identity and belonging: The use of multicultural texts in the classroom

Yrs P–10

The Australian Curriculum requires multiple cultures and perspectives to be integrated, explored and assessed. This presentation focuses on the presenter's experiences in developing, writing, editing and assisting in the use and teaching of multicultural texts in the classroom. A particular focus is on issues of integration, exploration and assessment of multiple cultures.

**Presenter:** Alice Pung

## Connections and new directions for HPE in Australia

Yrs P–10

This presentation draws on the key principles of the new Australian Curriculum for Health and Physical Education (HPE). The draft curriculum is intended to make connections to students' needs and interests, the educational focus of schools, socially critical approaches to HPE, and teachers' readiness to teach the curriculum area. It should also provide new directions by considering the futures of schooling and health, focusing on students' strengths, and developing health literacy.

**Presenter:** Doune Macdonald

## Assessment in disguise: Innovative assessment using online technology

(Repeat session)

Yrs 4–7

The advance of technology enables us to think 'outside the square' of traditional assessment question formats. This session shows how the use of graphics and animation can be used to provide interesting assessment and learning materials for students. The aim in developing these assessment materials is to make it fun for students to undertake assessment tasks, which are disguised as games with interactive manipulatives presented online.

**Presenter:** Margaret Wu

## Concurrent session eight: 3:45pm–4:45pm Friday 27 April

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### Special provisions for school-based assessment in Authority and Authority-registered subjects

Yrs 11–12

The QSA policy on special provisions provides guidance to principals and teachers about reasonable educational adjustments for students with specific educational needs in relation to senior secondary assessment. It makes clear that it is principals and teachers who are responsible for developing inclusive teaching approaches, assessment plans and learning experiences that suit the needs of individual students. This session challenges delegates to clarify their understanding of this policy, consider their school's policy and practices in relation to special provisions, and share implementation strategies with colleagues.

**Presenters:** Kim Lavin and Susan Hollindale

### Guidance for developing competency-based assessment tools

Yrs 8–12

Queensland has over 370 school Registered Training Organisations (RTOs) offering a wide range of nationally accredited qualifications ranging from Certificates I to IV. Empirical evidence obtained during audits of RTOs has provided a valuable insight into the assessment and evidence gathering techniques currently being used. This evidence suggests that developing assessment tools which reflect teaching practices is challenging and time-consuming for trainers and assessors.

This presentation provides practical material for assessor-trainers seeking technical guidance on how to develop and/or review assessment tools. It involves reviewing the framework that captures a number of ideal characteristics of an assessment tool. One of the objectives is to improve participants' capacity to develop assessments that another assessor can use and replicate without any need for further clarification by the tool developer.

**Presenter:** Peter Lausberg

### Reflections on assessment reform

Yrs P–12

That change is required is perhaps the only point of agreement in public and academic discourses on education reform. When it comes to the nature of the reform, there is a high probability of disagreement between academics and teachers on the one hand, and politicians, parents, journalists and other pundits on the other. This is certainly true in the case of assessment, where educationalists are only too aware of the frustrations involved in delivering significant and lasting reform. But the challenge is worth pursuing, and who better to help us reinterrogate the forward agenda than three luminaries of the assessment movement? Caroline Gipps, Royce Sadler and Gordon Stobart have played fundamental roles in the reform of assessment regimes in Queensland and overseas, moving our thinking beyond testing to what really counts in assessment — teacher judgment, criteria and standards, acknowledging undeclared criteria, and more. At the high point of their careers, these experts reflect on the truly significant advances in assessment of the past four decades, and identify principles and values that classroom teachers should practice and reformers must promote if we are to realise an assessment culture that supports authentic pedagogy.

**Presenters:** Royce Sadler, Caroline Gipps and Gordon Stobart

## Concurrent session eight: 3:45pm–4:45pm Friday 27 April

### Whole school curriculum plan: Engaging the stakeholders

Yrs 4–7

The implementation of the Australian Curriculum is a catalyst for curriculum renewal. Engaging all stakeholders in the process is essential in creating a whole school approach to dynamic curriculum renewal. This session shares the journey of one school in its goal to implement the Australian Curriculum, whilst maintaining those aspects of design and pedagogy that have been successful this far.

**Presenter:** Karen Madden

### Challenges and solutions in Queensland mathematics education

Yrs P–10

Queensland faces a number of challenges in mathematics education. The first is the state of teacher education at all levels. It is important to consider who enrolls in teacher education courses as well as the quality of graduates. A second factor is the theories of learning that underpin recent Queensland curriculum documents and how they align with emerging national curriculum initiatives. A factor in the implementation of pedagogy includes the use of technology and its impact on student learning. Then there are cultural issues including how teachers, parents and children regard mathematics education. This presentation explores these issues and suggests pathways to solutions.

**Presenter:** Stephen Norton

### Using iPad technology to enhance literacy for students with special needs in the early years

Yrs K–3

iPad technology has opened access to a variety of teaching and learning opportunities for students with special needs in the early years. Students are given opportunities to develop speech, communication, oral presentations and reading skills, all on the one device. This session highlights how a special needs teacher can promote inclusive practices by supporting students in their learning and in class.

**Presenter:** Kathy Johns

### What makes a good school? School characteristics that facilitate youth transitions in Australia

Yrs 8–12

The impact of schools on young people's transition to tertiary education and work is currently receiving much interest in Australia. This session investigates how the demographic, institutional, and environmental characteristics of schools influence outcomes with respect to tertiary entrance rank, university enrolment, and post-school engagement in tertiary education or work. From their research, the presenters identify a number of school attributes that can facilitate transition success over and above young people's individual background characteristics. The session focuses on the implications of these findings for school policy and practice.

**Presenters:** Patrick Lim and Sinan Gemic

### Practical integration of Geography and the Creative Arts to enable intercultural understanding

Yrs P–7

In an attempt to develop tolerance and acceptance of other cultural groups, educators from the University of Newcastle worked with members of the local African community and teachers from a local school to develop a Creative Arts and Geography program for school children aged 7–9 years. This session demonstrates aspects of the program, building on research evidence of how attitudes and global geographical knowledge are intertwined, together with researcher belief about the value of teaching Creative Arts to engage students in their learning.

**Presenters:** Ruth Reynolds and Sue Lane

### Australian Curriculum: Technologies — an update

Yrs K–12

The shaping phase of the curriculum development process for the Technologies learning area (Information and Communication Technology and Design and Technology) of the Australian Curriculum commenced in late August 2011. It involved the development of an initial advice paper and then the Shape of the Australian Curriculum: Technologies paper. The Shape paper will be released for public consultation in early 2012. The writing phase, including development of a draft curriculum for public consultation, will take place in 2012–13. This session provides an update on the development of the Australian Curriculum: Technologies.

**Presenter:** Julie King

### Researching, writing and teaching Aboriginal literature

Yrs P–12

In recent years, there has been an abundance of resources developed to assist teachers and students to engage with themes, issues and cultural experiences from Aboriginal perspectives. This presentation examines resources including *Black Words*, the *Macquarie PEN Anthology of Aboriginal literature* and provides a comprehensive list of works teachers can use in primary and secondary classrooms. It covers themes of identity, Stolen Generations, concepts of place, and more.

**Presenter:** Anita Heiss

## Concurrent session eight: 3:45pm–4:45pm Friday 27 April

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### **iWrite, iSpeak, iPad: Using the iPad for learning and assessment in the classroom**

**Yrs 8–10**

New technologies are trialled and tested in classrooms at an exponential rate throughout the globe. Reflecting this trend, iPads are appearing in schools across Australia with educators striving to discover new ways to embed these technologies in curriculum. The identification of ICT as one of 10 general capabilities in the Australian Curriculum is raising awareness about the need to identify both the pedagogy and technology to achieve this aim. In 2010, Kedron State High School was selected as a trial site for using iPads in a secondary school setting. This session demonstrates how iPads have been used in a Year 9 English classroom, presenting the highs and lows and considering how tablet devices can be used in the classroom, whether you have one or a class set.

**Presenters:** Christina Coogan and Steve Lang

### **Working through the tensions: Assessment for, as and of learning in multiple year level classrooms**

**Yrs 4–7**

Facilitating learning for students from multiple year levels, as well as those from the same official year level but with diverse abilities, in one classroom has always been challenging for teachers. The Australian Curriculum, with all of the opportunities it offers, does not diminish this challenge. This workshop explores some practical ways in which teachers can facilitate meaningful learning for the full range of students in multiple year levels and ensure that students are assessed using the appropriate achievement standard. For example, what do guides to making judgment look like in such a classroom?

**Presenter:** Jennifer Nayler

### **Sharing great eTeaching ideas: The learning design revolution**

**Yrs 8–10**

Learning design is a new field of e-learning that focuses on describing and sharing technology-based teaching strategies — also called eTeaching ideas. Learning designs are like digital lesson plans where the software can run the activities incorporated into the plan such as presenting resources, discussion and assessment activities. This presentation introduces learning design, including a case study on the open source LAMS learning design system. It also discusses the sharing of learning designs among teachers through the online LAMS community — a revolutionary example of ‘Teaching 2.0’.

**Presenter:** James Dalziel

## Speaker biographies

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### Alice Pung

Alice Pung is a Melbourne-based writer, lawyer and teacher. The author of *Her Father's Daughter* and *Unpolished Gem*, and the editor of *Growing up Asian in Australia*, Alice has received enormous critical acclaim for her writing. She has been published in *Good Weekend*, *Meanjin*, *The Monthly*, *The Age*, *The Best Australian Stories* and *The Lifted Brow*. She is currently the Artist in Residence at Janet Clarke Hall, and Patron of the Alliance of Girls' Schools Australasia.



### Alisa Cleary

Alisa Cleary is Geography coordinator at St Joseph's College, with 12 years' experience teaching in secondary schools. She has worked in refugee education at The River Nile Learning Centre, in the Stephanie Alexander Kitchen Garden Program and for the Global Education Project in Victoria and Queensland.



### Dr Alistair Campbell

Alistair Campbell works at the Centre for Schooling and Learning Technologies at Edith Cowan University (ECU). As a post-doctoral scholar, he investigated the application of digital forms of assessment in Year 12 and was recently awarded ECU's Innovator of the Year Award for his work on assessment apps.



### Allana Herrod

Allana Herrod works in the QSA Assessment Bank Unit, writing assessment packages aligned to the Australian Curriculum in English and History. Her postgraduate studies have focused on pedagogy and leadership approaches for the middle years of schooling. She has worked in the Victorian and Northern Territory education systems in areas including literacy and numeracy skills, and mentoring staff in the development of engaging teaching and learning models.



### Ana Sepulveda

Ana Sepulveda is responsible for driving Cisco's Thought Leadership Program for Global Education. She has addressed international conferences on the topics of education policy, multi-stakeholder partnerships, innovation and entrepreneurship education. Ana also led the production of the World Economic Forum report: *Educating the Next Wave of Entrepreneurs*.



### Andrea Merrett

Andrea Merrett is a Senior Education Officer (Curriculum) at Brisbane Catholic Education. She provides strategic policy direction and advice to support the implementation of the Australian Curriculum in 134 Catholic schools within the Brisbane Archdiocese. Andrea has over 20 years of classroom teaching experience, including membership of school leadership teams in secondary schools.



### Andrew Martin

Andrew Martin specialises in educational psychology. His work focuses on motivation, engagement, and achievement, boys' and girls' education, gifted and talented, disengagement, academic buoyancy, pedagogy, and teacher-student relationships. His latest book, *Building Classroom Success, Eliminating Academic Fear and Failure* was published in early 2010.



### Dr Andy Brader

Andy Brader is an independent scholar specialising in education, music and technology. His research focuses on multimedia content created by and with youth. His teaching expertise focuses on the development of blended multimedia education projects. Andy possesses significant skills in managing projects and working collaboratively with stakeholders in low socio-economic areas.



### Angela Fraser

Angela Fraser is an early years teacher with experience in a range of roles and settings across Queensland. She is currently a Principal Project Officer at the QSA, responsible for developing literacy and numeracy resources for schools, and delivering professional development and training workshops. She holds a Master of Education (Technology).



### Dr Anita Heiss

Anita Heiss is an award-winning author who has published historical fiction, children's and adult novels, social commentary, travel articles and a textbook on publishing Indigenous literature. In 2004 she was listed in the *Bulletin/Microsoft Smart 100*. Anita's latest book is *Am I Black Enough For You?*



### Anthony Shearer

Anthony Shearer is a lecturer in Early Childhood and Primary at the Australian Catholic University. He has teaching and research interests in curriculum policy and curriculum development, educational assessment, and families and diversity. Anthony has worked as a teacher, administrator, education advisor and policy officer at the QSA.



### Brett Molloy

Brett Molloy has over 20 years' experience as a classroom teacher, Head of Department, Deputy Principal and manager at the QSA. His passion is supporting teachers to teach and assess critical thinking and problem solving.



**Professor Brian Caldwell**

Professor Brian Caldwell is Managing Director and Principal Consultant at Educational Transformations and Professorial Fellow at the University of Melbourne.



**Brian Doig**

Brian Doig is a lecturer at Deakin University where he teaches Masters units in assessment. At the Australian Council for Educational Research he developed innovative mathematics and science assessments, and was involved in reporting the results of large-scale assessment programs.



**Brian Moes**

Brian Moes is a teacher at Maroon Outdoor Education Centre and authors a blog on experiential education.



**Brian Nott**

Brian Nott is Assistant Director, Analysis and Reporting Branch at the QSA. He oversees QSA's statistical and psychometric activities, including the analysis of Queensland Core Skills Test data, calculation of ranks for tertiary entrance purposes, and issuing of Tertiary Entrance Statements.



**Brigitte Mackenzie**

Brigitte Mackenzie is a Teaching-Principal in far north Queensland and is a Regional Principal Coach and part of the statewide Mentoring Team for aspiring principals. Brigitte was the recipient of a 2010 National Neita Teaching Award for Community Engagement and Inspirational Teaching.



**Bruce Galletly**

Bruce Galletly is Head of Humanities at The Cathedral School and QSA Geography Panel Chair for the Townsville District.



**Professor Caroline Gipps**

Caroline Gipps is a Visiting Professor at the London Institute of Education, Chair of the Higher Education Academy panel for the National Teaching Fellowships, and a member of the Pearson expert panel for assessment. Her research has focused on primary education, equity issues, feedback to learners, and assessment at all levels of the system, leading to new theories of educational assessment.



**Caroline Hollis**

Caroline Hollis has 20 years' experience working in high schools and primary schools, including in remote locations, and has a particular interest in assessment for learning. She currently works at the QSA, developing Queensland Comparable Assessment Tasks in English.



### Chic Foote

Chic Foote is a New Zealand educator who works extensively in curriculum design and school improvement nationally and internationally. She is recognised by Heidi Hayes Jacobs as a leader in the field of curriculum mapping and by schools as having a significant impact on learning and achievement.



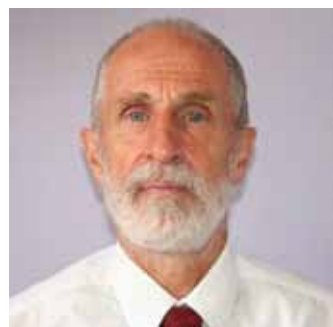
### Chris Faisandier

Chris Faisandier has 24 years' experience as a school leader in three countries. He is currently Director of Business Development, Education, at Musica Viva Australia, a successful, not-for-profit company supporting teachers to teach music. Musica Viva Australia is supported by the Australian Government and every state government in Australia to develop resources and training to support teachers and schools offer a strong music program.



### Chris Gauthier

Chris Gauthier is a Science teacher at Cleveland District State High School. He holds an Education Queensland Pedagogical Licence and is currently working towards his advanced licence. Chris received a Smart Classrooms Award in 2011 for developing pedagogy through ICTs.



### Chris Wardlaw

Chris Wardlaw is Deputy Secretary of the Victorian Department for Education and Early Childhood Development with responsibility for assessment, curriculum and quality assurance for pre-primary, basic education and senior secondary education. Previously, he led implementation planning for a comprehensive learning reform program in Hong Kong. Chris has also enjoyed a long and successful career in the sporting arena, coaching eight Olympians.



### Christina Coogan

Chrissie Coogan is Head of Department at Kedron State High School with over 20 years' experience teaching English. She is completing her Masters in ICT Innovation in Teaching at Queensland University of Technology. Chrissie considers herself to be a 'tradigital' teacher, valuing both traditional and digital approaches to teaching English. In 2011, she was part of a 1:1 laptop trial and this year is trialling iPads.



### Claire Stanley

Claire Stanley is a Principal Testing Officer in QSA's NAPLAN Unit. She has extensive experience in the testing and assessment of students in numeracy from Years 1–9. Claire has worked on QSA's testing programs since 2000 and has developed many assessment resources currently in use in Queensland classrooms.



### Professor Claire Wyatt-Smith

Claire Wyatt-Smith is Dean (Academic) in the Arts, Education and Law Group, Griffith University. She has been a chief investigator on many Australian Research Council and government-funded research projects. These have been primarily in the fields of assessment standards, teacher judgment and literacy education, including digital literacy.



### Colin Bell

Colin Bell is CEO of Concord Australia. An experienced teacher and IT professional, he heads a team of software developers that has developed education support software for over 25 years and more recently released electronic assessment tools for streamlining criteria-based assessment processes.



### David Macknish

David Macknish is Head of Junior School at Ipswich Grammar School. He has been President of the Brisbane Meanjin Local Council of the Australian Literacy Educators' Association for the past five years. His passion for literacy guides the development of literacy programs within the Junior School at Ipswich Grammar School, leading to substantial growth and improvement in student outcomes.



### David Rogers

David Rogers is Principal of Southport Special School. He is a member of the QSA Governing Body and the Association of Special Education Administrators in Queensland.



### Denis Masseni

Denis Masseni is an expert in digital communications, with an emphasis on social media. Following a 20-year commercial career, he co-established the Master of Multimedia degree at Monash University and now teaches at both Monash and RMIT University. He is the founding director of Sponsor-ed, a digital communications business that has helped over 500 Australian schools to maximise their online communication potential.



### Dianne Kerr

Di Kerr is Curriculum Advisor to Education Services Australia and is involved in the process of acquiring assessment items and supporting learning resources for the Improve online assessment tool. She is a Board member of the Australian Curriculum, Assessment and Reporting Authority and its Curriculum Reference Group.



### Professor Doune Macdonald

Doune Macdonald is Head of School and Professor of Health & Physical Education in the School of Human Movement Studies at the University of Queensland. She is lead writer for the Australian Curriculum: Health and Physical Education.



### Dr Elizabeth Dickson

Elizabeth Dickson is a Senior Lecturer in the Law School at Queensland University of Technology. She researches and publishes in the area of disability discrimination in education and teaches discrimination law and education law. She is co-editor of the *International Journal of Law and Education*.



### Elizabeth King

Elizabeth King is a Kalkadoon woman who works in Education Queensland's Indigenous Schooling Support Unit. She coordinates the development of EATSIPs within the Curriculum into the Classroom (C2C) initiative. Elizabeth has had a long and distinguished career in education as a primary school teacher. Her recent work on the EATSIP 'Cluster model' earned her and the team selection as a finalist in the 2011 Queensland Public Sector Excellence Awards.



### Esme Capp

Esme Capp is Principal at Princes Hill Primary School in Victoria. In 2006 she won the Herald Sun Primary Principal of the Year award and in 2007 won the Monash University Jeff Northfield Memorial Award for Excellence in Teacher Research. She is currently completing her PhD on Theories and Practices of Learning in Educational Reform.



### Associate Professor Esther Care

Esther Care is the Deputy Director of the Assessment Research Centre at the University of Melbourne. Her research spans early literacy, test development, vocational interests, intelligence and achievement, psychometrics and cross-culture learning characteristics. She is the International Research Coordinator and National Research Project Coordinator for the Assessment and Teaching of 21st Century Skills project.



### Fay Harding

Fay Harding is a Prep teacher at Hilliard State School in Alexandra Hills. She has attained an Education Queensland Digital Pedagogy Licence and has been the subject of a video showcase for her outstanding efforts in providing students with opportunities to engage in ICTs.



### Professor Geoffrey Crisp

Geoff Crisp is Dean of Learning and Teaching at RMIT University. He has received several awards for learning and teaching and is an Australian Learning and Teaching Council Fellow. He publishes in the area of e-assessment.



### Glenn Savage

Glenn Savage is a Research Fellow in the Graduate School of Education at the University of Melbourne. He is currently working on an Australian Research Council project: Senior secondary certification: Meeting the national agenda?, in partnership with the QSA and the Victorian Curriculum and Assessment Authority.



### Professor Gordon Stobart

Gordon Stobart is Emeritus Professor of Education at the Institute of Education, London. A former teacher and educational psychologist, he has worked on national assessments in the United Kingdom. A founder-member of the Assessment Reform Group, he now focuses on the formative use of assessment.



### Grant Mills

Grant Mills is a Trade Qualified Fitter with a degree in Technology Education. He has spent the past 22 years working in education, focusing on dynamic delivery and assessment techniques to meet evolving needs. He has led the development and implementation of Engineering Training at Blue Dog Training since 2007. Grant has also managed vocational education and training programs in schools as a stepping stone for students to gain an apprenticeship.



### Greg Dickman

Greg Dickman began teaching in 1975 and has led a one-teacher primary school, a large secondary school, and three remote Indigenous schools. As a senior public servant at the Department of Education and Training, Greg has been Executive Director (Schools) in Townsville, Regional Executive Director for Central Queensland and most recently Regional Director of the Darling Downs South West Region.



### Greg O'Connor

Greg O'Connor is Education Services Manager at Spectronics. He has supported people with diverse learning needs for 29 years, working in teaching and management roles in the New South Wales state education sector. Greg's interests and expertise include supporting people with complex needs, challenging behaviours and autism, and literacy support technologies for people with learning disabilities.



### **Helen Hennessey**

Helen Hennessey is an Education Officer (History) at Brisbane Catholic Education Commission, supporting teachers to implement the Australian Curriculum: History. She has over 30 years experience in teaching history at primary, secondary and tertiary levels and is a member of the Queensland History Teachers' Association of Queensland Executive Committee.



### **Dr Helen Stallman**

Helen Stallman is a Senior Lecturer in Clinical Psychology at the University of Queensland. With clinical and research expertise in behavioural and emotional problems in children and families, she has been involved in the development and evaluation of programs to promote resilience and wellbeing in adolescents and young adults. Her recent work focuses on population approaches to improve the mental health of Australian university students.



### **Ian Fyfe**

Ian Fyfe is Assistant Director, Vocational Education and Training (VET) at the QSA. He is an acknowledged expert in the area of VET in schools, and makes significant contributions to the VET in schools agenda at state and national levels. Ian believes that learning should be 'learner-centred' — linking the interests, abilities and aspirations of the learner.



### **Professor James Dalziel**

James Dalziel is Professor of Learning Technology and Director of the Macquarie E-Learning Centre Of Excellence. He leads the LAMS (Learning Activity Management System) project, a freely available open source learning design system used by thousands of educators in over 80 countries and translated into 30 languages.



### **Janice Chee**

Janice Chee is Assistant Director, Australian Curriculum Branch at the QSA, responsible for providing strategic advice on the implementation of the Australian Curriculum in Queensland. Following a long career in teaching, Janice has worked on important policy initiatives, such as the Education and Training Reforms for the Future, Queensland Certificate of Education, and review of the syllabuses for the senior phase of learning.



### **Jenene Rosser**

Jenene Rosser is Executive Manager (Australian Curriculum) at Independent Schools Queensland and is currently pursuing further study in staff wellbeing. She has been a secondary science teacher and was a founding staff member at three schools. Jenene was formerly science convenor at Association of Independent Schools in New South Wales and a project officer in the development of the Years 1–10 Science syllabus at the Queensland School Curriculum Council.



### **Jennifer Duke**

Jennie Duke is a lecturer in education at Queensland University of Technology and is completing a PhD in Inclusive Education. She has spent over 27 years in mainstream, special and inclusive school settings in Queensland. Her areas of interest are curriculum for students with disabilities, inclusive education and leadership.



### **Dr Jennifer Nayler**

Jenny Nayler is an independent educational consultant, speaker, facilitator and writer. Her work is underpinned by a strong commitment to social justice with practical support for curriculum, teaching and assessment that engages young people in rigorous and innovative learning. Jenny edits *Primary and Middle Years Educator*.



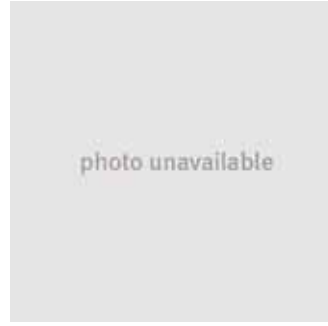
### Jeremy Blackman

Jeremy Blackman is Senior Cybersafety Specialist at The Alannah and Madeline Foundation, working with its eSmart team. He works on the convergence of technology and human behaviour, researching emerging trends in the education setting and broader society with a particular focus on young people and the smart, safe and responsible use of digital technology.



### Dr Jill Willis

Jill Willis is a researcher and education lecturer at Queensland University of Technology, with special interests in classroom practices that empower teachers and students, such as assessment for learning, digital technologies and the pedagogies of classroom space.



### Jo Dargusch

Jo Dargusch is a lecturer at Central Queensland University. She works closely with vocational education and training pre-service education students. Her interest in assessment stems from 16 years working in secondary education. Jo's doctoral studies focus on formative assessment and its enactment in Senior English classrooms.



### Jo Genders

Jo Genders is a Senior Education Officer at the QSA. She provides advice and support to schools and review panels about syllabus standards for the assessment of student achievement and quality assurance matters. Jo has also led the introduction of the new English, English Extension and English for ESL Learners syllabuses, and contributed to the introduction to Queensland of the suite of Australian Curriculum: English subjects.



### Professor John Bennett

John Bennett is Conjoint Professor in the School of Education at the University of New South Wales where he lectures to postgraduate students in the areas of curriculum, assessment and educational leadership. Prior to his retirement from full-time work in late 2009 he was the Chief Executive of the Office of the Board of Studies in New South Wales.



### John Davis

John Davis is a Cobble Cobble man and Regional Manager of Education Queensland's Indigenous Schooling Support Unit. He coordinates the roll out and delivery of EATSIPs across state schools as part of the Queensland Government Reconciliation Action Plan. John is currently completing a PhD on community yarning and leadership processes in Logan.



### John Gougoulis

John Gougoulis is Senior Manager, Curriculum at the Australian Curriculum, Assessment and Reporting Authority with particular responsibility for English, Mathematics, Science, History and Civics and Citizenship. His substantive position is Director of Curriculum and Assessment at the Curriculum Council of Western Australia. John has extensive experience in education policy, curriculum development and professional learning and training.



### John Langer

John Langer is a Senior Education Officer at the QSA. Prior to this, John taught for 29 years in a variety of secondary schools. He worked in the social sciences as a Head of Department and assumed a number of senior leadership roles. He has been a district panellist, as well as a QSA District and State Review Panel Chair.



### John Oxley

John Oxley is the Director of Information Services and Technology at Moreton Bay College and Moreton Bay Boys' College. He is immediate past president of the Queensland Society for Information Technology in Education, Chair of the University of Queensland's Cyber School committee and a member of the QSA's State Panel for Information Processing and Technology.



### Professor Joy Cumming

Joy Cumming is the Coordinator of the Griffith University Social and Behavioural Research College. She has extensive experience in assessment and a focus on equity in education and assessment. She has recently published a book comparing accountability assessments for students with disability in Australia, England and the USA.



### Joy Pohlner

Joy Pohlner is a senior teacher at Cannon Hill State School. She has worked with the school administration in designing and implementing goal-setting and student conferencing as a central part of the pedagogy in the Autonomous Learning Space.



### Judy Fewtrell

Judy Fewtrell has been working in vocational education and training since 1995. She has been the Senior Schooling Head of Department at Mabel Park State High School for over 10 years. Prior to Mabel Park State High School, Judy was at Loganlea State High School where she began its school-based apprenticeship and traineeship program.



### Judy Forster

Judy Forster is a Principal Project Officer at the QSA, developing online literacy and numeracy resources aligned to the Australian Curriculum and general capabilities. She has extensive experience teaching in the early years and working with and supporting children with disabilities, their parents or carers and teachers. She has a Masters in Education (Evaluation) and Human Services (Rehabilitation).



### Julie Hennessey

Julie Hennessey is the Principal Education Officer (History) for the Department of Education and Training. She is currently on leave from Brisbane Girls' Grammar School where she is Head of History. Julie is Vice-President of the Queensland History Teachers' Association and executive member of the History Teachers' Association of Australia. She has contributed to a number of modern history textbooks.



### Julie King

Julie King is Senior Project Officer, Technologies at the Australian Curriculum, Assessment and Reporting Authority.



### Julie-Anne Angell

Julie-Anne Angell is a Business and Economics teacher at John Paul College. Over the past three years, she has been an e-learning facilitator, assisting staff to implement different technologies in the classroom. Julie-Anne has an enthusiasm for the use of new technologies in education, especially Web 2.0 technologies.



### **Karen Madden**

Karen Madden is Assistant Principal (Curriculum) at Nudgee Junior College, and an executive member of the Queensland History Teachers' Association. She has held a number of leadership positions in her 11 year teaching career, including Head of Junior School, Scots PGC College, and Acting Deputy Head of Junior School, St Aidan's Anglican Girls' School.



### **Karen Swift**

Karen Swift is Head of Department—Information Technology at James Nash State High School, and QSA State Panel Chair for Economics. She holds an Education Queensland Digital Pedagogy Licence — Advanced, is a Smart Classrooms Award winner and recently produced Annotated Illustrations of Practice for the Australian Institute for Teaching and School Leadership.



### **Professor Karen Thorpe**

Karen Thorpe is Professor in the School of Psychology and Counselling at Queensland University of Technology. She is a developmental scientist interested in the early years. Her research includes studies of educational effectiveness and early parenting. Karen is particularly interested in the learning environments and social interactions within families and preschool settings. She is currently studying the effectiveness of early education and care programs in Australia.



### **Karena Menzie**

Karena Menzie is an Education Officer for the Global Learning Centre and a lecturer in Social Education at the University of Queensland. She is currently completing her PhD on adolescents' involvement in active citizenship. Karena is a member of the national committee of the Social Educators' Association of Australia.



### **Kathryn Lloyd**

Kathryn Lloyd has a background in education, business, and science, and is the Program Manager of Every Child Counts for Education Queensland (South East region). Every Child Counts is a pilot initiative supporting student outcomes in low SES schools via a holistic, wrap-around service approach.



### **Kathy Johns**

Kathy Johns is a special education teacher who herself has a disability. She is Head of Special Education Services at Hilliard State School. Previously she was at Redlands Early Childhood Development program, providing programs for students from birth to Prep. Kathy is currently studying her Masters in Education, majoring in ICT in the Early Years. She has received a Public Service Medal for service and innovation in early special education and a Smart Classrooms Award.



### **Kay Bishop**

Kay Bishop has been a history teacher for 40 years and is president of the Queensland History Teachers' Association. She was a head of faculty at private schools for many years and a member of the QSA History syllabus sub-committee and Social Sciences syllabus committee. Kay has been involved in the consultation process for the Australian Curriculum: History and is currently consulting at Somerville House, writing units of work for Years 7 to 9 and preparing resources for students.



### **Associate Professor Ken Purnell**

Ken Purnell is Associate Professor of Education at Central Queensland University and a member of the QSA P-12 Curriculum Committee.



### **Kim Lavin**

Kim Lavin is a Principal Education Officer at the QSA. She provides advice on the application of assessment and moderation policies and procedures, including special provisions for school-based assessments in Authority and Authority-registered subjects. Kim has over 30 years' experience as an educator in Queensland schools.



### **Kim Summers**

Kim Summers is a Project Officer at the QSA with extensive experience in classroom teaching, assessment and testing. She has a passion for curriculum and assessment innovation. In writing assessments and working with pre-service and practising teachers in the fields of professional inquiry and evidence-based practice, Kim endeavours to build a culture of quality innovation in the classroom.



### **Leanne Hunter**

Leanne Hunter is Co-Director of Mitchelton Pre-Schooling Centre and is a founding member of Consultants at Play. She is a recipient of a Community Merit Award (National Excellence in Teaching Awards) for Leadership and Innovation in Early Childhood Teaching Methods. In 2011 Leanne worked with QSA to develop and deliver resources to support implementation of the Queensland kindergarten learning guideline.



### **Leanne Rolph**

Leanne is Acting Assistant Director, P-12 Implementation Branch at the QSA. She is responsible for overseeing externally moderated school-based assessment. Leanne has worked in this area for eleven years. Previously, she was an English and History teacher in the state system.



### **Leesa Merifield**

Leesa Merifield is Head of Learning: Information Literacy at Trinity Lutheran College where one of her key responsibilities is to develop an awareness and understanding of, and skills in information literacy for teachers and students.



### **Dr Lenore Adie**

Lenore Adie is a lecturer in assessment and inclusivity at Queensland University of Technology. Her research focuses on assessment and moderation processes as they contribute to supporting teachers' pedagogical practices and student learning.



### **Lissa Hodson**

Lissa Hodson is Principal Advisor (eLearning) for Education Queensland's Darling Downs South East Region. She works to empower schools to embrace a teaching and learning culture that incorporates the use of technology. Lissa is a Smart Classrooms Award winner, and has a strong commitment to the improvement of pedagogy within classrooms.



### **Liz Parry**

Liz Parry works in the QSA Assessment Bank Unit, developing assessment packages with a focus on the early years. Liz has 40 years' experience in early childhood classrooms across metropolitan and regional Queensland. Her research interests are in using digital technology to capture assessable moments in the classroom.



### Loretta Smith

Loretta Smith has been teaching for more than 25 years — first as an ESL teacher at a Japanese university and then as a literacy and numeracy teacher at Brisbane North Institute of TAFE. Loretta specialises in teaching ‘at risk’ youth and trialled the use of iPads in her classes during 2011.



### Lucie Sorensen

Lucie Sorensen works in the QSA Assessment Bank Unit and is responsible for developing and managing quality assurance processes for P–10 assessments across all learning areas. Lucie has a wide range of experience in curriculum development, assessment, standards and moderation, in national and state contexts. Lucie’s current research is focused on the development and use of student portfolios, in particular social moderation.



### Madeline Hagon

Madeline Hagon is a Principal Project Officer at the QSA, developing curriculum and professional development resources to support the implementation of the *Queensland kindergarten learning guideline*. She also lectures in string pedagogy at the Queensland Conservatorium of Music. She has worked as a consultant to various private and public educational organisations in the United Kingdom.



### Professor Margaret Carr

Margaret Carr is Professor of Education at the University of Waikato in New Zealand. Formerly a kindergarten teacher, she was a Co-Director of the Early Childhood Curriculum Development project that developed a national early childhood curriculum for New Zealand. Margaret also developed the assessment format Learning Stories, and has published widely on early childhood issues.



### Margaret Heritage

Margaret Heritage is Assistant Director for Professional Development at the National Center for Research and Evaluation, Standards and Student Testing at the University of California. She has published extensively on teaching, learning and assessment, and has made numerous presentations in the United States, Europe and Asia.



### Margaret James

Margaret James, author of the Honey Ant Readers (HAR), is an educator with school and tertiary level experience and has worked in Indigenous education in Central Australia for the past nine years. Working in collaboration with elders, she combines traditional knowledge with her passion and expertise in early literacy, language acquisition, singing and Aboriginal English.



### Dr Margaret Wu

Margaret Wu has a background in educational measurement and statistics. She has been involved in many assessment projects, including test development and data analysis, and has a particular interest in the development of online delivered tests. Currently, Margaret works at Victoria University where she supervises a number of higher degree students in education.



### Professor Marilyn Fleer

Marilyn Fleer holds the foundation chair for early childhood education at Monash University. Currently she is the Research Director, Faculty of Education, Peninsula Campus. She is also the Research Leader for the Early Childhood Faculty Research Group.



### **Mark Maddox**

Mark Maddox has been involved in education and vocational education and training (VET) for more than 20 years. Since 2000, he has been developing and delivering presentations at national conferences, national industry skills council forums and QSA workshops on all aspects of VET. Mark is a qualified trainer and assessor and a Senior Lead Auditor and Senior Education Officer at the QSA.



### **Mary Phillips**

Mary Phillips teaches at Brisbane North Institute of TAFE, having spent the past 40 years in a variety of teaching positions in Australia and the United Kingdom. A qualified secondary maths and science teacher, she has taught in the adult literacy and numeracy area, specialising in Access 10 Maths with students who have not achieved a Grade 10 Certificate at school.



### **Megan McCarthy**

Megan McCarthy is a senior teacher with Education Queensland's Every Child Counts initiative. She supports schools by inservicing staff in the Beam program, working with the Managing Young Children's Program, and implementing ePowered learning projects. She is in the final semester of a Master of Educational Studies (Guidance and Counselling).



### **Melinda Mawson-Ryan**

Melinda Mawson-Ryan works in the NAPLAN and Assessment Bank Units at the QSA. Her postgraduate studies focus on pedagogy in e-Learning and adult education. She is passionate about developing questioning as a powerful tool for eliciting evidence of student learning. Melinda's teaching career includes program development and educating students in primary, secondary and special school settings in Queensland and the United Kingdom.



### **Michael Hardie**

Michael Hardie is Queensland Coordinator for KidsMatter Primary. He is experienced in the interface between education, health promotion, and community development in Queensland, Scotland and Spain. He is passionately committed to supporting mentally healthy primary school communities. Michael's interests include the practical application of neuroscience in education.



### **Mike Chamberlain**

Mike Chamberlain is a science and maths educator with many years experience as a classroom teacher and Head of Department. He has a particular interest in assessment and develops Queensland Comparable Assessment Tasks in his role as a Principal Project Officer at the QSA.



### **Noel Haupt**

Noel Haupt is a Senior Education Officer and Senior Lead Auditor at the QSA. He has worked in various roles at secondary schools across Queensland, including school-based apprenticeships and traineeships management. He is a qualified trainer and assessor with a background in training and training management.



### **Patrick Lim**

Patrick Lim is a Senior Research Officer in the Research and Consulting Branch of the National Centre for Vocational Education Research. He has been working on the Longitudinal Surveys of Australian Youth data-sets for the past four years. Patrick has extensive experience as a researcher and a background in statistical consulting and mixed models.



### Patrick Trussler

Patrick Trussler is a Principal Education Officer at the QSA, having previously worked in various roles at high schools across Queensland. He has an extensive knowledge of the Queensland Certificate of Education (QCE), and is interested in the use and quality of vocational education and training (VET) data and how VET qualifications and courses contribute to the awarding of a QCE.



### Paul Walker

Paul Walker is a Senior Research Associate and Coordinator of the YuMi Deadly Centre’s Teaching Indigenous Mathematics Education project at the Queensland University of Technology. He has been involved in primary teaching for 28 years as an educational advisor, numeracy coach and project officer for Education Queensland. Paul holds a Master of Education (Mathematics).



### Dr Peter Hay

Peter Hay is a Senior Lecturer in the School of Human Movement Studies at the University of Queensland. His research interests focus on the practices and policies of assessment in institutional education and the social construction of abilities.



### Professor Peter Holbrook

Peter Holbrook is a Professor of English Literature at the University of Queensland, with a special interest in literature in the age of Shakespeare. His most recent publication is *Shakespeare’s Individualism*. He is currently working on a textbook about English renaissance tragedy. Peter is a member of the QSA Learning Area Reference Committee (English).



### Peter Lausberg

Peter Lausberg is an educator and administrator with over 30 years’ experience in private and public education and industry in Victoria and Queensland. He is a Senior Lead Auditor and Senior Education Officer at the QSA. Peter develops assessment tools and workshops for teachers delivering vocational education and training in Queensland school Registered Training Organisations.



### Peter Luxton

Peter Luxton was appointed Acting Director of the QSA in May 2009 after several years leading its Student Achievement Division. Peter has extensive experience in education as a teacher and administrator. He has held a number of leadership positions in Queensland state schools and senior executive positions at Education Queensland.



### Rachael Jacobs

Rachael Jacobs lectures in Creative Arts Education at the Australian Catholic University. She teaches dance, drama and music education and has a keen research interest in assessment in the Arts. Rachael is currently writing her PhD thesis on the assessment of performances in senior secondary Drama.



### Rhonda Livingstone

Rhonda Livingstone leads the Quality Assessment and Research team at the Office for Early Childhood Education and Care. She is experienced in delivering, assessing and developing policies for early childhood education and care services, having held positions in a range of organisations.



### **Richard Gerver**

Richard Gerver is one of the world’s foremost thinkers on education. In 2005 Richard was judged best Head Teacher in Britain after turning a failing school into an innovation success story. Since then he has helped governments around the world to shape education policy and major organisations to make the most of their talent.



### **Richard Olsen**

Richard Olsen is the Assistant Director of ideasLAB, an education research and development incubator in Melbourne. In his role at the lab, Richard identifies new technologies and their transformative possibilities for schools and for learning. He is interested in online learning communities, social networking, inquiry-based learning and game-based learning.



### **Robert Bingham**

Robert Bingham is a Senior Education Officer at the QSA. He has worked in vocational education and training for over 15 years in Queensland TAFE and school Registered Training Organisations (RTOs) with a focus on the management of TAFE-school programs, school RTOs and school-based apprenticeships and traineeships.



### **Dr Robert Colvin**

Robert Colvin completed a PhD in theoretical computer science in 2002, before moving into the fields of complex systems and computational neuroscience. Since 2009 he has been working at the Queensland Brain Institute, bringing together research from neuroscience, psychology and education. He is interested in how information about how the brain learns can lead to optimising teaching practices.



### **Robyn Whiting**

Robyn Whiting is a manager at the QSA, leading the development of resources and professional development programs to support Queensland teachers to implement curriculum K–10. She has taught from Kindergarten to Year 12 across a range of learning areas both interstate and overseas.



### **Rose Wood**

Rose Wood is a science educator with experience in senior syllabus development and a passion for science in the middle years of schooling. She has experience in teaching across Queensland, including remote locations, and is currently a Principal Project Officer at the QSA.



### **Professor Royce Sadler**

Royce Sadler is Senior Assessment Scholar at the University of Queensland and Professor Emeritus of Higher Education at Griffith University. Royce is firmly associated with school-based assessment in Queensland having worked on a number of papers which guided the Review of School-Based Assessment (ROSBA).



### **Dr Ruth Reynolds**

Ruth Reynolds is a Senior Lecturer at the University of Newcastle, focusing on primary pedagogy and curriculum in Studies of Society and Environment. She is a past President of the Social Educators’ Association of Australia.

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### Sally Elsby

Sally Elsby is an experienced senior teacher with the Every Child Counts initiative in Education Queensland's South East Region implementing ePowered learning projects in schools. She is a 2010 Smart Classrooms Award winner with 15 years experience in early phase classrooms and a writer for the Australian Institute of Teaching and School Leadership's ICT Field/Learning Area Statements.

### Sam Nicolosi

Sam Nicolosi is the Managing Director of VUMI Pty Ltd and General Manager of the Creative Industries Skills Council. He is a member of the Australian Interactive Media Industry Association (AIMIA) and the Australian Society of Association Executives (AuSAE) and has over 34 years experience in education and VET.

### Sarah Humphreys

Sarah Humphreys is the Senior Project Officer for Students with Disability at the Australian Curriculum, Assessment and Reporting Authority.

### Satu Cooper

Satu Cooper is a Principal Project Officer at the QSA, currently developing Years 7–10 literacy and numeracy web-based resources aligned to the Australian Curriculum general capabilities. She has taught science and mathematics in a variety of secondary schools and has worked in senior administration and as a review panellist and District Review Panel Chair.



### Shauna Bouel

Shauna Bouel is a Senior Education Officer at the QSA. She is responsible for moderation processes related to Authority and Authority-registered subjects and learning that contributes to the Queensland Certificate of Individual Achievement. Shauna is currently responsible for the Drama, Home Economics and Physical Education senior subjects and has extensive teaching experience in Queensland schools.

### Shelley Gillis

Shelley Gillis is a leading researcher in vocational assessment who advises national and international agencies on competency-based assessment processes and systems. She is a member of ACARA's Measurement Advisory Group and the principal author of several National Quality Council publications. Prior to joining Victoria University, Shelley was a research fellow at the Assessment Research Centre at the University of Melbourne.

### Shiron Dixon

Shiron Dixon is the Manager of the Queensland Core Skills (QCS) Test at the QSA. A former geophysicist, Shiron was a secondary teacher and Head of Department (Mathematics) in Queensland secondary schools. She has extensive experience in externally moderated school-based assessment and the testing of cognitive skills in the senior years of schooling. She holds a Master of Education in the field of assessment.

### Dr Sinan Gemici

Sinan Gemici is a Senior Research Officer at the National Centre for Vocational Education Research. Among other topics, he has published on the effects of school-based vocational interventions, youth transitions, and the formation of occupational aspirations. His main focus is on quantitative analyses of education and training data.



### **Dr Stephen Norton**

Stephen Norton taught mathematics in high schools until 1997. Since then he has focused on mathematics teacher education from counting to calculus. He runs an experimental tutor school and spends a lot of time in classrooms either researching or providing professional support for mathematics teachers. He writes and reviews for a variety of international journals.



### **Steve Lang**

Steve Lang is Head of Department (eLearning) at Kedron State High School. Until recently, the school lagged in the use of ICTs as a tool to empower teachers and learners. Since 2009, Steve has been working to create sustainable cultural change at the school, and it now leads the way in a number of eLearning initiatives.



### **Sue Fox**

Sue Fox is Manager of the QSA Assessment Bank Unit, responsible for developing and quality assuring P-10 assessments for all learning areas. She is an experienced curriculum and assessment writer, specialising in the Arts.



### **Professor Sue Grieshaber**

Sue Grieshaber is Professor of Early Years Education in the School of Early Childhood, Queensland University of Technology. She taught in the before-school sector and the early years of schooling for 14 years before moving to tertiary education. She researches and writes on early childhood curriculum, policy and pedagogy.



### **Sue Lane**

Sue Lane lectures and researches at the University of Newcastle in Primary Creative Arts Education and is an active member of the Orff Schulwerk (Music and Movement Education) Association of New South Wales.



### **Sue Robertson**

Sue Robertson is a Principal Testing Officer (Numeracy) in the NAPLAN Unit at QSA. She has contributed to the development of the NAPLAN numeracy tests since 2008 and has written analyses of the NAPLAN test items for QSA's data analysis tool, SunLANDA. Prior to this, Sue was a curriculum writer for the learning areas of Mathematics, and Health and Physical Education.



### **Dr Susan Davis**

Sue Davis is a Senior Lecturer in education at Central Queensland University. She currently works with primary and early childhood students and lectures and coordinates the Arts curriculum courses and assessment in education degrees. Sue has written Arts curriculum and assessment materials across primary and secondary and participated on a range of advisory committees.



### **Susan Hollindale**

Susan Hollindale is a Senior Education Officer at the QSA. Her work includes providing advice on special provisions, learning projects and the Queensland Certificate of Individual Achievement, Visual Art, Film, Television and New Media, Drama and Graphics. Susan has a background in primary, secondary and tertiary education.



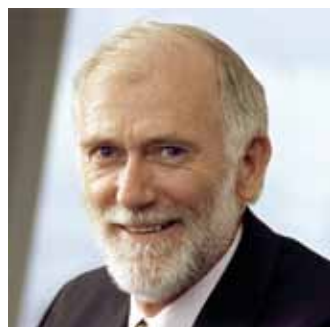
### Tanya Haggarty

Tanya Haggarty is a Principal Project Officer in the QSA Assessment Bank Unit. She is an experienced secondary and adult education teacher with extensive knowledge of school-based and external systems of assessment. Tanya leads the development of Assessment Bank packages for use with the Australian Curriculum: English, Maths and Science in P–10.



### Dr Tanya Vaughan

Tanya Vaughan is Senior Consulting Researcher at Educational Transformations in Melbourne and Honorary Fellow in the Graduate School of Education at the University of Melbourne. She has published on bioinformatics and genomics, and served as biology coordinator at St Margaret’s Anglican Girls School, Brisbane. With Brian Caldwell, she authored *Transforming Education through The Arts*.



### Terry Cuttle

Terry Cuttle is Vice President of the Astronomical Association of Queensland and a keen amateur astronomer with a particular interest in eclipses and other transient astronomical phenomena. A veteran of many total solar eclipses, he has a passion for sharing the wonder and excitement of these dramatic events.



### Terry Gallagher

Terry Gallagher is Manager (Policy and Implementation) in the Australian Curriculum Branch at the QSA. His role involves a range of policy and resource development activities to support implementation of the Australian Curriculum. He has led and worked on many curriculum development projects, including the Year 10 Guidelines, SOSE Essential Learnings and Key Learning Area syllabus. He was recently a member of the ACARA History learning area advisory panel.



### Terry McPherson

Terry McPherson is a Principal Education Officer at the QSA, responsible for the development of online senior syllabus assessment resources. He has worked with groups of teachers, review panellists and other officers at the QSA to explore innovative ways to effectively present sample assessment instruments and annotated student responses.



### Therese Sippel

Principal Advisor eLearning for Darling Downs South West Region, Therese Sippel’s commitment is to empower schools to embrace a teaching and learning culture with the pervasive use of technology. A Smart Classrooms Award winner, Therese has a strong commitment to the improvement of pedagogy within classrooms.



### Trish Haupt

Trish Haupt is a Principal Education Officer at the QSA overseeing the processes and procedures for the quality assurance of the Queensland Certificate of Individual Achievement. She has worked in secondary and special education for 35 years and has broad experience in policy and curriculum development, and in supporting students with disabilities and learning difficulties, their parents/ caregivers and school personnel.



### Professor Tom Lowrie

Tom Lowrie is Professor of Mathematics Education at Charles Sturt University and Director of the Research Institute for Professional Practice, Learning and Education. Tom is a current member of the Social, Behavioural and Economic Sciences panel of the Australian Research Council, and has attracted over \$1.6m in nationally-competitive research funding.



### **Valda Miller**

Valda Miller is an Education Officer (Curriculum) at Brisbane Catholic Education who has many years experience supporting schools through curriculum change. Using her extensive experience in primary school education as both a classroom teacher and curriculum leader, Valda currently provides teachers with professional learning and resources.



### **Vanessa Kerley**

Vanessa Kerley is a qualified teacher-librarian with 15 years' experience in state and independent schools, at primary and secondary levels. She is currently a librarian at the Indigenous Schooling Support Unit where she provides schools with relevant resources, and promotes the teaching of Indigenous perspectives in the classroom.



### **Vanessa Pye**

Vanessa Pye has been involved with the VET sector for over 15 years and has experience in developing effective tools for Registered Training Organisation (RTO) management. She is currently a Senior Lead Auditor and Principal Education Officer at the QSA, involved in auditing as well as industry liaison and providing advice and resources for school RTOs.



### **Wayne Knack**

Wayne Knack, Director of Innovations at Brisbane North Institute of TAFE, has served TAFE Queensland as a teacher and learning technologist for over 20 years. He has also worked in secondary education as a teacher and Head of Department and developer of eLearning resources with the Australian Flexible Learning Framework.



### **Wendy Garbutt**

Wendy Garbutt has been involved in vocational education and training for the past 15 years as a Business teacher and Head of Department, and in her present role as a Principal Education Officer and Senior Lead Auditor at the QSA. She is a qualified trainer and assessor.



### **Wendy Lee**

Wendy Lee is the Director of the Educational Leadership Project (Ltd), a professional learning provider for the early childhood sector in New Zealand. For the past 40 years, she has been involved in early childhood education as a teacher, tutor, lecturer, manager, professional development facilitator and researcher. Wendy has presented at national and international conferences on early childhood education curriculum, leadership and Learning Stories.



### **Dr Yong Zhao**

Yong Zhao is Presidential Chair and Associate Dean for Global Education at the University of Oregon where he also serves as Director of the Center for Advanced Technology in Education. He is a fellow of the International Academy for Education.

A QSA conference  
**Shaping teaching and learning**  
**The assessment factor**  
 Brisbane Convention & Exhibition Centre  
 26–27 April 2012



## Registration and payment – one form per delegate

Please complete this form using BLOCK LETTERS and fax with payment to QSA Events +617 3229 2877 or email events@qsa.qld.edu.au. Fill out a separate form for each participant attending the conference. Only registered delegates will receive a certificate of participation.

**Tax invoice**  
 ABN: 27 109 986 719  
 Conference code: CONF12

### Your details

Title: \_\_\_\_\_ Family name: \_\_\_\_\_ Given names: \_\_\_\_\_

Previous family name (if applicable): \_\_\_\_\_ Position: \_\_\_\_\_

School/organisation: \_\_\_\_\_ Previous school/organisation (if applicable): \_\_\_\_\_

School/organisation postal address: \_\_\_\_\_ Postcode: \_\_\_\_\_

Email (to be used for all correspondence): \_\_\_\_\_

Mobile: \_\_\_\_\_ Phone (W): \_\_\_\_\_ Phone (H): \_\_\_\_\_

Special dietary requirements: \_\_\_\_\_ BIC: \_\_\_\_\_

### Registration type (GST included in all registration fees)

**Registration days**  Two days (\$590)  Thursday only (\$295)  Friday only (\$295)

**Concessions**  Full-time student (\$100 discount per day)  Speaker (as stated in letter)

I would like to attend the following:

**Thursday**  Leadership in Education Forum (delegates from the school leadership team only) **OR**  
 (Please choose one)  Kindergarten Forum **OR**  
 Concurrent sessions

**Thursday extras**  Twilight session (included in your conference registration)

**Friday**  Concurrent sessions

**I will not be attending the conference but would like to attend:**  Twilight session only (Thursday evening) \$50

### Payment summary Total amount due (including GST): \$

Please charge:  MasterCard  Visa Card no.: \_\_\_\_\_

Name of cardholder: \_\_\_\_\_

Expiry date: \_\_ \_\_ / \_\_ \_\_ Signature: \_\_\_\_\_

**OR** EFT payment made on \_\_ \_\_ / \_\_ \_\_ / 20 \_\_ \_\_ To: QSA Commonwealth Bank Account BSB: 064013 Account number: 10008515

**OR** I enclose a cheque made payable to the QSA for the amount due

**Confirmation of registration:** You are registered for this conference only when you have completed and returned this form with payment and you receive a QSA confirmation email. If you do not receive an email from the QSA within five working days of sending this form and payment, please contact the QSA's Professional Development and Events Team. Phone 3864 0471 or 3864 0220

**Session preference selection:** You will be emailed in Term 1, 2012 regarding session preference selection.

**Cancellations:** Cancellations will be accepted before 2 March 2012. These must be provided in writing by email or fax. Substitutions will be accepted.

**Privacy:** The information provided on this form will be used in administering and managing the conference registrations as part of legislative functions described in the Education (Queensland Studies Authority) Act 2002 (s.17 and s.18) and the Financial Performance Management Standard 2009 (pt.2, div.4). Personal information will be accessed by authorised QSA staff, and handled in accordance with the Information Privacy Act 2009. Personal information will be disclosed to the government auditors where legally required. Note: Your name and email address will be included in the delegate list which will be distributed to the major conference sponsor.

I want to be excluded from this list.

### QSA office use only

Amount \$ \_\_\_\_\_ Date received: \_\_ \_\_ / \_\_ \_\_ / 20 \_\_ \_\_ Receipt number: \_\_\_\_\_ Processed by: \_\_\_\_\_

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