



Pedagogy in Practice

Joint Conference 2013

(LDA/LSTAQ/SPELD)

Call for Papers and Workshops

The Biennial 2013 Joint Conference for Learning Difficulties hosted by SPELD, LSTAQ and LDA is planned for 20– 21 September 2013. This conference will be held at the Brisbane Convention and Exhibition Centre.

In past years, up to 300 attendees ranging from academics and classroom practitioners through to parents have attended these conferences. A “hands on” approach which is supported by keynote speakers has proven successful.

For 2013, the theme for the conference will be “Pedagogy in Practice”. The conference will consist of both formal presentations and a series of interactive workshops. The Joint Planning Committee is seeking submissions that align with this theme. Typical topics include, but are not restricted to, theory and practice in the following areas:

- Learning support in a National Curriculum environment
- Effective inclusive practices in primary classrooms and schools
- Effective inclusive practices in middle and secondary schools
- Effective use of assistive technology in inclusive classrooms for students with LDs
- Social Media in the classroom
- Evidence-based instructional practices: Numeracy instruction and support
- Evidence-based instructional practices: Literacy instruction and support
- Models of effective teaching
- The role of assessment in an inclusive classroom
- Emotional Intelligence
- Gifted and Talented with Learning Difficulties (twice exceptional)
- Employment Options post-school

We welcome submissions directed at issues of current and local importance as well as topics which may have a wider interest.

The Joint Planning Committee will select papers and workshops based on their potential to enhance learning for practitioners as well as parents. All papers and workshop notes will be published in the conference proceedings and association web sites for use by members.



Submission Guidelines

Submissions should include an extended abstract (approximately 300 to 500 words) and a brief personal biography (not more than 300 words). They should also clearly indicate preferred format. If submitting a workshop, you should send an outline of the workshop.

For planning purposes, those presenting papers may select sessions of either 40 minutes (presentation format) or 90 minutes (workshop format). The final 10 minutes of a session (presentation or workshop) should be reserved for questions. All submissions should be sent electronically in using the **attached proforma** to the Conference Coordinator at conference@lstaq.asn.au

Papers: A 40 minute presentation includes 10 minutes for questions. This enables a short break (5 minutes) between presentations. Papers should present original contributions in this area.

Workshops: A 90 minute interactive workshop which focuses on converting theory into practice within the themes of the conference. It will generally provide a more thorough coverage of a topic.

Speaker Incentives

Presenters of papers and workshops will receive one free registration to the conference. Please note that where there are multiple presenters, a reduced registration fee will be charged for each additional presenter. This will include lunch and morning/afternoon teas. No other incentives are offered.

Disclaimer

Please note that the following disclaimer will accompany conference registrations and papers.

The speakers are solely liable for the content of their presentation (including complementary materials). The publishing of this material by the Joint Conference Committee does not represent or imply that the Association in any way endorses or recommends any particular professional services or products offered by the Speaker or an affiliated company. Those attending the conference should not act upon any information or advice that may be given during the conference without independent verification or advice.

Important Dates

Abstracts/Proposals Due:	30 November 2012
Acceptance Notified:	1 February 2013
Final Copy Due:	31 August 2013
Conference Dates:	20 – 21 September 2013
Location:	Brisbane Convention and Exhibition Centre

Name: Karen Peel

Title of Presentation: Ubuntu/Botho Together Promoting Self-Regulated Learning

Type of Presentation: Paper

Abstract:

This presentation highlights the establishment and functioning of an Ubuntu/Botho classroom, centered on the classical African philosophy, where we can only be human together. The study of a classroom of preteen and teenage students establishes the value of exploring personal pedagogical principles to identify the fundamentals existing in a learning environment that potentiates self-regulated learning. Rather than the teachers resolving to motivate their students to take personal responsibility for learning, a more realistic and satisfying goal is to reflect on their pedagogy in practice in order to design motivating classrooms and to facilitate opportunities for students to develop transferrable lifelong learning skills. This pedagogical focus design aims at providing an environment so students can learn; and subsequently evolves into situations with students themselves, actually wanting to learn.

Emerging from this study are findings worth sharing with teachers for their research substance but also to encourage other teachers to follow a similar process of pedagogical reflection in their own classroom. The focus design of the Potentiating Learning Milieu in the study describes a classroom climate supported by collective values, where the atmosphere and mood promotes positive teacher and student interpersonal relationships, and connects student centred learning. Embedded within the Potentiating Learning Milieu are pedagogical innovations that routinely became part of everyday practice. The two innovative structures that guide students' behaviour and the learning process are acknowledged as 'The Code of Conduct' and 'The Code of Learning'. They provide a metalanguage that supports personal awareness of behaviour choices and thinking processes for learning. These structures and the fundamentals of the learning milieu are practically explained with reference to their relevance to developing students who learn to know; and know how to learn.

Because pedagogical reflection empowers teachers to logically understand what they do so they can confidently do what they do, well; this presentation aims to explain how teachers can undertake a similar process and reflect on their own style of applied skills, innovations and personal understandings about teaching and learning. Rather than suggesting a standardised pedagogy for lifelong learning this study reveals the value in teachers reflecting on their pedagogy in practice to understand the logic in what they do, so they can perceive their own potentiating learning milieu.

Presenter Biography:

Karen Peel lectures in the Faculty of Education at the University of Southern Queensland within the field of Curriculum and Pedagogy. With 25 years primary school teaching experience in a range contexts, her expertise to build capacity is in making the connections between theory and practice, which determine her academic teaching and learning. Publications to date are focused on research from observations in the field and linking these to theoretical constructs for interpretation. Achieving a Diploma in Teaching (Secondary), a Bachelor of Education Degree and a Masters in Education (Curriculum and Pedagogy), Karen is currently embarking on her PhD research journey exploring specifically motivation for self-regulated learning in social contexts.

Name: Dr Nicole Ann Todd

Title of Presentation: What makes an effective secondary support teacher? A focus on personal characteristics.

Type of Presentation: Paper

Abstract: In a study of secondary support teachers who address the needs of students experiencing learning difficulties, it was found that working in the recommended way was strongly related to personal characteristics. Ten characteristics were identified as influencing the way these support teachers worked, either co-teaching, assisting individual students in the classroom, withdrawing students for intensive work, or consulting with classroom teachers. Although some of these personal characteristics, such as flexibility, were anticipated in the findings, the strength of their influence as a factor in how support teachers work was remarkable. The original focus of this study was not on personal characteristics but they emerged from the data as influential. This presentation will conclude with ramifications of this research such as recommending that principals have increased involvement in the employment of support teachers in their schools. The issue of the extent to which these characteristics can be learned will also be addressed.

Presenter Biography: Dr Nicole Ann Todd is currently the Special Education Program Coordinator at the University of Southern Queensland (USQ). She is based at the Springfield Campus, Brisbane. Her varied career in teaching, consulting with teachers and as an academic across Australia and overseas has been based on her passion of enhancing learning for students experiencing difficulties, particularly in the regular diverse classroom. Her research has included the role of support teachers (working in the area of learning difficulties in literacy and numeracy) at the secondary level.

Name: Mrs Susan Carter

Title of Presentation: Type of Presentation: Paper

Abstract:

This pilot study looks at the mathematics instructional practices and testing accommodations adopted by special education teachers, Support Teachers Literacy and Numeracy and general education teachers. The views and experiences of three participants all performing different roles in primary schools are presented in this paper. This study has been developed in two parts. The first part has been a quantitative study and the results of this will be published independently. The second part of the study, reported in this paper, is qualitative utilising a case study methodology. The findings suggest that decisions regarding the selection and implementation of instructional practices and accommodations are made in a collaborative manner, with three specific layers: firstly from a whole school perspective; then refined by teams of teachers and often involving the Head of Special Education, the Head of Curriculum, The Support Teacher Literacy and Numeracy; and thirdly by the individual class teacher. It appears from the findings that decisions are made with emphasis on the needs of the individual child and the specific gap in their learning rather than on the basis of a specific disability label.

Presenter Biography:

Susan Carter (susan.carter@usq.edu.au) is both an educational practitioner and an early career academic. She has a Master's degree in special education and is currently a lecturer at the University of Southern Queensland. Susan has been an educator for 20 years, 13 of which have been spent as a principal or deputy principal in both rural and metropolitan Australia. As an administrator she has worked in small schools as a teaching principal, larger schools as a deputy principal, a principal of a P to 10 school and also as a principal of a large rural school. Susan is a member of Leadership Research International team and she is currently working on completion of her Doctorate. Her areas of research expertise include the Subjective Well-Being of school principals, educational leadership and special needs. She is currently researching the instructional practices and accommodations utilised by teachers for students with disabilities. She recently presented at a national ACEL conference regarding her research on principal's Subjective Well-Being and is in the process of publishing another paper concerning the decision making utilised by teachers of students' with disabilities.