



THE TEACHERS' GUILD OF NEW SOUTH WALES

proudly announces its

2006 ANNUAL CONFERENCE

'WHEN THE GOING GETS TOUGH...'

Responding to

The National Safe Schools Framework

KEYNOTE SPEAKER:

Dr Michael Carr-Gregg

PRESENTATIONS BY:

Associate Professor Louise Rowling - Sydney University

Dr Toni Noble – Australian Catholic University

Ann Nadge – St Catherine's School

WORKSHOPS RUN BY:

Jason Cheers – Trinity Grammar School

Irene Holt – Santa Sabina College Strathfield &

Kate McKenzie – Meriden Strathfield

Chantalle Chapman – Kincoppal – Rose Bay

Highlighting different perspectives on 'Pastoral Care'

Thursday 8 June 2006, 8:30am – 4:15pm

Santa Sabina College

90 The Boulevard

Strathfield NSW 2135

Our Speakers

- **Dr Michael Carr-Gregg** - *One the country's leading authorities on teenage behaviour, Michael is Australia's best known adolescent psychologist. He specialises in the area of parenting adolescents and adolescent mental health. Michael is the consultant psychologist to a number of major Australian education institutions.*

He is a founding member of and national spokesperson for the National Coalition Against Bullying and an official ambassador for Beyondblue and MindMatters one of 16 youth suicide prevention programs run by the Federal Government. He is a columnist for Girlfriend and Australian Doctor. He also served on the advisory committee for the Federal Government's Boys' Education Lighthouse School Programme.

He has held a variety of appointments including Executive Director of the New Zealand Drug Foundation and Director of the Centre for Social Health at the University of Melbourne, Associate Professor in the Department of Paediatrics, Melbourne University and is a Consultant Psychologist at the Albert Road Centre for Health.

He is the author of 4 books; Adolescence: A Guide For Parents, (co-written with Erin Shale and now in its sixth printing), Surviving Year 12; A Sanity Kit For Students and Their Parents, Surviving Adolescents with a fourth one nearing completion.

- **Associate Professor Louise Rowling - Young People, Schools, Adversity and Success**

Louise has established over a 25 year period a national and international reputation for work on school drug education, health promoting schools, loss and grief and mental health promotion. Louise has been a consultant to the World Health Organisation on a number of occasions, working in Asia and the South Pacific and has contributed to the development of materials for the WHO Global School Health Initiative. She is currently the President of 'Intercamhs' the International Alliance of Child and Adolescent Mental Health and Schools. She was co-director of the research and development phase of MindMatters, the Australian school mental health promotion project.

Abstract

Currently much of the focus on young people's mental health is based upon research on the problems of young people. This has skewed our focus to individuals and their problems and risk behaviours. We need a new approach where the starting point is a positive orientation building strengths and competencies in individuals as well as enhancing school contexts and processes, focusing on whole school populations and organisational change that creates supportive environments. Schools developing the power within young people to cope with adversity and achieve success in its broadest sense needs to be the focus of activity.

- **Dr Toni Noble - Teaching Tools for Enhancing Students' Wellbeing & Resilience through the Academic Curriculum**

Toni is a former classroom teacher now working as a senior University lecturer in education and psychology at the Australian Catholic University-National. She is widely known in the education arena as the co-author of many practical best selling teacher resource books. These books include two new books titled Eight Ways At Once (using multiple intelligences and the revised Bloom's taxonomy to differentiate the curriculum); the first edition: The Seven Ways at Once series: Different Kids, Same Classroom (on mixed ability teaching) and the BOUNCE BACK! A Classroom Resiliency Program. The BOUNCE BACK! Program is the 2003 winner of the Robin Winkler Award for applied research in Community Psychology awarded by the Australian Psychological Society. Toni is also the NSW member for the National Coalition Against Bullying and is Co-Editor of a new book titled Bullying Solutions. Evidence-Based Approaches to Bullying in Australian Schools. All book royalties go to the National Coalition.

Toni is a psychologist and an educational consultant for all school systems and has presented many keynote addresses, papers, professional development programs and workshops to thousands of teachers both nationally and internationally.

Abstract

What are the coping skills that enhance students' wellbeing and resilience? How can these skills be taught and embedded into the academic curriculum? Participants will workshop two or three teaching and learning strategies which show how to actively engage and challenge students in the academic curriculum and at the same time enhance their coping skills.

- **Ann Nadge - Academic Care : Enhancing Well Being and Learning**

Ann is Deputy Principal at St Catherine's School in Waverley, NSW. Ann led the formation of the NSW Pastoral Care Network in 2000. Interested in the links between learning and psycho-social development, Ann was accepted into the Faculty of Education, University of Cambridge, as a Research Associate in the Lent term, 2002. Her work there formed the research basis for the development of the Academic Care Charter in NSW Independent Schools.

Conferences include

- *AHISA Pastoral Care 2000 & 2002*
- *State and National MindMatters*
- *AIS NSW Academic and Pastoral Care conferences 2004/2005.*
- *AHISA 2006 Pastoral Care Conference, Academic Care strand*
- *University of Durham, U.K. 2005*

Ann has worked with staff in NSW Schools, in the implementation of the Academic Care Charter. Published in the Journal of Pastoral Care in Education (U.K) and the IEU Journal (Australia). Continuing association with the University of Cambridge. Ann has just completed a Post Graduate Advanced Certificate in Educational Research, focusing on Academic Care case work.

Abstract

Academic Care involves enhancing student learning, well being and resilience through academic processes and practices which are sympathetic to student needs.

The Community Change Projects which ran in four schools in the NSW Independent Sector have led to the development of the Academic Care Charter. The Charter assists schools in monitoring and implementing processes which enhance learning and well being.

Pastoral Care and academic progress are inextricably linked. Academic Care involves promoting long term well-being through academic structures and processes which are sympathetic to adolescent needs. It is linked to Pastoral Care in its attention to positive learning and developmental outcomes including knowledge of self, self-efficacy, healthy risk taking, goal setting, negotiation, reflection and empowerment. Academic Care has the capacity to strengthen the pastoral work of schools by enhancing protective processes, particularly resilience. Thus, Academic Care is care delivered through the academic domain, most significantly through learning experiences which become protective processes in students' lives.

The proposed session would introduce participants to

- key research underpinning current Pastoral and Academic Care practices.
- strategies for implementing the Academic Care Charter in schools

Our Workshop Leaders....

Irene Holt & Kate McKenzie – Strategies – Preventative & Restorative

Irene has extensive and current experience in Pastoral Care, particularly the care of girls in secondary schools. She has held Year Coordinator positions and a House Coordinator role in the past and is currently the Pastoral Coordinator for Year 12 at Santa Sabina College Strathfield where she is teaching Science. Irene has a long term interest in learning theories and the impact of successful learning on the well-being of the student. She has facilitated the Seasons for Growth program for students who have experienced a loss, trained in Youth Conferencing using the Restorative Justice model and presented a number of workshops at conferences at both State and National level.

Kate has extensive and current experience in Pastoral Care and Educational Leadership. Her experience has been predominantly in the realms of caring and educating girls and young women. However she has also worked in boys' and coeducational schools nationally and internationally. A major interest is to bring together research and theory to inform practice that recognizes the dignity of each individual no matter the circumstance. Kate was the Deputy Head – Pastoral Care at Santa Sabina College, Strathfield and is currently the Head of Senior School at Meriden, Strathfield.

“What happens at school and how can we make a difference for students...When the going gets tough...?”

Irene and Kate will focus on successful strategies for Pastoral Care that have had a positive impact on students. These strategies range from whole school approaches to individual skilling and staff development. The role of the teacher as an advocate for change in developing perspectives is viewed and evaluated.

Chantalle Chapman is a Registered Psychologist with a post-graduate qualification in Education where her major area of study was School Psychology. She currently works as the School Counsellor and the Learning Support Team Co-coordinator at Kincoppal-Rose Bay Junior School. Chantalle also works on the Association of Independent School Counsellors' Committee. Chantalle previously worked for the Catholic Education Office in Western Australia where she was the consultant Psychologist to eleven schools. Since moving to New South Wales, she has worked for the Department of Education and Training as a School Counsellor in both primary and high schools before commencing at Kincoppal-Rose Bay School.

Her current role involves working with students, teachers and families in addressing the individual needs of students in the school. The main areas where she assists include learning, behaviour, social and emotional issues. She conducts psychometric tests, counsels students, teachers and parents, and is responsible for writing policies such as the Child Protection, Critical Incident and Behaviour Management Policies. She also oversees the implementation of the Pastoral Care programs within the Junior School.

As the Learning Support Team co-coordinator, Chantalle is responsible for co-coordinating the identification, support and monitoring of individual students' needs at either end of the learning spectrum. Chantalle has delivered presentations on ADHD, critical incident responses, youth suicide prevention, behaviour management, resilience and child protection.

Chantalle will conduct a practical workshop that will assist participants to accommodate students with individual behaviour and learning needs in their classroom. Suggestions on how to develop an Individual Behaviour Plan for students who do not respond to the normal classroom management procedures will be covered. Also, the process in developing an Individual Education Plan for students who experience significant learning difficulties will be discussed.

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Conference details:

Date: Thursday 8 June 2006
Times: Registration from 8:30am
The Conference will begin at 9:15am and conclude at approximately 4:15pm
Venue: Santa Sabina College, 90 The Boulevard, Strathfield
Parking: Street parking is available. The College is also located very close to Strathfield Station
Cost: Including morning tea, lunch and afternoon tea
Guild Members: \$150.00 **Non-Members:** \$200.00
Earlybird registration: \$180.00 (closes 11 May)
Closing date: Wednesday 31 May 2006
Enquiries: Ms Suzi Sucur **Email:** s.sucur@tsc.nsw.edu.au
The Scots College, Sydney



THE TEACHERS' GUILD OF NEW SOUTH WALES

The Teachers' Guild is the oldest teachers' organisation in New South Wales and in more than a century has had an abiding theme: a concern with the professional development of teachers.

At the time of its foundation in 1892, a widely disparate group of practitioners laid claim to the title of teacher. There were many small private schools whose standards were low, and no registration of schools existed. The Teachers' Guild was founded by a group of leading educators to redress this situation. For many years the key activity of the Guild was the operation of the Teachers Central Registry, which sought to place suitably qualified teachers in schools of which the Guild approved.

The Guild was concerned with curriculum standards and for many years, prior to the establishment of education unions and Heads' organisations, was represented on syllabus committees of subjects covered in the compulsory years of secondary education.

An ongoing concern was the lack of training for Independent school teachers. This became especially critical after World War II when the Guild established a Teacher Training Committee which established a Diploma course providing a basic in-service qualification for those who would otherwise have been completely unqualified. During the 1970's the Guild Teachers' College extended its operations in teacher training but the rationalisation of teacher training in the early 1980's led to its amalgamation with the Sydney College of Advanced Education.

In recent years the Guild has been chiefly concerned with professional development activities not otherwise provided by the many subject associations or other bodies such as universities or employer organizations; and with a suite of Awards which recognize outstanding teachers at varying stages of their professional lives. By contrast, the Teachers' Guild is a body of teachers who seek to provide opportunities for professional development within their own profession. Now in its second century, the Teachers' Guild remains true to its original purpose: teachers seeking to promote better standards of teaching.

**‘WHEN THE GOING GETS TOUGH...’
RESPONDING TO THE NATIONAL SAFE SCHOOLS FRAMEWORK**

REGISTRATION FORM

(Please photocopy as required and use *one form per delegate*. BLOCK LETTERS please)

Title: _____ Surname: _____

Given name: _____

Institution: _____

Position: _____

Address for mailing: _____

_____ Postcode: _____

Phone: _____ W / H Fax: _____

Email: _____

Please reserve my place at ‘When The Going Gets Tough’ as follows: Amount

- Member of The Teachers’ Guild of NSW (\$150.00) _____
- Non-member of The Teachers’ Guild of NSW (\$200.00)
early bird registration \$180.00 (closes 11 May) _____
- Registration received after 11 May will be (\$200.00)** _____
- I have a special dietary need: _____

My Workshop Preferences (Please Number options 1, 2 and 3):

Option	Workshop Leader	Workshop	Preference 1, 2 & 3
A	Jason Cheers	‘Enhancing Well-Being Through Learning’	
B	Irene Holt & Kate McKenzie	‘Strategies on the Front Line – Preventative & Restorative’	
C	Chantalle Chapman	‘Individual Behaviour Plan & Individual Education Plan’	

NOTE RE: GST **The Teachers’ Guild of New South Wales is a small organization and is not required to register for GST. There is no GST component in registration fees. This is NOT a Tax Invoice. (Our ABN is 35 000 011 138)**

Please make cheque payable to The Teachers’ Guild of New South Wales.

And post with this form to
 Ms Jan Hart
 Conference Co-Convenor
 The Scots College
 Victoria Road
 BELLEVUE HILL NSW 2023

Bookings will be accepted by fax (9327 7584) with payment to be received prior to the Conference.

Closing date Wednesday 31 May 2006