



This annual conference focuses on issues and developments in the provision of quality education for students K-12, in particular, for students whom teachers are providing adjustments. In 2018, we will be focusing on implementing educational practices that are inclusive of students with a range of educational, social and emotional needs. The conference will engage with research and practices that examine and demonstrate education practices that can be used with fidelity, and professional wisdom, across differing curriculum areas, and year levels. Specific focus will be given to literacy, numeracy, behaviour support, technology, student mental health, and assessment and decision-making. Presentations and workshops will be given by teachers, consultants, community-based personnel and academics, from metropolitan and rural locations in NSW, interstate and overseas.

Participants may attend the conference as a stand-alone event or as part of the Certificate in Educational Studies (Learning Support) which includes 5 evening workshops. For further information please visit: sydney.edu.au/edsw/professional_learning.

Registration & fees

\$495 (2 day) \$275 (1 day) per person GST Incl. Includes conference attendance, resources, morning tea and lunch. Register online by visiting: sydney.edu.au/edsw/professional_learning and follow the conference links.

This conference will be held at the Epping Club, Rawson Street, Epping.

For enquiries please contact:

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Completing the *Successful Learning Conference* will contribute 11hrs of NESA registered PD addressing 1.5.2, 2.5.2, 4.1.2, 4.3.2, 5.1.2 and 6.2.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

Keynote Presentations by:

Dr Nathan Jones, Assistant Professor, Special Education, Boston University School of Education

Conducting observations of teachers to inform, support and improve classroom practice

Meeting the needs of students with disability and additional learning needs is part of the complexities teachers face each day. Potential challenges include the unique academic and behavioural goals for students with disabilities, the complex instructional context in which their teaching can take place, and epistemological differences in how classroom teachers and learning support teachers conceptualise quality teaching practice. To date, virtually no empirical evidence has been gathered to determine whether observation measures used to evaluate classroom practice and environments lead to valid, reliable information that enhances the capacity of classroom teachers and learning support teachers. This keynote address by Dr Nathan Jones will begin by summarising both practical and conceptual challenges in undertaking classroom observations and evaluating practices that work to support the learning of students with disabilities. He will then present initial empirical evidence across a series of studies he is currently conducting into measuring and evaluating the role and impact of teachers in working with students with disability. Dr Jones's presentation will include recommendations about how current technologies can be used to support and build teachers' capacity to address the diversity of students' needs in their classrooms.

Dr Amie Grills, Associate Professor, Counseling and Applied Human Development, Boston University School of Education

Crossing disciplines: bringing evidence-based practices from clinical child psychology to the classroom

Mental-health issues are prevalent among youth and can affect all domains of their lives. As conversations have grown around providing greater support and services for youth with mental-health concerns, schools have been increasingly called upon to make teachers and school personnel available to assist through conducting social-emotional learning programs; identifying youth in need of services; and providing intervention for those who have mental-health concerns. However, a variety of issues have emerged from these efforts (e.g., minimal guidance, expertise, or resources allocated). Yet, ongoing work in these domains has been conducted for decades in other fields, most notably, clinical psychology. This keynote presentation will discuss these issues, providing information from decades of work from the field of clinical child psychology, and engaging participants in discussions about considerations for accessing and implementing evidence-based treatments in schools. Specific examples, drawing from my own work on anxiety/stress and trauma intervention designs will be used to illustrate potential innovative delivery models.