



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 2019, we will be focusing on implementation of 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 Aboriginal and Indigenous education, assessment and decision-making, communications, behaviour and social skills, literacy and numeracy, technology, students' mental health, and trauma informed practice. 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 Educational Studies (Learning Support) Program which includes an additional 5 evening workshops (26hrs of NESA Registered PD at Proficient Teacher). For further information please visit: <https://sydney.edu.au/arts/study/continuing-professional-development/professional-learning-calendar.html>.

Registration & fees

\$495 (2 day) \$275 (1 day) per person GST Incl. Includes conference attendance, resources, morning tea and lunch. Register online by visiting: <https://sydney.edu.au/arts/study/continuing-professional-development/professional-learning-calendar.html> and follow the calendar links. This conference will be held at the Epping Club, Rawson Street, Epping.

Keynote Presentations by:

Professor David Chard, Dean ad Interim, Wheelock College of Education and Human Development, Boston University, US

25 Years of Progress: New knowledge, better practices, and ongoing questions about working with children and youth with learning differences

As the Successful Learning Conference celebrates its 25th anniversary, we explore the progress our field has made in serving children and youth with learning differences. This keynote presentation will focus on the improvements we've made in supporting academic learning, social-emotional development, and our enhanced understanding of the developmental needs of our students. We will also discuss the areas in which questions and tensions still exist such as access to high quality instruction, personalized learning, teacher professional development and support, and the biological bases of learning. Participants will be invited to share their own insights into innovations and to explore ideas they have for where our field will go in the next 25 years.

Dr Devin Kearns, Assistant Professor of Special Education, Neag School of Education, University of Connecticut, US

Teaching Vocabulary: Principles for reading success

Reading comprehension requires deep understanding of the meanings of many words, and many students do not acquire enough vocabulary knowledge without the direct support of their teachers. I describe the role of vocabulary in theoretical models of reading comprehension, provide guidance on how to select appropriate words for instruction, and explain instructional methods to support students in learning individual words.

For enquiries please contact:

Rachel Payne | Office of Professional Learning
Sydney School of Education and Social Work
T +61 2 9351 8520 | E rachel.payne@sydney.edu.au