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<https://www.ivvy.com.au/event/SPCC18/>

North Coast Region

Term 2 Week 2

Thursday 26 April -

Friday 27 April

Term 2 Week 7

Tuesday 29 May

Institute of Professional Learning
Sunshine Coast
Level 3, Building J
University of the Sunshine Coast,
Sippy Downs

Metropolitan & South East Regions

Term 2 Week 3

Thursday 3 May -

Friday 4 May

Term 2 Week 8

Thursday 7 June

Global Change Institute
Level 2, GCI Building
(Building 20)
UQ St Lucia Campus

Darling Downs South West Region

Term 2 Week 7

Thursday 31 May -

Friday 01 June

Term 3 Week 2

Friday 27 July

Harristown SHS
341-367 South St
Toowoomba

Professional Development

Supporting high performing Aboriginal and Torres Strait Islander students in the classroom

Solid Pathways is a highly successful, evidence-based program that improves outcomes for high achieving Aboriginal and Torres Strait Islander students. Solid Pathways aims to explicitly teach critical and creative thinking through culturally-responsive learning experiences.

Solid Pathways three-day professional development workshops for teachers and school leaders will be held throughout the state from April to July. Focused on effective teaching of thinking using culturally-relevant contexts, the workshops unpack how to integrate critical and creative thinking and the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures.

Principals are invited to invest in their teachers to attend this learning opportunity that will contribute to improving the outcomes for all Aboriginal and Torres Strait Islander students.

Workshop objectives align to the State School Strategy priorities and school improvement model and the material is co-delivered by University of Queensland researchers and the Solid Pathways teaching team. The workshops introduce the elements of critical and creative thinking and demonstrate ways to build those elements into the design of effective pedagogical practice.

The focus is on practical ways to embed critical thinking in classroom practice, particularly as it relates to authentically and sensitively embedding critical creative thinking skills with Indigenous knowledges into the classroom. These professional development workshops are for teachers and school leaders.

The school opinion survey for teaching staff has continuously identified that **teachers are not confident embedding Indigenous perspectives across learning areas**. Only 21.8% of teachers in 2017 reported that they 'Strongly Agree' that they are confident. This means that almost 80% of teachers would benefit from training in this area.

There is no cost for this training, however schools will need to cover TRS.

Day 1: Explore the elements of critical and creative thinking with Peter Ellerton (UQ Critical Thinking Project) and learn how to build those elements into the design of effective pedagogical practice.

Day 2: You will have the opportunity for hands-on, interactive activities to develop ways to authentically and sensitively embed critical thinking skills with Indigenous knowledges in the classroom. The main focus will be on the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures. You will learn and how they can be incorporated to enrich different subject areas through the design of authentic learning experiences that help develop the knowledge, understanding and skills relating to the world's oldest continuous living cultures. The Solid Pathways teaching team will share the knowledge and rationale behind the Solid Pathways Program, based on outcomes from recent national and international studies and reports.

Day 3: The final day provides an opportunity for a collaborative professional forum where you will be encouraged to share, reflect and provide evidence of how this PD has supported your teaching practice and students' learning.



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Who should attend

Classroom teachers and school leaders interested in increasing their confidence and learning practical strategies to:

- embed critical thinking in classroom practice; and
- authentically and sensitively embed the Cross-curriculum priority Aboriginal and Torres Strait Islander Histories and Cultures in classroom practice.

Teachers who have attended Solid Pathways PD in the past will benefit most from days 2 and 3.

For more information contact Andrea Connolly

Solidpathways@qed.qld.gov.au

(07) 3513 5738

Professional Development

Supporting high performing Aboriginal and Torres Strait Islander students in the classroom

The Presenters:

***Peter Ellerton** - Peter is a Director of the University of Queensland Critical Thinking Project and a Lecturer in Critical Thinking Pedagogies. He was a high school teacher of physics, mathematics and philosophy when an interest in the public understanding of science and the nature of rational public engagement lead him to UQ to do a PhD thesis in Teaching for Thinking. He has worked with the International Baccalaureate Organisation to create the subject Nature of Science currently in pilot around the world. He is a QCAA State Panel member, the QCAA Chief Examiner for external Physics and a teacher educator. He is former Head of Experimental Science at the Queensland Academy of Mathematics, Science and Technology.*

***Hind Hegazy** - Hind Hegazy is the Solid Pathways Head of Department (Critical and Creative Thinking) and is an Experienced Senior Teacher who has a strong educational research background. Hind has extensive experience in developing teacher capability in embedding critical and creative thinking skills in their teaching.*

***Celia McNeilly** - Celia McNeilly is the Solid Pathways Head of Curriculum (Indigenous Perspectives) and Year 9 Solid Pathways teacher. She has a background in education and science and has come to the Solid Pathways program after working on a national Indigenous STEM education program at CSIRO. Celia is dedicated to improving educational outcomes for Aboriginal and Torres Strait Islander students through the use of evidence-based teaching practices, driving high expectations and fostering a strong sense of cultural identity.*