



ANNUAL REPORT **2018**

Centre for Learning,
Research and Innovation



ANNUAL REPORT 2018







“*There is no one formula for great teaching and that's what makes our profession such a rewarding one.*”

Adrian Camm

From the Director

It is with great pleasure that I present the 2018 Annual Report.

There is no doubt that the Geelong region is alive with promise and potential. The City of Greater Geelong has recently released a community-led blueprint to be recognised regionally, nationally and internationally, as a clever and creative city region. The new report titled, Greater Geelong: A Clever and Creative Future, states that “by 2047, Greater Geelong will be internationally recognised as a clever and creative city that is forward looking, enterprising and adaptive, and cares for its people and environment”.

Geelong has had a relatively stable population for much of the 1980s and early 1990s, but has grown strongly in population over the last five to ten years. The population is projected to continue to grow to 325,779 by 2036 - a 31.86% increase on today's figure. As the region goes through unprecedented growth, the plan lays out aspirations that include continuing to provide a more diverse range of education and employment opportunities, attracting start-ups, tourism, a host of infrastructure projects, an effort

to uplift its most vulnerable community members and to devote itself to research that encourages solutions to its most pressing challenges.

The Centre for Learning, Research and Innovation is now firmly established and well positioned to be part of this exciting future. Our Advisory Board met throughout the year, and in addition to continuing our existing relationships with our many research partners and community organisations, deliberated on our strategic direction and priorities over the next two years. Framing our discussion was a single, pertinent question - what impact do you want to have in your community?

Simply, we will be looking at continuing to provide opportunities for our immediate community through many diverse opportunities, but also looking for ways to expand our scope and reach by making active contributions to some of the projects outlined in the Greater Geelong: A Clever and Creative Future blueprint.

It is with both sadness and excitement that I also take this opportunity to announce that I will be leaving the Centre for Learning, Research and Innovation at the end of the year to take up a position as Deputy Principal at Mentone Grammar School.

Goodbyes are particularly hard when you have grown to love what you are leaving. I will miss the staff, students and families that I have worked with so closely over the past five years. It has been an honour to work alongside some of the most dedicated and impressive people I have ever come across. I have learned so much during my time at both The

Geelong College and CLRI, and so many people have been a big part of that.

The encouragement, support and guidance of those in the community have allowed us to create a unique culture of camaraderie; one that I hope will continue for many years to come. Thank you to everyone I have had the opportunity to work with during my tenure at the Centre. Executive colleagues, teaching staff, members of the Advisory Board, students and our small team here at CLRI have all contributed to the rapid growth and development of CLRI. It is now a stimulating, productive and important institution in the Geelong region. I am honoured to have been part of such an initiative and truly appreciate what we have developed together.

I look forward to watching from a distance to see CLRI continue to grow and evolve.

Adrian Camm
Director



Strategic Priorities 2019 - 2020

Our strategic priorities for 2019 and 2020 include:

Strategic Priority 1 - Develop a culture of learning informed by current advances in educational practice.

Key Strategies

- Develop and communicate a research-informed model of professional learning through meaningful professional learning activities.
- Provide a range of professional learning programs and activities.
- Attract and retain outstanding staff who, through their teaching, research and professional knowledge, positively contribute to a culture of excellence.
- Provide a mechanism for dialogue and debate about current issues and to explore forward-looking and innovative approaches to education and learning.

Strategic Priority 2 - Encourage and engage in research, reflection and thinking that results in greater understanding of learning.

Key Strategies

- Develop and communicate a program of research into policy and practice that supports our collaborations and increases engagement of staff in both practitioner-led action research and postgraduate academic research.

- Encourage professional criticality, collaboration and agency through a distributed leadership framework.
- Produce a series of promotional videos that highlight outstanding practice.
- Deepen relationships with Deakin University researchers who have the capacity to embed themselves in a school environment.

Strategic Priority 3 - Explore, trial and operationalise new programs and practices that have the potential to maximise student learning opportunities.

Key Strategies

- Coordinate and source a research and evidence base that informs new program development and improved student outcomes.
- Develop an embedded and ongoing aspiring leaders program and create individualised pathways and mentor networks in support of those pursuing a career in school leadership.
- Develop a greater relationship with the College Foundation and better utilise the expertise and networks of the Advisory Board.
- Increase the number of opportunities available through initiatives such as the Foundation Fellowship.

Strategic Priority 4 - To establish and maintain relationships with learning communities in the Geelong region.

Key Strategies

- Enhance the visibility of CLRI, its research agenda, website, newsletter, programs and partnerships through a range of outreach activities.
- Renew memorandum of understanding with Deakin University.
- Create the conditions and culture to enable and encourage more professional collaboration, observation, feedback and mentoring amongst teachers across schools and sectors.
- Formalise a partnership with Skyline Education Foundation for our ongoing support of their work with disadvantaged students in the Geelong region.

Strategic Priority 5 - To align communications and marketing to maximise community engagement.

Key Strategies

- Develop and communicate a branding strategy.
- Develop a targeted media and communications strategy to enable the effective publication and dissemination of information about the activities and outputs of CLRI to key stakeholders.
- Establishment of a centralised and streamlined database of community members to allow for targeted marketing and communications.
- Develop and implement a plan for engaging with local school leaders, promoting the number of activities and opportunities available.



Centre Highlights – Year in Review

The Centre for Learning, Research and Innovation (CLRI) aims to provide people with the ability to affect beneficial change within their schools, institutions and organisations. Combined with a comprehensive offering of experiential hands-on workshops, music concerts and evening lectures featuring prominent guests, the Centre can also design custom professional learning events tailored to individual needs.

Term One

Chris Munro

Introduction to Leadership Coaching
15-16 March 2018

Dr Gary Stager

Maker Movement and Reggio Emilia
16 March 2018

Fiona Carr

Zones of Regulation
27 March 2018

Term Two

Melinda Tankard Reist

Sexualisation of Teenagers
16 April 2018

Sarah Liu

Women in Leadership
1 May 2018

Tanya Motiani

Guided Meditation
8 May 2018

GASP Project

Inclusive Practices for LGBTIQ+ Students
15 May 2018

Jane Leyshon and Edie Wright

Cultural Responsiveness
22 May 2018

Senior Constable Robbie Noggler

Being Safe and Savvy Online
30 May 2018

Tanya Motiani

Mindfulness and Meditation
4 June 2018

Chelsea Roffey

Women in Leadership
13 June 2018

Ally Watson

Women in Leadership
19 June 2018

Term Three

Georgina Manning

Five Secrets to Develop Confidence and Resilience
17 July 2018

Anna Rose

Women in Leadership Series
31 July 2018

Paul Dillon

Pills, Powders and Liquids - What Parents Need to Know
14 August 2018

Caitlan Brown, Steve Varley, Amanda & Jess

Hashtag Teacherlife
16 August 2018

Tanya Motiani

Guided Meditation
21 August 2018

Tanya Motiani

Guided Meditation
11 September 2018

Sam McIntosh

iPhoneography
11 September 2018

Term Four

Chris Munro

Leadership Coaching Masterclass
11 October 2018

Dr Kristy Goodwin

Raising Your Child in a Digital World
16 October 2018

James Colbert, Kelly Watson & Andrew McKie with Dr Gary Stager

Learning in a Maker-Centred Classroom
19 October 2018

Jon Yeo

Public Speaking
23 October 2018

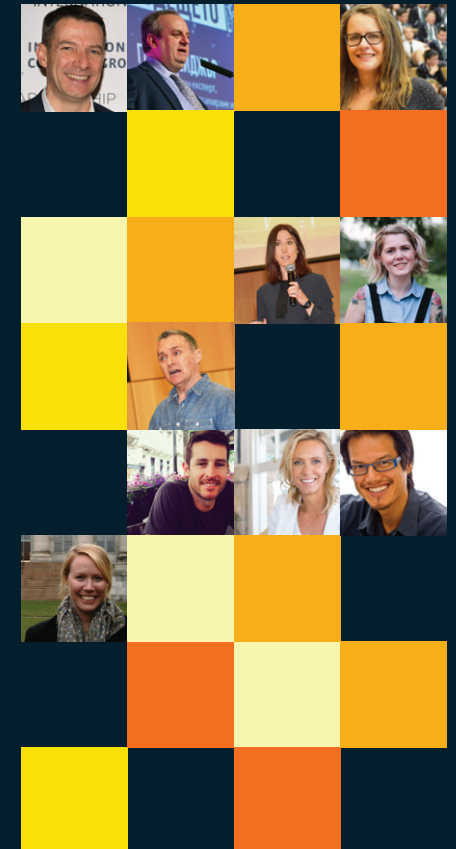
Dr Zali Yager

Steroids, Supplements and Body Image
30 October 2018

Tanya Motiani

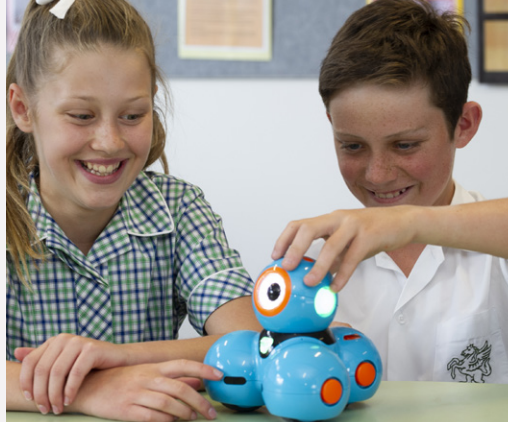
Guided Meditation
27 November 2018

2018



“When school leaders tell me, ‘our school is building a \$25 million Makerspace’, I am concerned that Makerspaces may exacerbate educational inequity. While there are expensive pieces of hardware that may need to be secured, I want the bulk of making to permeate every corner of a school building and every minute of the school day. Teachers whose Makerspace is in a few cardboard boxes are doing brilliant work. Making across the curriculum means students as novelists, mathematicians, historians, composers, artists, engineers—rather than being the recipient of instruction. We bring experience with us, but thinking differently moves us forward.”

Dr Gray Stager



Learning in a Maker-Centred Classroom

In October, the Year 5 team at The Geelong College facilitated a full-day workshop for schools in the Greater Geelong region and beyond, titled “Learning in a Maker-Centred Classroom”. International expert Dr Gary Stager just happened to be in Australia, and as a big fan of the work that Kelly Watson, James Colbert and Andrew McKie engage in, was thrilled to be able to drop in and assist with the day and provide those in attendance with some deliberate provocation.

James Colbert’s reflection

Having the opportunity to present a workshop on Maker-Centred Learning provided the Year 5 teachers at The Geelong College a chance to expose other teachers from across the state to the Maker philosophy and entrench the mindset of the learner being at the centre of the experience and that making is intuitive in all of us.

For the teachers who attended, they felt the pressure of being a student again.

Overcoming the initial fears of not understanding how to use a range of various technologies gave the

participants the feeling of intensity and struggle. As a group of like-minded educators, the overall sense of achievement by producing a project incorporating team work, collaboration, creativity and passion was very evident.

Participant feedback

The feedback from participants was overwhelmingly positive and planning for a similar event in 2019 is underway.

“An amazing day – having my team at the school with me had the most impact as we are now all on the same page”.

“The balance of educational philosophy and practical hand-ons experience was perfect”.

“Being thrown in to the deep water... we expect it of kids so why not us. I was

engaged beyond lunch time which is not what usually happens”.

“A great workshop which gave me a lot of ideas, inspiration and motivation to use in the classroom. Thank you”.

“Thank you, you are a wonderful team and your children are very privileged to be educated by you”.

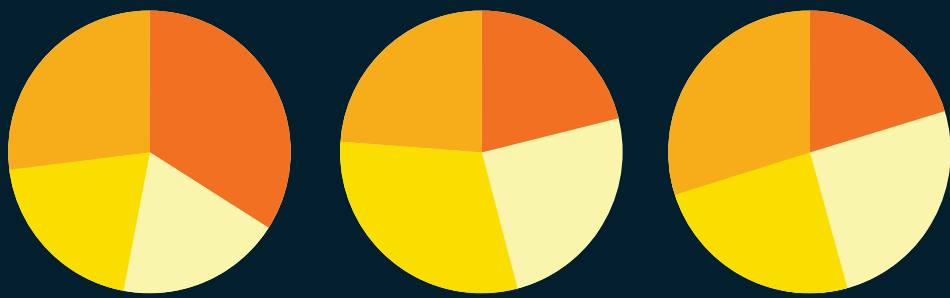
“Can we do it again...and again...and again?”

“This should be compulsory PD for all teachers”.

Representatives from the following schools and organisations attended Learning in a Maker-Centred Classroom:

- Dunkeld Consolidated School, Dunkeld
- Overnewton College, Keilor
- St Paul Apostle North, Endeavour Hills
- St Robert’s Newtown Primary School, Newtown
- Digital Learning and Teaching Victoria, Brunswick
- Roberts McCubbin Primary School, Box Hill South
- Lara Secondary College, Lara
- Coburg Primary School, Coburg
- Glen Katherine Primary School, Eltham North

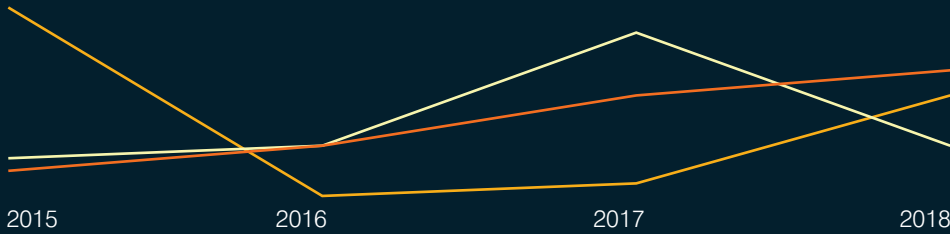
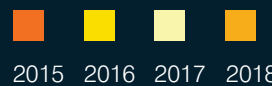
Statistics 2015 - 2018



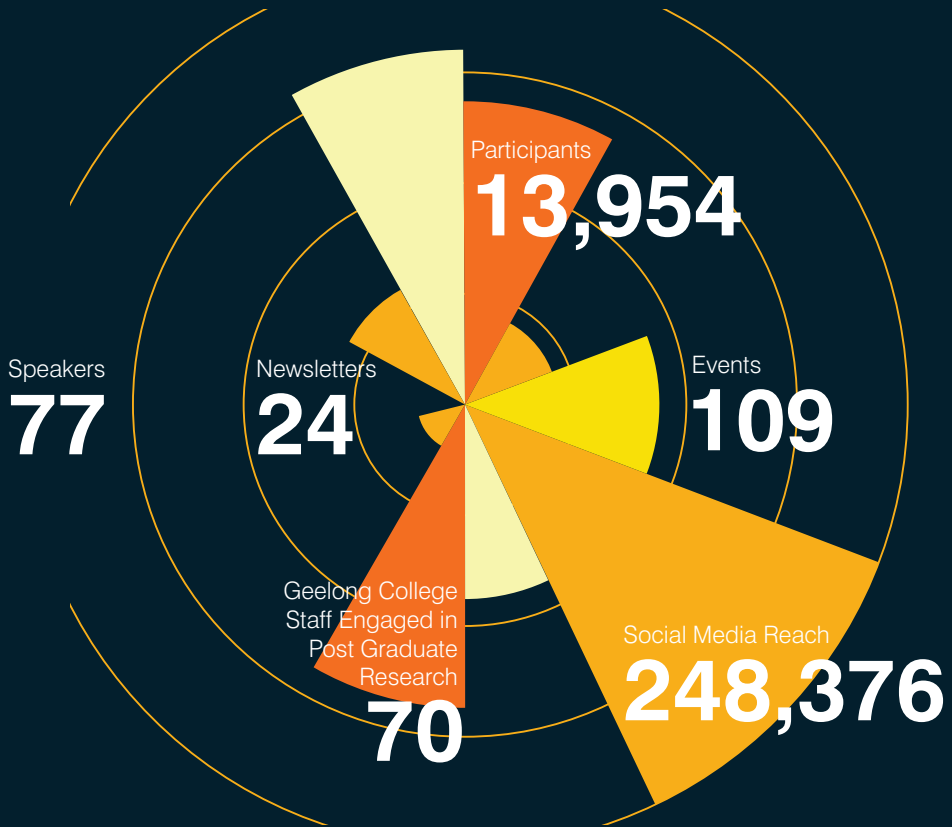
Social Media Reach

Events

Participants



Social Media Reach **248,376**
 Events **109**
 Participants **13,954**
 Speakers **77**
 Newsletters **24**
 Geelong College Staff Engaged in Post Graduate Research **70**



Speakers
77

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24

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109

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13,954

Geelong College
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Social Media Reach
248,376





Melinda Tankard Reist
The Sexualisation of Teenagers

Melinda Tankard Reist is an author, speaker, media commentator, blogger and advocate for women and girls. She is best known for her work addressing sexualisation, objectification, harms of pornography, sexual exploitation, trafficking and violence against women.

Melinda is author/editor of five books including *Getting Real: Challenging the Sexualisation of Girls* (Spinifex Press, 2009), now in its 9th printing; *Big Porn Inc: Exposing the harms of the global pornography industry* (Spinifex Press, 2011, co-edited with Dr Abigail Bray) and her new release (Spinifex Press, co-edited with Dr Caroline Norma), *Prostitution Narratives: Stories of survival in the sex trade*.

An ambassador for World Vision Australia, Compassion Australia, Hagar NZ and youth mentoring body the Raise Foundation, Melinda is named in the

Notable Speakers in 2018

“We are socialising boys into a very brutalised version of masculinity.”

Melinda Tankard Reist

Who's Who of Australian Women and the World Who's Who of Women. She has recently been appointed Senior Lecturer at the Centre for Culture and Ethics, Notre Dame University, Sydney.



Paul Dillon
Pills, Powders & Liquids

Paul Dillon has a unique investment in the wellbeing of young people. Founder of Drug and Alcohol Research and Training Australia, and a former school teacher, Paul continues to conduct drug information sessions and workshops for school students across Australia and internationally, in countries as diverse as the UK, the Philippines, and Indonesia. He has been working in the area of drug education for the past 25 years. His best-selling book for parents entitled “Teenagers, Alcohol and Drugs”, was released in 2009.

Paul's broad knowledge and insight sees him regularly appearing in the media, where he is regarded as a key social commentator, with interviews on programs such as Sunrise, Today and The Project and the 7.30 Report.

This presentation provided parents with information on the use of illicit drugs such as ecstasy and methamphetamine (“ice”), including prevalence rates amongst secondary school students, harms associated with their use and the changes we are seeing in how these drugs are being accessed by young people.

“As much as the media would love to tell you that there are drug dealers hanging out at the end of the schoolyard, this is not usually the case.”

Paul Dillon



Dr Kristy Goodwin
Raising Your Child in
a Digital World

Dr Kristy Goodwin, a digital parenting educator, author and researcher (and mum who also deals with her kids' techno-tantrums), translated the latest research about how technology is re-shaping childhood into essential information for confused and concerned parents.

Parents left this presentation with a better understanding about the latest risks to kids' online safety (including current cyber-safety threats, pornography exposure, introduction of phones and social media), as well as the health, learning and development implications of young kids (5-12 years) growing up in a world of screens. Dr Kristy shared her simple formula to determine healthy screen-time limits and armed parents with a host of strategies and ideas to help kids develop healthy technology habits.

“While technology isn’t necessarily toxic or taboo for young children, we are flirting with danger if we don’t use it in ways that are aligned to their development needs.”

Dr Kristy Goodwin



Michelle Hutchison
SMART Spellings

With a Master of Education, Post Graduate Diploma in Learning Disabilities and a Graduate Diploma in Special Education from The University of Melbourne, and a Diploma of Teaching (Primary) from Monash University, Michelle Hutchison is the teacher who teaches the teachers!

Michelle spent the day working with teachers from The Geelong region including the Geelong College Junior School and Middle School, Freshwater Creek Steiner School and Drysdale Primary School.

“I’m grateful to be one of Australia’s most popular presenters in the field of education. I think this is because I am engaging and real, not just an expert in my field. On a good day people learn and laugh with me! I work with excellent teachers and turbo-charge them to be exceptional teachers!

“Lecturing and researching at The University of Melbourne was when I was able to combine academic knowledge with my practical experience as a teacher. People say I

“The best teachers are lifelong learners.”

Michelle Hutchison

have a unique ability to interpret research into simple, easy-to-follow guidelines for busy teachers!”

Testimonial

“An enormous thank you again for the opportunity to attend the SMART spelling course today. I have found it the most useful PD in my seven years of regular PDs. The strategies offered are common sense, evidence-based, adaptable and I believe entirely relevant to a modern classroom environment. I am excited to use these strategies with my class”.





Dr Zali Yager

Steroids,
Supplements &
Body Image

Dr Zali Yager is a senior lecturer in Health and Physical Education in the College of Arts and Education at Victoria University. Her research focus area revolves around the promotion of wellbeing in school and community settings, with a particular focus on body image.

In her latest project, the 3D project, funded by the World Anti-Doping Agency, Zali is leading a team of researchers to develop resources that will enhance body image and reduce muscle-building supplement use for adolescent boys.

Dr Zali Yager presented the evidence around diet and muscle building supplement use, the behavioural drivers

“Young people need to know what is in supplements and what they do to the body. It's not all bad, but it's not good either.”

Dr Zali Yager

that make adolescents want to take them, and strategies for teachers, parents and coaches to support young people in reaching their goals without damaging their health.

This presentation was delivered in conjunction with The Geelong College TripleR program.



Chris Munro

Leadership
Coaching
Masterclass

Chris is passionate about teacher growth and leadership, and the powerful catalysing role that coaching can play. He has extensive experience in supporting and leading the development of teachers and school leaders, drawn from over 25 years of working in government and independent schools and in higher education. Chris has also performed advisory roles for the Scottish Qualifications Authority, Local Government Education Department and Her Majesty's Inspectorate of Education (HMIE) in Scotland.

Chris delivered a two-day Leadership Coaching Masterclass to Geelong College staff as part of our Learning Project professional learning model and commitment to the professional growth and development for our staff.

Jon Yeo

Public Speaking &
Presentation Skills
Workshop

Jon Yeo is the intelligence behind the art and science of what it is to be a public speaker. He helps executives and leaders to articulate the sophistication of their content with a simplicity that guides and inspires their teams. Jon is the Curator of TEDxMelbourne and past Chapter President of Professional Speakers Australia.

Jon delivered a one-day public speaking and presentation skills workshop for Geelong College employees.



Dr Gary Stager The Maker Movement & Reggio Emilia

In addition to being a popular keynote speaker at some of the world's most prestigious education conferences, Gary Stager is a journalist, teacher educator, consultant, professor, software developer, publisher, and school administrator. An elementary teacher by training, he has taught students from preschool through to doctoral studies. In 1990, Dr Stager led professional development in the world's first laptop schools and played a major role in the early days of online education. Gary is the founder of the Constructing Modern Knowledge summer institute for educators.



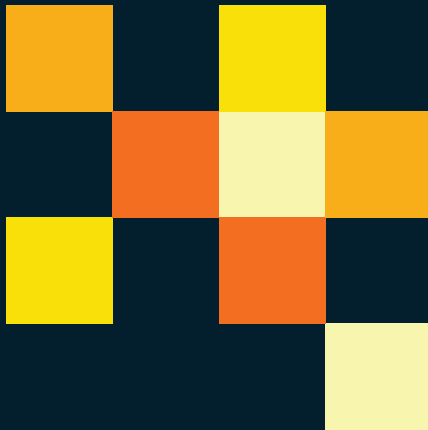
“Constructing Modern Knowledge”

Dr Stager is also co-author of *Invent To Learn – Making, Tinkering, and Engineering in the Classroom*, called the “bible of the maker movement in schools,” by Larry Magid of CBS and The San Jose Mercury News.

Testimonial

“Dr Gary Stager’s presentation was interesting and thought-provoking. This opportunity was a generous way to engage with the wider learning community. Much appreciated.

Thank you”.





“Let your actions do the talking.”

Chelsea Roffey



Chelsea Roffey

Women in Leadership – Sporting (AFL)

Chelsea Roffey, the AFL's first female Grand Final umpire, is a speaker, author, researcher and Winston Churchill Fellow who has travelled the globe to study strategies for influencing social change through diversity.

She has umpired more than 215 AFL games and 16 finals, officiating as the emergency umpire at a further five grand finals after finishing in the top three nationally. Chelsea holds a Bachelor of Music from the Queensland Conservatorium, a Bachelor of Journalism from Queensland University of Technology and one-third of a biomedical science degree.

Chelsea shared her inspiring journey with students and staff at The Geelong College.

“As a society we can do better for girls, making sure girls are proud to be a girl, making them believe they can do whatever they want if they put their minds to it.”

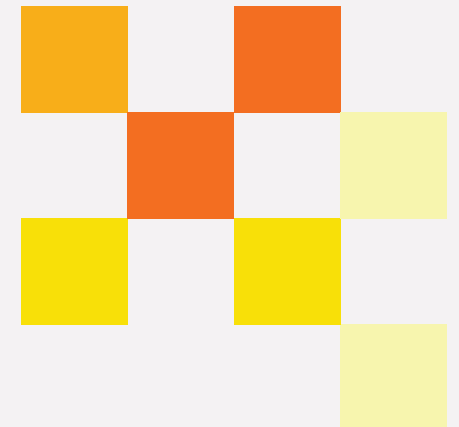
Ally Watson

Ally Watson

Women in Leadership – Technology

The Sydney Morning Herald named Ally Watson one of Australia's nine most influential female entrepreneurs of 2017. After spending seven years working as a software developer across the UK and Australia, her unique and refreshing insights into the life of a female in a male-dominated industry led her to co-found the highly acclaimed “Code Like a Girl” in 2015. Code Like a Girl is an Australian organisation set out to inspire a new generation of girls to acquire coding as a skill through workshops and events.

Ally and her team's efforts in addressing the gender gap in tech have been commended, receiving a Gold Disruptor award at 2016's Australian Computer Society Awards, 2016's B&T Women in Media Award for Technology and taking home an Education merit award at the City of Melbourne's 2017 #TechDiversity Awards.



Advisory Board

Adrian Camm

Director, Centre for Learning, Research and Innovation
The Geelong College

Professor Jill Blackmore AM

Alfred Deakin Professor
Deakin University

Katrina Reynen

Chair
Skyline Education Foundation Australia

Associate Professor Louise Paatsch

Associate Head of School (Research), School of Education, Faculty of Arts and Education
Deakin University

Andrew Balaam

Chairman
St Laurence Housing Ltd

Dr Peter Miller

Principal
The Geelong College

Our Team

The Centre for Learning, Research and Innovation (CLRI) is a joint venture between The Geelong College, Deakin University and The Geelong College Foundation. It serves students, parents, teachers and the broader community. CLRI is supported by an Advisory Committee that guides the planning of programs and identifies opportunities for research and development.

The Centre is not run from a single building – it operates at the point of need. It is a hub of ideas that might be housed in the Creative Arts department, the school up the road, or a local business – it's a core group of thinking, investigating people. We engage in research projects and create professional development opportunities, by recognising learning as an active, dynamic behaviour that emerges from interactions between the human brain and the social world. We are committed to understanding the science of learning and the art of teaching.

Adrian Camm

Director of Teaching and Learning

Adrian is Director of the Centre and leads the teaching and learning of students and staff at Geelong College. He passionately explores innovation and has worked with schools and organisations around the world. By nurturing these cross-sector networks, empowering others, and keeping an eye on emerging trends, he combines research with action to ensure the best possible outcomes for young people in schools today.

Nicole Roache

Marketing Manager

Nicole manages the Centre's marketing and promotional presence, in the media and online. A marketing specialist and copy writer, she learns every day and knows what is happening in the Geelong market.

Sam McIntosh

Media & Design

Sam is the Centre's designer and media producer. A teacher and graphic artist, Sam understands learning, is a genius behind a camera and creates digital experiences with creative flair and insight.

Kris Oliver

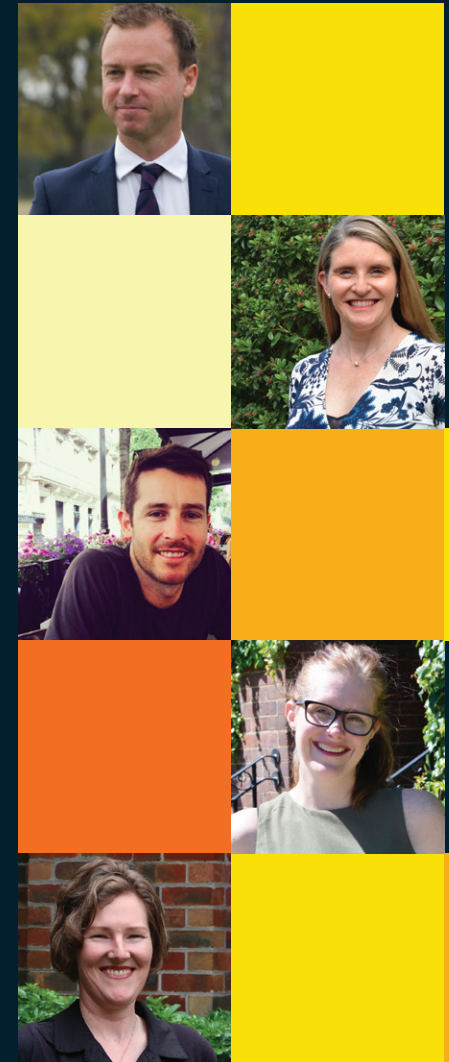
Administrative Assistant

Kris is the Centre's Administrative Assistant and brings a wealth of events knowledge and efficiency to the Centre. Kris works Mondays, Tuesdays and Wednesdays. She will be your first point of contact and will inform you about what we can offer students, teachers and the wider community.

Larissa Jurukovski

Assistant to the Director of Teaching and Learning

Larissa runs the day-to-day operation of the Centre and utilises her project management expertise to support the Centre's commitment to continuous improvement.



Foundation Fellowship

Established in 2014, our Vision for Learning set a strategic direction that would see our College be as deliberate and professional in our approach to learning for our staff as we are for our students. It has been a remarkable journey over the last five years as we have invested time and resources into ensuring every staff member at the College has had the opportunity to develop and refine their teaching and learning practice.

Through our Learning Project professional learning model, post graduate study opportunities, attendance at external seminars, workshops and conferences and a wide variety of events offered through our Centre for Learning, Research and Innovation, our staff have been able to take control of their own professional learning and take it in a direction that is relevant to their needs, interests and passions.

In addition to this, we were delighted last year to gain additional support from the College Foundation to offer a significant professional learning bursary titled the Foundation Fellowship. The Foundation Fellowship is now an annual fellowship providing opportunities for The Geelong College staff to undertake study, research or professional development nationally or abroad.

The Foundation Fellowship objectives are to:

- Provide opportunities for staff to develop professionally, increase their skills and enhance their global awareness;
- Contribute to The Geelong College's position as a high-quality independent school and a leader in research and innovation;
- Provide an opportunity for a staff member to travel abroad in search of new ideas, innovation and excellence, and;
- Raise the profile of The Geelong College Foundation and its support of the Centre for Learning, Research and Innovation.

2018

In 2018, the inaugural recipients were Christie Barrett and Julie Bickett, and Marita Seaton and Doug Wade, who immersed themselves in a study tour of Reggio Emilia in Italy and an investigation into the interdisciplinary approach of some of New Zealand's most innovative schools. The impact that this has had on our Junior and Middle School communities has been profound and continues to spur new innovations, insight, and approaches. It has also served as wonderful affirmation of the work that we are already doing, in many ways highlighting us as world leading in many areas.



2019

This year's high-quality submissions were reviewed against a detailed set of selection criteria by a panel that consisted of:

- Dr Peter Miller, Principal, The Geelong College
- Mr Adrian Camm, Director of Teaching and Learning, The Geelong College
- Mr Sandy Hutton, President of The Geelong College Foundation and
- Mr Scott Chirnside, Foundation Board Member, The Geelong College;

Proposals included an outline of a well-defined study, research and/or professional development program, a detailed itinerary and a statement on how the study would not only further the applicant's academic and/or professional career, but also most importantly, how this would be of benefit to the students at The Geelong College.

One joint and two individual proposals stood out and I would like to extend my congratulations to Emma Watters and Charmaine Saraci from our Junior School for their joint submission, and to Gerard Donovan and Peter Blanchfield from our Senior School. This recognition is a celebration of their achievement,



with all three proposals seeking to build on and further develop the exciting work happening across our College.

Emma and Charmaine will be attending a Study Tour of Reggio Emilia in Italy early in 2019. Whilst both have been dedicated to embedding elements of a Reggio-inspired practice into the pedagogical approach of the Junior School for a number of years, they will now have the opportunity to travel to the city of Reggio Emilia and explore more deeply the pedagogical and philosophical underpinnings of this approach. Emma and Charmaine will visit schools and investigate how the environment and learning spaces support the hundred languages of children and how we can create more inclusive and democratic environments built around listening to children's interests, passions and questions about the world around them.





Gerard Donovan will be travelling to Canada on a 12-month teaching exchange to Rutland Middle School. This is a unique experience that will provide Gerard with an opportunity to continue to develop his teaching practice while building intercultural capabilities and global citizenship skills. Aside from the incredible experience that an opportunity like this provides, Gerard will also be investigating the British Columbia curriculum, which has many similarities to our Vision for Learning, different assessment methods in Mathematics and Science and a variety of continuous improvement approaches to student learning and engagement.



Upcoming Events 2019

What Teachers and Parents Need to Know About Dyslexia

Dr Daryl Greaves

In this session, participants will learn the most up-to-date information about the nature and causes of dyslexia. This deep understanding underpins strategies to assist students with a literacy learning disorder. Practical strategies will include:

- Getting technology to read text aloud
- Using technology to write
- Keeping track when reading
- Decoding in reading
- How to make reasonable adjustments

Current requirements for special provision or reasonable adjustments will be outlined with practical examples and strategies that will be relevant to all subject teachers.

MathsCraft: Doing Maths Like a Mathematician

Ian Sheppard

- How does a mathematician think about and solve problems?
- What does "doing maths" look like?



Peter Blanchfield will continue the Masters of Sports Coaching degree that he has been participating in over the past 12 months through the University of Queensland. Peter has been studying this part time whilst continuing in his full-time role as Director of Rowing. With assistance from the Foundation, Peter will look to complete this degree in 2019 and credits this course as contributing to both individual growth and development, and also the understanding of skills, research and experience needed to continue taking our sports program at the College to new heights.

The best way to answer these questions is to get a group of people together to share strategies and think about mathematical problems. At MathsCraft you can do just that! You'll get to meet and work with mathematicians and like-minded students and work on interesting and challenging problems. Come and see what makes real mathematicians love maths!

We want to show that maths isn't just about getting a right answer. It's about exploring, understanding, and knowing that there's always another question to ask. This is the process that a research mathematician goes through when he or she starts to tackle a problem.

MathsCraft sessions have been running since 2012 and are an initiative of the Australian Research Council and Centre of Excellence for Mathematical and Statistical Frontiers (ACEMS).

Let's Have a Frank Chat

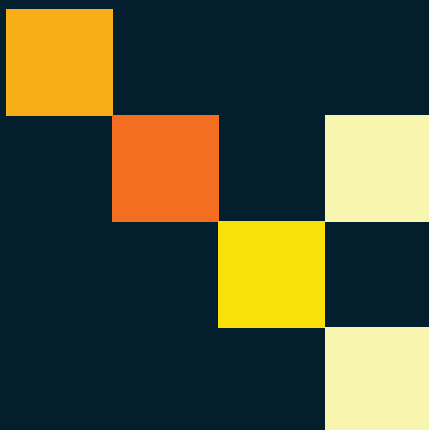
James Grady

Porn use has become ubiquitous among young people today. With the growth of the internet and devices, young people have access to an unlimited amount of pornographic material.

Never before has it been more necessary to have a frank chat about porn. Porn functions for many young people as their main source of sexual education. This is especially concerning when you consider that:



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for Upcoming Events
Scan QR code



- 88% of porn scenes contained acts of physical aggression
- 49% of porn scenes contained acts of verbal aggression
- The aggressive acts were overwhelmingly perpetrated by men against women

This presentation is part of The Geelong College TripleR program and will be suitable for teachers of upper primary and secondary school age children.

Porn-wise Parenting James Grady

Every recent study into the prevalence of pornography suggests that a child's exposure to porn is not if, but when. Porn is increasingly becoming the biggest educator of our children when it comes to sex. The age at which children view porn for the first time is getting younger and younger; most children will have seen some kind of pornographic material before they get to high school.

Consider the following stats from the Burnett Institute:

- 100% of young men aged 15-29 have been exposed to porn
- 37% of these young men view porn daily, another 44% view weekly
- The mean age of their first intentional viewing was 13

Most parents feel overwhelmed at the prospect of beginning this conversation with their children, let alone knowing where to start to prevent their children from being exposed to porn in the first place. It's not that sex is bad; it's that porn isn't real sex and habitual use from a young age can cause harm to children in a range of ways.

This presentation is part of The Geelong College TripleR program and will be suitable for parents of upper primary and secondary school age children. It aims to equip parents to begin the frank chat with their children about this issue.

What Your Teenage Daughter Wants to Tell You But Can't Dr Justin Coulson

Connecting with your adolescent girl.

Trying to guide a teenage daughter through a complex adolescent world is... well, complicated. Alcohol and drugs, mental health concerns, body image issues, premature and/or non-consensual intimacy, and friendship challenges are just the tip of the iceberg.

Join Dr Justin Coulson, one of Australia's most respected relationship speakers, authors and researchers, as he unpacks the science and provides practical advice for parenting in the REAL world. You'll leave this presentation with simple tools and techniques to help you guide our daughters safely and successfully through adolescence.

Advanced Coaching: Solutions Focus Masterclass Annette Gray

In partnership with Growth Coaching International, we are delighted to offer a two-day Advanced Coaching: Solutions Focus Masterclass, for The Geelong College staff who have completed the Growth Coaching International (GCI) program Introduction to Leadership Coaching.

The Solutions Focus Masterclass refines coaching skills by integrating pragmatic and proven Solutions Focused methods – more intentionally – into coaching and all your conversations.

Solutions Focus is a powerful yet subtle approach to positive change. From origins 20 years ago, it is now being used by major corporations, top business schools and many coaches and consultants as the methodology of choice where effective, respectful and lasting change is wanted. The Solutions Focus approach will help participants to work more confidently with change, emergence and the unexpected. The philosophy is practical and can be used in any form of interaction whether with teams, members of staff, or even in personal conversations. Participants will build a greater awareness of the impact of words and language – and use them even more skilfully.



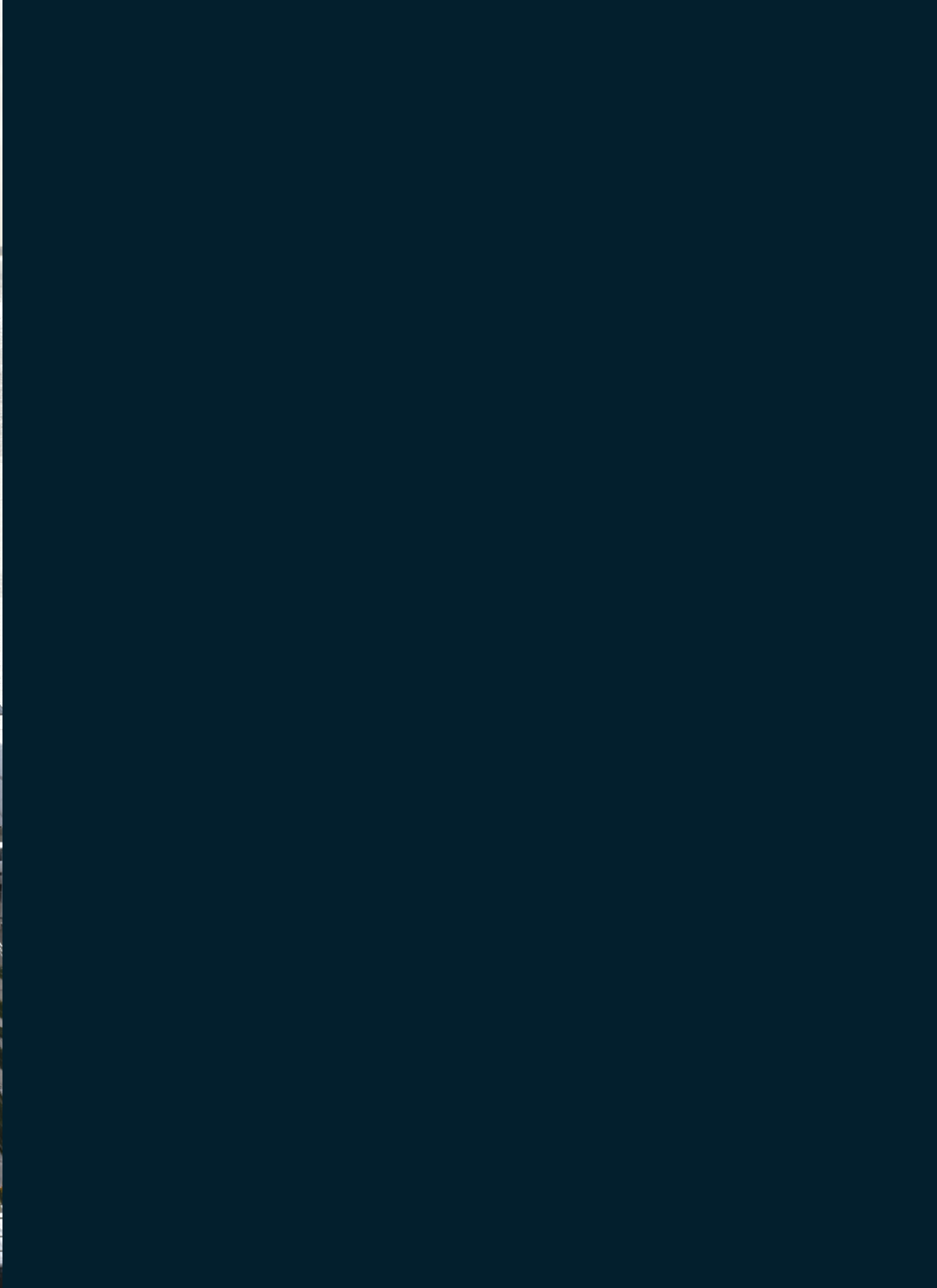
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Contract cheating and new forms of plagiarism Associate Professor Phillip Dawson

Recent media coverage could lead us to believe that there has been exponential growth in the use of “contract cheating” websites by students. These services provide bespoke assignments for students – for a fee – in as little as a few hours. Contract cheating websites often claim that this type of academic dishonesty is undetectable, and aside from instances where students are careless or stupid, there is evidence that routine marking does not detect contract cheating.

However, contract cheating is but one of a number of new threats to academic integrity enabled or supported by new technologies. These range from paraphrasing tools that make it easier to plagiarise text from sources, through to approaches that leverage artificial intelligence. This presentation provides an overview of what is known about these new threats and what can be done to address them.







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