

PPTA



**eD**  
**scapes**

**Mapping teachers' professional lives**

Wellington Convention Centre

18 - 20 April 2011

A conference for secondary teachers  
and other education professionals

## Join us in Wellington ...

eDscapes is a conference for secondary teachers and other education professionals. It poses questions about teaching and learning, and the paths we're charting in our work.

The conference brings together a mix of practice-based workshops and inspiring speakers on the themes of leadership, engagement and professional activism, drawing from our most pressing current professional concerns.

### **I would like to present a workshop**

Great – you can offer your workshop using the conference website or, if you have questions, email Sarah Dalton at PPTA national office:

[sdalton@ppta.org.nz](mailto:sdalton@ppta.org.nz)

### **Get updates between now and the beginning of the conference**

Follow us on Twitter [www.twitter.com/edscapes](http://www.twitter.com/edscapes) to keep up to speed with how the conference is shaping up, find out what workshops are being offered or simply to offer feedback ...



## Registration

**Register online at the conference website** [www.eenz.com/ppta11](http://www.eenz.com/ppta11)

The conference will be \$150 for PPTA members and \$450 for non-members, all lunches included. You will also find details about our **day rate** at the conference website. The conference dinner on Tuesday 19 April is optional and is \$85 extra.

### **Accommodation**

There are some suggestions on the conference website. The conference venue is conveniently located close to the city centre and transport hubs.

### **Times**

The conference begins at 5.00pm on Monday 18 April and ends at 4.00pm on Wednesday 20 April. Tuesday's and Wednesday's programmes start at 9.30am.

## Get the most out of eDscapes - join an interest group

eDscapes will offer you plenty to think about. If you'd like to join an interest group, we'll have plenty to choose from.

The interest groups, which will meet regularly during the conference, include: rural schools, integrating curriculum, young and new teachers (YANTs), girls' schools, boys' education, new pedagogies, curriculum leadership, middle years (7-10), vocational, special education, activists, large schools, e-learning, engagement, senior leadership.

You can choose an interest group when you register for the conference.

If there's another group you'd like us to organise, email Sarah Dalton at [sdalton@ppta.org.nz](mailto:sdalton@ppta.org.nz)

## Introducing the keynote speakers



### **PROFESSOR BEN LEVIN**

CANADA RESEARCH CHAIR IN EDUCATION  
LEADERSHIP AND POLICY  
UNIVERSITY OF TORONTO, CANADA

### **Teacher organisations and the professionalisation of teaching**

Professions are characterised by the agreement of their members to adopt and use common, evidence-supported practices and to engage in shared learning about improved practice.

Yet teaching has actively resisted the idea of common practice based on evidence, opting instead for the belief that each professional should control his or her own practice and learning.

In the absence of common practice owned by the profession, teachers are vulnerable to being asked to adopt whatever fads appeal to others in positions of power. I will argue instead for a more through-going professionalism in teaching, and one in which teacher organisations play a leading role, as being key to teachers' status, public respect and true professional autonomy.



## **DR CHRISTINE RICHMOND**

RICHMOND EDUCATIONAL CONSULTANTS  
QUEENSLAND

### **Engaging Adolescents in Learning: Practical Ideas to Enhance Good Teaching**

Engaging students in learning is a complex act in post-primary education. Competing for, and sustaining the attention of adolescents in an over-stimulated world is just one of the practical daily challenges of teachers.

Magnifying the difficulty of the task is the obvious, yet often overlooked, fact that students belong to a coerced population. Coercion of any kind invites resistance. Manifestations of resistance can be read as a personal affront by teachers who become increasingly frustrated that their best efforts to reach some students appear to be disparaged. Christine will explain how post-primary teachers can make minor shifts to their existing good practice in order to maximise student engagement.



## **PROFESSOR JUDYTH SACHS**

DEPUTY VICE CHANCELLOR, PROVOST  
MACQUARIE UNIVERSITY, NSW

### **Accountability, standards and teacher activism: an unholy trinity or the way for the profession to shape the future?**

Standards regimes are now a very visible element of government policy and practice around the world. These policy regimes bring to the forefront issues of transparency and accountability. In most cases no one would object to being asked to be accountable or to be transparent in their practices, however, issues of power and control emerge when governments use standards as a vehicle to control the actions and professionalism of teachers. In this paper I argue that issues of accountability and transparency are at the core of an active teaching profession. In particular I suggest that teachers collectively have a primary responsibility to contribute to public debates about the quality of teaching and the quality of student learning outcomes. To this end, teachers need to have a voice in shaping the form and content of teaching standards and to be actively involved in ensuring that their practices are accountable and transparent.