



THOUGHTFUL EDUCATORS CONFERENCE

An initiative of the Brisbane Girls Grammar School
Centre for School Wide Pedagogy

[#thoughtfuleducators](#)

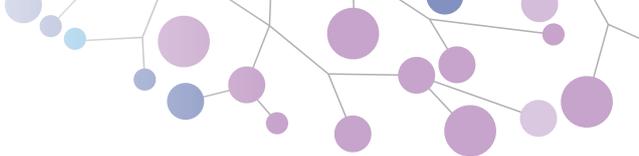
FROM LITTLE THINGS
BIG THINGS GROW:
Building and Sustaining
a Culture of Thinking
in Complex Times.

Saturday 18 June 2022

Brisbane Girls Grammar School



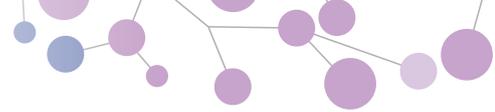
BRISBANE GIRLS GRAMMAR SCHOOL



CONFERENCE PROGRAM

SCHEDULE	ACTIVITY	ROOM
8.15 am to 8.45 am	REGISTRATION AND REFRESHMENTS	Forecourt, Level 2, Science Learning Centre
8.50 am to 9 am	WELCOME ADDRESS Ms Jacinda Euler, Principal, Brisbane Girls Grammar School	Louise McDonald Room, Level 2 Science Learning Centre
9 am to 10 am	KEYNOTE ADDRESS: PROFESSIONAL NOTICING: LEARNING TO LOOK AT CULTURE Dr Ron Ritchhart, former Lead Investigator Project Zero, Harvard Graduate School of Education One of the habits that develops as teachers work with the concepts of Professional Noticing is the ability to see and notice culture and reflect on their own teaching and their teaching assumptions. During this presentation, Dr Ritchhart will introduce and use the Snapshot Observation protocol as a tool that helps hone these skills. This will be a highly interactive keynote presentation.	
10 am to 10.25 am	MORNING TEA AND NETWORKING	Forecourt, Level 2, Science Learning Centre
10.30 am to 12 noon	CONFERENCE WORKSHOPS (<i>attendees can select to attend one of the following eight workshops</i>).	
10.30 am to 12 noon	HOW MIGHT WE HELP OUR STUDENTS ENGAGE MORE DEEPLY AND CRITICALLY WITH FEEDBACK? Ms Anna Flourentzou, Head of Year 7 Humanities, Brisbane Girls Grammar School Habits explored: Allowing for Reflection The importance of feedback to the thinking and learning process is well known and well documented. As teachers, we want to see our students develop as thinkers and learners and we want to provide them with targeted feedback to facilitate this development. However, how do we provide students with timely feedback when the cultural force of time is finite? How do we help students engage more deeply in the process of reflecting upon feedback? In this workshop, we will explore how we might foster a culture within our classrooms where feedback, whether it be from a teacher, a peer or a student is highly valued, ongoing, and constructive.	K3.01, Level 3, Science Learning Centre
10.30 am to 12 noon	DOCUMENTING THINKING AS A PROCESS FOR LEARNING Miss Meghan Parry, Head of Literature, Brisbane Girls Grammar School Habits explored: Making Thinking Visible, Pressing for Learning over Work, Encouraging Diverse Ideas Performance is short-term, whereas learning is long-term. By combining performance and learning, we unlock richer understandings. Documenting student thinking (rather than work) and providing scaffolds through Thinking Routines allows our students to retain knowledge for longer, experiment with their ideas, celebrate where they have been, and know where they are going. The goal of this workshop is to empower participants to understand the flexibility that a Culture of Thinking and Thinking Routines afford a classroom environment. Attendees will have the opportunity to be a participant in the learning process and view the ways that our past and current students have documented their thinking in physical and online spaces, to not only enable their lifelong learning but also be successful in their more immediate learning tasks.	K3.02, Level 3, Science Learning Centre
10.30 am to 12 noon	MEETINGS AS SHARING SPACES Ms Susan Garson, Director of the Centre for School Wide Pedagogy, Brisbane Girls Grammar School Habits explored: Making Thinking Visible, Encouraging Diverse Ideas, Pressing for rich peer-to-peer interactions Cultures of Thinking routines are content-free scaffolds that can guide faculty conversations and make teachers' thinking visible. In this workshop, we will investigate the staff qualities that we wish to promote within our Professional Learning Communities. In addition, we will work in groups and use four different thinking routines to address common Faculty Meeting scenarios. We will also talk about the thinking routines that work well to facilitate inclusive discussions, problem-solving, and documenting teacher thinking.	K3.03, Level 3, Science Learning Centre

SCHEDULE	ACTIVITY	ROOM
10.30 am to 12 noon	<p>UN-SILOING VISIBLE THINKING: OPPORTUNITIES FOR BUILDING DEEP KNOWLEDGE THROUGH MODELLING THINKING AND PROMOTING ACTIVE LISTENING</p> <p>Stuartholme School Presenters: Mr Jarod Costantini, Director of Staff Development and Co-curricular, and Mr Ben Hegarty, Leader of Learning—Humanities</p> <p>Habits explored: Modelling thinking</p> <p>The modern educator in primary and secondary schools has an important focus—the development of critical thinking skills in students. Each of our subject areas is based on increasing understanding of the soft and hard skills that will enable our students to leave our classrooms at their best. If the move to online learning in previous years has taught us anything it is that the teacher must actively seek out opportunities to encourage our students to build deeper knowledge through active listening and modelling. In this workshop we will demonstrate how to go beyond using Visible Thinking Routines as isolated activities, and how combinations of thinking routines, used with specific functions in mind, can form a powerful tool for deep student learning. These routines also allow educators to move away from the ‘sage on the stage’ role and act more as a ‘guide on the side’ or ‘meddler in the middle’ who encourage students to listen actively and model thinking for their peers, rather than for the ‘expert’ at the front of the classroom. The value of this approach to staff development will also be unpacked.</p>	K3.04, Level 3, Science Learning Centre
10.30 am to 12 noon	<p>LISTENING AND PROBING: LISTENING, PROBING AND DEEPENING THE THINKING OF OUR LEARNERS</p> <p>Masada Presenter: Mr Ryan Gill, Head of Senior School, Masada College</p> <p>Habits explored: Listening and Probing</p> <p>Our classrooms are filled with interactions. These usually take the form of questions, asked by the teacher, responded to by the learner and evaluated by the teacher. How might we foster a curious classroom culture where we can nurture richer thinking with our questioning? How might we enable our students to become question askers, rather than merely question answerers? In this interactive workshop, participants will consider how they can become more effective listeners and probers of their learners, working in service of their thinking.</p>	K3.05, Level 3, Science Learning Centre
10.30 am to 12 noon	<p>TIME WAITS FOR NO ONE</p> <p>Ms Kathryn Talbot, English Teacher, Brisbane Girls Grammar School</p> <p>Habits explored: Allowing Think Time</p> <p>Time—or rather, having ‘no time’—seems to hold power over us all, whether it be leading us to truncate creative ventures or forego the introduction of a new thinking routine. In this workshop, we will unpack the power of single, small steps in shifting not only our relationship with time but that of our students. The concept of short, timed writing activities to help students avoid ‘perfection paralysis’ and activate prior knowledge will form the spine of this workshop. We will also demonstrate on a wider level how we can take time to make time: to invest, rather than spend.</p>	K4.01, Level 4, Science Learning Centre
10.30 am to 12 noon	<p>SLOW EMOTION—LOOKING SLOWLY AND DEEPLY AT OBJECTS, ART, AND CONCEPTS</p> <p>Mr Andrew Pennay, Director of Creative Arts, Brisbane Girls Grammar School</p> <p>Habits explored: Promoting Slow Looking</p> <p>In a fast-paced world, it is challenging to sustain the habit of looking slowly and deeply at objects, art, and concepts across subject disciplines. By using specific learning structures to interrogate the objects and art around us, we can learn to uncover richer connections between concepts, histories, and importantly, ourselves. With a cross-discipline focus, we will explore science, art, music, and humanities—slowly and deeply, to explore these connections.</p>	K4.02, Level 4, Science Learning Centre
10.30 am to 12 noon	<p>DEEPENING THINKING THROUGH CURIOSITY AND WONDER</p> <p>Mr Elliot McGarry, Head of Senior Physical Education, Brisbane Girls Grammar School</p> <p>Habits explored: Pressing for Wondering</p> <p>If learning is a consequence of thinking, then curiosity is the engine that drives it. Students often present with varying levels of interest in what is happening in the classroom, but why do they (and we) find more interest in one topic over another? What sparks their interest to learn more? Creating and harnessing moments of unknown in the classroom provides opportunities for curiosity, drawing students in to find the missing piece of the puzzle. In this workshop, we will delve into the world of curiosity and the power it holds in deepening learning. We will explore ways to make students’ curiosity visible, sparking the wonder of students and teachers alike.</p>	K4.03, Level 4, Science Learning Centre



SCHEDULE	ACTIVITY	ROOM
12 noon to 12.20 pm	COFFEE BREAK AND NETWORKING	Forecourt, Level 2, Science Learning Centre
12.20 pm to 1.10 pm	PANEL DISCUSSION: SUSTAINING A CULTURE OF THINKING IN A STATE-BASED STANDARDS DRIVEN ENVIRONMENT Host: Dr Bruce Addison (Deputy Principal (Academic), Brisbane Girls Grammar School) Panellists: Ron Ritchhart, Ryan Gill (Head of Senior School, Masada College) and Susan Garson (Director of School Wide Pedagogy, Brisbane Girls Grammar School).	Louise McDonald Room, Level 2 Science Learning Centre
1.10 pm to 1.20 pm	CLOSING ADDRESS: THINKING ROUTINES: 10 WAYS YOU CAN DIE Dr Ron Ritchhart, former Lead Investigator Project Zero, Harvard Graduate School of Education	
1.20 pm to 1.30 pm	CONFERENCE CLOSE Dr Bruce Addison, Brisbane Girls Grammar School	





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