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25th Annual Psychology Teachers' Conference – via Webinar

A conference presented *by* psychology teachers
for psychology teachers *about* the teaching of psychology

Friday 24 February 2023

Registration Fee of \$350 includes recordings of and notes from ALL workshops

Program

9:00am – 9:10am	Introduction
9:10am – 9:40am	Session 1: VCAA Update Erin Wilson, STEM Manager, Science (Psychology), VCAA
9:45am – 10:45am	Session 2: Teaching Content Regarding Indigenous Australians Within a Culturally Safe Approach Tanja Hirovnen, Clinical Psychologist, ABSTARR
11:00am – 12:00pm	Session 3: Workshops
12:15pm – 1:15pm	Session 4: Workshops
1:45pm – 2:45pm	Session 5: Workshops
3:00pm – 4:00pm	Session 6: Chief Assessors' Review of the 2022 Exam Kenna Bradley and Kerrie Ardley Chief Assessors VCE Psychology

Workshops

Zoom webinars will once again be used as the platform to conduct the 2023 Conference. There will be **six** sessions of presentations. The 'VCAA Update' will be the only presentation in Session 1. 'Teaching Content Regarding Indigenous Australians Within a Culturally Safe Approach' will be the only presentation in Session 2 and the 'Chief Assessors' Review of the 2022 Psychology Exam' will be the only presentation in Session 6.

In Sessions 3, 4 and 5 there will be a range of workshop topics from which to select.

Participants are **NOT** required to select workshop preferences when registering. Registered participants will receive the Workshop Timetable and the links for ALL workshops close to the Conference date. Workshop selections will be made by clicking the relevant link for the workshop of your choice on the day of the Conference. As always, presenters' notes for ALL workshops will be available to registered participants after the Conference.

All Workshops will be recorded and, where possible, made available for viewing later via a link with which participants will be provided. Please note, some recordings may not be available or certain sections edited due to cultural sensitivities or copyright issues. All Workshops are **NEW** for 2023.

SESSION 2 – Teaching Content Regarding Indigenous Australians Within a Culturally Safe Approach



Tanja Hirovnen, Clinical Psychologist, ABSTARR

Tanja is a *Jaru* and *Bunaba* woman, a registered clinical psychologist currently based in North Queensland and practising across Australia. Tanja is the Director of Wellbeing at ABSTARR Consulting. Tanja holds a double degree in psychology and human resource management. Tanja has a research and clinical background and has extensive experience in working with individuals, families, and organisations in regard to social and emotional wellbeing (SEWB) and complex trauma. Tanja is a Board Director of the National Aboriginal and Torres Strait Islander Women's Alliance (NATSIWA), Thirili, Black Dog Institute as well as maintaining her private clinical practice.

We are very proud and pleased to have someone present this topic who is genuinely authoritative and passionate about it. Tanja's extremely relevant and important session will discuss considerations when teaching Australian First Nation content about social and emotional wellbeing in the secondary schooling curriculum.

SESSIONS 3, 4 & 5 – WORKSHOP OPTIONS

Workshop 1: Designing a Relevant Year 10 Psychology Elective

Melo Conti, St Kevin's College, Toorak

This workshop provides clear examples and practical activities that expose students to Psychology in an engaging one-semester Year 10 elective. The elective aims to enable students to become more informed about the nature of psychology, including subject-specific content and skills prior to undertaking VCE Psychology. This course develops students' skills in applying the scientific method to the study of the brain and behaviour. Students apply psychological models and conduct experiments to test their validity. In addition, this workshop will demonstrate the use of various forms of media to consider topics such as Mental Health, Social, Sport and Consumer Psychology.

Workshop 2: Hints & Tips for Teachers New to Teaching Units 1 & 2 Psychology

Kristen Watson, St Joseph's College, Echuca

This workshop is for teachers who are new to teaching Psychology. During this workshop, a range of organisational strategies will be provided, along with suggestions for activities for Units 1 & 2. Resources for engaging, hands-on classroom activities that will spark student curiosity will be provided. Revision suggestions that maximise students' potential will also be presented.

Workshop 3: Unpacking the New Content in Units 1 & 2

Alisha Muller, Haileybury College, Berwick

This workshop will focus on examining the new Key Knowledge specified for Units 1 & 2. The new or altered content will be highlighted and suggestions regarding the depth required to meet the Learning Outcomes will be discussed. Ideas for learning activities and resources to engage and support students with the new content will also be presented.

Workshop 4: Activities & Ideas for Teaching Unit 1, AoS 1

Salvina Noonan, Our Lady of the Sacred Heart College, Bentleigh

In this session, engaging and relevant resources for Unit 1, AoS 1 – 'What influences psychological development?' will be presented. These will include classroom tasks, practical activities, multimedia suggestions and assessment ideas. Revision ideas to maximise students' learning and approaches to answering extended response questions will also be explored. Special focus will be given to content and assessment tasks in the 2023-27 Study Design that have changed for this topic which was formerly Unit 1, AoS 2 in the 2017-22 Study Design.

Workshop 5: Activities & Ideas for Teaching Unit 1, AoS 2

Claire Mosley, Monbulk College

This session aims to present ideas and activities to help build classroom engagement around the Key Knowledge specified for this area of study – 'How are mental processes and behaviour influenced by the brain?' Hands-on activities, games, real life connections, and creative ways of recording notes will be provided, alongside resources and links for both the content that has been retained from the previous Study Design and the new Key Knowledge.

Workshop 6: Unit 1, AoS 3 – What to do and how to do it

Natalie Zucco, Aquinas College, Ringwood

This workshop will clarify the requirements of the Unit 1 AoS 3 research task as specified in the 2023-2027 Study Design. We will unpack the information provided in the Study Design to identify the features of this task that remain unchanged from the previous Study Design and the features that have changed. This workshop will focus particularly on the new Key Science Skills and provide plenty of ideas for research topics that will leave you feeling prepared to tackle this task confidently with your students.

ALL WORKSHOPS IN 2023 ARE NEW TO REFLECT THE 2023-27 STUDY DESIGN CONTENT

Workshop 7: Activities & Ideas for Teaching Unit 2, AoS 1

Louise Mansfield, Star of the Sea College, Brighton

Participants in this workshop will have an opportunity to explore all of the retained as well as new Key Knowledge specified for this area of study – ‘How are people influenced to behave in particular ways?’. New ideas, resources and student activities will be shared to help teachers prepare efficiently and develop engaging and effective lessons to enhance higher order thinking skills in students.

Workshop 8: Activities & Ideas for Teaching Unit 2, AoS 2

Natasha Eshuis, Haileybury College, Keysborough and Pangea

For both new and experienced teachers, this session will present practical, engaging and rigorous activities that build students’ knowledge and skills across ALL the Key Knowledge dot points in Unit 2, AoS 2 – ‘What influences a person’s perception of the world?’. Teachers will be given guidance on planning the teaching program and will leave with a collection of online resources, activities and ideas related to both the new and retained Key Knowledge dot points in this AoS 2.

Workshop 9: Activities & Ideas for Teaching Unit 2, AoS 3

Kenna Bradley, Strathmore Secondary College

This workshop will provide teachers with information about how students could adapt or design a scientific investigation on the internal and external influences on perception and how to conduct the investigation to be able to draw an evidence-based conclusion from the primary data collected. The presentation will include an example of an appropriate scientific investigation that addresses the six Key Knowledge dot points prescribed for AoS 3 – ‘How do scientific investigations develop understanding of influences on perception and behaviour?’ and related Key Science Skills described on pages 12 and 13 of the Study Design.

Workshop 10: Integrating Key Science Skills with Key Knowledge across Units 1 & 2

Carly Sparrow, Korowa Anglican Girls’ School, Glen Iris

This session aims to show how you can embed the Key Science Skills into Units 1 & 2 in an engaging and systematic manner. There will be a specific focus on the new terms that have been outlined in the Study Design.

Workshop 11: School Based Assessment for Units 1 & 2

Merav Chait

Teachers will walk away with an understanding of the requirements for SAC assessments across Units 1 & 2, including ideas for what to include in SACs. Some time will be spent exploring how SAC assessments can be used in Units 1 & 2 to scaffold assessment skills needed in Units 3 & 4, including how to integrate Key Science Skills into SAC tasks.

Workshop 12: Hints & Tips for Teachers New to Teaching Units 3 & 4

Adina Wolters, Mount Scopus College, Burwood

Welcome to teaching Psychology Units 3 & 4! Together we will explore the new Study Design and how to use it as a resource for planning your first year teaching Psychology. This will include ways to incorporate content, activities and Key Science Skills into your lessons. Planning is key, so suggested timelines for teaching and SAC scheduling will also be discussed.

Workshop 13: Unpacking the New Content in Units 3 & 4

Nicole Haythorpe, Caulfield Grammar School

In this workshop, we will identify the new Key Knowledge in Units 3 and 4 across all Areas of Study. Guidance on the depth and breadth required when covering the new content will be provided. Ideas and activities for teaching this new Key Knowledge will be presented along with a range of resources that may be useful for teaching the new concepts.

Workshop 14: Activities & Ideas for Teaching Unit 3, AoS 1

Steph Walton, Melbourne Girls’ Grammar School

The session will challenge teachers to think about the most effective pedagogies for

the teaching and learning of Unit 3, AoS 1 – ‘How does the nervous system enable psychological functioning?’ Together we will unpack the specified Key Knowledge and consider several activities for teaching as well as highlighting the use of formative assessment. A sample summative assessment task will also be provided along with a selection of activities that scaffold students in their learning.

Workshop 15: Activities & Ideas for Teaching Unit 3, AoS 2

Emma Ford, Camberwell Girls’ Grammar School

This workshop will provide a range of ideas and activities to use in the teaching of Unit 3, AoS 2 – ‘How do people learn and remember?’. It will include some classic, tried and tested but valuable resources, but also a range of resources relevant to the new aspects of the 2023-2027 Study Design.

Workshop 16: How Episodic and Semantic Memory Enable Mental Time Travel: Evidence from Aphasia and Alzheimer’s Disease

Dr Meredith McKague, University of Melbourne

This workshop unpacks the key concepts and terms in Unit 3, AoS 2, dot points 5 & 6 and tells the story of their inter-relationships and connections to explicit memory, the neocortex and hippocampus. We explore activities that enable direct experience of the key concepts and ideas for how these could be developed in student research projects.

Workshop 17: Aboriginal and Torres Strait Islander Peoples’ Approaches to Learning and Memory

Dr Meredith McKague, University of Melbourne

This workshop provides specific strategies and suggestions for teaching and assessing the First Nations Key Knowledge in Unit 3, AoS 2 – ‘How do people learn and remember?’. We will consider how to approach these topics in ways that are culturally respectful and safe, and focus on identifying and defining the key terms and concepts within each dot point.

Workshop 18: Activities & Ideas for Teaching Unit 4, AoS 1

Thea Carbines, Gordon TAFE, Geelong

This workshop is designed to provide practical and engaging ideas and resources to cover the Key Knowledge specified in this area of study – ‘How does sleep affect mental processes and behavior?’. There will be a focus on the updated Key Knowledge, as well as assessment options and ideas. Ways to integrate Key Science Skills through classroom activities for the logbook will also be explored.

Workshop 19: Activities & Ideas for Teaching Unit 4, AoS 2

Carly Sparrow, Korowa Anglican Girls’ School, Glen Iris

In this session a range of teaching ideas and activities will be explored to help students develop their understanding of most of the key knowledge specified for Unit 4, AoS 2 – ‘What influences mental wellbeing?’. Key Knowledge dot point 1 (the second part) and Key Knowledge dot point 6 will be addressed in Workshop 20. Time will be spent exploring ideas and activities for the content retained from the previous Study Design and suggestions for teaching the new Key Knowledge, will be provided. We will also look at ways to assist students to ‘connect the dots’ to integrate their knowledge across a range of Unit 3 & 4 topics.

Workshop 20: Aboriginal and Torres Strait Islander Peoples’ Approaches to Social and Emotional Wellbeing: Unit 4, AoS 2

Dr Meredith McKague, University of Melbourne

This workshop will address the second half of Key Knowledge dot point 1 and all of Key Knowledge dot point 6 in Unit 4, AoS 2: ‘What influences mental wellbeing?’. During this workshop, the Aboriginal and Torres Strait Islander framework of social and emotional wellbeing (SEWB) will be explained. Teachers will learn about the seven domains of connections that underpin SEWB and their relationship to cultural continuity and self-determination as cultural determinants. Examples of appropriate and engaging classroom activities, as well as advice for designing SACs related to this content will be provided.

Workshop 21: Activities & Ideas for Teaching Unit 4, AoS 3 – Scientific Investigation

Kim Russell, Sandringham College

This workshop will take teachers through the steps involved in designing and conducting a Scientific Investigation SAC related to mental processes and psychological functioning as specified in the 2023-2027 VCE Psychology Study Design. Specifically, we will consider how students present an aim, methodology and method, results, discussion and conclusion in writing up the Scientific Poster.

Workshop 22: Integrating Key Science Skills with Key Knowledge across Units 3 & 4

Kristy Kendall, Toorak College, Mt Eliza

This workshop provides an overview of the Key Science Skills specified in the 2023-27 Study Design with particular reference to what is new. Suggestions of how best to integrate the Key Science Skills with the Key Knowledge specified in Units 3 & 4 will be addressed. Tasks relevant to learning the Key Science Skills including the use of the Logbook and the Scientific Investigation will also be examined. The nine Scientific Investigation methodologies (p.14 of the Study Design) applicable to Units 1–4 VCE Psychology will be examined, with emphasis on the new methodologies specified in this Study Design.

Workshop 23: Unpacking the Key Science Skills and New Scientific Investigation Methodologies in the Context of Units 3 and 4 Psychology

Michael Diamond, Research Consultant

This workshop will cover some of the more challenging and new research methods and Key Science Skills specified in the 2023-2027 VCE Psychology Study Design. The topics will include the mixed experimental design, repeatability and reproducibility, precision and accuracy of measurements and how these are affected by random and systematic errors. In addition to explaining these new Key Science Skills and research methodologies, time will be spent considering how this information could be distilled and taught to students.

Workshop 24: School Based Assessment for Units 3 & 4

Kate Gallagher, Haileybury College, Brighton & Alisha Muller, Haileybury College, Berwick

This workshop will deliver an overview of the VCAA assessment requirements for Units 3 & 4 as specified in the 2023-27 Study Design. An explanation of the four specified assessment tasks will be provided, along with details about what is required by students to satisfactorily complete each of these. Ideas of appropriate assessment tasks for each area of study in Unit 3 & 4 will be suggested to provide a clear plan of how to tackle assessment.

Workshop 25: Revision Strategies

Kathryn D'Elia, Goulburn Valley Grammar School, Shepparton

Do you feel as though every year you teach the value of spaced practice instead of cramming as part of your Memory unit, but then run out of time and end up squishing exam revision in at the end? This workshop shares practical ideas for spacing out revision consistently throughout the year, using cognitive science-backed strategies to increase information retention and recall, and help teachers 'practise what they preach' about revision and learning information.

Workshop 26: Optimising Exam Performance in Section B

Kate Gallagher, Haileybury College, Brighton

This session will provide strategies for teachers to enhance students' responses and maximise marks in short answer questions. Specific techniques that can be used throughout the year in order to build the skills required for exam success will be discussed.

SESSION 6 – Chief Assessors' Review of the 2022 Psychology Exam – Part B

Kerrie Ardley, Scotch College, Hawthorn & Kenna Bradley, Strathmore Secondary College

This workshop will review Section B of the 2022 exam focusing on common student misunderstandings and clarifying the rationale behind the approach to assessment. Time will be spent considering how students could approach answering the 10-mark extended response question.

TERMS AND CONDITIONS

Using the Zoom webinar platform

- You will need to set up a (free) Zoom account **using the same email address provided when registering for the Conference**.
- Please record your Zoom password securely. We are unable to assist with the inability to access the Zoom webinars as a result of a forgotten password or if you have been blocked by Zoom due to too many incorrect attempts at accessing your account.
- The webinars cannot be accessed on multiple devices using the same Zoom account. If others use your Zoom account to login to the webinars, only the first device logged in will be able to join the webinar. Any subsequent attempts to join the webinar will be blocked by Zoom.

Access to workshop links

- The Workshop timetable and Zoom webinar links for each workshop will be emailed to registered Conference participants in the week of the Conference.

Conditions of application

- Closing date for applications: **Friday 17 February 2023**
- Late applications may not be accepted.
- The organisers reserve the right to change or cancel a workshop.
- Although every effort is made to ensure accuracy of all information in the conference notes, teachers should check all notes carefully to confirm accuracy prior to subsequent use.
- The organisers reserve the right to refuse any application.
- Costs may be incurred for cancellations after **Friday 17 February 2023**.

Multiple applications from the same school or college

- If there are multiple applicants from the same school or college, a separate Registration Form must be completed for **each** applicant.

Payment

- Payment Terms are strictly Nett 28 days.
- Payment is by direct debit.

Further information

About the program, contact CDES:

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About registrations, contact Access Education:

Email: registrations@cdes.com.au
Phone: 1300 338 222

Registration can be completed online at the CDES website www.cdes.com.au OR by emailing or posting the completed Registration Form by 5pm on Friday 17 February 2023 to: CDES Pty Ltd. C/- Access Education PO Box 2295, Moorabbin VIC 3189 Email: registrations@cdes.com.au Phone: 1300 338 222