

Residential Inservice course for Business Studies teachers at a Beach house in Broulee

PD course: instilling a love for teaching business studies, at a beach location.

This 2-day PD innovative workshop is at a beach house in Broulee, NSW. (2 hours from Canberra. 4 hours from Sydney. <https://youtu.be/JWxfO9HEYe8>)

- For experienced teachers:
 - Revitalise your teaching energy and passion.
 - Explore innovative teaching methods to keep your students engaged and motivated.
- For new Business Studies teachers:
 - Gain a competitive edge in your teaching career.
 - Enhance your confidence and proficiency in delivering lessons effectively.
- For teachers of Business Studies:
 - Discover new approaches to enrich your Business Studies curriculum.
 - Access resources and techniques to enhance student learning outcomes.
 - Network and collaborate with peers to share best practices and innovative ideas

PRESENTER

Ian Moore – Creative Classroom. (See attached PDF for Ian’s CV)

COST

\$450 (introductory price, GST exempt).

The cost of the course includes - the two-day workshop and accommodation for three nights.

- Limited places for this PD course– 2 to 8 teachers.

DATE

Thursday the 31st of October and Friday the 1st of November.

LOCATION OF THE COURSE & THE ACCOMMODATION

- The PD course is at a renovated, air-conditioned beach house, one house before South Broulee Beach.
- Accommodation for each teacher is in one of the following rooms.
(The first to book can select the room that he or she prefers)
 - Master bedrooms – 1 queen bed in each bedroom
 - Shared Bedrooms – Sharing. Two single beds in each room.

To explore the holiday house view on Stays –

https://www.stays.com.au/holiday-rental/p90549227chkin=2024-11-16&checkout=2024-11-18&d1=2024-11-16&d2=2024-11-18&startDate=2024-11-16&endDate=2024-11-18&x_pwa=1&rfrr=HSR&pwa_ts=1710031560421&referrerUrl=aHR0cHM6Ly93d3cu3RheXouY29lLnF1OHvdGVzLWVNYXJjaA%3D%3D&useRewards=true&adults=6®ionid=6143111&destination=Broulee%2C+New+South+Wales%2C+Australia&destType=MARKET&latLong=35.845428%2C150.169418&searchid=6e71d268-3b11-4703-99a1-1e8dcec05228&privacyTrackingState=CAN_TRACK&sort=RECOMMENDED&top_dp=893&top_cur=AUD&userIntent=&selectedRoomType=38364949&selectedRatePlan=000e8f2ea879ede4944b538258b583e72a98&expediaPropertyId=38364949

INSTILLING A LOVE FOR TEACHING ECONOMICS WORKSHOP

DAY 1: Thursday

Module 1: Create an inclusive/supportive classroom for teaching Business Studies.

- Explores strategies for creating a positive classroom environment.
- Explores, the importance visualising the syllabus.

Module 2: Design creative memory aids to enhance the engagement students.

- Explores the value of using creative strategies to support teaching strategies.
- Explores methods for designing creative memory aids.

Module 3: The Preliminary Economics course.

- How to best teach the Preliminary course.
- Important skills that students should learn from the Preliminary course.
- What are the overlaps of the Preliminary course with the HSC course?

Module 4: Develop a system for teaching Business Studies students how to construct summaries effectively.

- Develop essential student skills through a 'graduated' summary approach.

Module 5: Master effective study and exam techniques skills to nudge students into the next Band

- Tackling directive verbs
- Dissecting questions
- Preparing extended response plans
- Guiding students on what to do during exams.

DAY 2: Friday

Module 6: Topic 2 – How to write the business report

- How to successfully teach students an approach to short answer and multiple-choice questions.
- The use of the executive summary
- How to teach students the process of producing Extended Response Answers, which incorporate case studies.

Module 7: Exploring answers to questions that you have about the HSC & Preliminary Course

- Come to this session prepared with questions on specific topics, highlighted dot points, particular past exam questions, or anything related to the course

Module 8: Topic 3 – Creative methods for teaching the financial section of the course

- Innovative techniques for teaching the Income Statement, Balance Sheet and the Cash Flow Statement
- How to make teaching financial ratios fun!

To reserve your place or to find out more about this workshop.

- Phone Ian on 0423201962, for additional information.
- Book by sending your details to ian@creativeclassroom.com.au

Itinerary

Check-in **Wednesday** the 30th of October after 2 pm (Free time until the next morning - enjoy yourself. Go for a walk to the beach; the stroll to the beach will take you a minute.

Or Check-in **on Thursday** morning the 31th of October

Workshop day: Thursday

The session commences at 10 am

10 am – 12 noon

Modules 1 & 2

12 noon – 2.30 pm

Lunch. Optional – you might want to walk around the Broulee Island National Park, visit Mogo Zoo, visit the Botanic Garden, go to the beach, cycle or walk along the beach track, surf, go on a canoeing tour, snorkel, fish, or visit some great cafes and restaurants.

2.30 pm – 4.00 pm

Modules 3 & 4

4.00 pm – 7.30 pm

Dinner. Optional – go to the beach, cycle, fish, or visit some great cafes and restaurants.

7.30 pm – 9.00 pm

Module 5

Workshop day: Friday

The session commences at 8 am

8 am – 11.00 am

Module 6 & 7

11 am – 2 pm

Lunch. Optional – you might want to walk around the Broulee Island National Park, visit Mogo Zoo, visit the Botanic Garden, go to the beach, cycle or walk along the beach track, surf, go on a canoeing tour, snorkel, fish, or visit some great cafes and restaurants.

2 pm – 4 pm

Modules 8

4 pm

Formal workshop concludes. Dinner.

Then you might go to the beach, cycle/walk along the beach track, surf, snorkel, fish, visit some great cafes, or just get an early night and listen to the waves. You are welcome to stay the night.

Saturday 2nd of November

Check out before noon.

The rationale, which underlies this workshop

- "When a colleague suggests to me that they are not creative, it indicates that these educators just haven't realised the benefits of creativity and have not been taught innovative teaching techniques" (Robinson, 2011, p. 4).
- The split-brain findings of the psychologist Oliver Sacks (1990) and interpretations of neuroscientist, Norman Doidge (2007) of the changing brain and relevance to learning, underpin the

storytelling and multi-stimulus approaches promoted in the course - the 'neurons that fire together wire together'.

Service 5 – PD teachers in any faculty at your school study skills and exam techniques workshops PDF 13

Aim of the course

- To explore study techniques that the teachers can apply in class to improve students', academic performance, and exam success, and develop students 'love of lifetime learning'.
To share with students techniques that will minimise wasted time so students will achieve better academic outcomes.

Workshops offered

- A full-day workshop
- Eight weeks, one-hour lecture program- Program in pastoral care period or an academic period.
- At schools as a PD Day for teachers – a full-day workshop
- Workshops targeted at
 - Year 10 - 12 teachers
 - Year 7 - 9 teachers
 - Primary school teachers
 - For all staff
 - Teachers from a specific department

Philosophy:

The philosophy behind this program is summed up by these quotes –

- Professor Ken Robinson's research, 'Educators just haven't realised the benefits of creativity and have not been taught innovative teaching techniques' (Robinson, 2011, p. 4)'.
• 'Creativity is the greatest gift of human intelligence and creativity is a learned action, not something that you're born with'. Professor Ken Robinson's
• 'More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given.' **Bertrand Russell**

Areas covered in this course:

Module 1: Creating an inclusive and supportive classroom environment.

Explores motivational techniques for students.

Explores the importance visualising the syllabus.

Module 2: Designing creative memory aids to enhance the engagement of lessons.

Explores the value of using creative strategies to support learning and teaching strategies.

Explores methods for designing creative memory aids.

Module 3: Developing a system for teaching students how to construct summaries effectively.

Develops essential student skills through a 'graduated' summary approach.

Module 4: Master effective study skills for achieving success in examinations.
Tackling directive verbs.
Dissecting questions
Applying a graduated¹ learning system to multiple-choice and short-answer questions and extended response tasks.
Preparing extended response plans.
Guiding students on what to do during exams.

Overview of the research used to develop this workshop

The twenty-first-century face-to-face classroom and online environments provide many challenges for students and teachers. "Teaching now is more dynamic, challenging, and demanding than ever before. Teachers and school leaders are expected to continuously innovate, adapt, and develop their teaching practices to equip all students with the skills and knowledge they will need to succeed in life and work" (OECD report, 2018). The focus of the Creative Classroom course is student engagement, making content relevant and building a socially supportive classroom that helps students make learn.

The presenter has noticed that teaching today creates many challenges for teachers. The presenter, educator and author, Ian Moore, observed that students struggle to find meaningful relevance and motivation when first are introduced to new subject matter.

There are complex concepts embedded in the content that many students find challenging to comprehend. Some students lack confidence in their abilities to remember and apply these concepts. A creative, "guided mastery" approach (Bundura,1977) is needed to help students overcome their fears, unpack these problematic concepts, find relevance, build economic literacy skills, and develop effective writing and communication capabilities. John Hattie (2012) acknowledges the importance of enthusiasm for both learners and educators and the collaborative nature of active learning. "Passion reflects the thrill, as well as the frustrations, of learning; it can be infectious, it can be taught, it can be modeled, and it can be learned - It is among the most prized outcomes of schooling". Ronald Girmus (2012) also notes, 'there is a strong link between motivation and cognition; relevancy and learning.'

Geoff Masters (2019) identifies the importance of igniting motivation in students to learn something interesting. However, teachers face internal and external pressures to deliver engaging, relevant learning material that meet the rising expectations of students, and parents, and reach standards and high grades. Additional compliance and administration tasks reduce the time to reflect, evaluate and conduct regular self-audits of teaching strategies to improve outcomes. Trying out new approaches is time-consuming and risky.

Many teachers want to provide a more balanced and dynamic form of education that makes proper use of their creative energies. Too often they feel they cannot do any of this because of political pressures of conformity and the disaffection of students who suffer under the same malaise. "When a colleague suggests to me that they are not creative, it indicates that these educators just haven't realised the benefits of creativity and have not been taught innovative teaching techniques" (Robinson, 2011, p. 4). Tom and David Kelley (2012) teach creative thinking skills to business and economic leaders at "d.school",

Stanford University. They stress the need for students to seize opportunities to "play" and tell stories in the classroom.

'Creativity may feel a little uncomfortable at first. Still, the discomfort quickly fades away, but it is replaced with new confidence and capabilities'. The educator John Pollack (2015) also promotes the use of creative storytelling and analogies to "inspire new ways of thinking, enable invention, and motivate people to action". Richard Bowman's (2018) presents a storytelling model that can be used in the classrooms and suggests "the right story at the right time is an essential communication skill.'

This Creative Classroom course provides participants with an overview of the critical features of the productive pedagogies ('authentic pedagogies') research and its translation into the NSW Model of Pedagogy. The course touches upon the relevant neuroplasticity discoveries that inform the learning strategies. The split-brain findings of the psychologist Oliver Sacks (1990) and interpretations of neuroscientist, Norman Doidge (2007) of the changing brain and relevance to learning, underpin the storytelling and multi-stimulus approaches promoted in the course - the 'neurons that fire together wire together' (Doidge, 2007). The effects of memory retrieval techniques on the brain are also presented. Mnemonics support memory retrieval rather than aid deep learning (Adam Putnam, 2015). However, memory strategies, combined with storytelling approaches and personal "mind shortcuts" (Kellogg, 1990), can provide students with the confidence and skills to do well in the classroom and exam conditions. The 2012 OECD report supports the study techniques presented in the course which include the use of "modular" frameworks and "routines" in the preparation of short and extended response questions.

The Creative Classroom course explores strategies to reinvigorate creative teaching practices and provide practical strategies to provide innovative pathways to learning and exam resilience. Ian Moore retells anecdotes from his many years' of experience teaching using a variety of storytelling techniques and having the "courage to take beautiful risks necessary for supporting our students" (Beghetto, 2018). He presents relevant case studies/contemporary issues and links these to exam content. Moore unpacks the research providing experiential demonstrations of practical learning activities designed to assist students in making intellectual and emotional connections with challenging content.

These activities are broken into "manageable pieces" (Martin, 2014) while providing valuable tips for teachers who wish to engage their students and reinvigorate their teaching practice. Ian Moore also outlines his strategies to help students with assessment tasks, homework, study commitments, and examination strategies through the creation of unique classroom cultures and teamwork strategies and the development of trust. Moore shares his approach to creating strong teacher and student connections, which develops from "teachers being clear, setting high expectations for student achievement, and working hard to develop good relationships with and between students" (Grattan Institute, 2017).

Overview of Ian Moore's experiences

Using his innovative techniques and motivational techniques, Ian has guided twenty-four Business Studies and Economics students to finish within the 'Top Ten' of the State candidature for the subject in the New South Wales Higher School Certificate.

Ian Moore has been honored with a prestigious Fellowship from the Australian College of Educators, further complemented by receiving dual honorary fellowships from the NSW Teachers Guild. These accolades celebrate his exceptional contributions to creative teaching within the realms of Economics and Business Studies.

Ian has written many Business Studies textbooks, under the banner of Creative Classroom.

Testimonials

Professor Tyrone Carlin Vice-Chancellor and President of Southern Cross University

- "I can attest, through personal experience that the approach embedded in Creative Economics and Creative Business Studies represents a powerful catalyst to learning."
- "I highly commend this work. It will be of enormous value as a learning tool for students and in the classroom."

Ian conducted workshops at scores of conferences and schools including -

- Scots All Saints, 2022.
- The SHORE School, 2023.
- St Aloysius, 2024.
- Arden Anglican School 2023.
- Aurora College 2024.
- The Emanuel School, 2023.
- Masada College, 2023.
- Business Educators of Australasia, 2024.
- Economics and Business Educators of NSW- Student and teacher (Most recent - 2024).
- Catholic Schools, Diocese of Lismore – Accredited workshops (Most recent - 2020).
- Metropolitan East Social Science Teachers Association.
- Australian College of Educators.
- State and private schools (Numerous workshops).
- NSW Teachers' Guild – 5-hour accredited workshops.