



EY, Helen Barrett

“Educating the mind without educating the heart is no education at all.” Aristotle

The evidence is clear that children’s experiences in their early years strongly influence their outcomes in later life, across a range of areas from health and social behaviour to their employment and educational attainment.

But how do we make teaching and learning most effective for our youngest learners? And more importantly, how do we educate for the heart as well as for the mind?

Peppered with ideas, practical activities, and plenty of discussion this workshop examines some of the teaching approaches associated with engaging both the cognitive and the affective domains of learning.

Together we will explore the relationship between effective learning design and:

- Neuroscience - how the brain works and how it affects learning
- Learning 'readiness' and mindful awareness training
- Cultivating a positive-mind set for young learners
- Creating an optimistic classroom

Participants will leave each session informed, inspired and equipped with new ideas for engaging 'more of our young learners more of the time'.



ES, Monita Sen

In education, there are many interpretations and perspectives of what "learner engagement" actually encompasses. Regardless of the definition, there is a general consensus that learning improves if the learner is more engaged and therefore, engagement in all its forms is something desirable in our schools.

In this two-day session we will examine what engagement looks like as well as share strategies for creating an engaging learning environment.

We will look at some of the current educational research as well some practical ideas for schools to promote engagement and motivation throughout the community including three key themes we will explore include: enabling student agency, creating a connected curriculum and learning experience and promoting a culture of innovation.



MS, Kate Brown

This workshop gets to the heart of how to engage learners' in middle school.

Over the two days we will focus on two different approaches:

- Building relationships
- Metacognitive thinking

It is clear that strengthening students relationships with teachers, peers, and the learning, has important, positive and long-lasting implications for both students' academic and social development.

How can these relationships be developed and sustained in ways which improve learning?

Together we will critically examine effective relationships in learning and identify strategies for improving this practice in our own settings.

Autonomy over learning promotes engagement and there are skills and competencies learners need to master to gain this autonomy. The workshop will examine the kinds of pedagogical approaches that emphasise, embed and enable metacognitive thinking as a key strategy for building autonomy and engaging learners.

Specifically, the workshop will highlight the importance of developing a concept-based curriculum; essential in engaging students' critical thinking. It will include an analysis of the constructivist approach to learning and how this pedagogical approach results in higher levels of engagement, attainment and achievement.

Participants will leave the workshop well-placed to create the kind of learner-centred environment that leads to engaged learning for their students.



HS, Jared Cooney Horvath

Engagement. We all want it in our classrooms...but what exactly is it? How does it work, what does it look like, and how can it be fostered?

During this 2-day workshop, we will explore adolescent development and consider how this impacts engagement from three different angles: Cognitive Engagement, Behavioural Engagement, and Emotional Engagement. By digging into the latest brain, behavioural, and educational research, our aim will be to de-mystify secondary students, explore how the different aspects of engagement function, and consider ways to promote engagement within real-world teaching situations.

By the end of this 2-day workshop, participants will be able to define the varied aspects of engagement, identify the cognitive, behavioural, and emotional manifestations of engagement, explain the brain/body foundations of (and impediments to) engagement, debate common techniques utilized to foster engagement, and discuss possible classroom strategies to play with engagement in the future.