



## DIALOGUE SERIES

- Each of these programs is designed as a 2 hour dialogue session.
- They may be arranged by mixed school groups, special interest groups or as part of a formal school development program. These may be mixed and matched, or the content of the session may be expanded to a half day, full day or 3 or 5 day professional learning program. This will be determined by the requirements of the client and the program it is designed to support. These 'topics' are designed as a guide to assist planning and will be modified to meet the needs of the client group.
- Most dialogues will contain discussion regarding electronic/IT environments and/or strategies.
- Brief descriptions of some dialogues are outlined below. We are happy to negotiate and accommodate requests for specific issue or topic dialogues.
- To arrange a special 'cocktail hour' mix and match series in your area please contact us on 02-66764217 or at [info@julieboyd.com.au](mailto:info@julieboyd.com.au)

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### Learning Futures Series

*Suitable for:*

*All Classroom teachers*

*School leaders*

*Parents*

**How we learn- a different view.**

People learn in very different ways depending on their psychology, their preferred intelligences, learning modes and learning styles, plus other factors which impact on capacity and ability to learn. This dialogue explores the factors which affect learning and how to address these in various individuals and situations.

### [Learning and Teaching Strategies that work](#)

One of the key attributes of excellence in teaching is the ability to draw on an extensive repertoire of teaching and learning strategies. This dialogue is designed to expand existing repertoires and to discuss appropriate use and timing.

### [Expanding learning and teaching thinking, research and practice](#)

Teachers need to see themselves as researchers as well as practitioners and learners engaged in the craft of teaching. This dialogue is designed to explore the nexus created by these issues and to discuss ways to create an integral approach.

### [Beyond Cooperative Learning](#)

Working together cooperatively in collaborative classrooms is far more than just learning to use grouping strategies. This dialogue explores issues such as the place of competition, synergies across the curriculum and what collaboration really means

### [Beyond Brain-based teaching to a body-brain-mind approach to teaching](#)

The recent focus on Brain based learning is excellent however limited in its approach to human learning. This dialogue goes beyond the boundaries of the brain and into other aspects in both new research (from the sciences and other fields) and ancient experience which expands our experience of learning.

### [Learning and Teaching for Secondary Teachers](#)

Most effective teaching and learning strategies are generic and appropriate for all ages. Contextualising them and using age, experience, gender and development appropriate strategies can be more challenging. This dialogue is designed to explore the issue of effective strategies for middle school and older students.

### [Secondary Students – a current world view and work view](#)

The world is changing on a daily basis as we all know. Helping students to find their place in this world is increasingly confusing for both teachers and the students themselves. This dialogue is designed to explore issues of work, entrepreneurship, schooling, careers, tertiary education, what employers want and other issues

from a world and community viewpoint. The dialogue may be targeted at teachers only, students only, or a mix of teachers and students.

### [Learning and Teaching for University/Tertiary Teachers](#)

Teaching at a tertiary level is a different challenge to teaching in other contexts. This dialogue is designed to explore the special challenges of lectures, tutorials etc and to discuss the appropriate use of a broad range of strategies which will enable more effective learning for students.

### [Creating Curriculum that works](#)

Creating curriculum that is relevant, appropriate, interesting and challenging involves understanding many ways to achieve this while maintaining a focus on 'basic skills' and multiple literacies. This dialogue explores a range of curriculum development modes, decisions about what are the 'basic skills and concepts' and how literacies supercede traditional curriculum boundaries.

### [Digital Curriculum- creating it and using it](#)

An increasing focus on IT in schools requires teachers to become much more literate in the creation and use of digital curriculum. This ranges from incorporating aspects into regular programs right through to using sophisticated technology to effectively cross demographic, geographic, subject and other 'artificial' barriers which constrain learning for students.

### [Integrating Learning, Curriculum and Assessment](#)

Learning is most likely to occur when there is congruence across environment, curriculum, learning and teaching strategies and assessments. This dialogue looks at how to achieve this and how to identify the gaps which may impede student learning.

### [Creating Effective Learning Environments](#)

Creating effective learning environments requires careful consideration of the psychological, sociological, technological and geographic, as well as the physical environment for learning. This dialogue explores what and how to consider these, and other issues, in the best way for students at different developmental levels.

## The Role of IT in the Classroom and School

A challenging issue, this dialogue explores the role of information and computer technology in the context of other technologies and their impact on the learning of students at different age.

## Teachers and the community

For teachers, parents and the broader community to work together to enhance student learning requires an understanding and appreciation of not only the roles of each group, but the needs of students at different levels. This dialogue explores an integral approach to supporting student learning and the broader challenge of teacher and community learning.

## Teachers as Shamans

Shamans were the original teacher/healers of ancient communities. Their learnings and experiences are now found to closely align with scientific research and findings with brain-body-mind knowledge about human learning and capacity. This dialogue is designed to explore the synergy of this ancient/future approach to learning.

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## Leading Futures Series

*Suitable for*

*Classroom teachers*

*School leaders*

*District coordinators*

*District leaders*

*State leaders*

## Contemporary leaders- including intrapreneurs and the pathology of leadership

Leadership today is a complex matter. Guiding the sophistication of experience of today's learners with the complacency sometimes created by current technology; or the zealous excitement of the enthusiast to create growth and prevent professional depression involves a set of skills quite unique in today's world. This dialogue explores the skill-set of a contemporary leader.

### **Four Directional Leadership**

The majority of indigenous cultures on this planet are built around four directions of vision, practice, introspection and wisdom. This dialogue explores these aspects of leadership using an ancient/future focus.

### **Beyond Educational Leadership**

This dialogue is designed to explore the variety and appropriateness of leadership styles currently used across a variety of industries and to examine participants own personal approaches in the light of the outcomes of these different approaches.

### **Female leadership and Male Leadership- Do Venus and Mars really exist?**

Are there 'Male' and 'Female' styles of leadership which lead to significantly different outcomes, or is this just a myth perpetuated by those who would divide and conquer! This dialogue explores the recent impact of various styles of leadership in order to assist participants to create their own integral style.

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## **Living Futures Series**

### ***Suitable for: Anyone***

### **Living with Dying- (appropriate for students, and/or teachers and/or parents)**

While not a subject easily talked of in western cultures, living through the dying process of someone close is often more devastating for the one who lives, not the one who dies. This dialogue is designed for those who may be in this situation, or for those who are interested in exploring the notion of dying well.

### **Personal Resiliency**

Resiliency is about surviving the hard times and emerging a stronger, better and more compassionate person. To be personally resilient we need to look at a number of different and disparate aspects of our lives. This dialogue is designed to introduce and raise awareness of 10 aspects of resilience in people.

### [Resilient Educators- an overview](#)

Teachers who are high achievers may be at risk of 'professional depression'. To be a resilient educator requires an understanding of how the personal and professional aspects of life can often interact to create challenging situations for us. This is an opportunity for a review of aspects of personal and professional lives which may affect your ability to be resilient.

### [Professional Resiliency](#)

Professional Resilience refers to a teacher's capacity to be able to both survive and thrive in a highly demanding professional environment. In order to be able to best assist students with their learning we need to be able to sustain our own resilience at both a personal and professional level. This dialogue is designed to explore, in an introductory way, a range of aspects of professional resilience.

### [Living Well- Four Directions for Life](#)

The majority of indigenous cultures on this planet are built around four directions of vision, practice, introspection and wisdom. These are interpreted in a variety of ways when applying to ways of being and living. This dialogue explores how we can use this ancient/future notion to enable ourselves to live well.

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## [Schooling Futures](#)

### [The Future of Schooling](#)

How has schooling changed to accommodate the changing world in which we live? Has it changed at all? We live in 'interesting times' where as educators we have some far reaching decisions to make about the purpose of schools in the future. This dialogue addresses some of the concerns raised by this issue.

### ['Schooling' as a living system](#)

If education were approached as a living system which aspects would change, which would adapt and which would become extinct! This dialogue is designed to help us to look at schooling from a different and much more contemporary perspective.

### **Contemporary Professional Development**

Professional growth is not created by workshops alone. There are a range of strategies which, when put into place simultaneously in a school or system, will create significant movement in people's practice. This dialogue is designed to look at a variety of aspects of professional growth.

### **Collaborative Schools- the myths?**

Collaboration means being able to work together to achieve shared goals, at times this is really difficult. This dialogue is about getting into and beyond the challenges faced in trying to build a collaborative learning community.

### **Mindful Schooling- creating more effective teachers**

Teaching can be either an incredibly challenging profession, or one which invites considerable complacency. This dialogue is designed to discuss ways to create educators who are mindful of their roles, mindful of their intended and unintended impact on students, and mindful of themselves as professionals and as human beings.

### **Beyond Collaborative Learning Communities**

Collaborative Learning Communities are a great start. What comes next? This dialogue addresses the limitations of perception of CLC's and looks at embedding schooling in a contemporary society.

For further information please contact us at [info@julieboyd.com.au](mailto:info@julieboyd.com.au) or call 02-66764217.



