


# TIMETABLE

	Theatre	E1	E2	E3	E4	Room TBD
9:15-10:00	<b>Welcome</b> Tom Bennett, John Etty, Briar Lipson					
<b>Session 1</b> 10:00-10:40		<b>Turning the tanker</b> Benjamin Evans	<b>A classroom teacher perspective</b> Hopper, Cave, Jenkins & Townshend	<b>Starpath</b> Melinda Webber	<b>Seven Myths, Two Fallacies, &amp; Six Recommendations for Effective Classroom Teaching</b> John Etty	
<b>Session 2</b> 10:50-11:30		<b>Evidence-informed behaviour</b> Tom Bennett	<b>The role of cognitive automaticity in mathematics learning</b> Michael Johnston	<b>A tale of teaching secondary school chemistry towards two different qualifications</b> Michelle Tewkesbury	<b>How reading and writing make you smarter</b> Tom Nicholson	
<b>Session 3</b> 11:40-12:20	<b>Keynote: The evidence-informed school</b> Katherine Birbalsingh					
12:20-1:00	<b>Lunch - Heritage Room</b>					
<b>Session 4</b> 1:00-1:40		<b>Bridging the research-practice divide</b> Nina Hood and Sarah Mayo	<b>A new Aotearoa N.Z. curriculum teaching many of our historical warts and the Treaty for all level educators in action.</b> Tamsin Hanly	<b>The tyranny of summative assessment in the NCEA English classroom</b> Taylor Hughson, Sonya Clark	<b>What does research in cognitive architecture have to offer phonics instruction?</b> John Walker & Kim Bloor	<b>What Should We Teach and How Should We Teach?</b> Professor Elizabeth Rata, Dr Graham McPhail and Louise Zame
<b>Session 5</b> 1:50-2:30		<b>What is the evidence on effective reading instruction?</b> Jennifer Buckingham	<b>Different but the Same</b> Anthony Dillon	<b>The 21st century learning movement: A threat to social justice</b> Kevin Knight	<b>Introduction &amp; Update of John Hattie's Visible Learning research</b> Shaun Hawthorne	
2:30-2:50	<b>Break - Heritage Room</b>					
<b>Session 6</b> 2:50-3:50	<b>Panel: What is the state of education in New Zealand, and what needs to happen?</b> Chair: Tom Bennett, Panel: Prof. Elizabeth Rata, Glen Denham, Briar Lipson and Dr. Michael Johnston					
3:50-4:00	<b>Closing Thoughts</b> Tom Bennett					

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