

PSYCHOLOGY SUMMER CONFERENCE

Friday 16 January

Y O U R
SCIENCE
COMMUNITY



PROGRAM

SUPPORTED BY



8:45 am	<p>WELCOME</p> <p>Matthew Little & Lauren Scarfe, Conference Convenors</p> <p><i>'We are what we repeatedly do. Excellence, then, is not an act, but a habit'</i> Will Durant</p>
9:00 am	<p>KEYNOTE ADDRESS</p> <p>Bill Hansbury</p> <p>Bill Hansberry is a Director of Fullarton House, Assessment, Therapy and Teaching, Hansberry Educational Consulting and Playberry Laser. A former schoolteacher, Bill holds a Master's Degree in School Counselling and has spent the last 20 years in private practice, supporting students with dyslexia and other specific learning difficulties.</p> <p>Bill is a co-developer of the Playberry T3 Multisensory Literacy Program and its more recent Tier 1-2 offshoots, the Playberry Laser T1-2 Literacy Program, which is used in over 100 schools across Australia. Bill is internationally published in the areas of Restorative Practices in schools, behaviour management and parenting, and trains schools in both behaviour management and in evidence-based literacy and reading intervention.</p> <p>In this keynote address, we will explore the impact of cognitive psychology on classroom teaching and how all students (whether neurotypical or neurodivergent) learn through the same cognitive mechanisms that are governed by human cognitive architecture. Bill will explain that what differs is the efficiency and rate of learning, not the process itself, and that teaching practices informed by an understanding of human cognitive architecture optimise learning for all students, especially those with specific learning disabilities.</p> <p>Neurodiversity does not rewrite the cognitive code of learning—it reveals it.</p>
10:00 am	<p>SACE EXAMINATION AND MODERATION REVIEW - PART 1</p>
10:45 am	<p>MORNING TEA</p>
11:10 am	<p>SACE EXAMINATION AND MODERATION REVIEW - PART 2</p>
12:00 pm	<p>CONCURRENT WORKSHOP SESSION 1</p> <p>1.1 HOW, WHAT, AND WHY OF YEAR 10 PSYCHOLOGY</p> <p>Katherine Edson, Gleeson College</p> <p>Planning on implementing year 10 Psychology as an elective Science or wanting to know how to approach school leadership regarding this a new subject implementation? This workshop, recently presented at AusPLAT, will provide an example and rationale behind the inclusion of Psychology at year 10 and the steps to make your proposal as successful as possible. Included will be an example of the units undertaken, evidence of student feedback regarding subject choice and engagement.</p> <p>1.2 CLOSING THE PERFORMANCE GAP: EVIDENCE-BASED STRATEGIES FOR STRONGER SACE PSYCHOLOGY RESULTS</p> <p>Deb Green</p> <p>This workshop is designed specifically for new Psychology teachers and focuses on building the skills needed to confidently prepare students for strong performance across SACE internal and external assessments. While university training covers pedagogy, early-career teachers often struggle with the drop in grades from class tasks to the external exam. This session provides evidence-based strategies to set students up for success from day one, including developing assessment literacy, embedding exam thinking throughout the year, designing high-quality internal tasks, and teaching students to apply theory deeply and accurately. Participants will leave with ready-to-use tools, templates, and high-impact routines that close the internal-external performance gap and support long-term student achievement. Last but not least, the workshop will explore ways to enhance belonging and connection enabling us to build psychologically safe classrooms.</p>

	<p>1.3 CLARIFYING THE PURPOSE OF THE SHE AND HOW TO STRUCTURE, GUIDE AND ASSESS SUCCESSFUL WORK</p> <p><i>Amanda Salha, Westminster School</i> Information to come.</p>
12:50 pm	LUNCH
1:30 pm	<p>CONCURRENT WORKSHOP SESSION 2</p> <p>2.1 CLARIFYING THE PURPOSE OF THE SHE AND HOW TO STRUCTURE, GUIDE AND ASSESS SUCCESSFUL WORK</p> <p><i>Amanda Salha, Westminster School</i> Information to come.</p> <hr/> <p>2.2 HOW, WHAT, AND WHY OF YEAR 10 PSYCHOLOGY</p> <p><i>Katherine Edson, Gleeson College</i></p> <p>Planning on implementing year 10 Psychology as an elective Science or wanting to know how to approach school leadership regarding this a new subject implementation? This workshop, recently presented at AusPLAT, will provide an example and rationale behind the inclusion of Psychology at year 10 and the steps to make your proposal as successful as possible. Included will be an example of the units undertaken, evidence of student feedback regarding subject choice and engagement.</p> <hr/> <p>2.3 BRIDGING WORLDS: CULTURALLY RESPONSIVE TEACHING APPROACHES TO WELLBEING IN LIFESPAN AND POSITIVE PSYCHOLOGY</p> <p><i>Tania Zebian, Adelaide Botanic High School</i></p> <p>This interactive workshop equips psychology educators to integrate Indigenous and cross-cultural perspectives within the study of lifespan and positive psychology. Participants explore the notion of kinship, connection to Country, attachment theory, and holistic wellbeing frameworks that enrich traditional developmental and cross-cultural psychology theories. Through experiential activities, including a facilitated yarning circle and collaborative theory-mapping, educators learn to integrate diverse worldviews authentically, avoid tokenism, and align with SACE Stage 1 and 2 outcomes. Practical strategies, assessment ideas, and in-workshop resources will be provided to support culturally responsive and conceptually rigorous teaching that fosters wellbeing and bridges familiar and unfamiliar worlds together.</p>
2:20 pm	CONCURRENT WORKSHOP SESSION 3
	<p>3.1 BRIDGING WORLDS: CULTURALLY RESPONSIVE TEACHING APPROACHES TO WELLBEING IN LIFESPAN AND POSITIVE PSYCHOLOGY</p> <p><i>Tania Zebian, Adelaide Botanic High School</i></p> <p>This interactive workshop equips psychology educators to integrate Indigenous and cross-cultural perspectives within the study of lifespan and positive psychology. Participants explore the notion of kinship, connection to Country, attachment theory, and holistic wellbeing frameworks that enrich traditional developmental and cross-cultural psychology theories. Through experiential activities, including a facilitated yarning circle and collaborative theory-mapping, educators learn to integrate diverse worldviews authentically, avoid tokenism, and align with SACE Stage 1 and 2 outcomes. Practical strategies, assessment ideas, and in-workshop resources will be provided to support culturally responsive and conceptually rigorous teaching that fosters wellbeing and bridges familiar and unfamiliar worlds together.</p> <hr/> <p>3.2 CLOSING THE PERFORMANCE GAP: EVIDENCE-BASED STRATEGIES FOR STRONGER SACE PSYCHOLOGY RESULTS</p> <p><i>Deb Green</i></p> <p>This workshop is designed specifically for new Psychology teachers and focuses on building the skills needed to confidently prepare students for strong performance across SACE internal and external assessments. While university training covers pedagogy, early-career teachers often struggle with the drop in grades from class tasks to the external exam. This session provides evidence-based strategies to set students up for success from day one, including developing assessment literacy, embedding exam thinking throughout the year, designing high-quality internal tasks, and teaching students to apply theory deeply and accurately. Participants will leave with ready-to-use tools, templates, and high-impact routines that close the internal-external performance gap and support long-term student achievement. Last but not least, the workshop will explore ways to enhance belonging and connection enabling us to build psychologically safe classrooms.</p>
3:10 pm	<p>CONFERENCE PLENARY</p> <p>Matthew Little & Lauren Scarfe, Conference Convenors</p>

Program correct as at 27/11/2025 but may be subject to change without notice.