

MAXIMISING EDUCATIONAL OUTCOMES THROUGH

# Classroom technology

Leading-Edge  
Case Studies... the  
Most Comprehensive  
Reference  
Available

KEY STRATEGIES FOR THE K-12 CONNECTED SCHOOL

USING ICTs AS AN EFFECTIVE TOOL TO ACCOMMODATE INDIVIDUAL  
LEARNING STYLES AND FOR DIFFERENTIATING CURRICULUM

17th- 18th November 2005, Marriott Hotel, SYDNEY



Featuring 16 case study presentations from schools who are achieving superior results

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KOONUNG SECONDARY COLLEGE

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AUBURN GIRLS HIGH SCHOOL

**Special Guest Presentation from:**  
STUART HASIC, *Regional Technology Advisor, Dept of Education and Training*  
**Achieving Total Engagement Via Student-Centred Intranets**

**Conference Chair:** KEITH VALLIS, *Head of Learning Technologies, Barker College*

Attendance at this conference is a must for all Information Technology Co-ordinators who wish to maximise educational outcomes through ICT

## YOU'LL LEARN KEY STRATEGIES FOR

- **TECHNOLOGY**, instructional design and pedagogy... what you need to know
- **DIFFERENTIATED** curriculum and technology
- **ENGAGING** a range of learning styles
- **PREPARING** teachers to use ICT effectively
- **BUILDING** better learning environments
- **SUPPORTING** teachers, key tools, systems
- **RE-ENGAGE** students who have been disengaged from learning
- **DESIGN MULTIMEDIA PROJECTS**
- **USE OF STUDENT-CENTRED INTRANETS**
- **LEADING EDGE SOLUTIONS** using ICTs to raise literacy achievement... improve maths outcomes... develop research skills... and much, much more

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# Using ICTs to

## HOW TO MEET THE LEARNING NEEDS OF ALL STUDENTS THROUGH ICTs

Whether technology should be used in schools is no longer the issue in education. Instead the current emphasis is ensuring that technology is used effectively to create new opportunities for learning and to promote student achievement.

Because teachers play a central role in successfully incorporating ICT in classrooms... teachers resistance to using new technology can have a major impact on whether schools will reach their goals for technology use. Lack of professional development for technology use is one of the most serious obstacles to fully integrating technology into the curriculum. Addressing these issues, means planning for an effective continuous learning program, which takes into account, time, expectations, workload and learning styles.

However, to suggest that the solution is for every student to have more access to ICT without acknowledging the pedagogical response can undermine the nature of good teaching practice. The key is to use technology as a learning enabler with the true value realised when a teacher understands the main ways in which each student in their class learns best and maximises the potential of ICT to extend student learning. Successful technologies are those that are in harmony with users' needs, support relationships and activities that enrich experiences.

## KEY ADVICE AND BEST-PRACTICE

You'll hear the latest experience in integrating technology. How best-practice schools have approached the task. What results have been achieved and what issues and problems have been the most difficult to solve.

## Thursday 17th November

0830 - Registration and Coffee on Arrival  
0900 - Welcome from the Chair  
**Keith Vallis**, Head of Learning Technologies, BARKER COLLEGE

0905 - Session 1

### Using ICTs to Cater for Individual Learning Styles

*Information and Communication Technologies (ICTs) are having a deep impact on schooling in that teachers are re-conceptualising notions of curriculum and are re-thinking pedagogies. Together with a deepened understanding of human learning and the nature of human intelligence in the last few decades, teachers are developing educational practices that support and enhance learning and that cater for individual differences in student-centred learning environments. ICTs are giving educators the opportunity to explore how curriculum can be viewed from the perspective of multiple intelligences with multimedia applications stimulating individual learning styles that have been ignored in traditional educational practices. This session looks at how ICTs can be used as a tool to accommodate individual learning styles and advance the notion of differentiated curriculum by focusing on the following*

- Howard Gardner's Multiple Intelligences and the effective use of ICTs
- How ICTs can be used to create lesson ideas and plans that target multiple intelligences in classrooms
- How the internet and in particular web quests, can be used to target individual learning styles and develop higher order thinking skills
- How content management systems can be used to customise the delivery of curriculum and target individual differences in the classroom setting

**John Raiti**, Head of ICT Curriculum Support, MARIST COLLEGE

0950 - Session 2

### eLearning Through Personalised Learning Pathways That Stimulate, Motivate and Engage

*Intranet based delivery of curriculum in the secondary arena allows students to access*

*information across a range of key learning areas. An intranet based eLearning model provides access to a mode of self-directed learning opportunities that are more workable than with traditional delivery methods. Personalised learning pathways that evolve according to each individual's performance can then be used to provide each student with content that targets their level of achievement. Content is always interactive, engaging, up to date and relevant. And, assessment tools are included in the online units of work.*

*Giving students the means to interact with content is motivating and encourages engagement with what is being presented through review, practice and self-reflection.*

*This has a dramatic effect on educational outcomes for all students. Successful eLearning requires the same core learning principles that apply to all education. Excellent instructional design, the experience of the learner and ensuring that the most appropriate medium is used to present the content are of key importance. A crucial element to the success of the project was the comprehensive training of staff. This session outlines the elements of eLearning and key support processes and systems employed at a small rural high school in New South Wales*  
**Anne Smith**, Deputy Principal, GULGONG HIGH SCHOOL

1035 - Morning Coffee and Biscuits

1050 - Session 3

### How to Create Cross Curriculum ICLT Projects

*This session takes a look at how one school is using innovative teaching practices creating cross-curriculum projects based upon information communication and learning technologies. During 2004 teaching staff at St Leo's Catholic College in Sydney collaborated to create an innovative classroom project that modelled Quality Teaching and Learning Strategies and promoted higher order learning tasks. The cross curricular, integrated project made use of relevant Information Communication, Learning and Technology skills, through participation in meaningful learning experiences. This session outlines the project and shows examples of this Year 7 unit based on and around the Lord of the Rings: A Journey to Middle Earth. The concept has been further developed in 2005 for two new projects using themes that are both topical and motivating to today's students. The success of the approach rests in the fact that the projects are highly visual and work within the exciting realm of multimedia and target the visual and technological world our students live in today*

**Paul Harmon**, IT Coordinator, ST LEO'S CATHOLIC COLLEGE

# Maximize Educational Outcomes for all Lear

1135 - Session 4

## **Technology and Instructional Design: Example of a Year 11 Constructivist, Authentic Web Based Project**

This session will look at an example of a constructivist, authentic web based project which involves the use of original sources to build a story. It has been constructed using the ADDIE Method of Instructional Design and complies with the ten design elements suggested for authentic tasks. The project has been designed for Year 11 IPT students, but could (and should) be adapted for use by other age groups and subject areas. It is supported by a website which can be accessed at <http://www.notjustanameonawall.com>. The project 'Not Just a Name on a Wall', looks at the lives of WW1 servicemen and women. In every locality and community in Australia, no matter how small, there is a memorial with the names inscribed of those who served their country in WW1. The servicemen and women have long ago passed on, but how many of the names mean anything to anyone reading them? Have they been forgotten already by those communities and have they become 'just a name on a wall'? It is possible to take each of these names and reconstruct a portion of their lives. In this project students are genuine historians. They find out about the life and experiences of an individual serviceman using original sources (available from online databases) and written online histories. The information is put together to form a unique document that is creatively displayed as a newspaper article or web page

**Peter Morrissey**, IT Coordinator,  
COONABARABRAN HIGH SCHOOL

1220 - Lunch and Informal Networking

1330 - Session 5

## **Creating a Digital Pantry - Digital Tools and Strategies to Support eLearning at Sydney Girls High School**

Sydney Girls High School are travelling well on their eLearning journey having created a digital pantry (something for everyone) and having established a leading-edge in-house professional learning program. The school's 'digital pantry' contains a variety of digital tools so that the teacher can choose what suits their curriculum, their teaching style and their level of computer confidence. Different digital tools are taken up by different teachers and often used in ways that create maximum leverage and educational outcomes. All teacher development and professional learning is undertaken in-house, and teachers are allocated time to complete the role. The school realised

early on that the key to successfully integrating ICT across the curriculum was to win the hearts and minds of the teachers first. This session looks at the journey so far and reviews how Sydney Girls High School created a whole range of ICT resources and how they prepared and supported their teachers through effective in-house training and systems

**Wendy Herbert**, Head Teacher  
Technological and Applied Studies  
and ICT Coordinator,  
SYDNEY GIRLS HIGH SCHOOL

1415 - Session 6

## **Coupling a Voluntary Laptop Program With Principles of Powerful Learning and Productive Pedagogies**

Merici College, a Catholic Girls' school for Years 7 to 12 introduced a voluntary laptop program in 1995. The program, which is very popular with students and parents has grown over the last decade to involve approximately 70% of students in years 7 to 9 in 2005. In 1995 computers were hailed as the solution to many of the educational issues of the day. The Merici experience was that they also introduced new complexities, such as logistics, appropriate software, staff training and effective integration into classrooms. As the laptop program expanded and evolved, training and motivation of teaching staff became of paramount importance. Several models of staff training and development were trialled with variable success. Through this process of trial and error, an effective program was eventually developed that empowered all college teachers in the use of computers, so that in 2005 all Merici teachers participate in the laptop program. In recent years, the laptop program has been strongly coupled with principles of powerful learning and productive pedagogies through college initiatives, which included dedicated ICT support positions and staff support for change. The overall ICT profile of Merici has risen as a direct result of the laptop program and this has led to other unexpected positive outcomes. Most of the college administrative functions have become electronically based, which has improved teacher access and equity, and improved accountability. For students, the improved teacher ICT skill base coupled with excellent access has resulted in innovative teaching and routine use of multimedia applications by both students and staff  
**Dr Colleen Spence**, Powerful Learning Project Officer & **Geraldine McNulty**, Information Resources Coordinator,  
MERICI COLLEGE

1500 - Afternoon Tea and Biscuits

1515 - Session 7

## **Web-Logging as a New Medium for Effective Communication Across the School Curriculum**

It often proves difficult to embed sustainable use of new educational technologies in schools. With the teacher as prime decision-maker, the implementation of weblogs has provided learning valued by both students and teachers at this Victorian school. This session reviews what has been achieved and via practical demonstrations, the teaching and learning merits of using weblogs will be explored to show you why such a technology is of curriculum value and importantly, how to implement and sustain it across the curriculum

**Dr John Turner**, H/d of IT/VCE Coordr,  
PRESBYTERIAN LADIES COLLEGE

1600 - Session 8

## **Supporting the Student - Using ICT to Improve Service Delivery at Bradfield Senior College: A Case Study - 'MyBradfield Student Portal'**

Bradfield Senior College is one of seven colleges within TAFE NSW - Northern Sydney Institute. It offers HSC in an alternative learning environment. Bradfield has a strong commitment to using innovative e-technology to improve its service delivery to and communication with students. The 'MyBradfield' project developed a sophisticated web portal providing students with real time access to personalised information about their academic progress plus other important resources and information. The portal improves communication between administration, students, parents and teachers resulting in increased satisfaction of these groups. 'MyBradfield' website provides a repository for learning materials in a more flexible format to meet diverse student needs. This session looks at the special challenges that had to be overcome in designing and implementing the project

**Peter Cox**, 'MyBradfield' Project Leader, Teacher and **Phillip Cooke**, Head Teacher Information Technology,  
BRADFIELD SENIOR COLLEGE

**Peter Cox** was the project manager for the 'MyBradfield' project. He lead the implementation team and coded the 'MyBradfield' system. Over the last seven years he has also worked at Northern Sydney Institute as Project Officer Web Developer. He has developed a number of dynamic web based systems including the Project System, Good News System and was part of the team that developed the NSI Internet and Intranet. **Phillip Cooke** is currently Head of Teaching IT at Bradfield and was part of the team that developed 'MyBradfield'

1645 - Questions from the Floor

1700 - Close of Day One

## Friday 18th November

0830 - Registration and Coffee on Arrival

0900 - Welcome from the Chair

**Keith Vallis, Head of Learning Technologies, BARKER COLLEGE**

0905 - Session 9

### **Enhancing the Differentiated Curriculum Through Information and Communications Technology**

The rationale for differentiation has been well documented including the need to cater for diverse multicultural demographics, multiple languages represented by the varied and growing international population, students with physical and mental challenges of an integrated classroom, catering for a more mobile population and the rapid growth in knowledge of how the brain operates and the way it learns. This session highlights strategies and acknowledges the challenges when using technology to enhance the differentiated curriculum process. Central to the successful application of technology in the differentiation process is the design process which caters for the diversity of learning styles. Specific strategies include catering for:

- Multiple intelligences and its effect on curriculum, instruction and assessment
- Higher order thinking categories of relevance, richness, rigour, relatedness and recursiveness

- Performance assessment

- Cooperative learning and its essential elements of reflection, individual achievement, collaboration, higher order thinking, emotional realm and social skills

**Luke Tyler, Enrichment Coordinator, CHEVALIER COLLEGE**

0950 - Session 10

### **Maximising Educational Outcomes Through ICT: A Year 11-12 Case Study**

Why do we use exercise books in schools when our students use keyboards at home? Why do teachers talk endlessly from the front of the classroom when our students learning at home is done via electronic media? Why do teachers use a lecturing method of communication, while research tells us that visual learning rather than audio learning is three times more effective? As a result of these questions and a

need to change the common methodology of teaching secondary students and a desire to engage students to learn, using the technology they find so stimulating and rewarding, the presenter of this session began preparing a series of eLessons. This session tracks the challenges of using ICTs as the prime teaching medium. Over 100 eLessons have been created for a new course focusing solely on the use of ICTs for its delivery. That course has grown in popularity since its inception due in part to the way in which it is taught, that is, utilizing 21<sup>st</sup> century technology to an audience that is not only captivated by IT but highly receptive to that mode of teaching

**Ian Johnston, Coordinator of Business Organization and Management, KINGS COLLEGE QUEENSLAND**

1035 - Morning Coffee and Biscuits

1050 - Session 11

### **Animazing - Real Life Learning Through Animation**

Children are captivated by cartoons. Computers have closed the gap between the expert and the amateur animator; so much so, that children can now create their own cartoons. In teaching children how to become animators, teachers can use computers to engage children with their world and empower them to construct something that has currency and relevance in their lives. The ICT skills children acquire as animators inevitably spill across the spectrum of educational outcomes and lead them to be practicing authors, artists and scientists. From the writing of plots, to the mathematics found in the timing of frames to fractions of a second, to the interpersonal themes of a story drawn from PDHPE, to the final work being a body of visual art, the animation focus drives the learning across the KLAS. This session looks at the process of animation in computing and what can be achieved for Year 3 students

**Daniel Wong, Teacher Year 3, NEPEAN CHRISTIAN SCHOOL**

1135 - Session 12

### **Developing Research and Information Skills in Year 5-6 Students**

Information Literacy Online is a web-based course that has operated for the past three years at Eltham College. Its purpose is to develop the research skills of grade 5 and 6 students in preparation for their secondary schooling. Built into the course are tasks that require students to work at quite sophisticated levels across and between multiple databases and software applications. Students also begin to write bibliographic references for the

different types of resources they encounter using the APA style. Students work online in pairs or small groups. Coursework is accessed via an online course management system. Databases are stores in each student's network space. Thus students work between online instructions on the intranet, their network drive and internet-based databases. Students are assessed on the quality of the information they collect and on the references they provide

**Marie O'Brien, Mngr Library Services, ELTHAM COLLEGE OF EDUCATION**

1220 - Lunch and Informal Networking

1330 - Session 13

### **Raising Literacy Achievement Using an Interactive Writing Website - Years 7 and 8**

Daramalan College is a large Catholic coeducational secondary college that over the past few years has successfully developed a whole school approach to spelling and intervention reading programs. To assist these activities the school recently developed an innovative, interactive writing website designed to assist students with their writing. The site titled 'Text Types' is available on the school intranet. Teachers are able to create hyperlinks linking key words in assignments that take the reader to the 'Text Types Website' where they are able to access scaffolding strategies. This session reviews the project to date, how the site was planned, implementation challenges and the impact on educational outcomes particularly for Year 7 and 8 boys

**Anne Durham, Literacy Focus Teacher, DARAMALAN COLLEGE**

1415 - Session 14

### **Using the Beauty of Maths to Write ActionScript in Macromedia Flash MX 2004**

Flash is software used by Web developers and animators the world over, to produce what are often referred to, as 'rich' Internet applications. It is enormously popular, and increasingly used in schools, where it works extremely effectively to engage and enthuse students. Its use is enhanced by ActionScript, its own scripting language, which quite happily accommodates mathematical concepts. In this session you'll discover how the power and beauty of trigonometry can be used to animate simple drawings to propel rocket ships and make snowflakes gently fall. Ideas and exercises to take away for your students

**Ian Wilson, Information Technology and Mathematics Coordinator, KOONUNG SECONDARY COLLEGE**

# Programme at-a-Glance

## DAY ONE 17th November 2005

1500 - Afternoon Tea and Biscuits

1515 - Session 15

### **Total Engagement via Student-Centred Intranets**

*Intranets have been around in schools for several years now, but a student-centred intranet is a new twist that presents enormous educational benefits. When every student in your school has their own intranet website on which to publish their work, you provide for them an audience and a huge structure upon which the sharing of ideas thrives. And when those published works relate to the activities they do in class, you generate a wonderful teaching and learning tool which not only engages but motivates students to produce constantly improving output. While student-centred intranets have been shown to effectively integrate ICT into teaching and learning across multiple KLAs, manually creating an effective structure is too difficult to contemplate. However, using a tool like Stu's EducWeb 2005 makes the task very simple for either primary or high schools. This session takes a close look at EduWeb 2005 and how it is used by more than 500 schools in NSW. Real student work examples will be given to demonstrate the power of the student-centred intranet as a highly effective educational tool*

**Stuart Hasic**, Regional Technology Advisor, DEPT OF EDUCATION AND TRAINING (ST GEORGE)

1600 - Session 16

### **Establishing a Central Technology Resource to Upskill Teachers in ICT**

*Auburn Girls High School in Sydney have recently encountered substantial success in technologically upskilling and motivating their teachers to use off-the-shelf computer software in their classrooms. The school's online reporting system provides the backbone and basis to demonstrate to teachers the amazing flexibility of certain packages, and combinations of these and their power in maximising educational outcomes in the classroom. What they are doing, is demonstrating the combination of EM.Pro and browser as a classroom application. The inbuilt web-input capacity means no major technological hurdle for teachers to overcome - they can go straight to building classroom activities. This session reviews the approach which has wide application to all schools and classrooms and all subjects*

**Bernard Hickey**, ICT Coordinator, AUBURN GIRLS HIGH SCHOOL

1645 - Questions from the Floor  
1700 - Close

0830 - Registration  
0900 - Welcome & Introduction

0905 - Session 1

### **Using ICTs to Cater for Individual Learning Styles**

0950 - Session 2

### **eLearning Through Personalised Learning Pathways that Stimulate, Motivate and Engage**

1035 - Morning Coffee & Biscuits

1050 - Session 3

### **How to Create Cross-Curriculum ICLT Projects**

1135 - Session 4

### **Technology and Instructional Design**

1220 - Lunch & Networking

1330 - Session 5

### **Creating a Digital Pantry - Digital Tools and Strategies to Support eLearning**

1415 - Session 6

### **Coupling a Voluntary Laptop Program With Principles of Powerful Learning and Productive Pedagogies**

1500 - Afternoon Tea & Biscuits

1515 - Session 7

### **Weblogging as a New Medium for Effective Communication Across the School Curriculum**

1600 - Session 8

### **Supporting the Student Using ICT**

1645 - Open Forum Discussion

## DAY TWO 18th November 2005

0830 - Registration  
0900 - Welcome & Introduction

0905 - Session 9

### **Enhancing the Differentiated Curriculum Through ICT**

0950 - Session 10

### **Maximising Educational Outcomes Through ICT - A Year 11-12 Case Study**

1035 - Morning Coffee & Biscuits

1050 - Session 11

### **Animazing - Real Life Learning Through Animation**

1135 - Session 12

### **Developing Research and Information Skills in Year 5-6 Students**

1220 - Lunch & Networking

1330 - Session 13

### **Raising Literacy Achievement Using an Interactive Writing Website - Years 7-8**

1415 - Session 14

### **Using the Beauty of Maths to Write ActionScript in Macromedia Flash MX 2004**

1500 - Afternoon Tea & Biscuits

1515 - Session 15

### **Total Engagement via Student-Centred Intranets**

1600 - Session 16

### **Establishing a Central Technology Resource to Upskill Teachers in the Effective Use of ICT**

1645 - Open Forum & Review  
1700 - Close of Conference

## Best-Practices in Using ICTs to Improve Educational Outcomes

### REGISTRATION FORM

Yes! Please register the following delegates for  
**MAXIMIZING EDUCATIONAL OUTCOMES  
 THROUGH CLASSROOM TECHNOLOGY**  
*17th-18th November 2005, Marriott Hotel, Sydney*

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<input checked="" type="checkbox"/> 2 Day Conference	\$595.00	plus GST = \$654.50

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Conference Fees\* includes gourmet buffet lunch, coffee on arrival, morning/ afternoon teas with juice bar and muffins, full conference documentation and entry into the conference for both days plus a personal certificate of completion.  
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Technology has become an integral part of the teaching and learning processes at nearly all primary and secondary schools. All around Australia, schools are embracing the challenge of integrating technology across the curriculum.

ICTs are giving educators the opportunity to explore how curriculum can be viewed from the perspective of multiple intelligences with multimedia applications stimulating individual learning styles that have been ignored in traditional educational practices. Knowing what other schools have successfully achieved is the first step to ensuring ICT is deployed strategically and effectively in your school. *Maximizing K-12 Educational Outcomes Through ICT Conference* showcases a range of programs that are making a difference and in the process achieving significant and dramatic results.

#### KEY THEMES AND TOPICS

- Technology, instructional design and pedagogy
- Integrating learning technologies
- Differentiated curriculum and technology
- Engaging a range of learning styles
- Constructivist program design
- Developing a school IT strategy
- Designing online classroom projects
- Customised learner-centred instruction
- ICT Performance measures and metrics
- Building effective learning environments
- Preparing teachers to use ICT effectively
- Supporting the teacher in the use of ICT and much, more. Act now... register today.

#### CONFERENCE DATE & VENUE

**Sydney: 17th-18th November 2005**  
**Marriott Hotel Sydney**  
 36 College Street  
 SYDNEY NSW 2000

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