LEADERSHIP WITH Insight & Innovation
Setting the Learning Agenda
2016 | 28th - 30th September | MCEC Melbourne

PROGRAM & EVENT GUIDE
ACEL knows what it means to lead in a time of complex change.

ACEL is the independent voice of educational leaders across all sectors and all phases of learning. Our trusted voice is a result of a strong network of 25,000+ practitioners, policy makers and researchers.

As an ACEL member, you will have immediate opportunities to strengthen and develop your leadership capabilities. At ACEL we are committed to bringing resources, professional learning and networking opportunities to you. ACEL membership is a powerful tool for driving leadership change in the educational community.

In each Australian state and territory there is an active branch of ACEL working to ensure local needs are met, regional contexts are represented and significant networking and professional learning opportunities are driven from the grass-roots level.

“ACEL gives you, as a leader in schools, ownership of the future direction of Australian education. That feeling of participation allows you to grow your motivation to continue doing what can at times be a very challenging and difficult job.”

– Paul Begg, Southern Cross Catholic College

**Exclusive Range of ACEL Membership Benefits**

Receive discounted membership rates for:

- National Conferences
- Seminars and Workshops
- Networking Events
- ACEL Bookstore
- ACEL e-Publications

**ACEL’s In-House Journals**

‘The Australian Education Leader’ (AEL), ‘Leading and Managing’ (L&M) and ‘Perspectives on Educational Leadership’. AEL and L&M are much anticipated by members for their informative collections of articles and papers. ‘Perspectives on Educational Leadership’ publishes leadership-focused articles of interest to educational administrators, teachers and academics at the system and school levels.

**Contribution to Journals and Publications**

Members who produce academic papers on topics of interest to the educational community, especially around leadership and change management in the school environment, will be considered for publication in widely respected journals such as the ‘Australian Educational Leader’ and ‘Leading and Managing’.

**Eligibility for Awards/Recognition at both State and National Levels**

Members have the opportunity to use the post-nominal “MACEL”. Outstanding members who become Fellows can also be conferred with the prestigious “FACEL” title.

Members have the opportunity to nominate and be nominated for ACEL awards, presented both at state-level awards ceremonies and the national awards ceremony annually.

“The access that ACEL provides to quality literature on educational leadership is invaluable, enabling me to grow the leadership capacity of myself and members of the school leadership team.”

– Murray Bruce, Principal, Gordon Primary School
ACEL would like to thank our Sponsors and Exhibitors.

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**EXHIBITORS**
The ACEL National Conference attracts national and international educational leaders to learn, network and celebrate educational excellence. This year’s conference plays host to delegates from all Australian states and territories, as well as international delegates from New Zealand, China, United Kingdom and the United States. All delegates are warmly welcomed to the 2016 ACEL National Conference in Melbourne. We trust you will find this event an inspiring, provoking and motivating learning experience.

The theme for this conference is Setting the Learning Agenda – Leading with Insight and Innovation.

Delegates will:
• consider, reflect and plan through gaining insight into leading research and practice.
• develop ideas and actions through engaging with innovative ideas, research and practice.

The ACEL National Conference structure is as follows:
• keynotes who are international and national leaders in developing or implementing leadership in education and innovation
• concurrent workshops where delegates are informed of current research, innovations or structures in education and/or educational leadership

The 2016 ACEL National Conference provides access to current thinking and research from across the world. It provides educational leaders the opportunity to examine their current efforts and to identify future areas of growth, both for them as individuals and their organisations.

The Conference theme ‘Insight and Innovation’ will be brought to life by the presenters as they build a powerful narrative across the three days. However, every session, every interaction, every conversation with keynotes, presenters and colleagues can provide insights that can transform your thinking and change your practice.

The poster in your satchel “Moments of Inspiration” provides you with the opportunity to capture these moments and create your own personal narrative that you can then share with your teams and organisations when you get back home.

Welcome, again, to the 2016 ACEL National Conference: Setting the Learning Agenda – Leading with Insight and Innovation.
ABOUT ACEL

The Australian Council for Educational Leaders (ACEL) gives access to world class empirical research along with the practical support to achieve excellence in leadership for the education sector. The peak association for educational leaders, ACEL was founded in 1973 as principals and school management combined their passion for quality administration. Today, ACEL has more than 6500 members employed in educational capacities across 20 nations. The benchmarks for delivering management and administration have changed, but the passion of ACEL members has not.

ACEL members gain access to a comprehensive support network allowing them to study and practice the theories of classroom leadership, applying them in real-life practice structured for results. As a professional organisation of educational leaders, ACEL understands the pressures facing dedicated educators. Whether starting a leadership journey, extending personal and professional boundaries or supporting others to lead, ACEL can partner for success.

ABOUT VICTORIA DEPARTMENT OF EDUCATION AND TRAINING

The Department leads the delivery of education and development services to children, young people and adults both directly through government schools and indirectly through the regulation and funding of early childhood services, non-government schools and training programs.

The Department implements Victorian Government policy on early childhood services, school education and training and higher education services. The Department manages Victorian government schools and drives improvement in primary and secondary government education.
Bio

Sugata Mitra is Professor of Educational Technology at the School of Education, Communication and Language Sciences at Newcastle University, UK.

He was given the $1m TED Prize in 2013 in recognition of his work and to help build a School in the Cloud, a creative online space where children from all over the world can gather to answer ‘big questions’, share knowledge and benefit from help and guidance from online educators.

He has a PhD in Physics and is credited with more than 25 inventions in the area of cognitive science and educational technology. He was conferred the prestigious Dewang Mehta Award for Innovation in Information Technology in 2005.

Session Outline:

The Future of Learning

In this talk, Sugata Mitra will take us through the origins of schooling as we know it, to the dematerialisation of institutions as we know them.

Thirteen years of experiments in children's education take us through a series of startling results - children can self organise their own learning, they can achieve educational objectives on their own and can read by themselves. Finally, the most startling of them all: groups of children with access to the internet can learn anything by themselves.

From the slums of India, to the villages of India and Cambodia, to poor schools in Chile, Argentina, Uruguay, the USA and Italy, to the schools of Gateshead and the rich international schools of Washington and Hong Kong, Sugata’s experimental results show a strange new future for learning.

Using the TED Prize, he has now built seven ‘Schools in the Cloud’, of which some glimpses will be provided in the talk.
Bio


Goleman is a co-founder of the Collaborative for Academic, Social, and Emotional Learning (www.casel.org), originally at the Yale Child Studies Center and now at the University of Illinois at Chicago. CASEL's mission centers on bringing evidence-based programs in emotional literacy to schools worldwide.

Goleman's work as a science journalist has been recognized with many awards, including the Washburn Award for science journalism, and a Lifetime Career Award from the American Psychological Association.

Session Outline:

Focus and Emotional Intelligence in Education

Daniel Goleman's seminal research in Emotional Intelligence has engaged leaders in schools and educators in rethinking what is important for students, teachers, and leaders. He states that emotional intelligence includes self-awareness and impulse control, persistence zeal and self-motivation, empathy and social deftness. These are the qualities that mark people who excel: whose intimate relationships flourish, who are stars in the workplace.

These are also the hallmarks of character and self-discipline, of altruism and compassion.

Emotional intelligence is not fixed at birth. Goleman's argument gives new insights into the brain architecture underlying emotion and rationality. He shows precisely how emotional intelligence can be nurtured and strengthened in all of us. And because the emotional lessons a child learns actually sculpt the brain's circuitry, Goleman provides detailed guidance as to how parents and schools can benefit from this.
Wendy Kopp is CEO and Co-founder of Teach For All, a global network of independent organisations that are cultivating their nations’ promising future leaders to ensure their most marginalized children have the chance to fulfill their true potential.

Wendy founded Teach For America in 1989 to marshal the energy of her generation against educational inequity in the United States. Today, more than 10,000 Teach For America corps members—outstanding recent college graduates and professionals of all academic disciplines—are in the midst of two-year teaching commitments in 50 urban and rural regions.

Wendy has been recognized as one of Time Magazine’s 100 Most Influential People and is the recipient of numerous honorary degrees and awards for public service.

Building Leadership Capacity to Achieve Transformational Change

All over the world, efforts to improve learning outcomes for children include a range of important reforms and interventions—deploying new technology, training more and better teachers, improving access to learning materials, and implementing more accurate testing, to name just a few examples. To be sure, many elements must be present and work in concert to create high-functioning education systems.

Over the course of my journey with Teach For America, and now with Teach For All, I’ve learned that the communities that make the fastest, most sustained progress share one quality that is too often overlooked: the presence of locally rooted, globally informed leaders at all levels. Places that lack a dynamic ecosystem of dedicated leaders—in the classroom, in the principal’s office, in policymaking circles, advocating from the outside, and elsewhere—struggle to achieve and maintain transformational change. But in places where a diverse set of leaders can thrive, and especially when they are either from or deeply rooted in the challenges, opportunities, and aspirations of the communities with which they work, a future in which every child can attain an excellent education and pursue their full potential is within reach. This talk will share early learnings from the effort to help foster this leadership capacity in communities around the world.
Carol Ann Tomlinson's career as an educator includes 21 years as a public school teacher, and 12 years as a program administrator of special services for struggling and advanced learners. Carol is currently William Clay Parrish Jr. Professor and Chair of Educational Leadership, Foundations, and Policy at the University of Virginia’s Curry School of Education. Carol is Co-Director of the University’s Institutes on Academic Diversity. She was named Outstanding Professor at Curry School of Education in 2004 and received an All University Teaching Award in 2008. Carol is a reviewer for eight journals and is author of over 200 articles, book chapters, books, and other professional development materials.

Session Outline:

Differentiating Instruction: The Challenge Leaders Can’t Refuse

Across much of the globe, the world is in our classrooms. Students representing a broad spectrum of cultures, languages, economic realities, entry points, capacities, dreams and perspectives sit together in most of our classrooms. The good news is that this diversity provides an opportunity to prepare students for the world that awaits them beyond the schoolhouse doors. The bad news is most teachers still teach as though all students are essentially alike.

On one level, differentiation isn’t particularly difficult. Teachers in Australia and the U.S. differentiated instruction in “one-room-schoolhouses” for generations—and still do in some places. On another level, differentiation is quite challenging. Teachers lack experience and images of how differentiation might look in action.

As schools are becoming more academically diverse by the year, pressures on teachers often convey the message that standardization is the coin of the day—not attention to student variance. Few schools provide the kind of support necessary for significant change. Changes in pedagogy that would be necessary to help teachers develop competence and confidence in leading flexible and responsive classrooms are precisely the changes needed to reflect our best understanding of how people learn.
**Bio**

Professor John Hattie is currently the Director of Melbourne Education Research Institute at the University of Melbourne, a position he has held since March 2011. He is also Honorary Professor of Education at the University of Auckland. John is the Senior Advisor for Visible LearningPlus, a division of Cognition Education Limited. John is one of New Zealand’s most internationally acclaimed academics. He has been both Professor and Chair of Educational Research Methodology at the University of North Carolina.

Professor Hattie regularly advises governments in New Zealand, Australia and the United States. He has authored or co-authored 17 books and more than 500 papers.

**Session Outline:**

**Shifting Away from Distractions to Improve Australia’s Schools: Time for a Reboot**

Professor John Hattie suggests that we must intentionally change the narrative that frames the definition of ‘success’ in education and the priorities for reform. He identifies this shift in thought as a ‘reboot’.

Australian education needs a reboot which focuses the effort and resources on supporting teachers to work together, collaboratively, to improve student over time. This requires that we build a narrative based on identifying and valuing expertise, working together and opening classrooms to collaboration, targeting resources at need accepting evidence and evaluating progress transparently over time.

Professor Hattie will use his extensive research and data to identify the current situation in Australian education how he believes it can be transformed to achieve desired outcomes.
Brian Caldwell

Emeritus Professor, University of Melbourne and Deputy Chair, Australian Curriculum, Assessment and Reporting Authority (ACARA)

Bio

Brian J. Caldwell is Managing Director and Principal Consultant at Educational Transformations and Honorary Professorial Fellow and Professor Emeritus at the University of Melbourne where he is a former Dean of Education. He is Deputy Chair, Australian Curriculum, Assessment and Reporting Authority (ACARA). He is a former President and Gold Medallist of ACEL and is Patron of ACEL (Victoria). His most recent book, published in September 2016, is The Autonomy Premium, his tenth book on the theme of school autonomy since 1986.

Session Outline:

Professional Autonomy, School Innovation and Student Achievement in the 21st Century

This presentation draws on themes in his September 2016 book The Autonomy Premium and the findings of a national survey of principals conducted in May 2016, as reported in What the Principals Say, also released in September 2016. The focus is on 20 'big ideas' on innovation and student achievement under conditions of professional autonomy in the 21st century. Implications for professional learning of principals and other school leaders are drawn.
Ben Walden

Founder & Artistic Director of Contender Charlie

Bio

Ben is the founder and Artistic Director of Contender Charlie. Having run many masterclasses for the Shakespeare’s Globe Education Centre he has worked in close collaboration with Mark Rylance and Richard Olivier in the development of an experiential theatre learning technique called Mythodrama. As a Senior Associate at Olivier Mythodrama, Ben is now running sessions bringing this work at a leadership level into a broad range of organisations across the world. He has also run projects at a number of leading business schools including Columbia, OSBS, the London Business School and Insead. “Contender Charlie” is the company he has formed to take this, and other theatre techniques, into education.

As well as his leadership and creativity courses for teaching staff, Ben runs sessions for students of many different abilities and backgrounds looking at themes of leadership and calling in their own lives.

Session Outline:

Inspirational Leadership: Lessons from Henry V

During this keynote, Ben Walden will introduce the story of Shakespeare’s most inspired and inspiring leader, Henry V to participants.

Henry V is the story of a leader who unites his people around a common goal, overcoming many obstacles in his path on his way to achieving a remarkable victory against significant odds.

When we leave the literal battlefields far behind and begin to examine the important question behind Shakespeare's play; what is real inspirational conduct in the face of significant obstacles? To which we would add, and how do we develop it in ourselves?

This keynote will provide participants with insight into themselves as leaders and will provide participants with ways to communicate vision and purpose in a way that inspires their teams and truly reflects their passion and commitment with authenticity.

Specific topics to be explored include gathering support, assessing one’s inner resources, leading with insight, handling disagreement, motivating others, crisis management, collaboration, deciding on the first practical steps you should take in order to achieve your vision, and many others.
Bio

Jane West is an education policy expert working with multiple national education associations to bridge the gap between policy makers and professionals. Having worked on the inside of the policy making world -- in the United States Senate -- and in the professional world -- as a teacher, administrator, researcher and professor -- she seeks to build a dialogue that will yield policy which is effective for students and professionals alike. Her scholarship focuses on analyzing education policy and effective strategies for professionals to ensure that their expert practice and research influence national education policy.

West led the effort to build a national influential 100 organization coalition – the Coalition for Teaching Quality coalitionforteachingquality.org/main/ – to advocate for a professional continuum for teaching and education leadership with a focus on a diverse workforce and bringing the most accomplished educators to students with the greatest need. She has written and spoken extensively on education issues and served on the faculties of the University of San Francisco, Johns Hopkins University and Virginia Commonwealth University. She is currently Visiting Professor at the University of Maryland. She writes a weekly blog – Washington Update – and is active on twitter @janewestdc.

Session Outline:

Teaching Equity in the US: Recruitment, Retention and Distribution

As the US struggles with teacher shortages, the triple threat of recruitment, retention and distribution has been amplified. Enrollment in teacher preparation programs has declined markedly in recent years; new teachers are leaving the profession rapidly and accomplished teachers congregate in the wealthiest school districts. In addition to exploring what has generated these trends (including the overreliance on standardized testing to measure and reward teaching effectiveness), the presentation will offer innovative examples of leaders and districts that are working to address these dilemmas using strategies such as teacher leadership, recruitment of high school students of colour into teaching, unique living arrangements for prospective teachers and intensive residency programs. West will argue that the new federal education law, the Every Students Succeeds Act, provides a cross roads of risk and opportunity; decisions made will either exacerbate or ameliorate these challenges.
Bio

Dr Geoff Gallop completed degrees at the University of Western Australia (BEc), Murdoch University (MPhil) and as a Rhodes Scholar at Oxford where he completed his doctorate in 1983. He has also been awarded honorary doctorates from Murdoch (2006) and the University of Western Australia (2012).

He was a Member of the Western Australian State Parliament from 1986 to 2006 during which he was a Minister in the Lawrence Government (1990 to 1993), Leader of the Labor Party (1996 to 2006) and State Premier from 2001 to 2006.

From 2006 to 2015 he was Director of the Graduate School of Government and is now an Emeritus Professor of the University of Sydney.

Geoff has served on a range of Commonwealth Government bodies, most notably the Hospitals and Health Reform Commission, the COAG Reform Council and the Australia Awards Board (Chair). He also chaired the Australian Republican Movement (2012 – 2015), and is an active supporter of deliberative democracy as a means for tackling complex issues.

Session Outline:

What does it mean to be an educated person?

It’s commonplace to say “education matters” but all too often we take for granted what we mean. For some education is a means to an end, for others an end-in-itself. One way to examine the matter is to explore what it means to be an educated person and how this relates to knowledge and professionalism on the one hand and open-mindedness and compassion on the other. A truly educated person will be in but not defined by the society in which he or she lives; disturbed by philistinism but also wary of intellectualism.

Geoff will seek to explain what this means and why it matters in today’s increasingly distrustful and resentful society.
Emeritus Professor Frank Crowther is recognised as a leading international scholar and author on the subject of leadership. He has authored eight published books and one of his most recent books, Developing Teacher Leaders, is an international best seller. He is widely regarded as a leading international advocate for the teaching profession and his optimism for the future of the teaching profession is the key feature of his advocacy.

Frank is an internationally respected researcher in educational management and leadership and is the principal architect of the IDEAS project (Innovative Designs for Enhancing Achievements in Schools), a school revitalization approach that emphasizes the dual concepts of teacher leadership and schoolwide teaching as the central factors in school improvement.

Developing Teachers’ Pedagogical Gifts: The Critical Importance of Educational Leaders

The comprehensive “Standards” movement in Australian education - for teaching “performance”; student “achievement”, generalised pedagogical “levels” - has gone as far as it should go. The time is overdue to recognise that quality Australian education is inseparable from teachers knowing, appreciating and applying their personal pedagogical gifts. This can now happen - the beautiful concept of “pedagogical gifts” does just that. But the development of the concept across the nation can only be done with leaders fully cognisant of, and committed to, the cause. Frank Crowther’s keynote flows from his newly published book: Energising Teaching: The Power of your Personal Pedagogical Gift, ACER, Melbourne, September, 2016.
Rosie Batty is an Australian domestic violence campaigner and the 2015 Australian of the Year. In 2014, after the loss of her son to domestic violence, Rosie established the Luke Batty Foundation to assist women and children also affected by domestic violence. Rosie now champions efforts to fight domestic violence, making many media and public speaking appearances to shine a spotlight on the issue and call for systemic changes. Rosie's incredible strength and selfless efforts are an inspiration to many other victims of domestic violence and her courage and willingness to speak out will make Australia a far better place.

## Session Outline:

**Making Changes in Spite (or because) of the Challenges**

Rosie Batty will reflect on her personal challenges and experiences to give leaders insight into the similar challenges facing educators and students today. She will give insight into how educators can and should support those students and community members dealing with domestic violence, and challenge the audience to make a difference at an individual, family, class, school and community level.
YOU WILL ALSO HEAR FROM..

Senator the Hon
Simon Birmingham
Minister for Education and Training

Day 1 16.00 Wednesday
28th September

Bio

Simon Birmingham has served as a Liberal Party Senator for South Australia since May 2007 and in September 2015 was appointed to position of Minister for Education and Training.

Simon grew up near Gawler in Adelaide’s north on his family’s small horse agistment property. Simon was educated at government schools before going on to study at the University of Adelaide where he completed a Masters of Business Administration.

Prior to entering the Senate, Simon worked for a number of industry bodies, establishing particular experience in the wine, tourism and hospitality sectors – industries that are critical to South Australia’s prosperity.

Minister’s Address:

School leadership – Starting in the Classroom

Minister Birmingham’s speech will outline how the Turnbull Government wants to improve education outcomes for all students, particularly by putting the educational needs of students first in policies and focusing on what schools do and what happens in the classroom, not just about how much money they receive.

Minister Birmingham will talk about the Commonwealth’s current and future school initiatives to support the teaching profession, improve the quality of teachers, promote exemplary practice in classroom teaching of the core curriculum, and to enhance the role of school leadership to achieve these goals.

Only with this focus, Minister Birmingham will highlight, can there be real innovation in our schools and more importantly improvements in the nation’s education performance.

HOSTS

Anthony Mackay AM
CEO, Centre for Strategic Education (CSE) Melbourne, Australia, Chair, Advisory Board, National Institute for School Leadership, NCEE, Washington DC and Deputy Chair of the Education Council, New Zealand.

Tony is Co-Chair of the Global Education Leaders Partnership (GELP) and a Director (Inaugural Chair) of the Innovation Unit Ltd (London).

Arron Wood

Founder, Kids Teaching Kids Program

Arron is currently the founder and Managing Director of Firestarter Pty Ltd, an environmental communication and education consultancy business. He initiated and now runs the highly successful Kids Teaching Kids Program for students from around the world.
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<td>A Chance to Make History - What Works and What Doesn't in Providing</td>
<td>Wendy Kopp</td>
<td>February, 2012</td>
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<td>an Excellent Education for All</td>
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<td>A Force for Good: The Dalai Lama's Vision for Our World</td>
<td>Daniel Goleman &amp; Dalai Lama</td>
<td>August, 2016</td>
<td>$25.00</td>
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<td>A Mother's Story</td>
<td>Rosie Batty</td>
<td>October, 2015</td>
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<td>Coaching Leadership: Building Educational Leadership Capacity</td>
<td>Jan Robertson</td>
<td>March, 2016</td>
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<td>Through Partnership</td>
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<td>Developing Teacher Leaders, 2nd Ed.</td>
<td>Frank Crowther, Margaret Ferguson &amp; Leonne Han</td>
<td>October, 2009</td>
<td>$50.00</td>
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<td>Distributed Leadership Matters: Perspectives, Practicalities, and</td>
<td>Alma Harris</td>
<td>December, 2015</td>
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<td>Potential</td>
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<td>Emotional Intelligence: Why It Can Matter More Than IQ</td>
<td>Daniel Goleman</td>
<td>September, 1996</td>
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<td>Focus: The Hidden Driver of Excellence</td>
<td>Daniel Goleman</td>
<td>November, 2014</td>
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<td>From School Improvement to Sustained Capacity: The Parallel Leadership</td>
<td>Frank Crowther</td>
<td>April, 2011</td>
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<td>From the Laboratory to the Classroom - Translating Science of Learning</td>
<td>Jared Horvath, Jason Lodge &amp; John Hattie</td>
<td>August, 2016</td>
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<td>Lyn Sharratt &amp; Gale Harild</td>
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<td>Inspirational Leadership :</td>
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<td>Timeless Lessons for Leaders from Shakespeare's Henry V</td>
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<td>Integrating Differentiated Instruction and</td>
<td>Carol Tomlinson &amp; Jay McTighe</td>
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<td>Understanding by Design</td>
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<td>Leading Collaborative Learning: Empowering Excellence</td>
<td>Beate Planche &amp; Lyn Sharratt</td>
<td>March, 2016</td>
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<td>Leading for Differentiation: Growing Teachers Who Grow Kids</td>
<td>Carol Tomlinson &amp; Michael Murphy</td>
<td>February, 2016</td>
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<td>Leading Futures: Global Perspectives on Educational</td>
<td>Alma Harris &amp; Michelle Jones</td>
<td>February, 2016</td>
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<td>One Day, All Children - The Unlikely Triumph Of Teach For America</td>
<td>Wendy Kopp</td>
<td>April, 2003</td>
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<td>And What I Learned Along The Way</td>
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<td>Politics, Society, Self: Occasional Writings</td>
<td>Geoff Gallop</td>
<td>June, 2012</td>
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<td>Professional Capital: Transforming Teaching in Every School</td>
<td>Michael Fullan &amp; Andy Hargreaves</td>
<td>April, 2012</td>
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<td>Schoolwide Pedagogy</td>
<td>Frank Crowther, Dorothy Andrews &amp; Joan Conway</td>
<td>July, 2013</td>
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<td>Talk About Teaching!: Leading Professional Conversations</td>
<td>Charlotte Danielson</td>
<td>February, 2010</td>
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<td>The Autonomy Premium</td>
<td>Brian Caldwell</td>
<td>September, 2016</td>
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<td>The Differentiated Classroom: Responding To The Needs Of All Learners, 2nd Ed.</td>
<td>Carol Tomlinson</td>
<td>July, 2014</td>
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<td>The Self-Transforming School</td>
<td>Brian Caldwell &amp; Jim Spinks</td>
<td>August, 2013</td>
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<td>The Triple Focus: A New Approach to Education</td>
<td>Daniel Goleman &amp; Peter Senge</td>
<td>July, 2014</td>
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<td>Transformative Collaboration: Five Commitments for Leading a Professional Learning Community</td>
<td>Tonia Flanagan, Gavin Grift, Kylie Lipscombe, Colin Sloper, Janelle Wills, Alma Harris &amp; Michelle Jones</td>
<td>February, 2016</td>
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<td>Visible Learning - A Synthesis of Over 800 Meta-Analyses Relating to Achievement</td>
<td>John Hattie</td>
<td>November, 2008</td>
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<td>Visible Learning and the Science of How We Learn</td>
<td>John Hattie &amp; Gregory Yates</td>
<td>September, 2013</td>
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<td>Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning</td>
<td>Douglas Fisher, Nancy Frey &amp; John Hattie</td>
<td>April, 2016</td>
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<td>Visible Learning into Action - International Case Studies of Impact</td>
<td>John Hattie, Deb Masters &amp; Kate Birch</td>
<td>September, 2015</td>
<td>$65.00</td>
</tr>
<tr>
<td>Various Bargain Books</td>
<td></td>
<td></td>
<td>$5.00 Each</td>
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</tbody>
</table>

View the Bundled Keynote Book Offers on the following page >>
View the Keynote Book Signing times on Page 27 >>
KEYNOTE BOOK BUNDLES

Keynote Bundle (10 Titles)

- A Force for Good: The Dalai Lama's Vision for Our World
- Focus: The Hidden Driver of Excellence
- Politics, Society, Self: Occasional Writings
- Leading for Differentiation: Growing Teachers Who Grow Kids
- Schoolwide Pedagogy
- From the Laboratory to the Classroom - Translating Science of Learning for Teachers
- A Chance to Make History - What Works and What Doesn't in Providing an Excellent Education for All
- A Mother's Story
- The Autonomy Premium
- Inspirational Leadership : Timeless Lessons for Leaders from Shakespeare's Henry V

Total price $420.00
Now $370.00
Save $50.00

Brian Caldwell Bundle (2 Titles)

- The Self-Transforming School
- The Autonomy Premium

Total price $125.00
Now $110.00
Save $15.00

Carol Tomlinson Bundle (3 Titles)

- Leading for Differentiation: Growing Teachers Who Grow Kids
- The Differentiated Classroom: Responding To The Needs Of All Learners, 2nd Ed
- Integrating Differentiated Instruction and Understanding by Design

Total price $110.00
Now $90.00
Save $20.00

Daniel Goleman Bundle (ANY 3 Titles)

- A Force for Good: The Dalai Lama's Vision for Our World
- Focus: The Hidden Driver of Excellence
- Emotional Intelligence: Why It Can Matter More Than IQ
- The Triple Focus: A New Approach to Education
- What Makes a Leader: Why Emotional Intelligence Matters
- Social Intelligence : The New Science of Human Relationships

Any Three Titles for $70.00
Save up to $20.00
<table>
<thead>
<tr>
<th>Bundle Name</th>
<th>Titles</th>
<th>Total Price</th>
<th>Now Price</th>
<th>Save Price</th>
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</table>
| John Hattie Bundle 1 (6 Titles) | Visible Learning into Action - International Case Studies of Impact  
Visible Learning and the Science of How We Learn  
Visible Learning for Teachers - Maximizing Impact on Learning  
Visible Learning - A Synthesis of Over 800 Meta-Analyses Relating to Achievement  
Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning  
From the Laboratory to the Classroom - Translating Science of Learning for Teachers | $415.00          | $360.00         | $55.00       |
| John Hattie Bundle 2 (4 Titles) | Visible Learning into Action - International Case Studies of Impact  
Visible Learning and the Science of How We Learn  
Visible Learning for Teachers - Maximizing Impact on Learning  
Visible Learning - A Synthesis of Over 800 Meta-Analyses Relating to Achievement | $270.00          | $250.00         | $20.00       |
| John Hattie Bundle 3 (2 Titles) | Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning  
From the Laboratory to the Classroom - Translating Science of Learning for Teachers | $145.00          | $130.00         | $15.00       |
| Wendy Kopp Bundle (2 Titles) | A Chance to Make History - What Works and What Doesn’t in Providing an Excellent Education for All  
One Day, All Children - The Unlikely Triumph Of Teach For America And What I Learned Along The Way | $75.00           | $70.00          | $5.00        |
| Frank Crowther Bundle (3 Titles) | Schoolwide Pedagogy  
From School Improvement to Sustained Capacity: The Parallel Leadership Pathway  
Developing Teacher Leaders, 2nd Ed. | $135.00          | $110.00         | $25.00       |
RESPECT THE PAST
LEAD THE PRESENT
SECURE THE FUTURE

SETTING THE LEARNING AGENDA

2017 ACEL NATIONAL CONFERENCE
4TH–6TH OCTOBER 2017, AT THE NEW INTERNATIONAL CONVENTION CENTRE, SYDNEY

DAVID MARQUET
Retired US Navy Captain, Expert on Leadership and Organisational Design, Bestselling Author of Turn The Ship Around

BARBARA BLACKBURN
Leading Educator and Author of Rigor Is Not A Four Letter Word; Motivating Struggling Learners and The Principalship From A to Z

PASI SAHLBERG
Finnish Educator, Author and Scholar, Visiting Professor of Practice at Harvard University's Graduate School of Education

TANIA MAJOR
Indigenous Youth Advocate and Young Australian of the Year 2007

RUSSELL QUAGLIA
Founder Quaglia Institute for Student Aspirations; Founder and Chair Aspirations Academies Trust
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---

e-Teaching
Weekly management strategies for the classroom

A weekly fix of practical and effective strategies for the busy teacher’s immediate use. Spanning the breadth of teaching dilemmas from classroom management to how to write and assess for maximum impact. This feed of ready-to-go techniques will inject inspiration and fun into the modern classroom.

Topics include:
• NAPLAN data understanding and analysis
• Behaviour management
• Student engagement
• Goal setting for teachers
• Dealing with Aspergers, Dyslexia, etc

Details:
• 2 pages of management strategies for the classroom
• 40 issues per year
• 1 Year Subscription

$65

---

e-Leading
Weekly management strategies for school leadership

For those emerging school leaders who are dedicated in fostering excellence in their organisation, this weekly feed contains a wide range of management tools to keep the cohesion in your community. Vital management solutions and a step-by-step guide will assist passionate school leaders like you to inspire and maintain innovation for the future.

Topics include:
• Staff induction
• Succession planning
• Appraisal & recognition
• Difficult employees
• Leadership styles
• School Governance

Details:
• 2 pages of management
• strategies for school leadership
• 40 issues per year
• 1 Year Subscription

$85

---

e-Shortcuts
Monthly wisdom for successful school leadership and management

For school principals, members of the school executive committee and school leaders, this monthly feed uses anecdotes, hints and humour to highlight techniques for effective information transmission to your audience. To accommodate for the busy schedules of those in the executive roles, e-Shortcuts arrive in bite-size monthly chunks.

Details:
• 4 pages of wisdom for successful school leadership and management
• 10 issues per year
• 1 Year Subscription

$55

---

e-Technology
Monthly updates on classroom curriculum and school-management technology

This new e-Publication gives school leaders, classroom teachers and IT managers a hands-on guide on how technologies are being implemented to optimise student learning and achievement. These articles are stimulating, provocative and challenging and will deal with topics that effect the day-to-day learning of students and the functioning of schools.

Topics include:
• Business Continuity Planning
• Legal issues
• Succession planning
• Parent relationships
• Marketing your school

Details:
• 4 pages of updates on classroom curriculum and school-management technology
• 10 issues per year
• 1 Year Subscription

$65

---

e-Early Learning
Monthly tips and ideas on learning in the early years

e-Early Learning provides teachers, educators and leaders in Early Learning with hands-on ideas and practical tips. Researched and written for ACEL by an acknowledged expert in the field, each issue will engage, stimulate and motivate readers to reflect on what they can do and how they can best support children aged 0-7 years to learn and develop.

Topics include:
• Making observational documentation a collaborative activity
• Respectfully challenging and giving feedback
• Maintaining momentum with new practices
• Learning from each other in the workplace
• Even richer conversations with children

Details:
• 4 pages of practical tips and thoughts on early learning
• 10 issues per year
• 1 year subscription

$65

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SUBSCRIBE AT acel.org.au
STUDENT PERFORMANCES

Wednesday 28 September
8:15am – 8:30am

Thursday 29 September
8:15am – 8:30am

Friday 30 September
8:15am – 8:30am
## PROGRAM AT A GLANCE

### DAY 1
28th

<table>
<thead>
<tr>
<th>8.15</th>
<th>Welcome to Country &amp; Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.40</td>
<td>Dr Jim Watterston President ACEL - Welcome to the Conference</td>
</tr>
<tr>
<td>9.10</td>
<td>Aasha Murthy CEO ACEL - Introduction of Conference Theme</td>
</tr>
<tr>
<td>9.20</td>
<td>Keynote 1: Sugata Mitra - Professor of Educational Technology at the School of Education, Newcastle University</td>
</tr>
<tr>
<td>10.20</td>
<td>Morning Tea</td>
</tr>
<tr>
<td>11.00</td>
<td>Keynote 2: Wendy Kopp - CEO &amp; Co-founder, Teach For All</td>
</tr>
<tr>
<td>11.50</td>
<td>Keynote 3: Frank Crowther - Emeritus Professor and ACEL Patron</td>
</tr>
<tr>
<td>12.40</td>
<td>Lunch Wendy Kopp &amp; Frank Crowther - Book Signing</td>
</tr>
<tr>
<td>13.40</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>14.40</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>15.30</td>
<td>Afternoon Tea Rosie Batty - Book Signing</td>
</tr>
<tr>
<td>16.00</td>
<td>Senator the Hon Simon Birmingham - School leadership - Starting in the Classroom</td>
</tr>
<tr>
<td>16.20</td>
<td>Keynote 4: Rosie Batty - Australian domestic violence campaigner &amp; the 2015 Australian of the Year</td>
</tr>
<tr>
<td>19.00</td>
<td>Networking Event</td>
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</table>

### DAY 2
29th

<table>
<thead>
<tr>
<th>8.15</th>
<th>Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30</td>
<td>Keynote 5: Via Video Link Daniel Goleman - Author of International Bestsellers: Emotional Intelligence, Working with Emotional Intelligence and Social Intelligence</td>
</tr>
<tr>
<td>9.20</td>
<td>Transforming Education: A Fresh Perspective - Panel Discussion</td>
</tr>
<tr>
<td>10.10</td>
<td>Morning Tea</td>
</tr>
<tr>
<td>10.50</td>
<td>Morning Tea</td>
</tr>
<tr>
<td>11.00</td>
<td>Keynote 6: Jane E. West - Education policy expert and Visiting Professor at the University of Maryland</td>
</tr>
<tr>
<td>11.10</td>
<td>Keynote 7: Ben Walden - Founder &amp; Artistic Director of Contender Charlie</td>
</tr>
<tr>
<td>12.40</td>
<td>Lunch Brian Caldwell - Book Signing</td>
</tr>
<tr>
<td>13.40</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>14.40</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>15.30</td>
<td>Afternoon Tea</td>
</tr>
<tr>
<td>16.10</td>
<td>Keynote 8: Brian Caldwell - Emeritus Professor, University of Melbourne and Deputy Chair, ACARA</td>
</tr>
<tr>
<td>18.30</td>
<td>ACEL 2016 National Awards Ceremony</td>
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### DAY 3
30th

<table>
<thead>
<tr>
<th>8.15</th>
<th>Student Performance</th>
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<tbody>
<tr>
<td>8.30</td>
<td>Keynote 9: Carol Tomlinson - Professor &amp; Chair of Educational Leadership, University of Virginia</td>
</tr>
<tr>
<td>9.50</td>
<td>Keynote 10: John Hattie - Professor of Education &amp; Director of the Melbourne Education Research Institute, University of Melbourne</td>
</tr>
<tr>
<td>10.50</td>
<td>Morning Tea Carol Tomlinson &amp; Geoff Gallop - Book Signing</td>
</tr>
<tr>
<td>11.30</td>
<td>Concurrent Sessions</td>
</tr>
<tr>
<td>12.30</td>
<td>William Walker Oration: Geoff Gallop - Emeritus Professor, the University of Sydney</td>
</tr>
<tr>
<td>13.20</td>
<td>Conference Close</td>
</tr>
<tr>
<td>13.30</td>
<td>Lunch</td>
</tr>
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</table>
## CONCURRENT SESSION TIMETABLE

*Session times are subject to change*

### DAY 1

#### 28th

<table>
<thead>
<tr>
<th>Session One</th>
<th>13.40 - 14.30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Yager &amp; David McGowan</td>
<td>Student and Teacher Excellence</td>
</tr>
<tr>
<td>Steve Borthwick &amp; Chad Ferris</td>
<td>Creating a Self-Determined Learning Community by Re-Envisioning School-Wide Structures, Processes and Spaces</td>
</tr>
<tr>
<td>Matthew Glen</td>
<td>Leading School Improvement Through Innovation in Professional Learning: An Interpretive Framework for Evaluating Action Research</td>
</tr>
<tr>
<td>Deb Kember &amp; Debbie Fisher</td>
<td>Promising Innovation, Proven Practice, Published Research: Building A Common Language for Decision Making and Evaluation</td>
</tr>
<tr>
<td>Justin Bown, Barbara Watterston &amp; Trevor Brown</td>
<td>Neuroplasticity: The next Wave in Educational Leadership Development</td>
</tr>
<tr>
<td>Debbie Lowe &amp; Mandy Shaw</td>
<td>Network Directors and Principals School Leadership – Powerful Partnerships for School and System Reform</td>
</tr>
<tr>
<td>Matthew Brown</td>
<td>Building School Success</td>
</tr>
<tr>
<td>Holly-Ann Martin</td>
<td>Innovative, Interactive Resources for Abuse Prevention Education in the Early Years</td>
</tr>
<tr>
<td>Venesser Fernandes</td>
<td>Can Data-Driven Decision-Making and a Business Excellence Model Work Effectively for School Improvement?</td>
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<tr>
<td>Chris Dickinson &amp; Allie Clemans</td>
<td>Unlocking Potential: The Promises and Problems of Principal Preparation in Victoria</td>
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</table>

<table>
<thead>
<tr>
<th>Session Two</th>
<th>14.40 - 15.30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheryll Ofner</td>
<td>A Secondary School Case-study of how Visible Learning has been Brought to Life and Dramatically Transformed Student Achievement</td>
</tr>
<tr>
<td>Toni Meath, Shungo Sawaki, Margaret Akins &amp; Micah Wilkins</td>
<td>The Mac. Rob Model : A Leadership Perspective</td>
</tr>
<tr>
<td>Sophie Murphy &amp; Luke Mandouit</td>
<td>Teacher Talk! The Power of Language</td>
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<tr>
<td>Lauren Sayer</td>
<td>Achieving Digital Innovation in the Senior Years of Schooling</td>
</tr>
<tr>
<td>Susan Gazis &amp; Joel Roast</td>
<td>Teacher Professional Development: Attitudes, Perceptions, Participation and Insights</td>
</tr>
<tr>
<td>Louise Stewart &amp; Sean Box</td>
<td>Leading Professional Learning Communities in Victorian Government Schools</td>
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<tr>
<td>Clarrie Burke</td>
<td>Re-Envisioning Learning Management for Australian Schools: Pressing Need for a Paradigm Shift</td>
</tr>
<tr>
<td>Darren Cox &amp; Emily Bartlett</td>
<td>Improving Student Learning Through Strengths Based Leadership</td>
</tr>
<tr>
<td>Aiden McCarthy</td>
<td>LEADING Lights: Transforming Learning for All</td>
</tr>
<tr>
<td>Christine Cawsey &amp; Brenda Quayle</td>
<td>Progressive Data-Using School Data to Value and Make Meaning of 21St Century Learning</td>
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<tr>
<td>Session One</td>
<td>13.40 - 14.30</td>
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<tr>
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<tr>
<td>Lee Sansom &amp; Amanda Bartram</td>
<td>Doing Things Differently - A New Model for Engaging Students in a Challenging Setting</td>
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<tr>
<td>Toby Trewin</td>
<td>Innovation Revolution – Dynamic Education Initiatives for Student Improvement and Future Success</td>
</tr>
<tr>
<td>Katrina Harte</td>
<td>Fostering a Collaborative Faculty Using Interactive Programs</td>
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<tr>
<td>Katherine Attree &amp; Jae Major</td>
<td>Who is Qualified to Lead The School?</td>
</tr>
<tr>
<td>Stephen Crapnell &amp; Christine Beckmann</td>
<td>Leveraging Cloud-Based Technologies to Enhance the Learning Environment</td>
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<tr>
<td>Karen Curtis</td>
<td>Early Childhood Education Partnering with Families and Communities to Build a Strong Foundation for Success</td>
</tr>
<tr>
<td>Jackie Haines &amp; Jeanette McMahon</td>
<td>Change on the Smell of an Oily Rag</td>
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<tr>
<td>David Cullen</td>
<td>Leading Learning K-12: What Works and Why</td>
</tr>
<tr>
<td>Daniel Pinchas &amp; Lauren Elston</td>
<td>Leading Change in the Induction of Early Career Teachers</td>
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<tr>
<td>Lynne Symons</td>
<td>How Doing Schooling Differently (K-12) Led to Remarkable Learning Outcomes</td>
</tr>
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<table>
<thead>
<tr>
<th>Session Two</th>
<th>14.40 - 15.30</th>
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<tbody>
<tr>
<td>Karen Read</td>
<td>Student Diversity: Creating a School Climate to Ensure Everyone Belongs</td>
</tr>
<tr>
<td>Janet Buchan</td>
<td>Developing A Blueprint For Resilience In Educational Systems Management</td>
</tr>
<tr>
<td>Tanya Appleby, Tina Bavaro &amp; Lauren Shinfield</td>
<td>The Lighthouse Project: Illuminating Leadership to Build Teacher</td>
</tr>
<tr>
<td>Anne Malcolm, Sanjay Rama &amp; Gail Brooke</td>
<td>Assessment for Learning. What Does Student Voice Look Like in an AFL High Functioning Classroom?</td>
</tr>
<tr>
<td>Sandy Heldsinger</td>
<td>Assessing Oral Narratives in the Early Years</td>
</tr>
<tr>
<td>Dr Jill Duncan</td>
<td>Leading Inclusive, Quality Education: Continuing the Conversation</td>
</tr>
<tr>
<td>Heather Hopcroft &amp; Andrew Harnett</td>
<td>Principals Working Together Using a Communities of Practice Approach</td>
</tr>
<tr>
<td>Venesser Fernandes</td>
<td>Can Data-Driven Decision-Making and a Business Excellence Model Work Effectively for School Improvement?</td>
</tr>
<tr>
<td>Sally Towns</td>
<td>Harnessing the Power of Collaborative Practice for School and System Improvement</td>
</tr>
<tr>
<td>Sarah Richardson, Sue Buckley &amp; Julie Hyde</td>
<td>Preparing for the Challenges of School Leadership</td>
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# Concurrent Session Timetable

## Day 3

### 30th

### Session One  11.30 - 12.20

<table>
<thead>
<tr>
<th>Speaker/Panel</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Coles</td>
<td>An Inquiry-Based Approach to Whole School Data Management</td>
<td>101</td>
</tr>
<tr>
<td>Jan Gregory</td>
<td>Links between Principal Leadership and Professional Learning in Schools</td>
<td>103</td>
</tr>
<tr>
<td>Joan Conway &amp; Dorothy Andrews</td>
<td>Leading the Management of Enhancing School Outcomes: A Diagnostic Tool that Focuses on What Matters</td>
<td>104</td>
</tr>
<tr>
<td>Tracey Ezard</td>
<td>The Buzz - Creating Thriving and Collaborative Staff Learning Cultures</td>
<td>105</td>
</tr>
<tr>
<td>Ben Walden</td>
<td>Leading with Inspiration: A Deeper Examination of Shakespeare’s Henry V</td>
<td>106</td>
</tr>
<tr>
<td>Heather De Blasio</td>
<td>Impact of Engagement with a Narrative of Growth on Teaching Practice and Student Outcomes</td>
<td>109</td>
</tr>
<tr>
<td>Jeremy Beard</td>
<td>Using Data to Inform Teaching and Identify Areas for Whole School Improvement</td>
<td>110</td>
</tr>
<tr>
<td>John De Nobile</td>
<td>Measuring Middle Level Leadership: The Development of the Middle Leadership Roles Questionnaire</td>
<td>111</td>
</tr>
<tr>
<td>Tony Loughland &amp; Penny Vlies</td>
<td>Adaptive Practices: When the Teacher Follows the Student and Not the Script</td>
<td>203</td>
</tr>
<tr>
<td>Mark Walters</td>
<td>Leading Successful Technology Programs in Schools</td>
<td>204</td>
</tr>
</tbody>
</table>
**SPEAKER BIO**

Dr. Robert Biswas-Diener is widely known as the “Indiana Jones of psychology” because his research on positive topics has taken him to such far-flung places as Greenland, Kenya and India. His research has resulted in 50 published academic articles and chapters as well as 8 books on topics ranging from happiness to courage to strengths.

Robert is an ICF certified coach and runs a coach training program. He lives in Portland, Oregon and rock climbs whenever possible, which is quite a bit.

---

**WORKSHOP FOCUS**

All learners have unique strengths. These natural talents and skills act as filters that direct learning, influence motivation, and impact decisions.

In this highly experiential workshop, Dr. Robert Biswas-Diener will introduce participants to key issues and skills related to developing strengths based schools. He will discuss creating a culture that supports strengths and will reveal common reasons we do not focus more on strengths.

Workshop participants will have the opportunity to gain practical skills such as "strengths spotting" and will learn various ways to develop strengths. Each topic will be illustrated by research or case studies from—alternately—primary and secondary schools as well as higher education.

**LEARNING OUTCOMES**

- Articulate the relationship between strengths and weaknesses
- Define strengths
- Name and describe three ways to develop strengths
- Spot strengths in colleagues and students
- List 3 benefits of a strengths approach
HOST CITY: MELBOURNE

The City of Melbourne municipality covers 37.6 sq km and has a residential population of around 100,611 (as of 2011). On an average day, around 805,000 people use the city, and Melbourne hosts over a million international visitors each year.

All of these residents, workers, shoppers and travellers can take a break in one of the around 145,000 cafe or restaurant seats, or walk through some of its 471 hectares of parkland. They can visit Melbourne’s tallest building, the 300m high Eureka Tower, or its oldest building, the Mitre Tavern, built in 1837.

There is a lot to love about Melbourne - just ask the locals. This sophisticated world city in the south-east corner of mainland Australia inspires a deep passion in those who live here.

Melburnians love the city’s vibrant energy, restaurants, fashion boutiques, café-filled laneways, cool bars, unbeatable galleries, spacious parks and village-like inner suburbs, each with its own special character. Melbourne is a young city and as such it never sits still. Modern, cutting-edge designs add to the fascinating mix of heritage architecture and ensure the skyline is constantly changing.
What to wear
Conference sessions: Smart Casual
Networking Event: Cocktail

Weather
Melbourne has a moderate oceanic climate and is well known for its changeable weather conditions. This is mainly due to Melbourne’s location situated on the boundary of the very hot inland areas and the cool southern ocean. This temperature differential is most pronounced in the spring and summer months and can cause very strong cold fronts to form.

Getting Around
Most visitors base themselves in the city centre, the buzzing commercial heart of Melbourne that’s also home to museums, theatres, restaurants, bars and shops. Melbourne’s grid layout makes it an easy city to navigate, with most attractions within walking distance. Transport options include train, tram, bus or bike.

Myki Cards
myki is Melbourne’s ticket to travel on the city’s trains, trams and buses. It’s a plastic smartcard with stored value which can be topped up and re-used again. Purchase your myki online at the myki website, premium train stations, retail outlets displaying the myki sign (including 7-Elevens), or by calling 1800 800 007 (free from a land line) in Australia.

Taxis
Cabs often wait in designated ranks that are clearly signposted at central locations like major hotels in the CBD, or busy spots such as Flinders Street Station. You can also hail a taxi in the street. If the rooftop light is illuminated, it means the taxi is available for hire – telephone bookings are also available.

Melbourne’s major taxi companies include:
13 CABS – 13 22 27
Silver Top Taxis – 13 10 08
CABiT – 13 22 22

Program Disclaimer
The speakers, topics and times are correct at the time of publishing, however, in the event of unforeseen circumstances, the organisers reserve the right to alter or delete items from the Conference Program.
The Collaborative Impact Program

Based on John Hattie’s Visible Learning RESEARCH

What Matters Most in Raising Student Achievement?

Long-term, measurable improvement takes the collaborative energy of educators from all levels of a system. The Visible Learning plus Collaborative Impact program is a professional learning program that provides the conditions to bring about ongoing and sustainable improvement in achievement. See how you can align system leaders, school leaders, and teachers with an evidence-based research process for building capability at all levels of the education system.

The answer is here.
The Visible Learning research identifies over 150 factors that influence student achievement to help educators examine their impact on learning.

What's your impact?
Find out through Visible Learning plus seminars.
au.corwin.com

Request information regarding a personalised PL&D pathway!
Call (03) 8612 2000 or visit au.corwin.com
The answer is here.
The Visible Learning research identifies over 150 factors that influence student achievement to help educators examine their impact on learning. What's your impact? Find out through Visible Learningplus seminars.

Long-term, measurable improvement takes the collaborative energy of educators from all levels of a system. The Visible Learningplus Collaborative Impact program is a professional learning program that provides the conditions to bring about ongoing and sustainable improvement in achievement. See how you can align system leaders, school leaders, and teachers with an evidence-based research process for building capability at all levels of the education system.

The Collaborative Impact Program BASED ON JOHN HATTIE'S VISIBLE LEARNING RESEARCH

au.corwin.com

Request information regarding a personalised PL&D pathway! Call (03) 8612 2000 or visit au.corwin.com

Your Partner in Creating School and System-wide Impact Exclusively from Corwin

What Matters Most in Raising Student Achievement?

Collective teacher efficacy
Student expectations
Response to intervention
Classroom discussion
Feedback
Teacher-student relationships
Direct instruction
Peer tutoring
Classroom management
Parental involvement
Writing programs
Cooperative learning
Integrated curriculum
Computer-assisted instruction
Inquiry-based teaching
Homework
Teaching test-taking skills
Programmed instruction
Class size
Co-/team teaching
Mentoring
Ability grouping
Teacher education
Summer vacation
Television
Mobility

Jim Knight’s Instructional Coaching Workshops

These workshops, facilitated by a Corwin-Certified Consultant, will provide a foundation for the Instructional Coaching program. Participants will walk away with techniques and materials that can be used right away.

Workshop participants will:

Partnering Fundamentals—Working With Adults session:
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- Learn partnership principles for building healthy coaching relationships

Coaching Cycle session:
- Implement the Coaching Cycle
- Learn how to set goals, explain teaching practices, gather data, and monitor progress toward goals

Communication session:
- Improve listening, relationship building, questioning, and reflective conversation skills
- Build trust with collaborating teachers

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The research has demonstrated that the performance of teachers and students can be improved if a school embraces a performance and development culture connected to student learning, engagement and well-being, and is grounded in teacher self-efficacy. This presentation will focus on how we are transforming our approach to professional learning. Research has asserted that the quality of teaching has a powerful influence on student learning outcomes and engagement (Barber et al, 2007; Hattie, 2003). Furthermore, there is a proven connection between content pedagogical knowledge and improved teacher performance (Bickmore, 2013; OECD, 2014).

This research asserts that professional learning activities that were subject-based and required teachers to be active participants in their own learning, were more effective in teacher learning than general topics taught in isolation. Our approach has been to form subject-based Learning and Research Teams in each department sharing knowledge, expertise and experience in order to enrich pedagogical content knowledge and improved teacher performance (Bickmore, 2013; OECD, 2014).

At the heart of a school-wide vision for learning should be the belief that every learner has the capacity to change or influence the world. We reject the belief that entry into university, employability or high-stakes exams should be the fundamental drivers for learning. Learning must be driven by need and curiosity so that learners can see purpose in the learning intentions. As learners gain proficiency, a concurrent increase in responsibility and capacity for self-determined learning should be the main goal of educators. This should not only exist for student learning, it should exist for teachers and leaders also.

This presentation will challenge schools to look beyond critical skills and content and consider promoting a greater focus on aligning principles of learning for all learners, regardless of age and experience. The impact on understanding how we learn is significant, particularly for children, when they can observe an unambiguous cycle of learning in action for themselves, their teachers and school leaders.

Leaders and teachers will be provoked to redesign structures, processes and learning spaces for students and themselves, and challenge them to create learning experiences that enhance learner agency, metacognition and capacity for self-regulation.

In Queensland over the past few years, various policies and large scale programs have focused on school improvement agendas incorporating professional learning initiatives for teachers and leaders. Whilst the scope of these initiatives is extensive, comprehensive empirical evidence about the influence of leaders is sparse. This paper addresses the question: if in fact leadership drives school improvement and innovation in professional learning, what evidence exists to support this claim in Queensland? Additionally, it suggests some ways that this evidence might be gathered, evaluated and shared.

This research utilises a case account approach that draws from an array of data sets gathered over the past two years in state and non-state schools. An evidence base has been formed based on theoretical knowledge combined with school praxis as enacted in selected action research endeavours. A multi-dimensional innovation interpretive framework was designed to assist in evaluating developmental growth in leadership, action research practice, professional learning and change.

The presentation outlines key features of the interpretive framework, by creating a disciplined dialogue to refine the conceptual and methodological issues of the research question. Participants will be provided with access to selected reflective tools which may be of use in their own learning environments.
You are invited to take part in a workshop to explore a common language for discussing how we can make the greatest difference for our students. We will introduce Standards of Evidence, developed in Australia, which includes levelled dimensions of attributable design, measurable impact, scaling potential and cost considerations. The workshop supports school leaders and teachers to measure their impact by using real-time data about their students’ progress, research and professional judgement.

You will have the opportunity to take part in a moderation-style conversation about impact, design, scalability and investment of a sample school improvement initiative. The workshop conversations will be about how the Standards of Evidence dimensions can frame the way we gather evidence, form opinions about initiatives and the extent to which they make a difference for students. The premise of our thinking is that transforming local success into school impact, design, scalability and investment and improvement requires shared understanding and system evidence of improvement and innovation.

Neurofeedback (NFB) is a type of biofeedback that uses real-time displays of brain activity to teach self-regulation of brain function. Pinnacle Group Australia partnered with the University of New England to conduct a pilot research study which explored the effects of NFB on enhancing leadership skills in school leaders.

Learn: Recent scientific advances in the field of neuroscience have given us more accurate insights into learning, memory and behaviour change. During our presentation we will share the remarkably positive findings from our research study which aimed to maximise learning, and education leaders’ performance through the use of EEG (Electroencephalogram) data and NFB development.

Reflect: After only 8 hours of ‘brain training’ participants demonstrated a significant improvement in their level of Emotional Intelligence and Executive Functions - including attentional control, working memory, and cognitive flexibility as well as reasoning, problem solving, and planning. Results indicate that NFB stimulates brain plasticity to significantly speed-up learning and increase performance.

Apply: Participants will be challenged to reflect and discuss how we can apply these findings to future leadership development. Could NFB revolutionise the way we learn, develop and grow?
Establishing and maintaining a culture of success should be every school's goal. Understanding what success looks like for a school is critical to its capacity to initiate a pattern of improvement and evolution; as managed success creates more success. To engender genuine, meaningful and sustainable improvements in a school, there has to be a development in the school's culture as recognised by the staff, students and the community.

A shift in a school's culture is as much about perceptions of ‘ownership’ of the change as it is about altering the focus from the problems to solutions. Establishing a sense ‘owning the change’ is at the heart of the shift in culture. Too often schools undertake a process of change focussing on managing new systems imposed on a staff with the direction that this is what we are now doing rather than a move to a genuine transformation in thinking and a sense of owning the solutions that are implemented.

This presentation will link to Hattie, Sawyer, Marzano and Dinhám's research exploring school improvement as well as provide practical pointers, suggestions and guidelines based on experience and evidence as to how to establish patterns of ongoing, sustainable whole-school success.

With 14% of all victims of sexual assault reported to law enforcement agencies are under the age of 6 (Snyder, H) Abuse Prevention Education needs to start as young as possible.

This informative workshop should not be missed as it will provide you with innovative and effective ideas and tools for teaching Abuse Prevention Education to all children, including those with special needs. Areas that will be covered are; teaching Public and Private as a whole concept, Safety, Feelings, Early Warning Signs, Safety Teams, Saying No and Secrets.

The resources being presented have been designed to make teaching Child Protection Education realistic, topical and engaging without trying to scare children. They have been developed out of a need for having functional, customised tools for delivering the essential concepts to children of all developmental abilities.

The intuitive nature of these resources makes them accessible and very easy to implement for anyone wanting to address Abuse Prevention Education with children, which naturally includes parents and carers. The broad range of topics covered is intended to teach children multi-faceted strategies for protecting themselves, but also the importance for children to take risk which is how children learn.
There is ongoing interest in what comprises an effective program to support and prepare aspiring principals to transform schools. This session explores Unlocking Potential - a program that has been developed and run by the Bastow Institute of Educational Leadership since 2014 to support aspiring principals to move into principalship. This program adopts many of the features described as ingredients for success and has now supported the learning of over 230 aspiring principals and the transition into principalship for over 30% of program graduates.

This session explores the components of the program and the elements that support effective leadership – conceptually and in practice, as these have been determined through consultation with key stakeholders, research and ongoing evaluation of program effectiveness and impact. It will engage conference participants in a dialogue about its effectiveness in supporting principal preparation and its capacity to build leaders to create and respond to educational futures yet unseen.
Ms Sheryll Ofner
Selwyn College

A Secondary School Case-Study of How ‘Visible Learning’ has Dramatically Transformed Student Achievement

This presentation is about how the ‘Visible Learning’ research has been brought to life at Selwyn College in a model for effective teaching and learning that has dramatically transformed student outcomes.

In 2008, New Zealand’s Minister of Education labelled Selwyn College - a state secondary school in central Auckland - ‘a failing school’. The appointment of a new principal and the development and embedding of the model: ‘Becoming SELWISE – Our Toolkit for Effective Learning’ meant that by 2012, John Hattie declared on national radio that Selwyn College had undergone; ‘the most significant turnaround of any school I’ve seen in the last five years’.

Participants will learn how this dramatic turnaround has been led and realised. They will learn how Selwyn College has constructed and deeply embedded SELWISE throughout the school. They will learn about the crucial role instructional and distributed leadership has played. Evidence of the dramatic shift in student achievement over time will provoke participants to reflect on how critical teachers’ consistent and explicit use of the toolkit has been in enabling each student to develop a deep understanding of the ‘game’ of learning and the power to be in control of it.

Dr Toni Meath
Co-Presenter:
Mr Shungo Sawaki
Margaret Akins
Micah Wilkins

The Mac.Robertson Girls’ High School

The Mac.Rob Model: A Leadership Perspective

In this presentation members of The Mac. Robertson Girls’ High School Executive Leadership Team will present a perspective on how to lead a school culture that caters for the needs of academically talented students. The Mac.Robertson Girls’ High School is one of four Victorian select entry academic schools with the reputation as one of the highest performing academic schools in Australia.

This presentation will share the insights gained in working as a school leader charged with the responsibility of meeting the wellbeing, curriculum and pedagogical needs of highly able learners. The presentation will highlight that school communities must reflect upon the importance of agile leadership, teacher efficacy, rigorous curriculum, innovative and creative pedagogy, student voice, parent engagement and the development of a culture of trust so as to prepare young adults to be future ready in the global competition for talent.

The underlying thread of the presentation is one of provoking reflection about the implications of setting clear strategic intent and future focused visioning enabling the community to live a culture of trust and success.

Sophie Murphy
Co-Presenter:
Luke Mandouit

University of Melbourne

Teacher Talk! The Power of Our Language

Sophie and Luke will share their current research that they are doing with Professor John Hattie on the power of language. Sophie and Luke will share findings on the most effective ways to use language across primary and secondary schools to create deep level learning, transfer of understandings through feedback, effective questioning and classroom talk - both from the teacher and using student voice with cooperative groups (and the importance of doing so).

Sophie and Luke will also discuss the positive effects of developing a common language of learning across the school and the positive benefits this has for school leadership, teachers, students and the school community in understanding where students are, where do they need to go and how are they going to get there.

Using effective language and great questions has significant impact for all schools, Sophie and Luke will provide participants with many useful techniques and ideas to take back to the school setting based on solid educational research foundations.
Like all school improvement initiatives, good leadership is fundamental to its success. The same is true of Professional Learning Communities (PLCs). Strategic deployment of teacher leaders as professional learning leaders has seen high performing jurisdictions transform the way they build capacity within and across schools. International evidence describes the value of this role in supporting leadership teams to drive improvement in teacher practice across schools.

This presentation will provide an overview of the International evidence of the necessary role that leadership plays in implementing and sustaining PLCs in schools. It will also describe how Victoria’s PLC initiative in government schools has drawn on this evidence to create new leadership roles at a regional and school level.

Professional development has an essential role in the accreditation of teachers. It is a key driver in the on-going development of teachers.

The Board of Studies, Teaching and Educational Standards (BOSTES) recently conducted a survey of NSW teachers in order to learn more about teacher professional development experiences and learning needs. Over 11,000 teachers responded to the survey. In this workshop, BOSTES will share results from the survey.

The survey results will be compared with attendance data relating to the professional development that was undertaken by accredited teachers in 2015. The data will bring together perception data, availability data and participation data.

BOSTES will provide opportunities for participants to explore the survey findings and the professional development availability and participation results. When considering the key insights and messages that emerge from these results, the BOSTES will reflect on the important factors of school and system leadership, and question what it takes to both support and strengthen the relationship between professional development and enhanced teaching practices in the range of settings in which teachers work.
Mr Clarrie Burke  
Formerly Assoc. Prof. Queensland University of Technology – Teacher Education (Now Retired)  
Re-envisioning Learning Management for Australian Schools: Pressing Need for a Paradigm Shift

The participants will learn from an examination of the existing school system, reflect upon this through a searching critique, and apply the experience as a catalyst for a changed conversation on school education for today.

The existing model for school education is rooted in the social and economic circumstances of the industrial age. However, the world has progressed beyond the mechanistic age, beyond the information age, to the ‘conceptual age’ of the global networked ‘knowledge society’. This presentation proposes a paradigm shift which gives renewed perspective for the development of 21st century knowledge and skills. The new vision incorporates critical awareness of the historical context, and challenges assumptions underlying the existing lock-step, didactic, common age-grade curriculum. The emergent conceptual framework forms the basis for a different conversation about ‘best practice’ which goes beyond the national reform agenda to the bigger picture of systemic change. The conversation encompasses a reconstructed pedagogy, continuous pupil progress and growth mindset, for the ‘knowledge worker’ to succeed in work and life beyond the industrial age.

Presentation based on article: Burke, C., Re-envisioning Learning Management for Australian Schools: Pressing need for a paradigm shift, Leading and Managing, Vol. 21, No. 1, 2015, pp. 105-122.

Mr Darren Cox  
Co-Presenter: Emily Bartlett  
St Philip’s Christian College  
Improving Student Learning Through Strengths-Based Leadership

Darren will speak of his journey in leading SPCC Cessnock, engaging and motivating staff to maximise staff morale and school outcomes. He will share strategies aligned to strengths capitalisation in his diverse staff to address core learning challenges around literacy and numeracy outcomes. Darren will share examples of his staff, situations and learnings in implementing strengths based leadership and teaching within the school.

Supporting this journey, Kathryn will share current Gallup research relating to employee and teacher engagement in alignment to student achievement. She will demonstrate that through embracing capability and positioning staff by talents and strengths, schools will achieve more with less. Using findings from Jack Welch and Jim Collins she will support participants in assessing their staff, to understand productive versus destructive employees through clear accountability of resources. They will work with participants to understand the value of identifying individual strengths, providing staff with responsibility, accountability and ownership through a positive constructive performance management structure.

Darren and Kathryn will open the room for collegial discussion allowing attendees to share experiences and reflect on the potential impact of a positive leadership structure and performance development to improve student outcomes through staff engagement.

Aidan McCarthy  
Head of Digital Transformation Catholic Education Western Australia  
LEADing Lights: Transforming Learning for All

Transformation is activated through leadership engaging in innovative practices, supported by evidence based research and is reinforced through personal insight to empower community members to make informed decisions. Catholic Education Western Australia (CEWA), has begun transformation, and this session provides an overview of two of these strategic innovations. The first is Studio Curious, designed to provide educators with the permission and confidence to create change; promote knowledge of evidence-based best practice in education; and encourage new connections.

Studio Curious combines a beautiful, fit-for-purpose space with a rigorous and creative process and supports the design thinking required to enable the second innovation, CEWA’s digital transformation called LEADing Lights: Transforming learning for all. LEADing Lights is designed to help every student achieve their full potential, every teacher deliver inspiring learning and every school become a flourishing happy school where students love to learn. Design thinking together with personal insights will, for example, equip every principal to provide informed decisions about the administration of their school.
Christine Cawsey AM

Co-Presenter:
Mrs Brenda Quayle

Rooty Hill HS

Progressive data - using school data to value and make meaning of 21st century learning

In this presentation Christine Cawsey and Brenda Quayle will share key learnings from Rooty Hill High School, a Social Ventures Australia Powerhouse School recognised for its exemplary use of evidence informed practice, planning and decision making.

Using Results (Outcomes) Based Accountability the school has introduced innovative practices in the collection and use of data analytics at a school level designed to track learning trajectories, measure improvement and sustain innovation.

The presenters will share some of the tools and frameworks that have changed work practices and created an evidence informed culture.

The presentation will discuss assumptions and limitations in the use of data and make some gentle fun of the challenges facing secondary schools when “modern statistical” practices including “snapshots” “averages” and “standard deviations” are used to “normalise” external data to rank and rate schools.

The presentation will also invite the delegates to look at ways to apply new approaches to measurement, evaluation and data to meet the challenges of the personalised agenda of 21st century life and the increasing use of “big” data for policy making.
Ms Lee Sansom

Co-Presenter: Ms Amanda Bartram

Blair Athol North B-7 School

Doing Things Differently - A New Model for Engaging Students in a Challenging Setting

Since its inception in 2011, Blair Athol North School (0 – 13 years of age) has accepted the challenges of low SES and multi-cultural education. This includes thinking outside the square in relation to connecting our children to school to improve learning outcomes.

The school has a reputation for innovation and inclusivity, and most of our children engaged successfully – but a small group of children did not, and consumed resources, time and energy disproportionate to both their number and achievement.

In 2015, we placed these children into a learning space and actively responded to their sensory, physical, emotional, social and learning needs in non-traditional ways, to engage and reconnect them to a path of lifelong learning.

15 boys, their families, a teacher and school support officer began this journey together. An environment for authentic, hands on learning was co-constructed with the boys. Back mapping to the curriculum, data on academic progress and behaviour exits testifies that this approach is meeting the needs of the boys and the school.

This presentation will share the processes, challenges and current outcomes of developing a new model for educating children who struggle to engage in traditional schooling, and that could be applied by others.

Mr Toby Trewin

Hale School

Innovation Revolution – Dynamic Education Initiatives for Student Improvement and Future Success

How do you honour and enhance the current education paradigm containing numerous stakeholders whilst best preparing your students for the ever-changing world that awaits them beyond the classroom? Innovation Revolution will explore this challenge and provide solutions with evidence on how the balance can be met without compromising the demands of today with the prospects of the future.

Attendees will learn in detail of an innovation movement within the construct of an established school institution. This insight will reveal numerous innovative leadership initiatives with comprehensive descriptions of strategies, such as: multifaceted ICT peer coaching, embedded STEM curriculum, ‘invisible’ technology pedagogy, contemporary staff innovation research scholarships, strategic curriculum design for 21st century learners and the creation of an innovative culture of research, industry engagement, rapid prototyping, constant iteration and disciplined innovation.

Following this exposure to the education environment, attendees will be given a clear reflection as to the culmination of these initiatives for the benefit of student learning and development of valuable lifelong skills.

To conclude, universal strategies for implementing innovation, improvement and change will be provided. These recommendations will be applicable to multiple educational contexts, coupled with an awareness of future educational developments and trends.

Mrs Katrina Harte

Inaburra School

Fostering a Collaborative Faculty Using Interactive Programs

These days many schools are adopting a ‘Google’ approach to their teaching, learning and organisation, however, many professionals are not maximising the potential the Google suite of Apps offers in terms of professional collaboration and innovation in programming and day-to-day administration.

This session will introduce a model for how Google Apps can assist in creating a collaborative online professional environment for teachers within and across faculties through the creation of ‘interactive programs’. These interactive programs can save teachers time, increase collaboration, make evaluations and registers more meaningful, and contribute to a varied and differentiated learning environment for students. The implementation of this model has also lead to increased collaborative and professional development time in faculty meetings due to the time saved in communicating day-to-day faculty administration.

Participants will be asked to reflect on how such technology is being used currently in their school and consider how elements of this presentation could be implemented effectively in their context. Teachers will also be asked to reflect on the impact that this model may have on student learning if all faculty time could be devoted to improving student outcomes and/or professional development opportunities rather than faculty administration.
It is early education and care that shapes a child's future, laying the foundation for the rest of their life. A child's early years are critical for establishing their life-long capacity to learn.

The introduction in 2012 of the National Quality Framework for Early Education and Care was the result of a national agreement to improve standards and better provide educational and developmental outcomes for children.

The Australian Children's Education and Care Quality Authority (ACECQA) is working with governments, services and the sector to promote excellent practice and educate about the importance of quality in children's education and care. With four years of assessment and rating against the National Quality Standard, we have learnt a lot about what can be achieved when educators work in partnership with families and communities.

ACECQA's presentation will reflect on what the top excellent rated services are doing in this space to empower leaders to create positive changes in their school and community. Examples of educators giving children a voice in their community will inspire, and demonstrate how helping our youngest citizens contribute to their world can improve children's wellbeing and produce sustainable student outcomes.
**Ms Jackie Haines**
Co-Presenter:
**Ms Jeanette McMahon**
*Winters Flat Primary School*

**Change on the Smell of an Oily Rag**

If a school has a heartbeat anything is possible.

18 months ago Winters Flat Primary School underwent a Priority Review which highlighted the need for the school to develop a common and contemporary approach to teaching and learning. Whilst there were pockets of excellence across the school, staff did not follow a common approach to their planning, instruction or assessment. Considering our financial position, we needed to be cost effective when driving our change.

Our improvement journey will be discussed through the impact on both teachers and students.

When working with teachers, an intentional focus on collaboration, a common approach to teaching and learning and clear communication has resulted in improvements in teacher practice and knowledge, particularly in maths.

When working with students, an unexpected hero emerged from the sidelines. The revamped student leadership team increased a sense of ‘ownership’ and ‘voice’ which led to a large number of students being more committed to their studies and taking greater pride in their school.

We know that student outcomes improve when both teachers and students are inspired and their capacity is built.

**Dr David Cullen**
*Tuggerah Lakes Secondary College*

**Leading Learning K-12: What Works and Why**

The presentation will examine school reform and learning innovations, both nationally and internationally and draw together a number of key threads of practice which have a significant impact on improving student learning. Participants will reflect on the key threads including the use of learning progressions; instructional leadership; explicit teaching; integrated learning; teacher collaboration; and effective school curriculum design principles and discuss how they could be applied in their particular setting. The workshop will draw on specific system-wide and school-based examples from Scotland, the United States and Canada as well as the Early Action for Success reform, the Improving Literacy and Numeracy National Partnership and implementation of the Australian Curriculum in NSW and provide participants with an opportunity to learn and discuss different approaches to student learning.

In this interactive presentation Dr Cullen will challenge the orthodoxy of many existing curriculum practices in schools and invite discussion and reflection from the audience.

**Mr Daniel Pinchas**
Co-Presenter:
**Ms Lauren Elston**
*Australian Institute for Teaching and School Leadership*

**Leading Change in the Induction of Early Career Teachers**

Current policies require that graduate teachers receive targeted support in their first few years of teaching. We also know that a high quality, effective induction will support graduate teachers to maximise their impact on learner outcomes. But what is effective induction? How can we move from thinking induction as orientation towards it being a long term, multi-strategy approach to learning and development?

In the area of induction, AITSL has:

- Comissioned research that uncover current induction practices occurring in education and non-education settings
- Published an annotated bibliography that examines the research into what, and who, is required for effective induction
- Developed case studies to highlight effective induction practices in a range of contexts
- Developed national guidelines, outlining the three things that have the greatest impact for an effective induction

AITSL’s new research and guidelines challenge educational leaders to reimagine their definition of induction and the support for new graduates; to reflect on what beginning teachers need in their first few years and to make changes to the practices in schools.
Ms Lynne Symons

Department of Education and Child Development

How Doing Schooling Differently (K-12) Led to Remarkable Learning Outcomes

Mark Oliphant College (MOC) is a new school built in the outer Northern suburbs. Three schools (two primary, one secondary) and a kindergarten were closed to form the new school. All were category 1 of disadvantage and considered “failing”; MOC opened in 2010.

With a belief that all students could achieve, a commitment to innovation, shared leadership and the entitlement for all our students MOC turned outcomes around within five years. By 2015 MOC was oversubscribed with enrolments (1600 students and still category 1); achieved a “HSC” completion rate above state average (98.5%); has a 1:1 free digital device program (Prep-12) and annually hosted our own conference and visitor’s program. In 2015 MOC was named as one of the 40 most innovative schools in Australia. 37% of the 2015 graduating class applied for University and 87% of these were successful. In the last three years over 70 MOC students have been able to go to University compared with a total of 4 in the three years before establishment.

This workshop shares that journey focusing on the leadership and management practices that promoted the culture of innovation enabling MOC to embrace and embed “different” thinking about schooling.
CONCURRENT SESSIONS

Dr Karen Read
The University of Western Australia

Student Diversity: Creating a School Climate to Ensure Everyone Belongs

This presentation outlines a school’s journey in responding to a rapidly changing student demographic as a result of government changes to the school leaving age and immigration policies. The significant change in the cultural and social diversity of the student population became the catalyst for a focus on practices to promote a whole school intercultural approach.

Through a well-established partnership with a local University, the school implemented a set of interrelated strategies to address the student diversity including applied learning in intercultural competencies and understanding poverty. Concurrently research on school climate was conducted by the University.

Initially, self-assessment audits were conducted with teachers to determine the extent of the inclusiveness of the school climate whilst students’ perceptions were also sought through a questionnaire. At the end of the 18-month period, student perceptions of the school climate were surveyed again resulting in statistically significantly higher scores in four of the six climate scales as determined by effect size.

A clearly defined purpose, an investment in time for planning with staff collaboratively shaping the direction of the strategy, removed many sociocultural barriers for students. Participants will reflect on this statement, sharing insights about how this might apply to their local school.

Dr Janet Buchan
Lourdes Hill College

Developing a Blueprint for Resilience in Educational Systems Management

In all educational sectors there is pressure for innovation, organisational change and increased accountability for complying with policy-driven sector standards. As the speed of change continues to increase, traditional educational and organisational management processes do not adequately address how to understand and manage the learning environment in the face of constant change in technology and other institutional demands.

This paper draws on research that explored new heuristics for understanding and managing changing learning environments. Resilience thinking was explored as a holistic way of approaching management problems in educational environments. From its origins in environmental systems' management, resilience thinking supports building a capacity to work with change, as opposed to being a victim of it.

Through the practical application in tertiary and secondary sectors the author has developed a six-step Blueprint for Resilience in educational systems management. The Blueprint consists of a set of tools, strategies and processes for developing institutional resilience and buffering change.

The Blueprint for Resilience can be applied by educational leaders and managers to a variety of institutional systems ranging from high level strategic planning to learning spaces management or the institution-wide implementation of new ICT systems or alternative curriculum approaches.

Ms Tanya Appleby
Co-Presenters: Tina Bavaro & Lauren Shinfield
Trinity Catholic College, Goulburn

The Lighthouse Project: Illuminating Leadership to Build Teacher Capacity

In response to reform agenda in the Australian Professional Standards for Teachers (AITSL, 2011) and Principles of Pedagogy (Catholic Education, 2016), and motivated to build teacher capacity through leadership, Trinity Catholic College Goulburn, launched The Lighthouse Teacher Project in 2016. This project targets teacher-led professional learning communities with the aim of providing opportunity to lead and implement change of practice in any one of the following areas: Leadership, Engagement, Assessment and/or Practice. Thereby, targeting the over-arching goal of improving student learning outcomes and fostering a climate of collaborative critical reflection. The Project draws on social theory of pedagogy of place (Gruenewald, 2003) to support the regional learning context needed to provide opportunity to lead in diverse ways. The objectives include: active engagement with pedagogical theory, purposeful critical reflection on classroom practice and challenging assumptions through shared critical reflection. To facilitate improvement in leadership, we piloted an Academic in School Program and developed protocols for observations, peer-feedback and methods of critical reflection and evidence based-review through the lens of Catholic social teaching practice. Therefore, the aim of this presentation is to share insights on The Lighthouse Teacher Project with suggestions on implementing the Australian Professional Standards for Teachers.
Dr Jill Duncan
Bastow Institute of Educational Leadership
Leading Quality Inclusive Education through an Implementation Science Framework

This presentation will highlight the role of education leaders in creating inclusive schools. Using an implementation science framework, it will identify stages of application that will assist in the identification and use of evidence based practice. It closes with practical recommendations for ensuring teachers have the knowledge and skill necessary to make classrooms inclusive of all children.

Dr Sandy Heldsinger
University of Western Australia/Pairwise Pty Ltd
Assessing Oral Narratives in the Early Years

Development of children’s oral language is critical to both their social and academic success. Yet, a survey of 7500 schools using the Australian Early Development Index (AEDI) indicated that 25% of children in their first year of full-time schooling were developmentally vulnerable in terms of communication skills (AEDI, 2012).

Early childhood educators play an important role in developing students’ oral language skills. A child who can create clear spoken sentences has a skill that is necessary in learning how we write. When children tell stories they develop expressive language and they learn to think ahead and back track over what they said earlier.

The study reported in this presentation was motivated by the challenge of using teacher judgements to assess oral language in a manner that is authentic and reliable as well as practical and efficient. Teachers from four schools assessed their students using the Brightpath oral narrative teacher’s ruler. They then devised and implemented their own initiatives in the explicit teaching of oral language. Five months later they reassessed their students and the effect sizes obtained ranged from 0.74 to 4.01. During the presentation, participants will be given the opportunity to assess a child’s oral narrative.

Dr Anne Malcolm
Co-Presenters:
Mr Sanjay Rama & Ms Gail Brooke
Ponsonby Primary
Assessment for Learning. What Does Student Voice Look Like in an AFL High-Functioning Classroom?

Learn - In this workshop participants will examine their current assessment for learning capabilities. The AFL matrices that will be introduced, support assessing teacher/leader AFL capabilities. Participants will have an opportunity to examine where they feel they best fit on a continuum of learning. Linked to this the presenters will identify the core student AFL capabilities, with a particular focus on gathering student voice. Insight into how staff and children promote further learning at Ponsonby Primary will be the focus.

Reflect - Staff video clips are used to improve the Ponsonby AFL improvement goals. AFL leaders use a range of methods to give feedback and the workshop handouts provided will offer a platform from which participants can consider their contexts and methods of feedback.

Apply - Sanjay and Gail will provide examples of the many ways the staff gather student voice. The e-blended learning platforms and the level of engagement between teachers and students around how they provide feedback and feedforward. Children understanding their learning and knowing what they need to do to improve is vital to success. The participants will look at their mentoring methods and consider what works best in different situations.
Heather Hopcroft & Andrew Harnett  
Bastow Institute of Educational Leadership  
Principals Working Together Using a Communities of Practice Approach

In this presentation we will draw on the expertise across the world and share the strategies of the Victorian government school system to improve performance of every school. Communities of Practice is an approach to learning by principals who will engage in a process of collective learning in order to develop new practices that improve student learning outcomes.

Dr Venessah Fernandes  
Monash University  
Can Data-Driven Decision-Making and Business Excellence Models Work Effectively for Continuous School Improvement?

Australian schools have been actively involved in school improvement over the last couple of decades. There exists a number of strong theoretical models and frameworks built around the importance of sound educational practice and good organisation in the delivery of excellence in education.

PURPOSE: This presentation discusses a case-study school that has brought good educational practice and good organisation together through the use of a business excellence model focused on continuous school improvement. More than a decade long continued use of this model has made its credibility strong within this school context.

METHODOLOGY: Using an organisational case-study approach, this presentation discusses the usefulness of an ISO 9001 2000 model within schools. It provides current and aspiring principals with an alternative path for effective self-management of schools that makes significant use of data-driven decision-making processes to inform its continuous school improvement.

FINDINGS: What is the rationale for using a business excellence model in a school? Can business excellence models be authentically implemented within continuous school improvement processes? Do they add value to the quality of education being offered? How effective is data-driven decision-making in leading the management of the school? What role does school leadership play in implementing such a model?

Dr Sally Towns  
Cairns Catholic Education Services  
Harnessing The Power of Collaborative Practice to Improve the Primary to Secondary School Transition Experience

Collaboration and networking are nebulous in structure and interpretation as strategies for school improvement, and subsequently their implementation and success for ongoing school and system improvement is varied. This presentation proposes a model of collaboration, both inter- and intra-school and system, which is structured, non-competitive, focussed, data driven and supportive to enhance outcomes for students during the primary to secondary transition phase. When purposeful, school and system collaboration can create efficiencies, enhance collective responsibility, and promote the moral purpose of positive student outcomes and wellbeing.

Drawing on the research findings from an earlier study, the transition from primary to secondary school (Towns, 2011) this paper sets out to utilise these findings into a model in which collaboration could be used to better improve the outcomes for students during the primary school to secondary school transition phase. The social aspect of school transition and academic achievement post-transition are areas of concern for students and have the potential for further investigation, which could include opportunities for collaboration at the school and system level. This paper explores these two dimensions through a collaborative framework, which promotes innovation and knowledge sharing, and could be utilised across other collaborative groups or networks.
It is widely acknowledged that school principals play a significant role in improving schools - a complex and challenging task. However, according to the 2013 OECD TALIS survey, a significant proportion of Australian principals consider they have not received formal training for the role and the percentage of Australian principals who feel their preparation for the role was strong is low when compared internationally.

To support principal preparation, an understanding of the complexities and difficulties inherent to the role is required. In line with its strong focus on strengthening principal preparation, AITSL recently conducted research focused on establishing the common challenges new principals face. The aim was to use the findings to support the development of well-prepared aspiring and beginning principals.

The workshop will discuss the project’s approach and findings. Project stages include a literature review which examined common challenges for new principals, analysis of data collected from 320 school leaders and the development of frameworks for interpersonal behaviours related to leadership. The workshop will ask participants to use the research findings to reflect on their experience and discuss the application of the frameworks in context.
Mrs Lisa Coles  
*Calvary Christian College*  
**An Inquiry-Based Approach to Whole-School Data Management**

Schools are data-rich. Teachers have a myriad of information available to them from classroom tests to standardised data, national testing results, anecdotal records, previous reports, formative and summative assessment tasks. The amount of data can quickly become overwhelming without a clear approach to managing and applying it.

This presentation will focus on how to create a teacher-driven, inquiry-based approach to data management within schools with a particular focus on building professional data teams. Teachers and school administrators will benefit from examining how best to undertake the process of school improvement through using data to better inform instruction for all students.

Without a whole school approach, much of the data remains inert, of minimal influence on teaching and learning. Without building teacher capacity to collaboratively organise, analyse and apply the data, teachers can struggle to respond appropriately.

An inquiry-based approach provides the perfect model for how to engage with the overwhelming array of data and highlights the importance of asking the right questions. Participants will be given opportunities to reflect on their own unique circumstances and will leave with a plan for how best to increase their school's data literacy.

Mrs Jan Gregory  
*Deakin University*  
**Links between Principal Leadership and Professional Learning in Schools**

Robinson (2007) found the leadership dimension that had the most impact on student learning outcomes was “Promoting and participating in teacher learning and development”. (p.15)

**Learn:** The purpose of the study was to find out how principals use professional learning to change teacher practice to impact on student learning. The methodology used was grounded theory and the research was conducted in six government schools in regional Victoria using semi-structured interviews.

**Reflect:** The term professional learning was defined in many ways varying from teachers participating in external professional learning, internal whole school professional learning and ‘planning time’. It varied from school to school.

**Apply:** The main themes that emerged from the research were accountability, building teacher capacity, developing consistency across the school, principal leadership and distributed leadership. In the schools studied the professional learning was mostly delegated by the principal using a distributed leadership model. The principal’s involvement was varied. The amount and rigour of professional learning varied between schools but there was a correlation between the amount of professional learning that occurred in schools and the principal’s involvement in it.

Dr Joan Conway  
Co-Presenter:  
*Dr Dorothy Andrews*  
*University of Southern Queensland*  
**Leading the Management of Enhancing School Outcomes: A Diagnostic Tool that Focuses on What Matters**

Data gathering, analysis and evaluation are abundant in the current lexicon of school improvement. Choosing the best tool might be the quandary of where to start. Then there is the plethora of educational institutes, consultancies and school governing systems offering and even mandating what to use and how to use the alluring array of diagnostic products.

The Diagnostic Inventory for School Improvement (DISA), hosted on the ACEL website, focuses on alignment of identified elements underpinned by researched-based theory and practice of what works best. Data provide perspectives about contributory elements of the whole: vision, goals, leadership structures; cohesiveness of school community; generation and allocation of resources; identification and embedding of effective pedagogical practices; and relevance of professional learning. These elements are then linked to capacity for ongoing improvement of school organisational coherence.

This workshop will invite participation in the processes required for the contextually relevant analysis and interpretation of data. Participants will be invited to engage in the analysis of data to map a school’s outcomes and show the alignment of the contributory elements within that context. School and system leaders and teachers will benefit most in considering how this process can provide a clear focus for strategic planning.
According to Hattie (2014), a narrow focus on academic achievement as the major indicator of quality education, can lead to the wrong questions, the wrong answers and the misuse of resources at the cost of other reforms. Examining the nexus between effective professional learning and effective teaching, this paper explores a whole school (K-12) initiative that eschews deficits. Instead, it focuses on how a narrative of growth can close the opportunity gap. Based on the Assessment for Teaching model (Griffin ed. 2014), teachers collaboratively create and implement developmental progressions/rubrics describing what progress looks like within all subjects.

This paper wades into the debate that all students can learn and improve if teachers can identify what they are ready to learn (Griffin ed. 2014), and provide differentiated learning activities and realistic stretch challenges (Masters, 2013). Underpinned by notions of "reciprocal" accountability (Elmore, 2002), the approach described is predicated on time and recognition: time to build shared knowledge, learning with and from each other, and recognition of the existing strengths and expertise of our staff. Participants will be given opportunities to reflect on their own current practices and discuss how these ideas might be applicable in their own settings.
Jeremy Beard
Regional Network Leader, Department of Education Victoria.
President, ACEL Victoria

Using Data to Inform Teaching and Identify Areas for Whole School Improvement

With so much data available to schools, sometimes the hardest thing to do is to determine what information you really need to identify areas for improvement or to measure if you have been successful. Using the wrong data for the right purpose can have disastrous consequences.

Using the KIS principle, this workshop will look at what types of data can be most effective in supporting your staff to individually and collectively improve student outcomes.

This session will cover:
- Types of data and their purpose
- Student focus
- Whole school focus
- Using data to inform teaching
- Using data for whole school improvement
- Student outcomes
- Surveys
- Setting targets

Dr John De Nobile
Macquarie University

Measuring Middle Level Leadership: The Development of the Middle Leadership Roles Questionnaire

Middle leadership continues to be an under-researched and under-theorised concept in the broader field of educational leadership. A shift in terminology from ‘middle management’ to ‘middle leadership’ over the last decade suggests that the roles of middle level leaders in schools are evolving. But without a theoretical point of reference it is difficult to examine how that evolution is occurring and almost impossible to identify implications for school organisation and effectiveness. In an era when the achievement of our students compared to those in other OECD nations is becoming ever more a cause for concern, middle leaders are becoming more important as links between the vision of principals and school leadership teams and the daily work of teachers at the ‘chalkface’.

This paper brings new and innovative thinking to the concept of middle leadership through a recently developed model of the roles of middle leaders. Reflection on practical implications of the model and a review of the extant literature resulted in the development of a new research instrument, the Middle Leadership Roles Questionnaire (MLRQ). The MLRQ is presented and explained. The paper concludes with practical implications of its use for theorising as well as investigating middle leadership in education.

Dr Tony Loughland

Co-Presenter:
Ms Penny Vlies Lawrence
University of New South Wales

Adaptive Practices: When the Teacher Follows the Student and Not the Script

Learn: Recent research employing a validated scale has identified links between the disposition of teacher adaptability and outcomes of interest to schools, including teacher job satisfaction and student academic engagement and achievement.

The aim of this study was to examine whether the disposition of teacher adaptability transfers to classroom practice and is amenable to measurement through observable adaptive practice behaviours represented by indicators in a teacher observation instrument.

Reflect: Teacher adaptive practices are important for school improvement because they directly respond to the learning needs of students as they arise in the classroom. In the words of one of the teachers in our study, “It’s when the teacher follows the student and not the script”. The implication of this assessment-centric practice is, through responsive teaching, there will be more opportunities for creative and critical thinking and deeper conceptual understanding for students.

Apply: The Adaptive Practice Teacher Observation instrument provides a direct indication of the professional learning needs of teachers. Each of the indicators in the teacher observation instrument is amenable to professional learning interventions at the local level.
Mr Mark Walters

Department of Education of Western Australia

Leading Successful Technology Programs in Schools

Digital technologies are transforming our world. Automation, collaboration and globalisation are key forces shaping our economy. Predictions suggest 40% of jobs could be lost to automation within fifteen years. Digital literacy skills are crucial for students to be competitive in a changing global economy. So why is research finding that countries investing heavily in digital technologies are not experiencing positive impacts on student outcomes? The harsh reality is that many technology programs in schools fail due to avoidable factors. Drawing on experience, Mark will share the key leadership factors contributing to successful digital technologies programs.

Learn: The session provides compelling reasons as to why every student is entitled to a dynamic, innovative approach to integrating technology across the curriculum. Significant research findings will be analysed, leading to the sharing of relevant knowledge on the components of successful technology programs.

Reflect: Delegates will have an opportunity to reflect on the effectiveness of their digital technologies programs and explore a range of factors that impact on the learning curve and wellbeing of students.

Apply: Delegates will leave the session with practical, innovative approaches that allow students to demonstrate highly developed and transferable knowledge, skills and understandings in their own digital technology programs.
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