Setting the Learning Agenda

COURAGE & COMMITMENT TO LEAD 2015

ACEL National Conference
30th September – 2nd October
Hilton Sydney

CONFEREnCE PROGRAM

acel.org.au
Play a part in shaping education. Join ACEL today.

ACEL knows what it means to lead in a time of complex change. ACEL is a forward-thinking, relevant and responsive agent of change and innovation in education in Australia.

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 7,000+ practitioners, policy makers and researchers who make up our membership. ACEL is creating a significant and considered public voice for the profession through effective submissions, media releases and other forms of advocacy.

Being a member of ACEL means that 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.

ACEL is committed to giving back to the profession, through the provision of world-class learning opportunities for up-and-coming leaders. In 2015, the ACEL ‘New Voice’ Scholarship Initiative is being rolled-out, representing a commitment of $300,000 over ten years.

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.

As an ACEL member, you will have access to a great range of features and benefits within our organisation:

- Receive access to ACEL’s in-house publications:
  - Leading and Managing (our peer-reviewed academic research journal)
  - Australian Educational Leader (our practitioner journal)
  - Perspectives on Educational Leadership (regular short papers on current issues in educational leadership)
  - The Monograph Series (significant practical research)

- Subsidised rates to the ACEL National Conference and regular professional learning events

- Access to a wide range of complimentary branch networking forums which provide the opportunity to meet with like-minded members

- Eligibility for a range of Awards and Fellowships at both the state and national level, and the ability to nominate others for awards

- Use of the post-nominal ‘MACEL’ (outstanding members who go on to become Fellows are also conferred with the prestigious ‘FACEL’)

- Discounts in the ACEL Online Bookstore on a range of titles and resources

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EXHIBITORS
Every year, educational leaders across the country come together at the ACEL Conference to learn, network and celebrate excellence. This year’s conference plays host to delegates from every state and territory in Australia as well as international attendees from New Zealand, China, Kenya, Canada and the United States. We warmly welcome all our delegates to the 2015 Conference and trust you will find the event a powerful learning experience.

The program consisting of the plenary and breakout sessions will bring to life the following core themes:

**Courageous and Committed leaders:**
- **Act decisively**, empowering others to utilise their talents, remain focused and to make a difference.
- **Innovate boldly**, respecting tradition and remaining future-focused and relevant in the pursuit of a vision.
- **Make decisions fearlessly**, standing firm on what is important and what makes a difference.

The 2015 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.

Our powerful program of world-class thought leaders includes some of most influential thought leaders and education experts, who will bring their own unique perspectives to the audience. Interactive presentations and workshops will showcase key research and best practices that can drive learning at the system/school/classroom level.

As a participant, you can be assured that these diverse contributions will shift your thinking, expand your network and transform your practice. As a conference delegate, your participation and contribution in the various forums will enrich the learning experience for everyone.

Welcome, again, to the 2015 ACEL National Conference: **Setting the Learning Agenda - Courage and Commitment to Lead.**
Our e-Publications are tailored to keep educational leaders abreast of the latest trends, techniques and technologies throughout all of 2015. The content included in each of the four e-Publications is concise, providing you with easily-digestible advice that you can apply to optimize your leading, managing and/or teaching journey.

Subscribe today and gain access to current, relevant and thought-provoking content delivered regularly to your inbox.

You can also subscribe for all four e-Publications at a discounted rate of $225 per year.

Subscribe now for e-Publications 2015

ACEL | Australian Council for Educational Leaders
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 25 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.

Embrace the future in education – enhance educational leadership with ACEL.

ABOUT NSW DOE

The NSW Department of Education serves the community by leading the provision of world-class education.

The department protects young children by regulating preschool and long day care providers. Once children move into school, we provide them with a world-class primary and secondary education.

We also work to advance the wellbeing of Aboriginal people.

The department is the largest education provider in Australia. More than 760,000 students are enrolled in NSW public schools and we employ more than 84,000 staff.
Robert J. Marzano, PhD, is the co-founder and CEO of Marzano Research Laboratory in Denver, Colorado. Throughout his forty years in the field of education, he has become a speaker, trainer, and author of more than thirty books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include The Art and Science of Teaching, Leaders of Learning, On Excellence in Teaching, Effective Supervision, the Classroom Strategies series, Using Common Core Standards to Enhance Classroom Instruction and Assessment, Vocabulary for the Common Core, and Teacher Evaluation That Makes a Difference. His practical translations of the most current research and theory into classroom strategies are known internationally and are widely practiced by both teachers and school leaders. He received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington.

High Reliability Schools – The Next Step in School Reform

Dr Marzano’s vision for education is simple: the vast majority of schools can be highly effective in promoting student learning. To show how, he has created the High Reliability Schools™ (HRS) framework. This framework, based on 40 years of educational research, defines five progressive levels of performance that a school must master to become high reliability: a school where all students learn the content and skills they need for success in university, careers and beyond. Dr Marzano will outline the indicators and critical commitments for each level, ensuring the improvement of student achievement.

Dr Marzano will explain how the HRS model explicitly supports improvement initiatives such as professional learning communities; The Art & Science of Teaching framework; teacher performance and development plans; curriculum implementation; vocabulary instruction; critical thinking and reasoning skills; formative assessment; standards-based marking and reporting systems; and student mastery systems.

Join Dr Marzano as he introduces the five levels of becoming a High Reliability School™ – the research base behind best practices and the concrete steps you can take to improve student achievement.
Michael Fullan is a worldwide authority on educational reform with a mandate of helping to achieve the moral purpose of all children learning.

Michael Fullan, OC, is the former Dean of the Ontario Institute for Studies in Education at the University of Toronto. Recognized as a worldwide authority on educational reform, he advises policymakers and local leaders around the world in helping to achieve the moral purpose of all children learning. Michael Fullan received the Order of Canada in December 2012. He holds honorary doctorates from several universities in North America and abroad.

Michael Fullan is a prolific, award-winning author whose books have been published in many languages. His book Leading in a Culture of Change was awarded the 2002 Book of the Year Award by Learning Forward (formerly the National Staff Development Council), Breakthrough (with Peter Hill and Carmel Crévola) won the 2006 Book of the Year Award from the American Association of Colleges for Teacher Education (AACTE), and Turnaround Leadership in Higher Education (with Geoff Scott) won the Bellwether Book Award in 2009. Change Wars (with Andy Hargreaves) was awarded the 2009 Book of the Year Award by Learning Forward and Professional Capital (with Andy Hargreaves) won the AACTE 2013 Book of the Year.

Session Outline:

Leadership in a Digital Age

This session will link together new pedagogical changes, deep learning outcomes, and the role of technology. Particular attention will be paid to leadership, collaborative cultures and impact on teacher and student engagement as well as learning outcomes.
Andy Hargreaves is the Thomas More Brennan Chair in the Lynch School of Education at Boston College. Before that, he was the co-founder and co-Director of the International Centre for Educational Change at the Ontario Institute for Studies in Education in Canada. He has consulted widely with governments, teacher unions and international organizations including the World Bank and the Organization for Economic Cooperation and Development.

Andy Hargreaves has authored or edited more than 30 books. Several of these have achieved outstanding writing awards from the American Educational Research Association, the American Libraries Association, the International Leadership Association, the National Staff Development Council and the American Association of Colleges for Teacher Education, and are translated into many languages. He is the founding Editor-in-Chief of the Journal of Educational Change and the leading editor of the First and Second International Handbooks of Educational Change. His most recent books are Uplifting Leadership: How Organizations, Communities and Teams Raise Performance (with Alan Boyle and Alma Harris, Wiley Business 2014), Professional Capital: Transforming Teaching in Every School (with Michael Fullan – Teachers’ College Press 2012), and The Global Fourth Way (with Dennis Shirley, Corwin 2012). Andy Hargreaves has received many awards including The Whitworth Award for outstanding contributions to educational research in Canada.

Andy Hargreaves has delivered invited addresses in more than 40 countries, the majority of US states and all Canadian provinces and Australian states. Andy’s website is www.andyhargreaves.com. You can follow him on twitter at @hargreavesbc.

**Session Outline:**

Leading from the Middle: Uplifting the People you Serve by Uplifting the People who Serve Them

Should schools lead change from the bottom up? Or should governments drive change from the top down? This session shows there is another way – leading from the middle. Drawing on his research on unusually high performance in business and education worldwide, on educational reform in Ontario, and on developing networks among rural schools in the US, Andy Hargreaves will show how schools and school systems can and should work together to initiate, implement and diffuse large-scale change that benefits many students in many schools. Leading from the middle builds the professional capital among teachers and leaders that leads in turn to increased achievement and engagement among students.
Dr Alma Harris is Professor of Educational Leadership at the Institute of Education (IOE, London). She is currently Professor and Director of the Institute of Educational Leadership at the University of Malaya. From 2008, she was the Pro-Director (Leadership) at the Institute of Education, London. In 2010/12 she was a senior policy adviser to the Welsh Government. Her research work focuses primarily on leading organizational change and development. She is internationally known for her work on school improvement, focusing particularly on improving schools in challenging circumstances. Dr Alma Harris has written extensively about leadership in schools and she is an expert on the theme of distributed leadership. Her book ‘Distributed Leadership in Schools: Developing the Leaders of Tomorrow’ (published in 2008 by Routledge & Falmer Press) has been translated into several languages. She is President of the International Congress of School Effectiveness and School Improvement (ICSEI).

Leading Futures:
Taking a Global Perspective on Educational Leadership

This keynote will underline the importance of leadership as the cornerstone of school and system improvement. Drawing upon the international research base, it will argue that contemporary educational leaders need to be more networked, collaborative and instructionally focused in order to secure sustainable change. The keynote will also offer some challenges to the current pre-occupation with international benchmarks such as PISA and will question how far educational policy, guided by such benchmarking, is actually working and how far it is contextually fit for purpose. The keynote will present emerging findings from a new empirical study of leadership practice and leadership development in 7 different education systems (Australia, England, Hong Kong, Indonesia, Malaysia, Russia and Singapore). The keynote will argue that taking a global, comparative perspective on leadership and leadership development is important but warns against simply replicating the policies and practice of the ‘high performing’ systems, as this is no guarantee of success.

Take Part in the 7 System Leadership Study (7SLS)

This international study is looking at how school leaders are prepared for their role and how this preparation impacts upon their leadership practice. The study is collecting primary data from principals in 7 different education systems (Australia, England, Hong Kong, Indonesia, Singapore, Malaysia and Russia). The main data collection approaches are a principal survey and semi-structured interviews, as well as documentary analysis and school visits. To date over 800 principals have participated in the study and the data collection process continues.

We would really appreciate your input and invite you to complete the 7SLS survey. This should only take 20 minutes to complete and is anonymous. Your contribution is greatly appreciated.

For more information about the 7SLS study please contact the project leaders Professor Alma Harris and Dr Michelle Jones (almaharris@um.edu.my) (michellejones@um.edu.my) or 7systemleadershipstudy@gmail.com

Twitter: #7systemleadership
Dr. Yong Zhao is an internationally known scholar, author, and speaker. His works focus on the implications of globalization and technology on education. He has designed schools that cultivate global competence, developed computer games for language learning, and founded research and development institutions to explore innovative education models. He has published over 100 articles and 20 books, including *Who’s Afraid of the Big Bad Dragon: Why China has the Best (and Worst) Education System in the World*, *Catching Up or Leading the Way: American Education in the Age of Globalization and World Class Learners: Educating Creative and Entrepreneurial Students*. Dr. Yong Zhao is a recipient of the Early Career Award from the American Educational Research Association and was named one of the 2012 10 most influential people in educational technology by the Tech & Learn Magazine. He is an elected fellow of the International Academy for Education. His latest book *World Class Learners* has won several awards including the Society of Professors of Education Book Award (2013), Association of Education Publishers’ (AEP) Judges’ Award and Distinguished Achievement Award in Education Leadership (2013).

Dr. Yong Zhao currently serves as the Presidential Chair and Director of the Institute for Global and Online Education in the College of Education, University of Oregon, where he is also a Professor in the Department of Educational Measurement, Policy, and Leadership. He is also a Professorial Fellow at the Mitchell Institute for Health and Education Policy at Victoria University.

**Fixing the Past or Inventing the Future: Education Changes that Matter**

Education debates have been bewitched by assumptions drawn from the past. These assumptions direct our attention and resources to arguing about immensely important issues from the past that matter little for the future. Imagine if scientists designing new forms of travel continued to use the ‘horse and cart’ as the basic model for design. Education discussions today are akin to improving the horse and cart for traveling to Mars. An example is the discussions generated by international tests such as PISA, which has distracted many education leaders from focusing on true innovations. In this presentation, Professor Yong Zhao makes a compelling argument for inventing a new education paradigm based on the science of the individual rather than the science of the average. The new paradigm focuses on enhancing individual talent and opportunity instead of fixing their deficits.
Jan Robertson is a senior research fellow in the University of Waikato Faculty of Education’s Institute of Professional Learning. Jan Robertson is also an Adjunct Professor at Griffith University, Australia. Jan Robertson lives on Waiheke Island and works from there as a leadership consultant. She is internationally renowned for her seminal work in coaching leadership. She is academic director of New Zealand’s Aspiring Principals’ Programme.

**Session Outline:**

**Learning Leadership with Moral Courage**

In a knowledge society, educational leaders who have the disposition to learn from their leadership, and thus transform themselves, will create the spaces of possibility and innovation necessary to lead change authentically and intentionally, with passion and moral purpose.
Teachers sign up to teach full of idealism and hope. Then they are often confronted with disinterested kids who lack curiosity and behave badly to other kids (bullying), to teachers (abuse) and to the school premises (vandalism). These kids are often most vulnerable to other risks outside the school, such as substance abuse, crime and depression.

Statistically, the most powerful force to alter these problems is the presence of a strong and appropriate father figure in their lives. Even allowing for confounding variables, the absence of such a strong father figure presence (a father or a close father figure) can increase these risks 2-8 fold. To fix this would clearly have dramatic effects on the educational process.

Educationalists cannot fix it by themselves but they can powerfully influence the process by encouraging the formation of Champion Fathers groups in schools through The Fathering Project.

To change this situation and give kids a better chance in life, we established The Fathering Project, a University of Western Australia/research-based, best practice program directed at schools, workplaces and community groups. It is a new and different approach in terms of timing, strategies, use of networking, audience-targeting, quality of the program and branding. Importantly, its evidence-based non-partisan approach is widely accepted, including by mothers.

How to Reverse the Most Powerful Missing Factor in Children’s Attitudes to Learning, Other Students, Teachers and the School

Dr. Bruce Robinson is the Director of The Fathering Project at the University of WA. He has authored 6 books on fathering and has spoken to >16,000 dads in live audiences in 6 countries.

A doctor, teacher and scientist, he has over 200 papers published and been the recipient of numerous awards, most recently being named Western Australian of the Year for this work. He will discuss how The Fathering Project has successfully engaged fathers via schools and how doing this can improve kids attitudes to learning, to other students, to teachers and to the school.
Catherine Freeman is an Australian Indigenous Olympic champion. She ran her first race when she was five and realized that she not only loved to run, but that she was good at it. She won her first gold medal at a school athletics championship when she was eight years old.

Catherine Freeman was a member of the gold medal-winning 4x100m relay team at the 1990 Auckland Commonwealth Games, and in so doing becoming the first female Australian Aboriginal to win a gold medal at an international athletics event. She was awarded Young Australian of the Year in 1991 and a year later in Barcelona became the first Australian Aboriginal to represent Australia at an Olympic Games. Two years later Catherine Freeman won gold in both the 200m and 400m at the Commonwealth Games in Victoria, Canada, and at the Atlanta Olympic Games in 1996 a silver medal - and personal best - in the 400m. She was crowned World Champion in the event at the World Athletic Championships the following year, was awarded Australian of the year in 1998, and was again World Champion in 1999.

Catherine’s most notable achievement, however, came in 2000 at the Sydney Olympic Games. Her image was beamed into millions of homes around the world when she became the first competing athlete to be invited to light the Olympic flame at the opening ceremony; she then went on to win the gold medal in the 400m, realizing a life-long dream.

Bio

Session Outline:

Her involvement with Youth, Schooling and Education in Indigenous Communities

Host Tony McKay will interview Catherine Freeman, focusing on her work with Aboriginal children and youth in education.
Mark Donaldson VC is a remarkable young man that has lived life to the full from a very early age.

On 2 September 2008 in a valley in eastern Afghanistan, Trooper Mark Donaldson made a split second decision that would change his life. His display of extraordinary courage that day saw him awarded the Australian Victoria Cross for Gallantry - the ultimate symbol of heroism.

Yet Mark Donaldson’s journey to those crucial moments in Afghanistan was almost as exceptional as the acts that led to his VC.

He was a rebellious teenager who lost his Vietnam veteran father in his mid teens and a few years later his mother disappeared, presumed murdered.

A young man was at the crossroads. He had a choice, faced with a life of self-destructiveness and petty crime. Instead, Mark chose the Army.

Mark Donaldson was a natural soldier who excelled in the training and discipline of Army life. He set himself goals and planned a program that would see him pass the most rigorous of mental and physical tests to become a member of Australia’s elite Special Air Service (SAS). He took no short cuts.

Tours of East Timor, Iraq and Afghanistan followed and Mark Donaldson carries the reminder of how luck can be an important ingredient in success. A bullet remains lodged in his leg to this day to keep him focussed.

Leadership is a Key Element in Achieving Team Goals... It was Needed in Gallipoli and it is Really No Different Today!

Mark Donaldson VC will discuss the basic elements of effective leadership and examine it in light of the battlefields of 100 years ago and those of today. How you can you use those principles in everyday life?
Bio

Jenny Shipley became Prime Minister in 1997 after a rapid rise through the ranks in New Zealand politics. As Prime Minister she guided the country through New Zealand’s controversial first MMP Parliament and through the demands of the Asian economic crisis, returning New Zealand to impressive economic growth of 4%+ which laid the ground work for New Zealand’s subsequent strong economic performance.

She chaired a highly successful APEC Leaders Conference in New Zealand in 1999, advancing the free trade agenda, promoting economic cooperation and advancing positive regional relationships. She also played a key role in achieving the East Timor solution which saw democracy restored and a new independent Government formed.

Jenny Shipley was elected MP for Rakaia 1987, and her 15 year parliamentary career has seen her in many other key roles, including Leader of the Opposition and in senior ministerial positions, where she led major reform in New Zealand Welfare and Health, in ACC and Transport Services.

Jenny Shipley was New Zealand’s first woman Prime Minister and provides a positive role model for women of all ages. She promoted major legislation that advanced the status of women and minority groups and brought new accountability to the state sector. She oversaw privatisation of several State Owned Enterprises, which allowed many New Zealanders to become shareholders. She strengthened New Zealand’s ties with major trading partners and regional powers and strongly promoted free trade agreements in the region.

Session Outline:

Bottoms Up: What our Next Generation of Leaders will be Required to Explore, Confront and Face up to as they Face the Future

New Zealanders and Australians have often found themselves taking leadership positions in events and trends of significance that have contributed to defining our character as a people, developing our nations identity and delivering at least half a century of progress and prosperity for our people. Jenny Shipley will share her perspective and insights into what she believes led us to do this and she will challenge us to consider what our next generation of leaders will be required to explore, confront and face up to as they face the future. She will argue that this next 50 years may prove to be equally defining in terms of who we are, what we care about and what we can do in striving to make our respective nations secure, prosperous and successful and question whether we are doing enough to be fit for this future.
Ian O. Williamson is the Helen Macpherson Smith Chair of Leadership for Social Impact at the Melbourne Business School. He currently serves as the Associate Dean of International Relations at MBS and is also the Director of the Asia Pacific Social Impact Leadership Centre. He is a Research Fellow of the Intellectual Property Research Institute of Australia (IPRIA) and an Associated Scholar of the University of Maryland Robert H. Smith School of Business (USA), the Loranger Institute of Business Zurich (Switzerland) and Rutgers Business School (USA).

Professor Williamson’s research focuses on how the development of effective “talent pipelines” can enhance organizational outcomes. His research examines how organizations recruit, select, and retain knowledge workers, talent management in the context of small businesses, the management of diverse workforces and the role of human resource practices in driving firm innovation. In his role as Associate Dean and Director of the Social Impact Leadership Centre, Professor Williamson’s focus is on developing effective partnerships between the Melbourne Business School and not-for-profit, for profit, philanthropic and government entities for the purposes of addressing key economic and social issues across the Asia Pacific region.

Professor Williamson’s research has been published in several leading academic journals including Academy of Management Journal, MIT Sloan Management Review, and Journal of Applied Psychology. He has presented his research worldwide and he is regularly covered in the media. He has served on the editorial boards of the Academy of Management Journal, Academy Management Review, Academy of Management Education and Learning, Journal of Management and Cross Cultural Management: An International Journal and Journal of Management.

Session Outline:

Driving an Innovation Agenda: It’s More Than Just a Good Idea

The field of education is experiencing many disruptive forces. Technology changes, demographic changes, shifts in public expectations and changes in government philosophy all suggest that the delivery of education is likely to be radically different 10 years from now compared to 10 years ago. Given this landscape, organisational survival will be closely tied to the development and implementation of new innovations. However, research suggests that many, if not most, organisations fail when attempting to develop and implement innovations in their processes and services. Drawing on prior and ongoing research, Professor Williamson will discuss ways that educational leaders can successful develop and implement an innovation agenda that allows their organisations to not only survive but thrive during periods of disruption.
Anthony Mackay is CEO, Centre for Strategic Education (CSE) Melbourne, Inaugural Chair, Australian Institute for Teaching and School Leadership (AITSL), and Inaugural Deputy Chair, Australian Curriculum, Assessment and Reporting Authority (ACARA).

Anthony Mackay is Chair of the Global Education Leaders Partnership (GELP) and Inaugural Chair of the Innovation Unit Ltd, England. He is a consultant advisor to OECD/CERI and is Chair, National Institute for School Leadership, NCEE, Washington DC. Anthony is Deputy Chair of the Education Council, New Zealand.

Anthony Mackay is an Honorary Senior Fellow in the Graduate School of Education at the University of Melbourne. He is Deputy Chair of the Australian Council for Educational Research, and a Board Director of the Asia Education Foundation, the Foundation for Young Australians, and Teach for Australia. Anthony Mackay is Deputy Chancellor, Swinburne University, Melbourne, Australia.

Anthony Mackay is the Moderator of the Annual International Summit on the Teaching Profession and moderates Informal Ministerial Meetings for OECD.

Anthony Mackay was appointed a member of the Order of Australia (AM) for services to education, in 2015.
YOU WILL ALSO HEAR FROM . . .

Bio

The Governor-General’s life experience embodies the essence of the conference theme “Setting the Learning Agenda - Courage and Commitment to Lead”. His welcome address will set the tone for the three day conference which will be attended by an audience of over 1100 educational leaders.

Peter Cosgrove came to national attention in 1999 when, as Commander of the International Task Force East Timor (INTERFET), he was responsible for overseeing that country’s transition to independence. For his leadership in this role he was promoted to Companion in the Military Division of the Order of Australia (AC).

Promoted to Lieutenant General, he was appointed Chief of Army in 2000. After further promotion to General, he served as Chief of the Defence Force from 2002-2005. From 2007 to 2012, he chaired the Council of the Australian War Memorial, and served as Chancellor of the Australian Catholic University from 2010 until early 2014.

On 25 March 2014, Prime Minister Tony Abbott announced that General Cosgrove would become a Knight in the Order of Australia when sworn in as Governor-General.

The Honourable Sir Peter Cosgrove will open the ACEL 2015 National Conference on the morning of the 30th of September.
From his first job as a teacher in a remote Indigenous classroom to the helm of one of Queensland’s biggest employers, Dr Jim Watterston brings more than 30 years’ experience across all levels of education as Director-General of the Department of Education, Training and Employment.

From building blocks of knowledge with Year Ones, teaching science and overseeing results as a principal and regional director, he has led a suite of significant reforms to make schools better through senior executive positions including Deputy Secretary of the School Education Group in Victoria’s Department of Education and Early Childhood Development and Director-General of the Department of Education and Training in the Australian Capital Territory.

An accomplished academic, the father-of-two has a Doctorate and Masters degree in education and is an active advocate of the sector with board memberships including Education Services Australia (ESQ), the University of Queensland Senate and serving the Australian Council for Educational Leaders (ACEL) as National President.

Dr Jim Watterston has also had a long-running involvement in the Australian Rules football industry with past positions including President of the West Australian Swan Districts Football Club, Chairman of the WAFL (West Australian Football League) Council of Presidents and most recently on the AFL Victoria Board of Directors.

**Dr Jim Watterston will be making opening remarks and introducing the theme of the conference.**

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Graham Stoop joined the Ministry of Education from his role as Chief Executive at the Education Review Office. He has vast experience in education and has held roles as Pro Vice Chancellor University of Canterbury, Chief Executive Christchurch College of Education, and Principal of Burnside High School (then the largest secondary school in Australasia).

**Graham will be providing a New Zealand perspective on the future of education.**

---

Dr Jim Watterston

ACEL President

Dr Graham Stoop

Deputy Secretary Student Achievement
The Visible Learning research began with a simple question: what impacts student learning the most?

World-renowned professor John Hattie began his quest to find the answer more than 20 years ago.

Today, school systems around the world use the Visible Learningplus model of school change to examine their impact on student achievement and create innovation in the learning environment.

"We have introduced Visible Learningplus at every level of our school community.... Students are more aware of the focus on ‘learning’ rather than being ‘taught.’ Our teachers have opened up their classrooms and are eager to learn more about teaching and learning—a huge step forward for some who had been teaching the same way for 27 years!"

—Kate Cunich
Deputy Head–Academic
Oxley College, New South Wales
How Visible Learning<sup>plus</sup> Creates Sustainable, Measurable Improvement

**Outcomes**

**For Leaders**
Enhanced visibility into school performance and improved decision making based on evidence

**For Teachers**
Inspired and passionate teaching based on teachers knowing their impact, and a clear understanding of evidence-based practices that raise student achievement

**For Students**
Increased attendance, engagement, retention, progress, and achievement

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<td>Distributed Leadership Matters: Perspectives, Practicalities, and Potential</td>
<td>Alma Harris</td>
<td>August 8, 2014</td>
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<tr>
<td>Uplifting Leadership: How Organizations, Teams, and Communities Raise Performance</td>
<td>Andy Hargreaves, Alan Boyle &amp; Alma Harris</td>
<td>June 23, 2014</td>
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<td>The Global Fourth Way: The Quest for Educational Excellence</td>
<td>Dennis Shirley &amp; Andy Hargreaves</td>
<td>September 17, 2012</td>
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<td>Professional Capital: Transforming Teaching in Every School</td>
<td>Michael Fullan &amp; Andy Hargreaves</td>
<td>April 27, 2012</td>
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<td>The Blue Book of Tips for Fathers</td>
<td>Bruce Robinson</td>
<td>May 22, 2012</td>
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<td>Born to Run</td>
<td>Cathy Freeman</td>
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<td>Freedom to Change: Four Strategies to Put Your Inner Drive into Overdrive</td>
<td>Michael Fullan</td>
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<td>The Principal: Three Keys to Maximizing Impact</td>
<td>Michael Fullan</td>
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<td>Good to Great to Innovate: Recalculating the Route to Career Readiness, K-12+</td>
<td>Gale Harild &amp; Lyn Sharratt</td>
<td>March 19, 2015</td>
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<td>Putting FACES on the Data: What Great Leaders Do!</td>
<td>Michael Fullan &amp; Lyn Sharratt</td>
<td>March 26, 2012</td>
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<tr>
<td>Realization: The Change Imperative for Deepening District-Wide Reform</td>
<td>Michael Fullan &amp; Lyn Sharratt</td>
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<td>Coherence: The Right Drivers in Action for Schools, Districts, and Systems</td>
<td>Michael Fullan &amp; Joanne Quinn</td>
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<tr>
<td>Revolutionize Assessment: Empower Students, Inspire Learning</td>
<td>Rick Stiggins &amp; Michael Fullan</td>
<td>July 25, 2014</td>
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<tr>
<td>Managing the Inner World of Teaching - Emotions, Interpretations, and Actions</td>
<td>Robert Marzano &amp; Jana Marzano</td>
<td>April 21, 2015</td>
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<td>A Handbook for High Reliability Schools</td>
<td>Robert Marzano et. al.</td>
<td>May 19, 2014</td>
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<td>Vocabulary for the New Science Standards</td>
<td>Robert Marzano, Katie Rogers &amp; Julia Simms</td>
<td>December 10, 2014</td>
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<tr>
<td>Awaken the Learner - Finding the Source of Effective Education</td>
<td>Darrell Scott &amp; Robert Marzano</td>
<td>July 17, 2014</td>
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<tr>
<td>Teaching Argumentation: Activities and Games for the Classroom</td>
<td>Katie Rogers, Julia A Simms &amp; Robert Marzano</td>
<td>October 24, 2014</td>
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<td>Designing Effective Classroom Management</td>
<td>Jason Harlacher</td>
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<td>Teaching Reasoning - Activities and Games for the Classroom</td>
<td>Laurel Hecker, Julia Simms &amp; Ming Lee Newcomb</td>
<td>February 18, 2015</td>
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<td>Supporting Beginning Teachers</td>
<td>Tina Boogren</td>
<td>March 20, 2015</td>
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<td>Who's Afraid of the Big Bad Dragon?: Why China Has the Best (and Worst) Education System in the World</td>
<td>Yong Zhao</td>
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<td>$25.00</td>
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<td>Catching Up or Leading the Way: American Education in the Age of Globalization</td>
<td>Yong Zhao</td>
<td>January 10, 2011</td>
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<td>Dispositions: Reframing Teaching and Learning</td>
<td>Yong Zhao, Bena Kaillick &amp; Arthur Costa</td>
<td>March 7, 2014</td>
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Other Titles

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<tr>
<td>Leadership in Education: Learning from Experience</td>
<td>Pam Ryan</td>
<td>July 15, 2015</td>
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<td>Change: Learn to Love It, Learn to Lead It</td>
<td>Richard Gerver</td>
<td>August 21, 2013</td>
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<td>Creating Tomorrow’s Schools Today: Education - Our Children - Their Future</td>
<td>Richard Gerver</td>
<td>November 1, 2014</td>
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## CONFERECE BOOKS - BUNDLE OFFERS

### Keynote Bundle (8 Titles)

<table>
<thead>
<tr>
<th>Title</th>
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<th>Price</th>
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<tbody>
<tr>
<td>A Handbook for High Reliability Schools</td>
<td>Robert Marzano</td>
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<td>Coherence: The Right Drivers in Action for Schools, Districts, and Systems</td>
<td>Michael Fullan</td>
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<td>Freedom to Change: Four Strategies to Put Your Inner Drive into Overdrive</td>
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<tr>
<td>Uplifting Leadership: How Organizations, Teams, and Communities Raise Performance</td>
<td>Andy Hargreaves &amp; Alma Harris</td>
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<td>Who's Afraid of the Big Bad Dragon?: Why China Has the Best (and Worst) Education System in the World</td>
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<td>Stratosphere: Integrating Technology, Pedagogy, and Change Knowledge</td>
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**Now $150.00**

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**Save $10.00**

### Andy Hargreaves & Alma Harris Bundle (2 Titles)

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**Total Price $75.00**

**Now $65.00**

**Save $10.00**

### Yong Zhao Bundle (4 Titles)

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**Now $100.00**

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### Jan Robertsonson Bundle (2 Titles)

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<td>Coaching Educational Leadership: Building Leadership Capacity Through Partnership</td>
<td>Jan Robertsonson</td>
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**Total Price $120.00**

**Now $100.00**

**Save $20.00**

### Bruce Robinson Bundle (4 Titles)

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Monograph
The Monograph is an ACEL Member-only publication which aims to contribute to current discussion and debate on topics of importance to educators.
## STUDENT PERFORMANCES

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<th>Date</th>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>Wednesday 30 September</strong></td>
<td>8:00am – 8:15am</td>
<td>‘Excellence’</td>
<td>1. Dry Mud performed by NSW Public Schools Aboriginal Dance Company – 4 elite Aboriginal dancers.</td>
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<td>2. Galaxy - Original Song performed by Alex Riordan, Year 12, Hunter School of the Performing Arts – Solo Vocalist and Songwriter.</td>
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<td>3. Burn it Down performed by Nina Baumer, Year 12, Wollumbin High School – Solo Vocalist and NSW Public Schools Events Dance Team – 7 elite dancers from NSW Public Schools.</td>
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<tr>
<td><strong>Thursday 1 October</strong></td>
<td>8:10am – 8:25am</td>
<td>‘Young Talent’</td>
<td>1. Solo Performance – performed by Mitzi Gardner – Year 9, Sydney Distance Education High School – an elite violinist.</td>
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<td>2. Spirit of the ANZAC performed by NSW Public Schools Junior Singers – a choir of students in Years 5-8.</td>
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<td>3. Hero performed by Olina Loau, Year 5, William Stimson Public School – Solo Vocalist.</td>
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<tr>
<td><strong>Friday 2 October</strong></td>
<td>8:10am – 8:25am</td>
<td>‘Good Times’</td>
<td>1. It Don’t Mean a Thing if it Ain’t Got That Swing performed by Stephanie Russel – Year 12, Hunter School of the Performing Arts – Solo Vocalist and Joshua Meader – Year 12, Newtown High School of the Performing Arts – Solo Jazz Guitarist.</td>
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<tr>
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<td>2. Hold On Original Song performed by Junior Papalii – Year 12, Campbelltown Performing Arts High School – Solo Vocalist &amp; Songwriter.</td>
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<td>3. Michael Jackson Medley performed by 4 talented Featured Artists from the 2015 Schools Spectacular and NSW Public Schools Events Dance Team – 7 elite dancers from NSW Public Schools.</td>
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# PROGRAM AT A GLANCE

<table>
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<tr>
<th>DAY 1 - 30th</th>
<th>DAY 2 - 1st</th>
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<td><strong>8.30 - 9.30am</strong></td>
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<td>Welcome to Country &amp; Conference</td>
<td>Keynote 5: Yong Zhao</td>
<td>Keynote 9: Andy Hargreaves</td>
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<td><strong>9.30 - 10.20am</strong></td>
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<td>Keynote 1: Mark Donaldson</td>
<td>Student Panel</td>
<td>Keynote 10: Jenny Shipley</td>
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<td><strong>10.20 - 11.00am</strong></td>
<td>Morning Tea</td>
<td><strong>10.15 - 11.00am</strong></td>
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<td><strong>11.00 - 11.50am</strong></td>
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<td>Keynote 2: Robert Marzano</td>
<td>Keynote 6: Ian O Williamson</td>
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<td><strong>11.50 - 12.40pm</strong></td>
<td>Keynote 7: Jan Robertson</td>
<td><strong>12.00 - 13.00pm</strong></td>
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<td>Keynote 3: Alma Harris</td>
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<td>Keynote 11: Michael Fullan</td>
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<td><strong>12.40 - 13.40pm</strong></td>
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<td><strong>15.45 - 16.25pm</strong></td>
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<td>Afternoon Tea</td>
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<td><strong>16.25 - 17.10pm</strong></td>
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<td>Keynote 4: Bruce Robinson</td>
<td>Keynote 8: Cathy Freeman</td>
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<td><strong>18.00 - 20.00pm</strong></td>
<td>ACEL 2015 National Awards Ceremony &amp; President's Reception</td>
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* Please note: Speakers and scheduled times are subject to change
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<th>Time</th>
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<th>Workshop</th>
<th>Research</th>
<th>Practice</th>
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<tr>
<td>13.40 – 14.40</td>
<td>Assoc Prof Charles Burford&lt;br&gt;Australian Catholic University [NSW]&lt;br&gt;Taxonomy for Discerning Value and Purpose in Educational Leadership</td>
<td>Room 1 • Level 4</td>
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<td></td>
<td>Mrs Susan Carter&lt;br&gt;University of Southern Queensland [QLD]&lt;br&gt;Leading the Self and Managing Subjective Well-Being</td>
<td>Room 5 • Level 2</td>
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<td>Mrs Wendy Collins&lt;br&gt;Christian Heritage College [QLD]&lt;br&gt;Bring in the School Pest Controllers (How to Deal with Difficult People)</td>
<td>Room 3 &amp; 4 • Level 2</td>
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<td>Dr Scott Eacott&lt;br&gt;University of New South Wales [NSW]&lt;br&gt;We Need to Talk About 'Leadership'</td>
<td>Room 3 &amp; 4 • Level 1</td>
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<td>Ms Lyndall Foster&lt;br&gt;Australian Curriculum Assessment and Reporting Authority [NSW]&lt;br&gt;Co-presenter: Mrs Jenny Avvenevole&lt;br&gt;Leading Change through the Australian Curriculum</td>
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<td>Dr Lawrence Ingvarson &amp; Mr Ed Roper&lt;br&gt;Australian Council for Educational Research [VIC]&lt;br&gt;Brisbane Grammar School [QLD]&lt;br&gt;Measuring School Improvement: The ACER Student Perception Questionnaire</td>
<td>Room 3 &amp; 4 • Level 4</td>
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<td></td>
<td>Mr Peter Lorking&lt;br&gt;Department of Education [NSW]&lt;br&gt;Instructional Leaders Improving Literacy and Numeracy Learning</td>
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<td>Mr Daniel Pinchas&lt;br&gt;Australian Institute for Teaching and School Leadership [VIC]&lt;br&gt;Co-presenter: MS Lauren Elston&lt;br&gt;Leading Effective Professional Conversations</td>
<td>Room 2 • Level 4</td>
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<td>Mrs Tamara Powell&lt;br&gt;Bishop Tyrrell Anglican College [NSW]&lt;br&gt;Co-presenter: Mr Peter Moulds&lt;br&gt;Two Heads are Better than One</td>
<td>Room 6 • Level 2</td>
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<td>Mr Peter Smith&lt;br&gt;Department of Education [NSW]&lt;br&gt;Co-presenter: Mrs Anne Nolan&lt;br&gt;Aspiring Leaders Forum</td>
<td>State Room • Level 2</td>
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<td>14.45 – 15.45</td>
<td>Mr Jamie Dorrington&lt;br&gt;Saint Stephen's College [QLD]&lt;br&gt;Co-presenters: Mr Peter West &amp; Mrs Sherrie Cuthbert&lt;br&gt;A New Organizational Architecture to Support Blended Learning</td>
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<td>Dr Faye Lambert&lt;br&gt;Whitespace Associates [VIC]&lt;br&gt;Making and Managing Commitments: A Critical Leadership Capability</td>
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<td>Ms Ann McIntyre&lt;br&gt;The University of Sydney [NSW]&lt;br&gt;Teachers' Work and Student Learning: From Global Research to School Practice</td>
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<td>Mr Brett Salakas&lt;br&gt;Catholic Education Office, Sydney [NSW]&lt;br&gt;Co-presenters: Mr Nick Brierley &amp; Miss Zeina Chalich&lt;br&gt;#Hashtags In Ed: Professional Learning Powered by Social Media</td>
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<td>Mr Anthony Speranza&lt;br&gt;St Mark's Primary School [VIC]&lt;br&gt;Listening with Intent - What your Students can Tell You about Your Practice.</td>
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<td>Ms Anne Tonkin&lt;br&gt;Leanyer School [NT]&lt;br&gt;Leading Innovative Schools</td>
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<td>Ms Elizabeth Toohey&lt;br&gt;University of the Sunshine Coast [QLD]&lt;br&gt;Making Mentoring Work to Create Quality Outcomes in the Professional Learning Experience of Preservice Teachers</td>
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<td>Mrs Sue Walsh&lt;br&gt;Catholic Education, Diocese of Parramatta [NSW]&lt;br&gt;Co-presenter: Mr Greg Whitby&lt;br&gt;System-Wide Engagement for Student Learning Improvement</td>
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<td>Ms Louise Wilkinson&lt;br&gt;Headley State School [QLD]&lt;br&gt;More Than the Power of Two: Sharing Leadership for School Improvement in Indigenous Australian Education</td>
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<td>Dr Janelle Wills&lt;br&gt;Marzano Institute [VIC]&lt;br&gt;High Reliability Schools: The Next Step in School Reform</td>
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DAY TWO - Thu. 1st Oct.

13.40 – 14.40

Dr Paul Brock
*The University of Sydney [NSW]*
Thomas White - Outstanding World War I ANZAC Soldier, Distinguished Educator, and Remarkable Author: A Superb Life of Courage, Commitment and Leadership
Room 1 • Level 4

Ms Danielle Cronin
*National Catholic Education Commission [NSW]*
Co-presenter: Mr Adam Taylor
New Frontiers: Parent Engagement in a Secondary School Context
Room 5 • Level 2

Ms Lucy Fisher
*Principled Leadership [TAS]*
Co-presenter: Mrs Mandy Reynolds-Smith
It takes Courage and Commitment: Meeting the challenge of Enabling Teachers to Analyse their Practice
Room 3 & 4 • Level 2

Mrs Mathilda Joubert
*Swan Christian Education Association [WA]*
Co-presenter: Mrs Cheryllyne Gostelow
Collaborative Curriculum Innovation: Balancing Rigour and Engagement
Room 3 • Level 4

Mr Phil Lewis
*Nazareth Catholic College [SA]*
Experiences of Novice Principals
Room 2 • Level 2

Dr Rob McSwan
*Scotch College [WA]*
General Capabilities as National Priorities
Room 6 • Level 2

Ms Dail McGilchrist
*Department of Education [NSW]*
Co-presenters: Mr Geoff Pellizzer & Mr Eric Jamieson
School Excellence and Needs Based Funding for NSW Public Schools
State Room • Level 2

Dr Rachel McNaie
*University of Waikato [New Zealand]*
Appreciating Diverse Approaches to Educational Leadership: Developing the Courage and Insight to Flourish in Challenging Times
Room 5 & 6 • Level 1

Dr Brad Russell
*Department of Education [NSW]*
Co-presenter: Ms Toni MacDonald
Wellbeing: Evaluating Innovation, The Implementation and Management of the Family Referral Service in Wagga Wagga Schools
Room 2 • Level 4

Dr David Zyngier
*Faculty of Education Monash University [VIC]*
Enhancing Learning through School-Community Networks using CORE Pedagogy
Room 3 & 4 • Level 1

14.45 – 15.45

Dr Gerard Calnin
*University of Melbourne [VIC]*
Co-presenters: Dr Glenn Savage, Mr Edmund Misson, Mr Daniel Pinchas & Dr Pauline Ho
Harnessing the Potential of School Leaders to Drive the Implementation of the Standards in Schools
State Room • Level 2

Dr Joan Conway
*University of Southern Queensland [QLD]*
Co-presenter: Dr Dorothy Andrews
Teacher Leaders at the Helm of Sustainable Pedagogical Leadership
Room 2 • Level 2

Mrs Judi Fallon
*The Alannah & Madeline Foundation [VIC]*
Cultural Change in Cybersafety
Room 1 • Level 4

Dr Deidre Le Fevre
*University of Auckland [New Zealand]*
Leading Change for Improvement: Solving Complex Problems
Room 3 • Level 4

Dr Peter Lind
*Teachers Registration Board of South Australia [SA]*
Co-presenter: Ms Carol Shand
Issues of Teacher Competence
Room 5 • Level 2

Mrs Fiona Longmuir
*University of Melbourne [VIC]*
Co-presenter: Mr Kieran McCrohan
Leadership for School Improvement
Room 6 • Level 2

Dr Anne Malcolm
*Lonsdale Primary School [New Zealand]*
Co-presenters: Mrs Susan Robins & Ms Gail Brooke
Understanding Your Staff’s Values and Capabilities Provides a Platform for Sustainable Change
Room 3 & 4 • Level 2

Dr Lisa Sonter
*University of New England [QLD]*
Raising and Empowering Marginalised Voices: Calling for Courageous and Committed Leaders
Room 3 & 4 • Level 1

*Please note: Speakers and scheduled times are subject to change*
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DAY THREE - Fri. 2nd Oct.

11.00 – 12.00

Mr Jeremy Beard
Dept. of Ed. and Early Childhood Development [VIC]
Line of Sight - Engaging and Transforming your School
State Room • Level 2

Mrs Faye Booker
Ormiston Senior College [New Zealand]
Co-presenter: Mrs Leanne Lamb
Generating a Growth Culture
Room 2 • Level 4

Prof Ann Briggs
Newcastle University [United Kingdom]
Leading Together: Changing Contexts for Leadership
Room 5 • Level 2

Dr Venessera Fernandes
Monash University [VIC]
Using Data to Support School Improvement in Schools
Room 5 & 6 • Level 1

Ms Jennie Lindsay
Australian Institute for Teaching and School Leadership [VIC]
Co-presenters: Mrs Danielle Hickey & Ms Sue Buckley
Principal Preparation in Australia
Room 1 • Level 4

Assoc Prof Graeme Lock
Edith Cowan University [WA]
Compliance with School Accountability Requirements:
Impacts on School Leaders
Room 3 & 4 • Level 1

Mr Edmund Misson
Australian Institute for Teaching and School Leadership [VIC]
Leading Change: Priorities and Actions for Developing Classroom-Ready Teachers
Room 2 • Level 2

Mrs Sophie Murphy
Westbourne Grammar: School [VIC]
How to Create a Common Language in a K-12 School, Using Research, Innovation and Deep Level Learning to Maximise Learning for ALL Students
Room 6 • Level 2

Ms Genevieve Petruszenko (Goldfinch)
Fairfield West Public School [NSW]
Co-presenters: Mr Edwin Prasad, Miss Alisha Pulbrook & Ms Savaliga Lakisoe-Mapuna
Leading Student-Centred Pedagogical Transformation: Tri-Pedagogy
Room 3 • Level 4

Dr Rashmi Watson
The University of Western Australia [WA]
Activating an Appreciative Inquiry Approach to Unleash Potential
Room 3 & 4 • Level 2

*Please note: Speakers and scheduled times are subject to change
HILTON MAPS

LEVEL 1

Key areas:

Conference Registration Desk for last name A-F inclusive
Breakout Rooms: 3&4, 5&6
LEVEL 2

Key areas:

Conference Registration Desk for last name G-Z inclusive
Breakout Rooms: State Room, 2, 3&4, 5, 6
Catering
HILTON MAPS

LEVEL 3

Key areas:

ACEL Stand & Book Signing
Satchel Bag Pick Up
Conference Plenary
Exhibitor Stands
ACEL Book Shop
Catering

Setting the Learning Agenda
COURAGE & COMMITMENT TO LEAD 2015
ACEL National Conference
30th September - 2nd October
Hilton Sydney

Plenary
Lifts
Book Signing Stand
Catering Station
1
2 3 4
5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25

36
LEVEL 4

Key areas:
Exhibitor Stands
Breakout Rooms: 1, 2, 3
Catering
HOST CITY: SYDNEY

Sydney, with a population of over 4.5 million, and covering 1,120 square kilometres (700 square miles), is a remarkably easy city to move around in.

Most Sydney tourist attractions are either within the central business district, close to the CBD, or at points around the harbour. The exceptions are the iconic Bondi and Manly beach - surf beach suburbs situated south and north of Sydney Heads.

Sydney is famous for its vibrant nightlife and offers something for everyone, from relaxing in a small boutique bar and enjoying some casual dining, to a 9-course degustation at one of the world’s best restaurants. China Town, The Rocks and Darling Harbour are favorites among visitors, and each have their own unique charm and style.

Stroll through the historic Queen Victoria Building and Strand Arcade, as popular for their beautifully restored interiors as they are for the fashion boutiques they house, featuring local and international brands.

You’ll find flagship stores for world famous designer brands around Martin Place and on Castlereagh, Elizabeth, George and King streets.

The famous Oxford Street and Pitt Street Mall are a mecca of shops, with funky boutiques and high-street fashion. Wander the streets after a days shopping and marvel at the view of a beautiful sunset as it sets over the Harbour Bridge - The harbour is Sydney and on a warm day, with a clear blue sky, most will attest that there is no better place on earth.

Love to shop? Sydney shopping has it all, from high-end labels and home-grown fashion to buzzy markets and outlet tours.
FOR YOUR INFORMATION

What to wear
Conference sessions: Smart Casual
Cocktails at Sydney Tower: Cocktail

Weather
Sydney has a humid sub-tropical climate with hot summers and mild winters, with rainfall spread throughout the year. The weather is moderated by proximity to the ocean, and more extreme temperatures are recorded in the inland western suburbs. The hottest months are January and February, and the coldest month is July.

Getting Around
Most visitors base themselves in the city center, the buzzing commercial heart of Sydney that’s also home to museums, theatres, restaurants, bars and shops – and the iconic Opera House, Sydney Tower and Sydney Harbour Bridge. Most attractions are within walking distance. Modes of public transport are bus, train and light rail.

Opal Cards
Opal is Sydney’s ticket to travel on the city’s trains, buses, light rail and ferries. It is a plastic smartcard with stored value, which can be topped up and reused again. Purchase your Opal online at the Opal website, premium train stations, retail outlets displaying the Opal sign (including 7 Eleven) or by calling 136725.

Taxis
Sydney has a number of different taxi companies, which come in different colours. Taxis often wait in designated taxi ranks that are clearly signposted at central locations like major hotels. You can also hail a taxi in the street. If the rooftop sign is illuminated, the taxi is available for hire – telephone bookings are also available.

Sydney’s major taxi companies include:
Premier Cabs – 13 10 17
Taxis Combined – 133 300
Silver Service – 133 100

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.
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Mr Jeremy Beard

Department of Education and Early Childhood Development

Line of Sight - Engaging and Transforming your School

Many principals do strategic planning, but they don’t really understand the critical nature of strategy to their efforts to transform their schools. The strategic plan can be a compliance document or be critical to a genuine culture of accountability and feedback within a school that is focused on staff development within a school improvement framework. In any organization, all staff need to have clarity about their role in the achievement of school goals.

During this workshop we will look at:
• the relationship between high expectations and leadership
• the purpose of strategy in a school
• how to engage and align the staff to transform your school
• the key role the principal plays as the lead strategist in the school
• a framework for linking whole school planning with individual P&D plans.

You will walk away with tools and resources that will help you to build your skill set in this area. Aspirant and experienced school leaders will benefit from this workshop.

Mrs Faye Booker

Ormiston Senior College

Co-Pres: Mrs Leanne Lamb

Generating a Growth Culture

Too often we focus on leading change. That’s not to say ‘leading change’ is not important - it is critical for education, but it is time to move beyond. Leadership needs to take the next step and build and sustain a growth culture where change isn’t threatening but a constant we have learned to live with.

Fullan (2001) and others identify a need to develop the competencies that prepare students, not to just survive, but thrive in their unknown future. This challenges us to take the steps so that every member of our learning community, the whole community, thrives. Leaders need to generate a growth culture for learning and building Professional Capital (Hargreaves & Fullan, 2012) in their own schools and networks. This workshop’s focus is on the attributes, mindsets and tangible strategies that enable leaders to be effective in complex situations (Garvey-Berger & Johnston, 2015). It uses real examples and provides opportunity for participants to reflect on their own situations and plan future action.
CONCURRENT SESSIONS

Prof Ann Briggs
Newcastle University

Leading Together: Changing Contexts for Leadership

Educational leaders do not lead closed units: they liaise within the sector to secure learning opportunities and progression for learners, to implement development projects, and to provide professional learning for staff. They may be in formal or informal partnership with neighbouring schools, or clustered under joint management as in the early childhood sector. The well-being of learners is further enhanced through leaders connecting with communities, health and social services and workplaces.

Recent research indicates that leading in partnerships involves changes to the nature and practice of leadership. Drawing on data on shared educational leadership in New Zealand collected by interview with educational leaders in ECE, primary, intermediate, special and secondary institutions, this presentation examines what sustains and militates against collaborative leadership, under what conditions partnerships are formed and why they flourish or decline. It also explores the enhanced opportunities for leadership within linked organizations.

Delegates will be encouraged to consider the nature and extent of their own collaborative leadership, the dispositions needed for successful leadership with partners, and the positive impact on learners which collaboration can bring. They will also appreciate the barriers to forming and sustaining such partnerships, and be challenged to question and overcome them.

Dr Paul Brock
The University of Sydney

Thomas White - Outstanding World War I ANZAC Soldier, Distinguished Educator, and Remarkable Author: A Superb Life of Courage, Commitment and Leadership

This paper focuses on Thomas Alexander White (1886 - 1962). His life epitomised the qualities of courage, commitment and leadership: outstanding World War I ANZAC Soldier; distinguished educator; and remarkable author. He enlisted in the AIF in February 1916 and on May 10, 1918 he was promoted to Captain. He served on the Western Front on a number of famous Australian World War I battlefields, including Mametz, Ypres, Polygon Wood, and Villers-Bretonneux. While fighting at Passchendaele in October 1917 he was seriously injured in a mustard gas attack. On October 19, 1918 while serving in the village of Picquigny, Captain White was mentioned in despatches for gallantry.

From 1951 to 1958, Tom White wrote his 3 volume New South Wales Department of Education Record of Service in Two World Wars – a remarkable, comprehensive war service record of every NSW public school teacher and member of the Department who had served in the First and Second World Wars. A writer of children’s literature, he also had a number of stories and articles published in The Bulletin, Smith’s Weekly and Aussie, as well as a series of 15 stories in Reveille under the heading “The Little Dovetailed Box – A Soldier’s Letters”.

Assoc Prof Charles Burford
Australian Catholic University

Taxonomy for Discerning Value and Purpose in Educational Leadership

This paper reports on the awareness of the moral core of learning and educational leadership and the need for methods to discern the values in contest for educational leaders. This need has been experienced in the increasing demands by governments and communities for the accountability of schools to not only improve the learning and lives of students, but also to be responsible for producing publically-reported evidence of student achievement. The need for educational leaders to be conscious of the values influencing the morality of their decisions and for a way of guiding them as ethical educators, emerged from the authors’ research into leadership decisions involving the use of data on student achievement. This pointed to decision-making being influenced by six interrelated purposes – moral, personal, professional, organisational, public and cultural.

The paper will present a taxonomy to illustrate how discernment of values and purposes will give educational leaders better understandings of the pressures and tensions they experience in leading schools ethically. The taxonomy will be described and analysed as a value based lens for decision making for educational leaders and will also report on recent research with educational leaders in Italy and Sweden who utilized and evaluated the taxonomy.
Subjective Well-Being (SWB) basically refers to how a person perceives their own well-being, in terms of the cognitive evaluation they make of how satisfied they are with life (Diener, 2006, 2009). A person's level of SWB can impact their ability to make good judgements. What then do school leaders do in order to keep their SWB maintained so they can competently lead?

This qualitative interpretive case study investigated and explored the strategies that school leaders utilised in order to maintain their SWB. Data were gathered from a representative geographical sample of eleven school principals in one Australian state.

The data revealed that the participants were utilising tacit knowledge and a way of knowing to maintain their SWB. Data illuminated that this way of knowing involved three processes. Processes were selected based upon the complexity and the principal’s evaluation of the moment or event, and their preferred way of working. The findings provide current research regarding strategies that are being utilised in the field to maintain and enhance SWB. Participants attending this presentation will be given time to think about what they do, reflect upon what has been presented and consider application to their current situation.
A strong and positive school culture relies on educational leaders who are courageous and desire to innovate and improve, not only Learning and Teaching outcomes, but school culture and connections. Strong leaders have the ability to reflect on their interpersonal strengths and are committed to improving their interactions and communication strategies within the school communities they serve.

**Workshop Content:**
Identifying challenging people, scenarios and situations, common in many school settings. Examining one's own interpersonal and communication strengths and weaknesses. Recognising a range of strategies to deal more effectively with staff, parent, board and student interactions. Content will be drawn from current academic and professional literature in management, leadership and community engagement, including published papers by Wendy Collins in ACEL’s “Australian Educational Leader” journal and ACEL’s e-leading publications.

**Workshop format:**
The workshop will be structured for maximum engagement and learning. The presentation will be interspersed with individual and paired activities, using “post-it note” brainstorming and polling, to identify common themes. A tool-kit approach of suggested strategies, and practical case-study examples will assist participants to learn, reflect on implications for leadership of self and others, and apply this learning to their specific educational settings.
The Alannah and Madeline Foundation recently completed a two year independent evaluation on its wellbeing and cybersafety framework - eSmart Schools. This presentation will highlight best practice examples of what schools are doing to successfully address the issues of cyberbullying and bullying.

The evaluation looked at bullying and cyberbullying from the perspective of principals, school staff, students and parents from over 500 schools across a range of states and sectors. The evaluation delved into the processes and procedures put into place by school staff and the impacts this had on the members of the school community. In addition it explores the impact teacher practices have on students and the way in which they respond to incidences of cyberbullying and bullying.

The presentation will include a number of useful key recommendations for schools from a range of demographics to implement to addressing cyberbullying and bullying.
Dr Venesser Fernandes  
*Monash University*

**Using Data to Support School Improvement in Schools**

In a growing canvas of school improvement strategies and the multitude of data that comes into schools today, most school leaders find the tasking of unravelling data and using it for school improvement tedious. Research indicates that through a better understanding of what data-driven decision making is, schools make better use of their data for school improvement.

**PURPOSE:** This presentation provides the participants with a continuous improvement thinking frame for understanding data through a whole school approach and hands-on tools for engaging with data-driven decision making in school improvement work.

**METHODOLOGY:** By reviewing findings from research studies conducted within Australia and internationally, this presentation highlights some of the promoting and hindering factors around the use of data-driven decision-making and school improvement.

**FINDINGS:** The synthesis provides insight into some of the key factors that need to be considered when establishing a data-enabled school culture. These include: generating a high quality of data, centralising data management systems, ensuring professional development for teachers, and creating a culture of inquiry and collaboration within schools. Participants will receive a tool kit containing practical tools that assist them in reflecting and supporting the use of data-driven decision making within schools.

Ms Lucy Fisher

**Principled Learning**

**Co-Pros:** Mrs Mandy Reynolds-Smith  
(*Montrose Bay High School*)

**It takes Courage and Commitment: Meeting the Challenge of Enabling Teachers to Analyse Their Practice**

*The unexamined life is not worth living*  
Socrates

Participants will learn about successes and challenges in building professional conversations around teaching in a large secondary school. Reflective conversations about teaching practice and student data provide a powerful and effective way to improve the quality of teaching. Professional reflective conversations support teachers in building new knowledge (Donald Schon) and in undertaking deliberate practice to enhance their expertise (Ericsson et al, 1993).

Peer conversations utilise the AITSL standards and coaching to support focused and deliberate reflection.

Participants will reflect on the implications of introducing sustained professional conversations about practice and consider applications within their own contexts.

**Highlights of this session will be:**
- Interactive strategies for leaders to apply to individual contexts
- Practical research base
- Exploration of issues/challenges
- Modelling best practice pedagogy

Ms Lyndall Foster

**Australian Curriculum Assessment and Reporting Authority**

**Co-Pros:** Mrs Jenny Avvenevole

**Leading Change Through the Australian Curriculum**

This session will explore how ‘courageous and committed leaders’ at school, jurisdictional and national levels collaborate to provide a world-class Australian Curriculum for all young Australians.

In this session Lyndall Foster, Senior Manager ACARA will explore the significance of great leadership and lessons learned in the development and implementation of the Australian Curriculum. Lyndall will use national and school-based examples to consider the importance of:

- respecting tradition and remaining future-focused in the pursuit of a vision
- standing firm on what is important and what makes a difference
- collaboration and empowering others to utilise their talents.

Through this session the audience will gain insights into developments in the Australian Curriculum and the emerging practices of effective leaders using the Australian Curriculum to address the learning needs of students in their local context.
Dr Lawrence Ingvarson
Australian Council for Educational Research
Co-Pres: Mr Ed Roper
Measuring School Improvement: The ACER Student Perception Questionnaire
This paper describes the development of the ACER Student Perception Questionnaire (SPQ) and its application in a number of schools. Research shows that feedback is important for professional learning. It also shows that Australian teachers rarely receive reliable feedback about their teaching from students. The framework for the SPQ is based on the Australian Professional Standards for Teachers and consists of 60 items and eight sub-scales, each with high levels of reliability.

The SPQ is provided to schools and students by ACER as a confidential on-line survey. Teachers receive customised feedback that enables them to compare their teaching with the APS in each of the subscales and with the school as a whole. ACER also provides school leaders with aggregated reports that enable them to review student perceptions across year levels and departments. This data is useful in identifying professional learning needs in the school and in tracking improvement in professional practice over time. This session will present anonymised data from schools that have recently used the survey with their students.

Mrs Mathilda Joubert
Swan Christian Education Association
Co-Pres: Mrs Cheryllynne Gostelow
Collaborative Curriculum Innovation: Balancing Rigour and Engagement
How do you lead the development of an integrated curriculum that guarantees systematic Australian Curriculum coverage, enables progression in the general capabilities, harnesses student voice, creates teacher ownership and, above all, leads to student engagement in deep learning? It takes courageous and strategic leadership.

This can be achieved by engaging teachers in an innovative, yet structured, collaborative curriculum planning process that will be workshopped during the session. Disciplined innovation can enable a school to develop a whole-school curriculum map within one day. The benefit of teachers collectively designing their own, personalised and localised curriculum (rather than relying on off-the-shelf solutions) is that it enhances teacher understanding of the curriculum and develops teacher capacity to deliver quality learning.

We will share a number of case studies from our own and other primary and secondary schools in Australia and England who have significantly improved outcomes for students and teachers through engaging in this collaborative curriculum innovation process. We will guide participants through the process, so that participants can take it back to their own schools. Finally, we will reflect collaboratively on the leadership implications of leading improvement, innovation and change.
Dr Deidre Le Fevre  
University of Auckland  
Leading Change for Improvement: Solving Complex Problems

Resolving complex problems is central to the work of effective teachers, leaders, professional developers and policy makers. The purpose of this session is to improve capability in solving complex problems. First we will engage in a series of facilitated tasks that illuminate the inherent challenges humans face in problem solving. Through this process you will have the opportunity to learn some underlying theories. We will then engage in applying these theories to a specific problem of practice in your own context. The focus throughout will be engaging in genuine inquiry to resolve complex problems.

Mr Phil Lewis  
Nazareth Catholic College  
Experiences of Novice Principals

The role of principals in secondary schools has changed enormously in recent times. In the last twenty years there has been an explosion of literature and studies related to principalship and educational leadership. The demands and expectations placed upon principals have increased in quantity and complexity. As the role of principal has become more demanding, there has been a development in the recognition in the research literature of the growing need to prepare emerging education leaders for this key educational role of principal.

This study aims to contribute to the growing body of research related to the experiences of novice principals. Until the last ten years there had been a paucity of research related to novice principals but in more recent times there has been recognition of this important aspect of educational leadership. This study gives the deeper story and personal insights into the experiences of early career principals.

Qualitative methodology and research methods are used in this study. The thesis has a critical / interpretive approach to the collection and analysis of data. The data was collected from interviews conducted with eight early career principals in their first appointment as principals working in Catholic Education South Australia.

The Workshop will provide discussion time to allow for the sharing of the experiences of attendees and will present the findings of this Masters Degree research.

Dr Peter Lind  
Teachers Registration Board of SA  
Issues of Teacher Competence

Many principals find dealing with cases of teacher competence very challenging and stressful in the workplace. Not least because it can often be very divisive in a workplace, as colleagues take sides in the case. This is a qualitative, evaluative study of the investigations by the New Zealand Teachers Council’s competence assessors of complaints concerning the professional competence of 134 teachers between 2012 and 2014. It examines the perceptions of the complainant (often the professional leader of the school or early childhood service), the respondent who is the teacher against which the complaint has been laid, the views of witnesses or informants that may include the perspective of learners, and of course, the perspectives of the assessors themselves. These perceptions were gathered from the detailed reports of the investigations collated by the Council’s competence assessors. Besides a summary of the 134 cases, in-depth case studies will illustrate the complexity of each investigation, as each case is dealt with based on its own unique context and circumstances. This should provide opportunity for in-depth discussion and reflection from participants in the presentation.
Complying with School Accountability Requirements: Impacts on School Leaders

Assoc Prof Graeme Lock
Edith Cowan University

Within an era of seemingly ever-increasing school accountability to both Federal and State jurisdictions in Australia, the impact of such requirements has received little attention in the literature. This research project was designed specifically to investigate the impact of compliance requirements on school leaders' workloads.

The literature reviewed finds that detraction from the key role of leading teaching and learning due to spending so much time on compliance requirements leads to disenchantment with the role of the principal and is a leading contributor to why so few aspirants are pursuing a career as a principal.

Eleven semi-structured interview questions were developed and analysis of the data revealed three broad themes: the use of resources required to meet compliance; the perceived value of the request for compliance; and, the impact of compliance on the independent nature of the school, educational leadership and personal cost. The presentation provides opportunities for educational leaders to consider the findings of this research within their own context, and to identify strategies to reduce the impact of compliance requirements on their workload.

Principal Preparation in Australia

AITSL has conducted research and analysis into the current picture of principal preparation in Australia and the most innovative and successful processes that support the development of new leaders. This presentation will give an overview of the research outcomes and the directions for future work in principal preparation.

AITSL believes that excellent school leaders are fundamental to a high-quality education system and that a sustained focus on the professional growth of school leaders will support the achievement of the vision that all young Australians become successful learners, confident and creative individuals, and active and informed citizens.

New school leaders require the right skills and competencies to lead effectively within environments of increasing autonomy to meet today's challenges, and yet the best ways of developing aspiring school leaders is all too often under-explored.

This presentation will ask participants to reflect on their experiences and apply their knowledge to the question of how to improve principal preparation in Australia.

The insights from this work will assist decision-making by practitioners and education systems across Australia around retaining the best of what they are doing now and exploring new options to refine their principal preparation practice.

The International Successful School Principalship Project has for over a decade studied the leadership of successful schools. The project continues today with active research groups in more than 20 countries, producing more than 100 case studies, and nearly as many papers, book chapters and books. This session reports on multiple perspective cases of three schools that are undergoing or have been on an improvement journey. These cases come from a new strand of the ISSPP that seeks to broaden the focus of the research to schools that are undergoing transformation. Two of the schools are from high educational advantage contexts, and the other from low advantage. Two of the cases are of schools re-opened, one from regeneration of three failing school, the other re-opened after closure several years prior. The third case is of a school that looked like closing due to low enrolments and poor student outcomes.

The case methods included interviews with the principal and other senior leaders, school councillors, teachers, parents and students, surveys of teachers and the principal, and observation of the life of the school. Consideration of these cases will provide participants with opportunity to reflect on leadership for improvement and transformation.
Early Action for Success is the Department’s strategy to implement the NSW Government’s Literacy and Numeracy Action Plan. The Early Action for Success strategy aims to improve students’ performance through a targeted approach in primary schools. In particular, the strategy involves the appointment of high quality instructional leaders, the early identification of the level of attainment in literacy and numeracy of each individual child (K-2) and tailoring a specific program of learning to that child’s needs. The strategy aims to change teaching practice from a focus on the whole class to a focus on the needs of the individual student. The use of tiered interventions in literacy or numeracy according to need, the use of the literacy and numeracy continuums and the regular focus on the collection and analysis of student data has led to significant change in outcomes for students in Early Action for Success schools.

The workshop aims to provide participants with an easily applied repertoire of activities/thinking to support changing teaching practice across your school. Although used successfully in a primary school to develop more reflective practice and inquiry into learning these activities could equally be used by high school departments to consider, in depth, what teachers teach and why they teach the way they do.

LEARN: Initially, the Ponsonby Primary team will describe their value driven change process. Dr Malcolm will have the participants in small groups build group pictures of what key values underpin their learning community’s commitment to teaching. This work although contextualised to their school is easily transferrable.

REFLECT: Next, the participants will consider, through a literacy lens, their staff or individual place on a capability matrix that considers differentiation and explicit teaching practices.

APPLY: The team will introduce ‘The Spiral of Inquiry’ as a method to examine practice. Groups will consider the 6 principles of inquiry - scanning, checking, focussing, developing hunches, professional leaning and new learning.

This presentation will discuss the importance of the General Capabilities for all young Australians and illustrate both classroom and whole school approaches to the explicit teaching of critical and creative thinking skills. The presentation will also share examples of initiatives employed within a school context that promote and develop personal and social capability and ethical and intercultural understanding.

With the Review of the Australian Curriculum recommending “four general capabilities are no longer treated in a cross-curricular fashion” (2014, p. 248), Dr McEwan will argue for the maintenance of thinking skills as a whole school priority and offer insights into the classroom experience and pedagogical challenges related to the embedding and explicit teaching of skills, attitudes and values at the classroom level. General capabilities as national priorities: Delivering the educational goals for all young Australians.
This paper identifies the key elements underpinning evidence-based teacher quality reforms. The presentation focuses on both international and Australian research related to the policies and practices that impact teacher's work and student learning. This research draws strongly upon the current work of teachers and schools as well as the key actions of high performing international systems and provides a platform for considering current school practices. This session will be both practical and provocative in exploring current professional research and school practices to support teacher quality. Research will be used as the stimulus for discussion and reflection on current professional practices and future possibilities for teachers, school and system leaders.
CONCURRENT SESSIONS

**Mr Edmund Misson**

**Australian Institute for Teaching and School Leadership**

**Leading Change: Priorities and Actions for Developing Classroom-Ready Teachers in the Context of TEMAG**

The TEMAG report, Action Now: Classroom Ready Teachers proposed changes to initial teacher education that will have a direct impact on the quality of graduates. The delivery of this national reform, based on strong evidence and research, is contingent on close partnerships between providers, school systems, schools and policy makers. This workshop shifts the spotlight from teacher education providers to schools – to draw perspectives from school leaders and other educators about key issues and strategies for shaping this national reform.

The workshop will profile AITSL’s role in shaping this national reform and provide the opportunity to engage in a dialogue with other educators on issues related to the quality of graduate teachers. Participants will discuss and construct a shared understanding of the characteristics of quality teacher education and the kinds of assessment strategies that are effective for measuring the impact of graduates on school student learning. The workshop will allow participants to discuss the role of schools in the preparation of classroom ready teachers, and propose strategies for supporting national work to respond to the recommendations of the TEMAG Report.

**Mrs Sophie Murphy**

**Westbourne Grammar School**

**Co-Pres: Ms Meg Hansen**

**How to Create a Common Language in a K-12 School, Using Research, Innovation and Deep Level Learning to Maximise Learning for ALL Students**

Meg and Sophie share the journey of their K-12 school and how they used research, innovation and best practice for all K-12 staff, students and the school community to develop a common language to ensure students know where they are, where they need to go and how they are going to get there.

Their presentation will bring together essential elements of a K-12 toolkit developed that includes: planning, assessment, continuous online reporting, restorative practice, questioning, use of data, surface to deep level learning using the SOLO taxonomy, cognitive coaching and more to ensure that all teachers are maximising the learning potential of all students from K-12.

Sophie and Meg will provide examples of how teachers have embraced this model, how it was developed and how it is used with students from K-12.

**Mr Daniel Pinchas**

**Australian Institute for Teaching and School Leadership**

**Co-Pres: Ms Lauren Elston**

**Leading Effective Professional Conversations**

Professional conversations are a key element of performance and development processes across Australia. It is, therefore, important that we know what makes these conversations have impact.

The Australian Institute for Teaching and School Leadership (AITSL) conducted a research project in 2015 focused on professional conversations, in partnership with 43 Australian schools. The aim was to support effective professional conversations that can lead to improved student outcomes and supportive professional growth cultures.

The presentation will discuss the project’s methodology and findings to date. The first project stage was a literature review conducted by Helen Timperley examining different types of professional conversations. The review found that enablers for effective conversations included expertise in conversational processes and the development of actionable knowledge. Data collated from during the project’s second stage will be shared, providing insight into current approaches to professional conversations.

The presentation will ask participants to reflect on their current experience, using the project’s findings, and discuss possible changes to their conversation processes. Participants will also be asked to provide input into the identification of resources needed for schools to facilitate effective professional conversations.
Mrs Tamara Powell
Bishop Tyrrell Anglican College

Co-Pres: Mr Peter Moulds

Two Heads are Better than One

As courageous and committed leaders, Fairfield West Public School has innovated boldly and empowered others to utilise their talents for teaching that makes a difference. This workshop outlines a “Tri Pedagogy” initiative. In order to shift pedagogy, the team has integrated current pedagogy, web based tools, self-organised learning environments, project based learning, collaborative and Cloud-based learning; they have taken the ‘best of the best’ research and data to develop a cohesive, evidence based approach to improve student learning outcomes. Students are now using the syllabuses themselves to demonstrate the outcomes that they have achieved. Students are working collaboratively, recognising the benefits of diversity in learning teams. Students are solving real world problems and learning to achieve a goal by establishing partnerships with other leaders nationally and globally.

Ms Genelle Petruszenko (Goldfinch)
Fairfield West Public School

Co-Pres: Mr Edwin Prasad, Miss Alisha Pulbrook & Ms Savaliga Lakisoe-Mapuna

Leading Student-Centred Pedagogical Transformation: Tri-Pedagogy

This workshop offers educators an insight into this successfully trialled blending of pedagogical frameworks, which has enabled school-wide initiatives to support the school’s strategic directions. This interactive, augmented reality workshop will enable participants to view the program in action from student and teacher perspectives. A learning community has been established to provide workshop participants with the opportunity to network and collaborate further, building innovative teaching and learning partnerships to enhance 21st Century learners.

Intellect and feeling with little capacity to love, no ideals to cherish and an impoverished view of humanity can never be substitutes for the creative quest for wisdom.

This workshop will stimulate and explore practical and theoretical discussion and reflection around the collaborative learning journey of a new Principal and a new Deputy Principal both in the first year of their role, and the challenges to give coherence to a world view, culture and set of values that honour the life and creative expression of a community.

How does a new school leader honour the past that has defined a school but not allow it to confine the school into the future? How do you transform and reignite identity in a school? What does it mean to learn, lead and serve in a caring Christian environment? How can we provide a secure foundation for a community to discuss, build trust, play, innovate, challenge, risk, adventure and create whilst coping with change? How do leaders bridge the gap between vision and reality?

Join us in this workshop as we explain and explore these questions through our quest for understanding, excellence, faith, care, service and leadership through teams.
Parental engagement is proposed as a key aspect to raise student achievement and now forms part of both the Principal and Teacher Standards. But few parents, teachers and principals know what strategies make a difference? Research shows that it is not what most people think, which is the involvement of parents in more school-based activities. Based on the research of key leaders - Harris & Goodall (UK); Epstein; Henderson & Mapp (USA), as well as ARACY (Fox & Olsen, 2014), and Saulwick & Muller in Australia, the most effective parental engagement is focused on learning and in the home not in the school.

Six simple, effective parental engagement strategies are:

1. Authoritative parenting;
2. Teaching the value of learning;
3. Establishing high aspirations and realistic expectations;
4. Family led learning in the home;
5. Active early and sustained engagement;
6. Family-School communication.

Effective parental engagement can have an effect of .52 (Hattie, 2009) on student achievement but its implementation requires the up skilling of parents, teachers and principals on an ongoing basis. Each strategy is covered as an ongoing series of simple practical tips for parents, teachers and principals so that home and school are on the same page.

Learn: How the concept of ‘culture’ works within a school or learning environment and why (for true innovation, improvement and change) culture must be considered an equal to curriculum. Is innovative curriculum really enough to support student achievement today? While innovative curriculum can support and improve learning outcomes and achievement it is potentially the culture within our schools that can equally impact on outcomes and achievement. So what is culture and how does it impact on even the most innovative curriculum?

Reflect: If ‘culture’ are those shared assumptions, beliefs, behaviors, attitudes (ABBA... sorry couldn't help myself!) etc. that drive any school or learning environment what is YOUR culture? What to look for and how has it impacted your curriculum and student achievement? What changes would be of most benefit within your school or learning environment and who can help?

Apply: We will look at steps to creating, improving and implementing cultural change based on areas identified during their reflection time. Creating a ‘culture plan’, identifying needs, roles, and outcomes you wish to achieve along with some basic strategies to get started. Strategies aimed at not only engendering quality learning but empowering students to become self aware, thoughtful and innovative learners.

The relationship between student success as measured by student achievement, truancy and attendance rates, discipline, completion rates, and other cognitive, psychosocial and sociological factors is well documented and has become more apparent in recent decades.

This project evaluates the viability of youth workers/family referral service within four schools in NSW. These schools serve students who come from varied socio-economic backgrounds and with issues that are sometimes family and community related. As a result, this model was developed to identify and assist students who are at risk. This intervention is innovative as it is the first time that youth workers will be attached to schools. Through a partnership between NSWDEC, Network Specialists and Family and Community Services, the aim is to implement a model that will effectively and efficiently identify students at risk.

The evaluation of this project will seek to answer the following questions:

1. Is the model an effective one?
2. Is there a cost benefit?
3. Is there a difference in management from school to school?
4. If there is a difference, does this impact on student outcomes?
5. Is the service accessed more within primary or high schools?
6. What measures of student engagement exist?
7. What are the perceptions of teachers, principals, students and parents?
Dr Lisa Sonter  
*University of New England*

**Raising and Empowering Marginalised Voices: Calling for Courageous and Committed Leaders**

This presentation draws upon my recent PhD study (2015), which explores the lived experiences of a small group of teacher aides in Queensland Prep classes. Their experiences demonstrate the fragility, busyness and complexity of school environments, and how easily marginal adults and young children’s experiences are made invisible. This research shows an undervaluing of the role of teacher aides in Prep classrooms across three dimensions: policy, organisation (school-based), and people (relationships). Five central concerns arise across these dimensions: role recognition, role conditions (including hours and safety), role identity, role protection and role satisfaction.

This presentation provides an opportunity for delegates to learn and reflect on new knowledge about the largely invisible yet crucial work of teacher aides in Prep. I provide insights about current conditions and potential collisions between existing policy, facility and personnel provisions, and practice. While some stories from this research may sit uncomfortably, the research points to a flow-on affect on teacher aides’, teachers’ and young children’s successful and safe participation and engagement in the school environment. In response, I offer recommendations for potential actions for courageous leaders, practitioners and policy experts in a range of early childhood and school-based contexts.
John Hattie’s recent work (Visible Learning for teachers, 2012) suggests that feedback has a powerful impact on learning. Moreover, he suggests that teachers who seek feedback on their practices from students are more likely to improve their teaching by perceiving it through the eyes of learners. The power of honest feedback from the people who matter most in the classroom should never be underestimated. It takes a certain level of bravery, and a possible paradigm shift of “it’s my fault as a teacher they are not learning as well as they could be, not theirs” in student to teacher relations. However, by listening intently to student voice, one can empower themselves to refined practises by constantly reflecting on their impact to improve.

This presentation will explore a variety of paper-based organisers and electronic mediums to gather feedback from students to give insights to teacher relations, classroom environments, positive habits and dispositions, and student metacognition. Attendees will be ready to take these ideas and implement the discussed strategies in their school setting.

Creative and innovative cultures are seen to be more agile and responsive to the changing needs of organisations and society. Schools are no different, except they have largely been in hiatus for the past century, relying on physical structures, organisational systems and processes that served well in the previous century but no longer provide the flexibility, responsiveness and relevance for today’s students and communities.

LEARN: The research explores the role of five principals in developing, leading and sustaining innovative schools. It applies a multiple case study approach and gains multiple perspectives using interviews and qualitative methodology.

REFLECT: The findings of this research demonstrate the importance of principals’ life stories in creating their leadership style and values. The innovative principals share five leader perspectives and key behaviors which define their leadership and their schools success.

APPLY: Understanding what works in successful and innovative schools is the first step in developing the connections required to move what is happening in a few schools at the innovation centre to the edges where most schools reside. It demonstrates that some leaders are being very successful at the business of innovation and this can be learned from and by others aspiring to successful school leadership.

Quality learning for preservice teachers in a changing educational landscape is highly dependent on the professional learning experience, the context for connecting the learner and the learning, building competence and confidence and forming teacher identity. Mentoring is the strategy used to grow quality outcomes but to be successful it needs to be well informed by a clear understanding of the targeted learners and how they learn, the knowledge and social capital required in this professional context and an agreed position and process to meet the needs of a dynamic and changing workplace culture. This presentation will be interactive and designed to unpack the critical qualities of successful mentoring in an adult learning context and establish a professional learning plan to guide and support the mentoring relationship. The learning plan will be focused on: observation; the giving and receiving of feedback; the collection of evidence; making judgements that inform the preservice teacher of their current position within the key learning areas; and providing a clear and transparent structure and space for reflective discourse. Mentoring, if well informed is a potential conduit for performance enhancement from the preservice teacher to the broader learning community; an opportunity for universities to be responsive to current and future demands of the profession; and a platform for change and continuous improvement.
Ms Louise Wilkinson  
Heatley State School

More Than the Power of Two: Sharing Leadership for School Improvement in Indigenous Australian Education

Improving engagement between Australian schools and their Indigenous communities is a necessary component for enabling student success. Strong professional relationships between Indigenous Education Workers/Community Education Counsellors (IEWs/CECs) and their principals represent a microcosm of this engagement when they lead together to achieve equity and excellence in their schools. This presentation will discuss the current relationships, contextual features and outcomes of joint work between IEWs/CECs and their principals across state schools in the North Queensland region. It will outline an ongoing large research project that uses a participatory action research multi-site case study approach. Initial data and findings will be presented from a regional survey and then from four exemplar case study schools. Reflections to date indicate a difference between regional trends to those in the case study schools. The presentation will conclude by suggesting that educational leadership in school-community engagement for Indigenous student achievement can be maximised if working relationships between principals and IEWs/CECs extend beyond the transactional or procedural to a different type of leader collaboration.

A way of leading that is interwoven on a common ground of shared knowledge, trust, respect and importantly, creates a ‘vorticity’, or powerful flow to pull others in to this shared space.

Catholic Education, Diocese of Parramatta

Co-Pres: Mr Greg Whitby

System-Wide Engagement for Student Learning Improvement

Catholic Education, Diocese of Parramatta (CEDP) has had a concerted push over the past 5 years to align Strategic Intent with school goals. This presentation will show and discuss cultural and student learning trend data resulting from the strategic alignment of focus. System-wide (77 schools) agreed strategies focusing on building teacher capacity to improve student learning achievement using recognised High Yield Strategies (Case Management, Data Walls, Instructional Walks) has engaged teachers, school leaders and system leadership in a mutual supporting structure and partnership. CEDP has also engaged external academic partners to ensure the work is embedded in recognised contemporary learning theory and practice. The data shown will include: Reading Recovery data showing a significant decrease of vulnerable student numbers over the last 3 years; Quality Catholic Schooling survey data showing a consistently improving school cultural data trend over the past 4 years; as well as NAPLAN data for year 3 literacy and numeracy.

The presentation will discuss the process of engagement with schools and leadership to enable principals to lead the learning in their schools. The AITSL Leadership Profiles Professional Practice Lens will also be discussed in relation to the development of a coaching culture encouraging feedback with teachers.

Appreciative Inquiry (AI), is a well-researched and utilised change process that seeks the best of people and the organisations in which they work. AI has and can be used extensively in any area of education (e.g. Develop a school vision, create effective networks, and develop effective teams). The AI process is an inclusive one that encourages participation from all members to participate through its 4-D model (discover, dream, design and destiny). The presenter is an accredited Appreciative Inquiry facilitator who has led many educators through the process with positive outcomes and feedback because of the high-level of inclusivity. The strengths-based model has participants actively participating in the change process from start to end with the focus on a common goal. The workshop will allow participants to take part in a ‘mini’ version of the process to experience how Appreciative Inquiry works and inspires all participants, enables a connected and collaborative process towards a common goal and it creates positivity through its positive approach.
Dr Janelle Wills

*Marzano Institute*

**High Reliability Schools: The Next Step in School Reform**

Dr Marzano’s vision for education is simple: the vast majority of schools can be highly effective in promoting student learning. To show how, he created the High Reliability Schools (HRS) framework. The framework, based on a synthesis of over 40 years of educational research, defines progressive levels of performance that a school must master to become high reliability: a school where all students learn the content and skills they need for success in university, careers and beyond.

This presentation will introduce the five progressive levels of the High Reliability School framework:

1. Safe and Collaborative Culture
2. Effective Teaching in Every Classroom
3. Guaranteed and Viable Curriculum
4. Standards-Referenced Reporting
5. Competency-Based Education

The High Reliability Schools (HRS) framework has been contextualised for Australia through Marzano Institute Australia, in conjunction with Dr Robert Marzano.

This presentation will outline the research base behind each level and the concrete action steps that can be taken to improve student achievement. Participants will learn the leading indicators and critical commitments for each level.

Dr David Zyngier

*Faculty of Education Monash University*

**Enhancing Learning Through School-Community Networks Using CORE Pedagogy**

This paper analyses an innovative community after-school project for disadvantaged and disengaged primary aged students. It highlights both the study of the importance of school-community engagement and significantly the practice of working productively and authentically with cultural, linguistic and economically diverse communities. The project involved partnering with primary schools where student disengagement and low achievement are significant issues. CORE (Connecting-Owning-Responding-Empowering) Pedagogy is explored for its potential to enhance student engagement and achievement, teaching and empowerment through focussed community involvement. The paper draws on the perspectives of children and their mentors as well as reports from principals and teachers to illustrate how authentic partnerships may be developed and sustained.
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Alannah and Madeline Foundation

eSmart, an initiative of The Alannah and Madeline Foundation, uses a cultural-change approach to improve cybersafety and reduce cyberbullying. eSmart provides a prevention and risk management framework to Australian schools and libraries to help them better integrate cybersafety and wellbeing practices and promote the safe use of online technology in their communities. We recognise a whole-of-community approach is needed in order to create change and are currently working on integrating eSmart into homes, workplaces and sporting clubs. eSmart is currently in over 2200 schools and 40% of libraries nationally.

www.esmart.org.au

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Bound Round helps students learn about Australian communities, geographies and cultures around the world. We offer a portfolio of national curriculum aligned programs for use in the classroom that delivers on learning objectives, and utilises our unique online platform for enhanced learning. School Safari is a brand new extension product delivered via an interactive mobile platform that will provide a one-stop shop for physical and virtual school excursions. Teachers can now browse school excursion destinations and search by geography to find providers relevant to their location. They can also view the physical and virtual education programs offered by each destination.

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CSU is a leading provider of online education in Australia. Our postgraduate courses are workplace-focused, allowing you to develop skills and knowledge that can be readily applied to your current role. Whatever your career stage, there’s never been a better time to get in touch with CSU.

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The ClassCover app takes the headache out of booking relief teachers, eliminating wasted phone calls and saving hours every day. With the click of a button, you can view exactly your own pre-approved teachers that are available and then book them directly in seconds. It’s that simple! In addition, admin staff can access an automated payroll summary and you can search for additional teachers in your area for free. Assisting over 550 schools and 20,000 teachers, we guarantee it’s going to save precious hours! Have you had a free demonstration?

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CommBox, established in 1976, is Australia’s premier designer and manufacturer of control and presentation technology, tailored to suit the needs of education and corporate markets. CommBox manufactures its products in Australia and South Korea, distributing domestically and internationally.

Development is a core focus at CommBox as it continues to improve and develop software, firmware and hardware; specialising in large format interactive touchscreens, multimedia and remote control systems, digital video distribution and digital signage.

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Corwin has one mission: to enhance education through intentional professional learning. We build long-term relationships with experts, educators, clients, and associations who partner with us to develop and continuously improve the best, evidence-based practices that establish and support lifelong learning. Corwin is a global organisation with the exclusive rights to provide Visible Learning plus seminars, professional learning, and consulting in Australia. We are proud to be your partner in creating school and system-wide impact.

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Education Management Solutions

Education Management Solutions (EMS) develop world-class software solutions for Australian Educational Institutions. StaffPD, our flagship product for Staff Performance and Development, was first released in 2009 and has evolved to be the most comprehensive solution in the market today. Professional Development, Staff Accreditation, AITSL Review Management, Teacher Registration reporting and much more is bundled into an all-in-one cloud hosted package. Our newest product, Activities, Camps and Excursions (ACE), was developed in 2014 in collaboration with schools that requested a flexible and user-friendly process to simplify the application, approval and management of excursions. Similar to StaffPD, the result is a simple and easy-to-use paperless process that is available 24/7. Education Management Solutions continues to work closely with schools Australia wide to make their lives easier.

Educator Impact

Outside of natural ability, there is no greater driver of student achievement than teacher quality. Educator Impact (EI) is an innovative, evidence-based 360-degree feedback tool that provides teachers with individualised professional development plans to help improve teaching practice and enhance student outcomes. Based on comprehensive research into teacher effectiveness and development, EI fuses innovative private-sector behaviour change techniques with deep education experience. Our vision is to revolutionise the quality of students’ classroom experience by providing educators with concise and constructive competency-driven feedback and innovative professional learning solutions.

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At Hobsons, everything we deliver is underpinned by a strong belief that all students should be given the right to flourish during their education journey. We also understand that your school’s vision is at the heart of everything you do. Edumate by Hobsons advances students through the learning lifecycle using a fully integrated administration, curriculum and lesson-planning system. The Edumate framework uniquely integrates three modular solutions that can be combined in any manner to suit the individual needs of your school. Driven by your goals and those of your students, Edumate empowers schools and engages student support networks, all while delivering real student outcomes.

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A school software company offering solutions for timetabling, daily organisation, online subject selections, parent teacher nights and attendance: a fully integrated suite of systems with seamless data flow. Powerful algorithms for block line generation, spread management, staffing and rooming. Flexible tools for curriculum planning and structuring. Data rich attendance system with fully integrated daily changes, relief teachers, room swaps, excursion and events. Enterprise level attendance data for group reporting. Powerful and intuitive parent teacher night software unparalleled in the market. We are the preferred timetable and daily management software provider for many school corporations and governing bodies. Why not give us a call.
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Firefly builds and supports a single product: a learning platform for schools around the world. Firefly makes it simple for teachers and students to create rich, interactive content, and share that with each other, anywhere. Many schools have or are considering a separate LMS for teaching and learning, an intranet for administration, different teachers using a number of classroom collaboration tools and a separate parent portal. Firefly is a flexible platform that can be used for all four. Firefly is used by hundreds of leading schools globally, including Eton College, St Pauls, Westminster School, St Ursula’s and the Australian International School, Singapore.

The Future Tech Co.

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Grip Leadership

GRIP Leadership exists to train and develop leaders with a special focus on school students and the educational sector. The ‘GRIP Student Leadership Conference’ is now an annual event in more than 50 cities and towns throughout Australia and New Zealand. Thirty thousand student leaders from over 2000 schools now attend the conference each year as part of their training and preparation. Whilst most known for the large one-day conferences, the team also presents tailored seminars and presentations for specific schools. GRIP Leadership events are fresh, practical, interactive and focus on the everyday situations and challenges facing student leaders.

www.gripleadership.com.au

Harlequin School Bags

Harlequin School Bags is Australia’s No.1 school backpack and library bag specialist. Over 2 million children proudly wear their Harlequin school bags to school every day. Made to withstand the rigours of everyday school-life with up to a lifetime manufacturers warranty, every Harlequin backpack is independently tested and endorsed by Chiropractors, Osteopaths and Physiotherapists. With free printing and minimums as low as 10 units together with our price guarantee, Harlequin School Bags cannot be beaten on price, quality and service.
**MAPPEN**

MAPPEN is an online curriculum and professional learning solution. MAPPEN consists of 32 concept-based units that provide primary teachers with expertly crafted lesson plans and contextual professional learning while they teach. A practical resource, MAPPEN ensures that consistently rich, integrated and engaging curriculum is delivered in every classroom.

**Meru Networks**

Meru delivers best of breed wireless technology and is routinely first to market with WiFi innovation. Meru was first into the market with 802.11n in 2008. The Meru architecture is fundamentally different to every other vendor in the market today, with the only single channel architecture that eliminates the co-channel challenges in all other vendor micro-cell environments. Because of this unique architecture we can deliver very scalable, very dense, and mobility enhanced solutions with seamless hand-offs between access points. Our Virtual Cell combined with our Air Time Fairness solution effectively allows us to manage the RF across the WiFi system giving us the unique ability to deploy in single channel layers.

**STAGEPAK (SP)**

STAGEPAK (SP) is the extremely versatile system of interlocking modules with a number of useful applications in any school. It appeals to performing arts teachers, teacher librarians and special events coordinators to name a few. SP units solve the storage issue because each mini stage box can be disassembled into its component parts and flat packed.

Once assembled, units can be linked laterally and vertically like large building blocks to erect terraced structures like choir risers, mini seating plans, display stands etc. Components come in a range of aesthetically attractive colours.


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Latitude Group Travel
Parallels
Parallels is a global leader in cross-platform solutions which make it possible and simple for customers to use and access the applications and files they need on any device or operating system. We help customers take advantage of the best technology out there, whether it's Windows, Mac, iOS, Android(tm) or the cloud. Parallels solves complex engineering and user experience problems by making it simple and cost-effective for businesses and individual customers to use applications wherever they may be-local, remote, in the private datacenter or in the cloud.

www.parallels.com/au/products/business

PC Locs
PC Locs is a leading Australian manufacturer and supplier of mobile deployment solutions with headquarters in Australia, USA and Europe. With over 184 million tablets sold in 2013 alone (growing to 369 million by 2016), PC Locs is solving the growing problem of physically managing the deployment of devices such as tablets and laptops throughout schools and educational settings around the world. PC Locs' primary purpose and reason for existing is to make life easier. Products include: iPad trolleys, chromebook and macbook trolleys, laptops trolleys, tablet trolleys, charging stations and other device storage cabinets.


Quest skills for life
Quest skills for life is a unique, award winning Leadership & Development organisation helping young people become better equipped for life. Our variety of journey based programmes in exciting areas offer school camps for Years 3 to 12 and the Duke of Edinburgh's Award. Our dedicated School Support Team make it easy for your school to take part. We can organise everything, including all required documentation, letters to parents, in school training and presentations. Our camps are so much fun, even the teachers enjoy them and keep coming back. We will be glad to meet with you to discuss your options. Ask us about our overseas programs through our ‘Chinese Quest’ and ‘Diggers Quest’. Quest skills for life. Real journeys, real outcomes, great fun!

Schoolbox by Alaress
Schoolbox – Technology to transform K-12 Schools. Enhance communication, collaboration and learning at your school with Schoolbox.165,000 + users | 200 + Campuses. Everything in one place | Integrates with your live SIS data. Schoolbox is a virtual learning environment (VLE) for K-12 schools. It’s a unique all-in-one learning management system (LMS), portal and intranet. Schoolbox is self- or cloud-hosted, integrated, flexible and secure. Teacher – Simplify your day, engage your students and facilitate better learning outcomes. Student – It's everything you need in one place. Admin – Bring your school online, centralise and integrate your systems. Parent – Take part in your child's learning journey and school community. Share, teach and learn online with Schoolbox.

Tel 1300 932 338.

www.schoolbox.com.au
ScopeIT Education

ScopeIT Education is the leading innovator in the Australian and NZ education sector. Our Scopers deliver curriculum-aligned coursework directly to Australian schools instructing students in Coding, Robotics, 3D Printing and Digital Citizenship so they learn the fundamentals behind technology. ScopeIT Education is an Australian company that believes every Australian child should learn the essential skills to become creators of technology. Now partnered with the Australian Primary Principals Association (APPA) we are recognised as a 21st century learning solution for schools. 1300 761 254

www.scopeITeducation.com.au

Sentral Education

The Sentral education school and student and management software system is a suite of interrelated modules. Accessible on any platform, web-based, and fully scalable to provide flexibility with easy, ready access for all users. We are extremely customer focused with an exemplary support reputation. Sentral is now one of the most widely used school and student management software systems in Australian education. Modules include: School Administration, Enrolments, Fees & Billing, Student and Parent Portal, Teacher Student Parent Communication, Timetabling and Calendaring, Curriculum and Strategic Planning, Assessing and Reporting, Student Wellbeing, Student Plans, Student Profiling, Student Attendance and Student eLearning.

Staples

Staples Australia makes more happen for our education customers. The Staples single source solution includes products and services from stationery, technology and printing to promotional products, business furniture, safety and facility supplies.

Tel 02 9335 0555.

www.staplesadvantage.com.au

The Brainary

‘The Brainary’ is a supplier of world-leading educational resources, including the NAO Humanoid robot. NAO can walk, talk, pick up objects, and even recognise faces. NAO has an intuitive user interface that enables students of all abilities to learn coding, starting with a simple drag and drop system and progressing to more advanced programming languages such as Python and C++. The NAO robot is a powerful and engaging platform for teaching coding in the classroom.
Turning Point Consulting

Turning Point Consulting offers schools and businesses Professional Development, Industry Networking Forums and Student Workshops to maximise capability through engagement. Our professional development platform builds skills in emotional intelligence, communication and interpersonal interface through strengths-based assessment, interactive group sessions and candid self-reflection to support strategic outcomes and change management. Interactive student workshops for primary to high school increase student engagement through purpose and ownership of positive behaviours. With extensive experience in education and corporate, across human resources, talent management and career coaching, Turning Point delivers programs supporting staff engagement, hiring trends and personal growth enabling individuals to ‘See Opportunities’.

Woods Furniture

At Woods Furniture we believe that education is of the utmost importance, not just for the children of today, but for our world tomorrow. This fundamental belief has driven our team, for over half a century, to study how children learn from a behavioural, ergonomic and cognitive perspective, and to develop furniture that is flexible, adaptable and stimulating. At Woods, we’re for flexible learning.

World Challenge

At World Challenge we believe that life skills are developed through real life experiences. We believe that everyone has a mission or calling within them and that if young people are encouraged to chase their dreams they’ll achieve great things.

With over 7000 students travelling on expedition to over 50 destinations each year, World Challenge delivers life-changing experiences for students that equip them with valuable skills for life such as teamwork, leadership, problem-solving, communication and compassion.

Over three decades of experience with school expeditions means that schools benefit from a level of safety and service that is second to none.
PASSPORT PRIZES

1st Prize - Latitude Group Travel
Holiday voucher worth $750

2nd Prize - GRIP Leadership
15 x conference registrations for students to attend the GRIP Student Leadership Conference anywhere in Australia - Valued at $600 (See www.gripleadership.com.au)

3rd Prize - Parallels Software
1 x Parallels Desktop Business Edition license for 5 persons, worth $500

4th Prize - The Future Tech Co
BenQ treVolo speaker, World first portable electrostatic bluetooth speaker, worth $400

5th Prize - ACEL
Signed Keynote book bundle worth $365
- A Handbook for High Reliability Schools (Robert Marzano)
- Coherence: The Right Drivers in Action for Schools, Districts, and Systems (Michael Fullan)
- Freedom to Change: Four Strategies to Put Your Inner Drive into Overdrive (Michael Fullan)
- Uplifting Leadership: How Organizations, Teams, and Communities Raise Performance (Andy Hargreaves & Alma Harris)
- Who’s Afraid of the Big Bad Dragon?: Why China Has the Best (and Worst) Education System in the World (Yong Zhao)
- Leadership & Learning (Jan Robertson)
- The Blue Book of Tips for Fathers (Bruce Rodinson)
- Born to Run (Cathy Freeman)
- The Crossroad (Mark Donaldson)
- My Story (Governor-General Peter Cosgrove)

6th Prize - Grossard
One full year subscription to MAPPEN (the primary school curriculum and professional learning package we are exhibiting) to the value of $365

7th Prize - ACEL
1 x One Year Membership - $195

8th Prize – Hobsons
$200 Book Voucher
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The Executive Leadership Program is designed to assist talented educational leaders to enhance their capabilities, increase their influence and build robust relationships. The current global environment is volatile, complex and uncertain and leaders need an augmented repertoire of practices and enactments to be able to counter emerging challenges and leverage new opportunities.

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Our e-Publications are tailored to keep educational leaders abreast of the latest trends, techniques and technologies throughout all of 2015. The content included in each of the four e-Publications is concise, providing you with easily-digestible advice that you can apply to optimize your leading, managing and/or teaching journey.

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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:**
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**Details:**
- 2 pages of management strategies for the classroom
- 40 issues per year
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### 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:**
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- Difficult employees
- Leadership styles
- School Governance

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**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.

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

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

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### 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:**
- Latest Research & Developments
- Social Media
- Leading & managing technology in a school
- Legal issues

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

**Price:** $60
THANK YOU FOR YOUR ATTENDANCE

The Conference Steering Committee thanks all delegates for attending the 2015 ACEL National Conference.

We hope to see you again soon at future ACEL Conferences, Events and Programs!

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Kerrie Blain
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