



# INSPIRING HOPE, LEADING OUR FUTURE

2022 ACEL NATIONAL CONFERENCE  
HILTON, SYDNEY, 28 - 30 SEPTEMBER



## EVENT PROGRAM

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# Inspiring hope, leading our future

The NSW Department of Education is the largest provider of public education in Australia and one of the largest education systems in the world. Learn about some of our key priorities and work streams through our esteemed staff speakers.

## Conference presenters



### Redesigning for inclusion and equality

**Sylvia Corish & Laura Milkins**  
Student Support and Specialist Programs & Learning and Improvement



### Reclaiming learning

**Michelle Michael**  
Educational Support and Rural Initiatives



### Recovering our people

**Deb Summerhayes**  
Metropolitan South and West School Performance Directorate



### Reshaping the future of schooling

**Kathleen Donohoe**  
School Learning Environments and Change



# INSPIRING HOPE, LEADING OUR FUTURE

2022 ACEL NATIONAL CONFERENCE  
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# INSPIRING HOPE, LEADING OUR FUTURE

2022 ACEL NATIONAL CONFERENCE

Our theme this year is *Inspiring hope, leading our future*. Never more have we needed such a sense of hope and belonging and an opportunity to cultivate meaningful connection throughout our profession. In a country as broad and diverse as Australia, this is an important opportunity for educators, students, educational leaders, researchers and policy makers to come together, across all educational settings, to share their vision for the future.

The program of the 2022 ACEL National Conference promises to be engaging, interactive and provocative, building on the premise that conferences don't change schools and learning organisations. People who've made decisions at conferences, do.

## CONFERENCE SUB-THEMES



The conference will include input sessions from key Australian and international experts, provocations to challenge our thinking and interactive sessions designed to build school-based actions post the conference. Concurrent sessions will also be held around the main conference theme, which will be explored more deeply through the five sub-themes.

## WELCOME

It is truly wonderful to be welcoming you to the 2022 ACEL National Conference and especially to be joining you all in person in Sydney.

This year's conference theme of *Inspiring Hope, Leading Our Future* is a fitting focus in 2022 as the education profession has been central, particularly during the last couple of years, to ensuring that hope is ever present with our children and young people in our schools and other education organisations. A focus on leading the future provides a platform for new and innovative thinking as our collective contribution to encourage and support the leaders of today and tomorrow to deal with the challenges that are upon us and lie ahead has never been more important.

This year's conference brings in a new era of ACEL conferences, shining a light on and showcasing Australian research and practice set within an international context and research from around the globe. We have received an unprecedented interest in presenting at the ACEL conference, with a significant number of high quality papers received representing a diverse range of educators from far and wide. Our expert panel have reviewed each of the abstracts carefully and selected submissions to represent a breadth of sub-themes, diversity, cross-sector and whole of nation representation. In addition to our keynotes and concurrent presentations, we have included panel sessions, designed around the voice of the profession to learn with and from each other, privileging the voice of the profession and continuing ACEL's pivotal role as a conduit for our diverse membership and strong educational community base.

Of course, none of this can happen without our many supporters. This year's conference is presented in partnership with the NSW Department of Education, and our thanks go to the Honourable Sarah Mitchell, Member of the Legislative Council, Minister for Education and Early Learning and Deputy Leader of the Government in the Legislative Council who will officially open our conference. I would also like to thank our sponsors who continue their support of ACEL through their generosity of funding and contributions to our conference market place. A special thanks to Booktopia, Corwin, EC Premium, Education Perfect and Real Schools for their Platinum Sponsorship of the 2022 ACEL conference.

It is also important to thank the machine behind the scenes, our ACEL National team led by Dr Barbara Watterston, Chief Executive Officer. The team has been tireless throughout the challenges of the past couple of years and it is their commitment, professionalism and passion that has us here today, celebrating and learning together, in person, with such an amazing learning offering. My thanks to the team.

And finally, to you, our conference delegates, welcome and thank you. Conferences rely on those who attend, those who contribute and those who ponder and challenge. I sincerely hope that these few days reinforce the importance of your role and inspire hope while we all contribute to the leadership of our future.

Enjoy the learning and the renewed privilege of learning together, in person.



**Stephen Gniel**  
B.Ed, MBA, MACEL, MAICD  
ACEL President



# ABOUT ACEL

The Australian Council for Educational Leaders (ACEL) is the largest cross sectoral peak professional association in the education sector in Australia and the wider Asia Pacific region. Our purpose is to support, develop and strengthen educational leadership in current and future leaders across Australia and beyond.

A not-for-profit company, we proactively support the development of educational leadership capabilities through conferences and workshops, leadership programs, in-house publications, online resources, and a bookshop. Access to these leadership-focused opportunities is available for classroom teachers through to system leaders.

Active branches in every state and territory engage with the education community to represent and meet the needs of local and regional contexts. Extensive avenues of communication ensure members and all

those who engage with ACEL have an opportunity to be informed by and connect with individuals, networks and regions across all sectors.

We partner with diverse and like-minded organisations and strategic networks to further enhance the benefits of collaboration and contribute to the richness of our portfolio of programs and resources to ensure that educational leaders get access to the most current research and practice in their field.

Collectively, these opportunities bring to life our vision to influence educational thinking through contributing to a vibrant professional learning community founded on a shared commitment to improve the quality of learning for all.



# PRESENTING PARTNER

## NSW Department of Education

The NSW Department of Education is the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We also work closely with the non-government school sector to ensure the delivery of a high-quality and equitable education for all students.

We build pathways for lifelong learning, and support the delivery of a skilled and employable workforce for NSW through vocational education and training and higher education. We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector.

We respect and value Aboriginal and Torres Strait Islander peoples as Australia's First Nation Peoples, and put children, young people and adult learners at the centre of all our decision-making. The NSW Department of Education aims to prepare our learners for rewarding lives as engaged citizens in a complex and dynamic society. Our vision is to be Australia's best education system and one of the finest in the world.



## ACEL BOARD OF DIRECTORS

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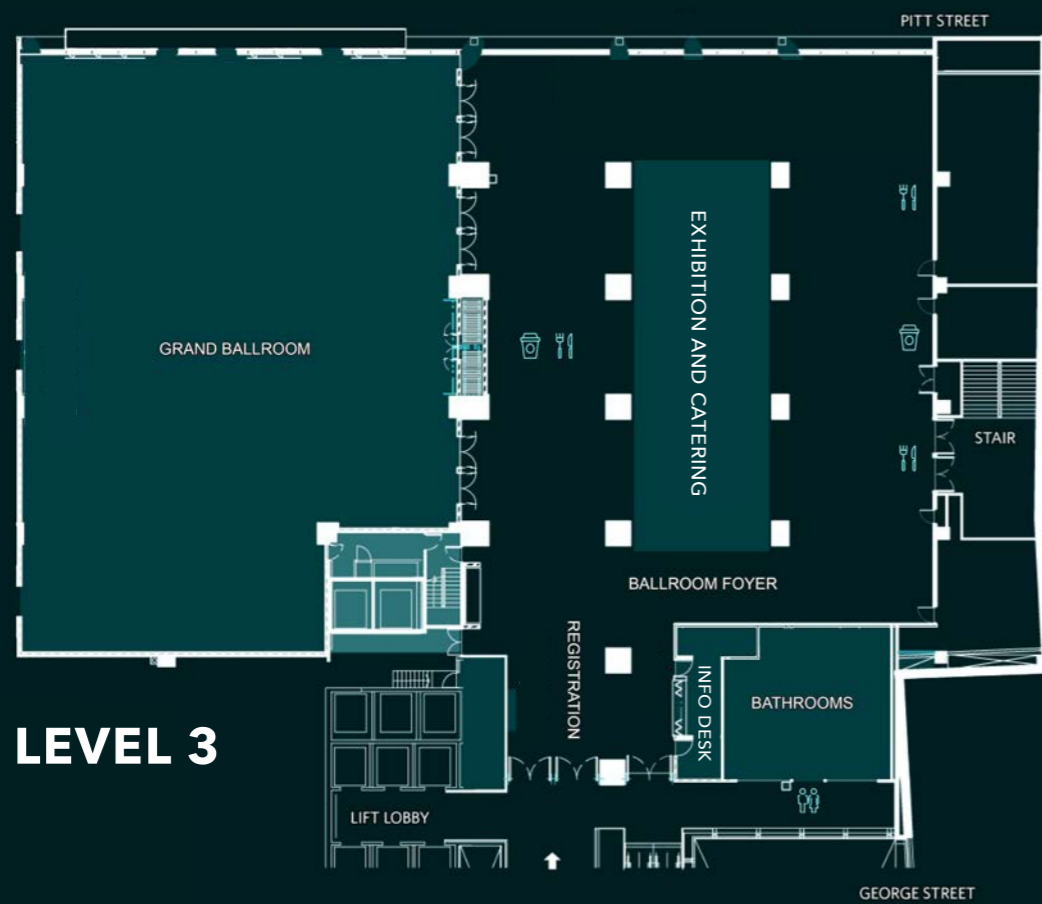
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# FLOOR PLAN



# EXHIBITOR MAP



## BALLROOM FOYER LEVEL 3

Exhibition, Catering, Bookshop and Info Desk

View page 56 for detailed sponsor and exhibitor information



# INFORMATION

Search for "CrowdComms" from the App Store or "Google Play". Once opening the App, it will prompt for an event code, which is **acelconf2022**.

Should you have any questions regarding access to the platform please contact CrowdComms, **e:** support@crowdcomms.com.au, or **mob:** +61 481 550 261

For general ACEL enquiries please contact **e:** conference@acel.org.au or **ph:** +61 2 8396 0800



*Please note that speakers and session times within this program are subject to change without notice. If you have any comments or questions directly to the program, please contact: admin@acel.org.au*



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## We stock a huge range of resources for teachers, schools, libraries and early-childhood education.

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Transforming and enhancing your school's culture through a focus on what really counts



Firmly placing school culture at the top of your school's improvement agenda

### This isn't a program

There are no Wednesday afternoon mini-lesson commitments, no online modules to wade through, and no compulsory readings. Our target is a teaching tribe in your school equipped with consistent practices for two big outcomes – more effect and less stress.

Unashamedly we want to partner with your school.



## Australian schools are looking for a hand from somebody they can trust

Whether the challenges are around student behaviour, implementing a strong restorative practices framework, or effectively leading the culture of the school – they know this is the work that underpins success.

That's where we step in.

Instead of dropping a PL day in your school and running away unaccountable, we stick around until the job is done.

### How does it work?

We appoint an experienced, successful former Principal to partner with your school for three years.

We deliver world-class Professional Learning, work in your classrooms, mentor your leaders, coach your teachers, engage your parents and fully resource your school with more plans and templates than you can imagine.



### Who we are

Adam Voigt founded Real Schools in 2012 with a key provocation in mind – that one-off events in schools about conduct, culture, behaviour and relationships are letting schools down and not making the difference that schools deserve.

### What we do

The bedrock of Real Schools is partnership. We provide high-quality professional learning (around restorative practices, tackling student behaviour challenges, and school culture leadership), work in your classrooms, mentor your leaders, coach your teachers, engage your community and fully resource your school's tailored implementation plan.

But more than this, we appoint a successful Principal as your expert facilitator and critical friend across a three-year journey.

### What we stand for

We stand by three important identity pieces:

- **We are Leaders**  
We know this work matters and we embrace its importance.
- **We are Learners**  
We're unfinished and we know your school will teach us too.
- **We are Laughers**  
We're bringing the joy, comedy and hilarity back into schools.

And unashamedly we want to partner with your school.

1300 789 422

info@realschools.com.au

realschools.com.au

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**DAY 1**



**Adam Voigt**



**Maxine McKew**



**Stephen Gniel**



**The Hon. Sarah Mitchell MLC**



**Frank Crowther**



Welcome and Introduction with Conference Hosts



Official Opening and President's Welcome



Official Opening



Opening Address  
The spirit of Uluru



**Glenn Savage**



**John Cleary**



**Summer Howarth**



**Damien O'Brien**



**Ned Graham**



**Louka Parry**



Keynote Session  
Why school leaders should think and act more like gardeners



Panel  
Students as partners



Keynote Session  
The future of schooling

**CONCURRENT SESSIONS**

An evidence-based approach: reshaping the role of Teaching Assistants  
Susannah Schoeffel, Luke Willsmore & Michelle Taylor

Looking back to look forward: early childhood educational leadership  
Sarah-Louise Gandolfo

Developing an evidence informed staff wellbeing framework and strategy  
Catherine O'Kane & Carolyn Liddy

Leading learning for kids experiencing trauma  
Matthew Smith

Creating opportunity - using creativity to maximise engagement in learning  
Mathilda Joubert & Ron Gorman & Shelley Forbes

School progress framework - a maturity model for self-evaluation  
Greg Whitby, Raju Varanasi & Gina Pianta

The right work at the right time  
Deb Summerhayes PSM

The aspirations profile: from awareness to action  
Sue Bryen

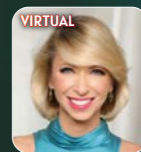
Game changers: leading today's learning for tomorrow's world  
Adriano Di Prato & Dr Philip Cummins

Reclaiming and reshaping learning: A collaborative lens  
Ashley Pratt & Lauren Sayer

Developing cultural intelligence for a hopeful future  
Tim Barrett

Strategic leadership - developing a school's strategic intent  
Lisa Black, Josh Valeri & Neil Barker

**DAY 2**



**Amy Cuddy**



**Deborah Netolicky**



**Tracey Ezard**



**Lyn Sharratt**



**Kevin Lowe**



**Will Gort**



Keynote Session (Virtual)  
How to lead with confidence and be more influential



Keynote Session  
Future alternatives for educational leadership



Lead Sessions  
What does educational leadership need now and into the future?



**John Hattie**



Keynote Session  
Visible Learning for parents: 10 mind frames



**Lee Crockett**



Keynote Session  
Five agreements: the culture of possibilities



**Murat Dizdar**



**Briony Scott**



**Paul Kidson**



**Rosemary Kariuki**



Conference Dinner



**Matt Aquilina**



**Szonja Dobras**



**William Sandral**



Panel

Sharing stories of courage and hope - reframing the profession for a sustainable future

**CONCURRENT SESSIONS**

Human rights education - inspiring hope & leading our future  
Lorraine Finlay & Hugh Kingsley

Hybrid learning - welcome to the new world order  
Paul Herbert & Joanna Holden

A synthesised model of teacher turnover  
Dr Hugh Gundlach

FutureSchool case studies  
Katherine High School:  
Nick Lovering & Conor Fennell

Emmanuel Catholic College:  
Paul Watson, Kerry Randall & James Silver

How do we design and create learning space to support this future?  
Kathleen Donohoe

The science of talk: developing critical thinking, collaboration and communication  
Sophie Specjal & Kate Cunich

Inspiring, designing and developing inclusive practice in NSW public schools  
Dr Sylvia Corish, Louise Farrell & Lisa Whittaker

Repositioning leadership: the evaluation turn for leaders  
Michael Murphy & Dr Rachel Wilson

Student agency: shaping career narratives and learner profile skills  
Liv Pennie, Jim Bright & Louise Murphy

Redefining educational leadership: a neuroscience perspective  
Judi Newman

A student is more than a grade!  
Karen Yager & David Hamper

**DAY 3**



**Lee Crockett**



**Jenny Gore**



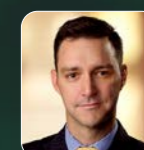
**Andrew Smith**



**Mark Grant**



**Stan Grant**



**Stephen Gniel**



Breakfast Session  
Implementing successful learner agency



William Walker Oration  
Inspiring hope through evidence-based pedagogy



**Jenny Donovan**



**Sharon Foster**



Panel

The time is ripe for innovative evolving solutions



Keynote Session



Conference Closing Address

**CONCURRENT SESSIONS**

Leadership for effective collaboration between teachers and human service professionals  
Natalie Howson

Leading inclusive education to drive school improvement  
Diana Masci & Mark Hohnke

FutureSchool case study  
Warakirri College:  
Carolyn Blanden

What mentors and ECTs say about mentoring in Australia  
Nancy Bonfiglio-Pavisich

Leadership: growing the future  
Lisa Pearson, Cheryl Hill & Fran Mes

The new world of potential: is the future hybrid? Lessons adopted from NSW COVID-19 learning from home  
Michelle Michael





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- School Sign Gap Analysis
- School Innovation Benchmarking
- Education Peer Investments & Recommendation




**INSPIRING  
HOPE,  
LEADING OUR  
FUTURE**

2022 ACEL NATIONAL CONFERENCE



# DAY 1





DAY 1: CONFERENCE OPENING  
ROOM: GRAND BALLROOM, LEVEL 3

9.00



## CONFERENCE OPENING

DR BARBARA WATTERSTON ACEL CEO

Barbara has extensive experience in education and has held a number of executive leadership positions across Australia within the education and not-for-profit community sectors. An author, Barbara's most recent co-authored book *Step In, Step Up: Empowering women for the school leadership journey*, received a silver medal in the international 2020 IBPA Benjamin Franklin Awards.

Recognised for her contribution to educational leadership and professional learning, her national research report, *Insights: Environmental Scan Principal Preparation Programs* contributed to five major national recommendations for preparing future school leaders. This has informed her design and delivery of bespoke emerging, principal and system leadership programs. Barbara has a special interest in the links between leadership sustainability, wellbeing, and impact on performance to ensure learning, for all, can thrive.



DAY 1: OFFICIAL OPENING  
ROOM: GRAND BALLROOM, LEVEL 3

9.20

## OFFICIAL OPENING

STEPHEN GNIEL ACEL President

As an active ACEL member, Stephen has been a Director of the ACEL Board for 8 years, the last six as President. Stephen's career spans more than 20 years in Australian Capital Territory and Victorian public education as a teacher, principal and Department executive. Stephen is currently the Chief Executive Officer at the Victorian Curriculum and Assessment Authority.

Steve holds a Bachelor of Education, Master of Business Administration and has further study through both Harvard University, the Australia New Zealand School of Governance Executive Fellowship Program and the Australian Institute of Company Directors.



DAY 1: WELCOME TO COUNTRY AND STUDENT PERFORMANCE  
ROOM: GRAND BALLROOM, LEVEL 3

9.05



## WELCOME TO COUNTRY

MICHAEL WEST  
Metropolitan Local Aboriginal Land Council

## STUDENT PERFORMANCE

TORRES STRAIT ISLAND DANCERS  
Redfern Jarjum College

## MINISTER'S ADDRESS

THE HON. SARAH MITCHELL, MLC  
Minister for Education and  
Early Childhood Learning in NSW

Since entering parliament in 2011, Sarah Mitchell has served on numerous committees and as Parliamentary Secretary for Regional and Rural Health and Western NSW. In 2017, Sarah was appointed Minister for Early Childhood Education, Minister for Aboriginal Affairs and Assistant Minister for Education. In 2019, Sarah was appointed as Minister for Education and Early Learning.

Since being appointed as Minister for Early Learning, Sarah led a visionary investment to transform early childhood education, child development and women's economic participation over the next decade. In particular, she was a key driver behind one of the biggest education reforms in a generation – a commitment to introduce a universal pre-Kindergarten year of education for all children in NSW by 2030.

Regional, rural and remote students are a focus. A revitalised regional strategy backed up with on-the-ground support is a big step to address the regional divide that Sarah is dedicated to closing. A young Minister who is invested in the public education system both personally and professionally, Sarah is committed to making NSW the best education system in the southern hemisphere.







DAY 1: WELCOME AND INTRODUCTIONS  
ROOM: GRAND BALLROOM, LEVEL 3

9.20



## WELCOME AND INTRODUCTIONS

**MAXINE MCKEW** Conference Host

Maxine McKew is in demand as a public speaker and skilled facilitator with a background that traverses both journalism and politics. For many years she was a familiar face to ABC TV viewers and was anchor of prestigious programmes such as the 7.30 Report and Lateline. Her work has been recognised by her peers with both Walkely and Logie awards.

When she left journalism and made the switch to politics, she wrote herself into the Australian history books by defeating Prime Minister John Howard in the Sydney seat of Bennelong. In government she was both parliamentary secretary for early childhood and later, for regional development and local government.

Maxine is an author and Hon Enterprise Professor of the Melbourne Graduate School of Education at the University of Melbourne. Her most recent book, published by Melbourne University Press in 2014, is *Class Act - a study of the key challenges in Australian schooling*. This publication followed the success of her memoir, *Tales From the Political Trenches*, an account of her brief but tumultuous time in the Federal Parliament. Maxine lives in Melbourne. In 2015 she was appointed to serve on the board of the State Library of Victoria and re-appointed for a third term in 2021. She also serves as a non-executive director of New Energy Solar.

**ADAM VOIGT** Conference Host

Adam is a real leader who walks the talk. The resident Education Expert for Channel 10's The Project, his presentations are filled with stories, messages, tools and hope developed from years of successful school leadership as a Principal in some of Australia's most challenging locations. Adam is a leader and speaker who has genuinely been there and done that.

Adam takes critical messages about schools, learning, culture and leadership and elevates action in the education system through his groundbreaking business, Real Schools, and to the corporate world via Real Learners.

Adam's speaking and programs have taken him across Australia and internationally. Just some of his achievements include:

- Presenting a TED Talk at the inaugural TEDx Darwin event.
- Winning his first Principal position at only 35 years of age.
- Opening a brand new Northern Territory school as its inaugural Principal.
- Speaking at International Conferences about developing successful school cultures in Singapore and then as far as Kazakhstan.
- Extending his work on The Project to provide education comment on radio, television and in the print media across Australia.

Adam has a passion for empowering as many dedicated leaders and educators as possible with the tools, skills and attitudes necessary to build meaningful, productive relationships wherever they are ... and for these relationships to be leveraged for a new level of learner performance and leadership potential.



DAY 1: ACEL PATRON ADDRESS  
ROOM: GRAND BALLROOM, LEVEL 3

9.45



## THE SPIRIT OF ULURU

**FRANK CROWTHER** ACEL Patron

Emeritus Professor Frank Crowther, AM, is Patron of ACEL and a former National President. He is the author of a number of books that support and encourage the teaching profession, including the 2021 publication, Inspiring Hope. Frank will speak to the importance of the Uluru Statement for Australian educational leaders and ACEL.



# What if you could improve student outcomes and reduce teacher workload?

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- Gamified revision activities and engaging lessons with multimedia content.
- Customisable content spanning the curriculum that can be adapted to students' individual needs, and show their next steps.

## Reduce teacher workload

- Automated marking and an intuitive data analytics interface that provides feedback and a comprehensive overview of student learning, progress, and achievement.
- Differentiated resources across Years 5 - 12 and an integrated content editor, EP Studio, that allows teachers to truly personalise online resources and use budget effectively.

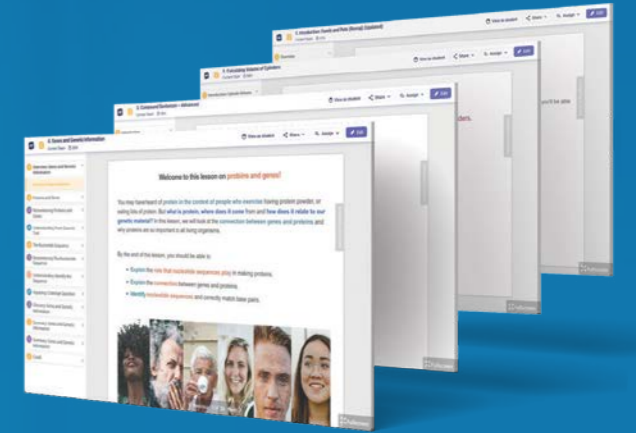
## We never lose sight of the human touch

Technology is only as effective as the people behind it and that's why we put our schools, teachers, and students first and provide ongoing professional development, a personalised implementation plan, and rapid support.

We hope to support happy, confident, and inspired teachers who have the time to focus on relationships, not resources.

## Curriculum-aligned

Our resources are fully aligned to national and state curricula, giving teachers the certainty that they offer effective learning outcomes and are constantly updated. We offer specialist senior subjects and comprehensive coverage of core subjects and languages across Years 5 - 10 in every state.



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HSC	English Studies, English Standard, English Advanced, EAL/D	Mathematics Standard, Mathematics Advanced, Mathematics Extension I, and Mathematics Extension II (supporting resources)	Biology, Chemistry, Physics, Earth and Environmental Science, and Investigating Science (supporting resources)	Chinese, French, German, Italian, Japanese, and Spanish
VCE	Foundation English, Literature, English and English as an Additional Language, English Language (supporting resources)	Foundation Mathematics, General Mathematics, Mathematical Methods, Further Mathematics, Specialist Mathematics (supporting resources)	Biology, Chemistry, Physics, and Psychology (coming soon).	Chinese, French, German, Indonesian, Italian, Japanese, and Spanish
QCAA	Essential English, General English, Literature, English as an Additional Language	Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics (supporting resources)	Biology, Chemistry, Physics, and Psychology	Chinese, French, German, Indonesian, Italian, Japanese, and Spanish
WACE	English, Literature, and EAL/D	Essential Mathematics, Mathematics Applications, Mathematical Methods, and Specialist Mathematics (supporting resources)	Biology, Chemistry, Physics, Human Biology, Integrated Science, and Psychology (supporting resources)	Chinese, French, German, Indonesian, Italian and Japanese.
SACE	Essential English, English, English Literature	Essential Mathematics, General Mathematics, Mathematics, Mathematical Methods and Specialist Mathematics (supporting resources)	Biology, Chemistry, Physics and Psychology (supporting resources)	Chinese, French, German, Italian, Japanese and Spanish
ACT BSSS	Contemporary English, Essential English, English, Literature, English Literature Integrated, and English as an Additional Language	Essential Mathematics, Mathematics Applications, Mathematical Methods, and Specialist Mathematics (supporting resources)	Biology, Chemistry, Physics, Earth and Environmental Science, Human Biology and Psychology (supporting resources)	Chinese, French, German, Italian, Japanese and Spanish (not specifically aligned to the ACT BSSS syllabus)



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DAY 1: SETTING THE SCENE  
ROOM: GRAND BALLROOM, LEVEL 3

10.05

## WHAT DO WE MEAN BY INSPIRATION?

ADAM VOIGT

## SETTING THE SCENE

ADAM VOIGT & MAXINE MCKEW



DAY 1: KEYNOTE ADDRESS  
ROOM: GRAND BALLROOM, LEVEL 3

11.00

## WHY SCHOOL LEADERS SHOULD THINK AND ACT MORE LIKE GARDENERS

GLENN SAVAGE

The past two decades of schooling reform have positioned educators as ‘technicians’ who should adopt clinical and standardised practices based on common bodies of evidence that claim to tell us “what works” to improve schools. In this keynote address, Glenn Savage will argue that this reform script has not only failed to drive improvement, but it fundamentally misunderstands human creativity, diversity and the conditions needed to produce flourishing education systems. Drawing on insights from complexity theory, design sciences and educational research, Savage will argue that a fundamental rethink of how we approach the big questions of education reform is needed. Rather than approaching schools as engineers seeking to make “the machine” work better, he argues that school leaders should think and act more like gardeners, seeking to build the ecosystems needed for diverse things to grow and flourish. This organic and bottom-up approach puts faith in the profession to experiment, solve problems and collaborate to create solutions in context. To do this, we need to move beyond debilitating myths and assumptions that pervade debates about school improvement and think in profoundly different ways about what education is for and what schools can be in the future.



# MENTORING and COACHING PROGRAM

## REACH A HIGHER LEVEL OF LEADERSHIP

**In 2022, ACEL is delighted to launch its new program, “ACEL Mentoring and Coaching.”**

Previously called, “Elevate,” ACEL Mentoring and Coaching is broader in scope and presents over 25 mentors/coaches from different levels and sectors of education. All of the mentors/coaches in ACEL’s new program are committed professionals who have recently undertaken mentor training to help prepare them to mentor/coach their respective partners (i.e. mentees/coachees).

**GET STARTED TODAY!**

**1800 680 559  
ACEL.ORG.AU**





DAY 1:  
CONCURRENT SESSION 1

12.15

## An evidence-based approach: reshaping the role of Teaching Assistants

**Susannah Schoeffel, Luke Willsmore & Michelle Taylor**  
Evidence for Learning, Emmaus Christian School

Room:  
Grand Ballroom,  
Level 3

Teaching Assistants (TAs) are an invaluable resource in Australian schools for supporting teachers and students in the classroom. On average, there are an estimated 10 TAs in every school. We know from the global evidence that how TAs are deployed and utilised plays an important role in whether their impact is positive or negative. This presentation will discuss practical, evidence-based guidance and highlight the experience

of one Preschool to Year 10 school that has actively engaged with the evidence to reshape the partnership between teachers and Teaching Assistants to better meet the needs of students and improve outcomes. This conversation will invite participants to reflect on the utilisation of TAs in their school and engage in a dialogue on the challenges and opportunities of changing the TA and teacher working relationships.

## Looking back to look forward: early childhood educational leadership

**Sarah-Louise Gandolfo**  
Early Childhood Australia

Room:  
Stateroom,  
Level 2

My presentation seeks to reimagine the role of the early childhood educational leader as one of influencer of quality in early childhood settings. The early childhood landscape is rapidly changing: in some cases evolving and in others creating tensions that are strangely positioning early childhood educational leaders. No longer can the focus simply be on pedagogy when the systems and structures around the leader require them to do and be more, for children, for families, for communities, and for teams. Building on my recent

literature review which draws on more than 30 pieces of evidence, my presentation will seek to share how key themes of leadership theory, leadership practice, professional learning and the impact of systems act as mediators of effective early childhood educational leadership practice. By looking back at the recent decades of research, the role of the early childhood educational leader must be repositioned as future-focused, aiming to take the reins through consistent sector reform.

## Developing an evidence informed staff wellbeing framework and strategy

**Catherine O'Kane & Carolyn Liddy**  
All Hallows' School

Room:  
Room 2,  
Level 2

There is currently a wide range of programs and research highlighting the need for the school sector to widen the wellbeing focus beyond our students to our staff.

Drawing on the growing body of research regarding measures of school staff wellbeing, All Hallows' School has developed a Workplace Wellbeing Framework to inform our ongoing strategic focus on school staff wellbeing.

While Pilates and fruit bowls are a part of a work wellbeing framework, they don't address the systemic levers to support staff health, safety and wellbeing. In our research, we have identified five pillars to empower our strategy:

- Spirituality (not a focus in this presentation)
- Workplace culture
- Work design
- Leadership
- Work environment.

This workshop presentation will outline the evidence base that has informed our framework and invite attendees to discuss the initiatives in their schools and systems to support, foster and develop staff wellbeing and a positive employee experience for all staff working in schools.

DAY 1:  
CONCURRENT SESSION 1

12.15

## Leading learning for kids experiencing trauma

**Matthew Smith**  
Redfern Jarjum College

Room:  
Room 3,  
Level 2

Children who have experienced early life trauma often present with a range of complex learning and behavioural challenges. They are commonly tagged as 'naughty', 'disengaged' or 'disruptive', labels that ignore the barriers that have been laid down by adverse early life experiences and trauma. Aboriginal and Torres Strait Islander kids and children living in disadvantaged communities are disproportionately represented in trauma statistics. As a consequence, kids get caught in

cycles of disadvantage. Teachers and school leaders who can identify and respond appropriately to trauma in the classroom, give their students an opportunity to break the cycle.

This presentation will identify practical approaches to support inclusion and equity for students who have experienced trauma, drawn from experience leading in a unique First Nations educational setting.

## Creating opportunity - using creativity to maximise engagement in learning

**Mathilda Joubert, Ron Gorman & Shelley Forbes**  
Sheridan Institute of Higher Education, AISWA, Alta-1

Room:  
Room 4,  
Level 2

Can we reshape the future of learning and assessment so that young people can lead their – and our – future? We believe this is possible. In Western Australia we decided to challenge the dominant deficit discourse around youth-at-risk through the power of creative learning and innovative assessment. Over the past two years AISWA, FORM and Sheridan Institute of Higher Education collaborated with 6 CARE Schools to meld together unique learning partnerships between creative professionals, educators and students. Students were immersed in creative learning activities that require

thinking differently to break out of unhelpful patterns of thinking that limit their learning and wellbeing. Teachers were challenged to adjust familiar pedagogies and explore innovative, authentic, student-centred assessment processes to track progression in student learning, wellbeing, and creative dispositions. In this session we will engage participants to explore the far-reaching implications that the evidence of impact from the program could hold for reshaping the future of learning and assessment for all learners.

## School Progress Framework - a maturity model for self-evaluation

**Greg Whitby, Dr Raju Varanasi & Gina Pianta**  
Catholic Education, Diocese of Parramatta

Room:  
Room 5,  
Level 2

Frameworks for evaluating school progress are not new. They have been used in Australia and overseas to promote improvement agendas and drive greater accountability. However, experience shows that externally imposed frameworks are viewed as onerous administrative exercises and a distraction from teachers' work.

As part of its transformation agenda, Catholic Education Diocese of Parramatta has embarked on a new approach for schools to continually evaluate progress of its school and the system.

Designed to be wholly school-owned and data-informed, this School Progress Framework is based on the concept of a maturity model. This may be the first time that a maturity model has been trialled to evaluate school progress at a systemic level in school education.

The School Progress Framework (SPF) describes four discrete maturity states anchored in three domains of Flourishing, Learning and Leading, which guide the work of CEDP, and most Catholic schools. Emphasis is placed on school driven self-evaluation through the lens of people, processes and collaboration.



DAY 1:  
CONCURRENT SESSION 2

13.55

## The right work at the right time

**Deb Summerhayes PSM**  
Department of Education, NSW

As we work to support our people to renew and reset after the challenges of the past two and a half years, it is important to have clarity of purpose and articulate a focus on the right work at the right time.

Educators lead learning at all levels in schools and systems and understanding what educational leadership is needed at this time is vital. What is the right work to support student, teacher, leader and school improvement now?

Room:  
**Grand Ballroom,**  
Level 3

## The Aspirations Profile: from awareness to action

**Sue Bryen**  
Quaglia Institute of Student Voice and Aspirations

What accounts for the difference between a student who talks about goals and one who reaches them? The difference is in their aspirations- the ability to dream and set goals for the future while being inspired in the present to reach those goals. Genuine aspirations require both dreaming about the future and doing in the present to reach one's goals.

imagination, perspiration, and aspiration. Participants will be able to identify which quadrant they spend most of their time and this self-awareness will help educators understand the patterns of behaviour that impact students' and educators' abilities to reach their hopes and dreams. Participants will be provided with evidence-based strategies to use in schools to support everyone to become dreamers and doers, people who know their purpose and are prepared to work hard to reach their potential.

The Aspirations Profile presents a model of various behaviours that support or hinder success and places these characteristics into four categories: hibernation,

Room:  
**Stateroom,**  
Level 2

## Game Changers: leading today's learning for tomorrow's world

**Adriano Di Prato & Dr Philip Cummins**  
a School for tomorrow

The world is changing – and rapidly. If we want to foster young people's ability to learn, live, lead and work in that changing world, the way we approach education and leadership in schools must change too.

Centring on the character and purpose of leaders in education, Phil and Adriano make the case for leadership that strengthens, informs, orientates, focuses, aligns, and enriches – leadership characterised by curiosity, compassion, courage, and conviction that inspires hope and to equips us to lead our future through supporting school communities to prepare the young people in our care to thrive.

Dr Phil Cummins and Adriano Di Prato will distil years of professional practice, the global research findings of a School for tomorrow, and CIRCLE, and their learning as co-hosts of the Game Changers podcast series into a roadmap for leadership capability and character that changes the game of school in our world.

Room:  
**Room 2,**  
Level 2

DAY 1:  
CONCURRENT SESSION 2

13.55

## Reclaiming and reshaping learning: a collaborative lens

**Ashley Pratt & Lauren Sayer**  
Melbourne Girls Grammar

Schools and educational organisations are increasingly looking to partner and collaborate on educational projects to advance shared strategic interests. These partnerships are helping leaders to reclaim ground and explore new possibilities in learning, both at a student and a staff level, through collaboration between staff, schools, and organisations. Come and listen as we describe the collaborative approaches we have taken to advancing and reshaping the future of schooling through partnerships with the Global Online Academy

(GOA), the Research Invested Schools (RIS) network, and internal Professional Learning Communities (PLC). We will describe the structures that we have put in place to enable these collaborative partnerships to build innovative and sustainable change within our organisation that values evidence-based approaches alongside the development of new possibilities. This presentation will highlight our work as a case study for action that focuses on improvement and change within an educational setting.

Room:  
**Room 3,**  
Level 2

## Developing cultural intelligence for a hopeful future

**Tim Barrett**  
St Andrew's Anglican College

In a world that is increasingly interdependent, building a global perspective, expanding horizons and developing an ability to function effectively in situations characterised by cultural diversity (CQ) are important educational outcomes that will contribute to the holistic development of our students. It is our belief that, in a post-covid world, schools must be developing CQ in order to develop empathy, collaboration, understanding and decision making ability.

St Andrew's Institute of Learning has implemented a research based CQ programme based on the four CQ capabilities that need to be developed in order to relate and work effectively with people from different backgrounds – Drive, Knowledge, Strategy and Action.

This programme is linked to the school service and experiential learning activities and involves a pre CQ test, followed by 8 CQ training sessions, partaking in the trip/ experience and then post-test CQ testing and reflection on individual and group results. This provides statistics to measure and track CQ growth across the school.

Room:  
**Room 4,**  
Level 2

## Strategic leadership – developing a school's strategic intent

**Lisa Black, Josh Valeri & Neil Barker**  
LERNA

Do you have a firm grip on where your school is heading and why? Does everyone at the school have a similar understanding?

Schools spend a great deal of time on strategic planning and developing the leadership capabilities of staff to deliver on the school's plans, but is the school's direction clear, is that direction well founded and does the school's strategic plan reflect that direction?

This session will explore the concept of Strategic Intent – what is it, why it is important and how you might go about identifying a school's strategic intent? The session will look at a Strategic Intent model for schools – based on three key elements: Improve, Excel and Collaborate.

This session will also briefly explore the notion of Strategic Leadership and consider the relationship between strategic leadership, strategic planning and strategic intent.

Room:  
**Room 5,**  
Level 2



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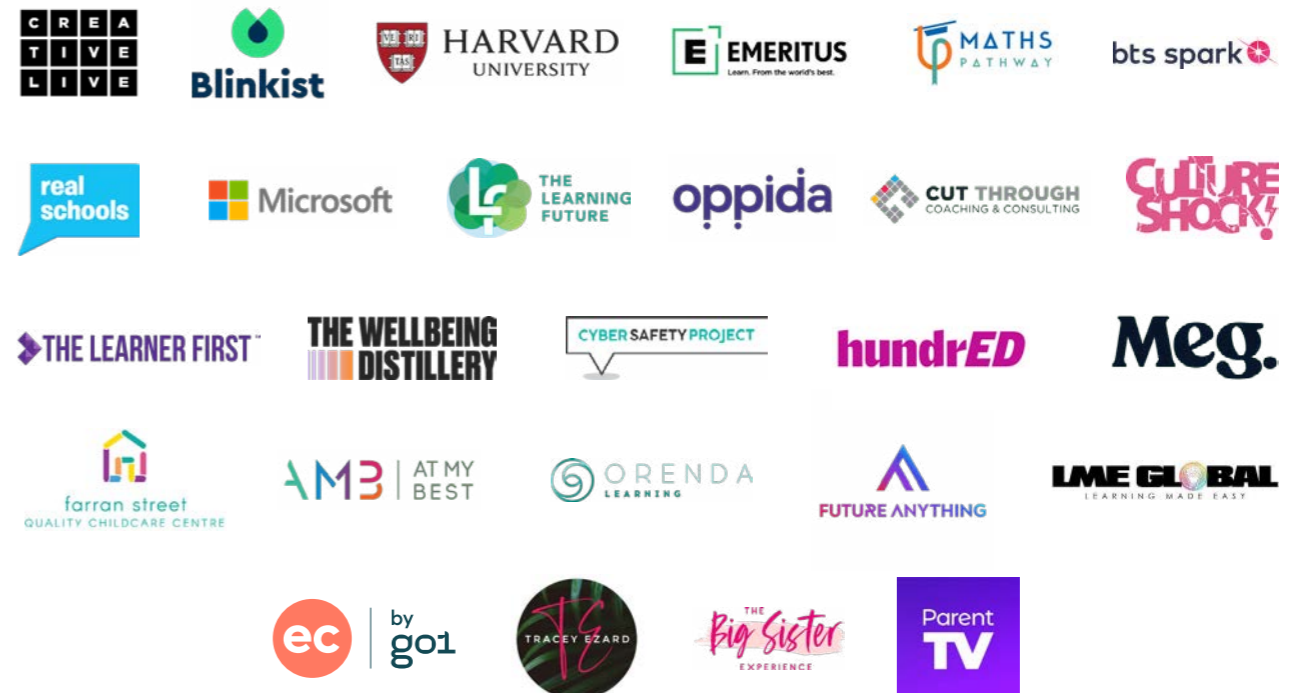
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DAY 1: KEYNOTE ADDRESS  
ROOM: GRAND BALLROOM, LEVEL 3

15.00



## THE FUTURE OF SCHOOLING, PROVOCATION

**LOUKA PARRY**

with input from FutureSchool Case Studies:

**Katherine High School**

Nick Lovering and Conor Fennell

**Emmanuel Catholic College**

Paul Watson

**Warakirri College**

Carolyn Blanden

ACEL is delighted to be partnering with the Australian Learning Lecture (ALL) to engage, share and learn from schools that are making significant changes in schooling to meet the needs of the future.

We find ourselves in a unprecedented moment to reimagine and remake our education systems. What are the conditions that can finally unlock the human potential that exists in our classrooms, schools and organisations? How might we lead a future where the capacity to learn, unlearn and relearn in multi-dimensional ways underpins our journey towards thriving people and places?

In this session, Louka Parry will share the latest global thinking for how we might move beyond reform and efficiency conceptions toward the conditions in which learners, educators and communities can truly thrive. This session will weave together the conceptual with the concrete, hearing from four inspiring school leaders who are embracing key learning design principles in their communities. These four school leaders will share key messages from their ongoing journeys with an opportunity to engage with audience questions. These schools were selected through their alignment to the recently released FutureSchool, the work of global thought leader Valerie Hannon and the Australian Learning Lecture, which details the key Learning Design Principles required to shift our schools for this new era.



DAY 1: PANEL  
ROOM: GRAND BALLROOM, LEVEL 3

15.45

## STUDENTS AS PARTNERS

This session is all about sharing what we've come to know are core design principles of activating agency in students, and those who teach them to become true partners in learning. John Cleary & Summer Howarth, along with Damian O'Brien will showcase the work of the Northern Territory Learning Commission, a data-driven design initiative that has influenced policy and practice in NT schools for over 5 years. Students from the Learning Commission will be participating in a live workshop and will join us to explain in their own words the power of having agency in their learning. Alongside students of the NT, members of the NSW Minister's Advisory Group (DOVES) will be actively participating in this session and also joining us in learning throughout the conference. This is a profound opportunity to not only learn how to embed agency in your own context, but bounce ideas off students who are leading the way for every learner at a system-leadership level.



**JOHN CLEARY**

General Manager of School and System Improvement within the NT Department of Education



**SUMMER HOWARTH**

Founder of The Eventful Learning Co



**DAMIEN O'BRIEN**

Assistant Principal, Casuarina Street Primary in Katherine N.T



**NED GRAHAM**

Year 12 student at Sydney Secondary College Blackwattle Bay Campus



DAY 1: NETWORKING RECEPTION ROOM: FOYER, LEVEL 3  
AND NATIONAL AWARDS CEREMONY ROOM: STATEROOM, LEVEL 2

17.00

The Australian Council for Educational Leaders

# 37<sup>th</sup> ANNUAL NATIONAL AWARDS CEREMONY

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# INSPIRING HOPE, LEADING OUR FUTURE

2022 ACEL NATIONAL CONFERENCE

INSPIRING HOPE,  
LEADING OUR FUTURE



DAY 2: WELCOME AND REFLECTIONS  
ROOM: GRAND BALLROOM, LEVEL 3

9.00

## WELCOME AND REFLECTIONS DAY 2

ADAM VOIGT & MAXINE MCKEW  
Conference Hosts

## STUDENT PERFORMANCE

### "INTO THE UNKNOWN"

Emily Gardner, Yr 12, Hunter School  
of the Performing Arts

Josie Wood, Yr 12, Nepean Creative and  
Performing Arts High School (Auslan)



# DAY 2



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DAY 2: KEYNOTE ADDRESS  
ROOM: GRAND BALLROOM, LEVEL 3

9.15



## HOW TO LEAD WITH CONFIDENCE AND BE MORE INFLUENTIAL

AMY CUDDY (VIRTUAL)

From the classroom to the boardroom, nonverbal behaviour directly impacts the levels of trustworthiness and strength we present to others—and to ourselves—in our daily interactions. Social psychologist, award-winning teacher and best-selling author Amy Cuddy shares the groundbreaking and compelling research for which she has garnered national acclaim to teach audiences how to become more influential in their personal and professional lives. Explaining how nonverbal behavior and snap judgments influence people, Cuddy examines how leaders can use this cutting-edge science to prepare the brain for high-stakes situations, perform at their best and empower others to do the same.

Social psychologist, NYT-bestselling author, and award-winning Harvard lecturer Dr. Amy Cuddy is an expert on the behavioral science of power, presence, and prejudice. Cuddy earned her PhD from Princeton University in 2005, was a professor at Harvard Business School from 2008-2017, at Northwestern University's Kellogg School of Management from 2006-2008, and Rutgers University from 2005-2006. She continues to teach at Harvard Business School in their executive education programs.

Focusing on the power of prejudice and stereotyping, nonverbal behavior, the delicate balance of trustworthiness and strength, and the ways in which people can affect their own thoughts, feelings, performance, and psychological and physical well-being, she studies, writes, and speaks about how we can become more present, influential, compassionate, and satisfied in our professional and personal lives.



DAY 2: KEYNOTE ADDRESS  
ROOM: GRAND BALLROOM, LEVEL 3

10.05

## FUTURE ALTERNATIVES FOR EDUCATIONAL LEADERSHIP

DEBORAH NETOLICKY

Education is a humanitarian effort, and educational leaders at all levels are charged with the task of educational leadership that provides equitable, excellent education for all. Yet the efforts of those working in schools are often diminished by harmful media narratives (Mockler, 2022) and the escalation of business imperatives over educative priorities (Keddie et al., 2020). Stratification, homogenisation, and corporatisation—with a focus on productivity, quality, efficiency, and competition—continue to undermine education as a moral and humanitarian effort.

In this keynote, Dr Deborah Netolicky draws on research, practice, and global perspectives, to engage with the complexities and uncertainties of leading in education, and to explore how leading in education can be responsive to current contexts and futures thinking, and also anchored in equity, democracy, and humanity. She explores innovative possibilities and hopeful alternatives for advancing education into positive and democratic futures.



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## PUTTING FACES ON THE DATA: WHAT GREAT TEACHERS AND LEADERS DO!

LYN SHARRATT

ROOM: STATEROOM, LEVEL 2

In the 10 years since Lyn Sharratt and Michael Fullan wrote *FACES*, they haven't changed their minds about the importance of personalising Data and knowing the *FACES* behind the glut of Data that is available to all of us. How do we personalise data for all students so that each is treated as a real person and helped learn according to her/his own individual need? Using relevant data at every level in combination with capacity-building is a critical ingredient of successful whole-system reform. When people make changes in dynamic times, they must also build the capacity to continue to make changes. In this interactive session Lyn will explore some approaches leaders and teachers use together to change the script: to know the *FACES* behind the numbers.



## THE DANCE OF LEADERSHIP: STEPPING INTO COURAGE WITH HEAD AND HEART

TRACEY EZARD

ROOM: GRAND BALLROOM, LEVEL 3

Every moment of a leader's day can contain nuance and intricacy. *Ferocious Warmth* leadership is a concept that helps us find this balance and keep a firm eye on our impact as a leader. Through the *Ferocious Warmth* elements of Expansive, Connected, Authentic and Courageous, we can hold ourselves with bravery and compassion in our daily work. Importantly, it also shows us that understanding self and how we maintain our own state should not be seen as sitting outside leadership reflection and development in a 'wellbeing' bucket, but intricately woven into the way we work day to day.

This session will explore a number of key mental models and strategies that can help leaders step into both the ferocity to lead transformation, and the warmth to connect and inspire others on the journey.

## HOW ARE OUR SYSTEMS IDENTIFYING AND SUPPORTING EMERGING LEADERS IN A TIME OF CHANGE?

WILL GORT

ROOM: ROOM 3, LEVEL 2

The demands on our leaders are ever growing, and many exceptional educators are questioning the sustainability of school leadership roles, especially in our most complex and challenging school contexts. Our schooling systems are recognising this, and considering and implementing a range of policies and strategies to identify, cultivate and support our future generations of leaders.

This session will explore recent policy developments across Australia and internationally with regards to how systems are thinking about and supporting education leaders, outlining common themes and opportunities for systems to better support our education leaders now and into the future.



## FIRST NATIONS EDUCATION: CULTURALLY NOURISHING SCHOOLING - BOTTOM-UP POLICY TO DRIVE SYSTEM CHANGE

KEVIN LOWE

ROOM: ROOM 2, LEVEL 2

The Culturally Nourishing Schooling (CNS) project investigates the impact of 6 critical interlocking strategies to improve the schooling of First Nations' students, the development of new relationships with First Nations' families and communities, deeper and meaningful engagement with community knowledges and histories and the orientation of teaching and learning to culturally nourishing pedagogic practices. The presentation will sketch how these inter-related strategies and a rich research agenda will inform our collective understanding of the affective possibilities of locally supported whole-school change that resonates from the ground up.







DAY 2: KEYNOTE ADDRESS  
ROOM: GRAND BALLROOM, LEVEL 3

12.00



## VISIBLE LEARNING FOR PARENTS: 10 MIND FRAMES

JOHN HATTIE

This session outlines the major arguments to enable parents to support their children to become great learners. One purpose is for school leaders and teachers to provide a language for parents about learning, enable them to see the nature of learning in today's classrooms, and to show them how they can support their children in complementing learning at school. We argue parents are not 'first teachers' but they are 'first learners' and how they react to learning can be a key modelling experience for their children.

John Hattie is Emeritus Laureate Professor at the Melbourne Graduate School of Education at the University of Melbourne, Chair of the Australian Institute of Teaching and School Leadership, and director of the Hattie Family Foundation. His *Visible Learning* research is based on ¼ billion students and he continues to update this research. He has published and presented over 1000 papers, and supervised 200 theses students, and 60 books – including 24 on Visible Learning.



# Data Storytelling



WEBINAR PRESENTED BY

## Selena Fisk

18th October 2022

31st October 2022

LEARN MORE AT  
[ACEL.ORG.AU](https://www.acer.org.au)

The effective use of data in schools requires three key components: data literacy, data visualisation, and data storytelling, and through these sessions, participants will consider how they build their own skills in all three areas and the skills of others



## Teacher and Staff Wellbeing to Enhance School Culture



WEBINAR PRESENTED BY

## Amy Green

10<sup>th</sup> November 2022

24<sup>th</sup> November 2022

Participants will gain a deeper understanding of what individual and collective wellbeing means and identify the key drivers which can then be used within the school context. Participants will be guided through the difference between self-care and wellbeing and how the former can enhance the latter.

LEARN MORE AT  
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DAY 2:  
CONCURRENT SESSION 3

13.30

## Human Rights Education - inspiring hope & leading our future

**Lorraine Finlay & Hugh Kingsley**  
Australian Human Rights Commission, The Brinary

Room:  
Grand Ballroom,  
Level 3

In this joint submission Lorraine Finlay (Human Rights Commissioner) and Hugh Kingsley (coauthor and publisher, *The Human Rights Game*) argue that the global crises over the last few years have reinforced the importance of humanity and treating each other with respect.

In relation to respect, Australia is a signatory to the Universal Declaration of Human Rights (UDHRs) and has an obligation to not only teach the United Nations 30 Articles but to inculcate the behaviour associated with

the 30 Articles into everyday life. It can be argued that the 30 Articles represent an ideal secular framework to guide students and their teachers through life and into the future.

Given Australia's obligations to the UDHRs 30 Articles and the decline in formal religion (Census 2021) more than ever it is an ideal time to reset the direction forward so that it has as its basis the UNs 30 Articles for how we all treat each other with freedom, equality, and dignity.

## Hybrid Learning - welcome to the new world order

**Paul Herbert & Joanna Holden**  
Toowoomba Catholic Schools Office

Room:  
Stateroom,  
Level 2

*The greatest possible act of social justice is to provide a quality education* (Woods 2017)

The Diocese of Toowoomba is faced with challenges providing a quality education to ALL students, particularly those in regional schools or in small cohort classes. Two areas are of particular concern:

- teacher shortages, particularly in specialist subjects ensuring lack of access and choice for students.
- metro vs Rural variations in opportunities and quality of learning experience.

To improve equity two pilot studies were undertaken.

1. The learning focus is split between traditional classroom delivery and hybrid learning. The teaching focus is an extension of existing classroom instruction. Technology replicates the classroom environment and associated learning activities for diverse audiences.
2. The learning focus is a hybrid learning model specifically developed for students in a remote learning setting. The teaching focus is purposefully aligned to online learning course design and synchronous learning principles.

A hybrid learning delivery model specifically designed to engage all learners equitably has emerged.

## FutureSchool case study - Katherine High School

**Nick Lovering & Conor Fennell**

Room:  
Room 2,  
Level 2

ACEL is delighted to be partnering with the Australian Learning Lecture (ALL) to engage, share and learn from schools that are making significant changes in schooling to meet the needs of the future. Katherine High School was selected to share their practice.

Katherine High School aims to be a future school where every person is provided every opportunity to learn and work in a supportive educational environment. Nick Lovering (Principal) and Conor Fennell (Classroom Management Coach) will tell the story of how their

school has, and continues to, work towards positively developing the learner experience and operational philosophy. They will present several compelling provocations as to how their school plans to further promote the identity of First Nations' students. In particular, they will discuss how they want to challenge the traditional notion of leadership as it relates to First Nations' students, and further consider how they place these students in the future leadership positions they are meant to be in.

DAY 2:  
CONCURRENT SESSION 3

13.30

## A synthesised model of teacher turnover

**Hugh Gundlach**  
Melbourne Graduate School of Education

Room:  
Room 3,  
Level 2

High teacher turnover from schools continues to be a problem, exacerbated by the global pandemic. Consequences for schools include adverse impact on student learning, time and resources spent finding suitable replacements and effects on staff culture and institutional knowledge. Consequences for individuals leaving can include the personal costs of reduced wellbeing and finding a new teaching position or career. This presentation uses the results of a systematic review of the teacher turnover literature to synthesise several

turnover models into a practical model school leaders can use to assess whether turnover in their school is functional or dysfunctional. It also identifies antecedents of turnover and retention of teachers in schools and the profession. Comments from a survey of over 1000 Australian teachers help provide an understanding of teachers' experiences when deciding on whether to stay or to leave schools and teaching; the antecedents affecting their decision; and the strategies and support required for enabling them to stay and flourish.

## How do we design and create learning space to support this future?

**Kathleen Donohoe**  
Department of Education, NSW

Room:  
Room 4,  
Level 2

### What?

We will provide an overview of learning space, what is it? How can learning spaces support learning outcomes. And what do we provide to ensure effective learning experiences for our students, now and in to the future? What are 'learning hubs' and how these spaces are informed by, and support current and emerging practice.

Education is evolving, noting that we don't always know what the future may bring, the importance of

flexibility will also be discussed and how we bring an understanding of affordances to all users of these spaces, and ensure inclusivity across design and use.

### Why?

This presentation will give clarity to educators, designers, other stakeholders on the types of learning spaces and what we aim to achieve with them.

## The science of talk: developing critical thinking, collaboration and communication

**Sophie Specjal & Kate Cunich**  
University of Melbourne, Oxley College

Room:  
Room 5,  
Level 2

This interactive, hands-on session explores how teachers can facilitate rich interactions in their classrooms through evidenced based design, teaching and learning practices. It focusses on championing talk and interactions for deep level learning within the classroom and how to effectively design, implement and evaluate surface and deep level learning opportunities.

Practical tips will be provided to encourage participants in developing their own talk practices as well as engaging students in tasks that allow students to define and describe their understandings through talk and move students toward a shared understanding.

Participants will unpack the importance of providing students with a clear outline of learning progression from surface, to deep and the transfer of understandings from one context to another with specific strategies and concepts through intentional questioning and discourse strategies.

The Mathematics classroom will be used as a specific example of implementation.



DAY 2:  
CONCURRENT SESSION 4

14.20

**Inspiring, designing and developing inclusive practice in NSW public schools****Sylvia Corish, Louise Farrell & Lisa Whittaker**  
Department of Education, NSWRoom:  
**Grand Ballroom,**  
Level 3

The NSW Department of Education is committed to creating a more inclusive education system; one where all students, including those with disability are known valued and cared for and can learn to their fullest potential. We want supporting students with disability to thrive to be everyone's business.

The Disability Strategy, Inclusive Education Policy and Inclusive Education Statement for Students with disability, set the platform for more inclusive practice across NSW public schools. Supporting the realisation of more inclusive practice at-scale across NSW public

schools requires a strong focus on our teachers having the right skills, confidence and practice supports to meet the diverse needs of students with disabilities.

This presentation will cover how policy and practice teams are working together to design and deliver a more inclusive education system which places the student at the centre. It will describe key current and future work to implement needs-based approaches for resource allocation, provide local wrap-around and evidence-based supports for schools, embed needs of students with disability across all work and use data to inform policy and practice.

**Repositioning leadership: the evaluation turn for leaders****Michael Murphy & Dr Rachel Wilson**  
Norwood International HS and University of Adelaide, University of SydneyRoom:  
**Stateroom,**  
Level 2

Program Evaluation is an established field of study that contributes to the provision of education. Data as a driver for school improvement is a recent phenomenon leading to school leaders evaluating, and being evaluated on, measures of school value and success.

Presenters Rachel Wilson, Associate Professor at the University of Sydney, and Michael Murphy, Mathematics/ Numeracy Leader at Norwood International HS, call leaders to take an "evaluation turn", and apply programmatic theory, taking them beyond "research informed" or "data driven". Leaders will be informed

on systematic collection of information about activities and outcomes of programs, to improve effectiveness and make decisions about what programs are doing and affecting. Leaders will be guided to develop a clear mindset of "what happened, what difference it made, and why."

Leaders will develop a logic model and be invited to take the "evaluation turn" by being aware of existing evaluations when considering implementing programs or implementing principles and mindsets of program evaluation when considering innovations.

**FutureSchool case study - Emmanuel Catholic College  
They are ready - transforming education in a traditional mainstream school****Paul Watson, Kerry Randall & James Silver**Room:  
**Room 2,**  
Level 2

ACEL is delighted to be partnering with the Australian Learning Lecture (ALL) to engage, share and learn from schools that are making significant changes in schooling to meet the needs of the future. Emmanuel Catholic College in WA was selected to share their practice.

Emmanuel is a mainstream co-educational College with an approximate enrolment of 1170 students. Recognising the imperative need for a substantial shift in pedagogical practice and the structure of the school day, the College has embarked on an exciting journey with a

view to completely transform the educational experience of both staff and students.

Closely aligned to Valerie Hannon's Design Principles, this session highlights the 'Why' and 'How' of educational transformation on a large scale. Placing the acquisition of skills before content and the provision of a more personalised experience, the College's efforts in an incredibly short period of time are proving unprecedented, inspiring a community with a shared vision towards an engaging, future focused education.

DAY 2:  
CONCURRENT SESSION 4

14.20

**Student agency: shaping career narratives and learner profile skills****Liv Pennie, Jim Bright & Louise Murphy**  
BECOME Education, Australian Catholic University, Catholic Education South AustraliaRoom:  
**Room 3,**  
Level 2

Every person creates a narrative about their life. Some do it with agency; others let the story be written for them. This paper presents new 2022 Australian student data showing patterns of narrow aspirations and passive attitudes to their learning and future.

Our young people are not writing their narrative; they're writing a narrow-tive defined by their context.

As educators we talk about preparing our students to thrive in their future; to be effective lifelong learners

in a rapidly changing world. Learner Profiles are a progressive step in developing skills for learning, life and work but must be underpinned by teaching young people how to explore, design and navigate their life beyond school. Career education delivered early, often and integrated provides this critical foundation.

Learnings will be shared from a school system taking a whole school approach to career education to build authentic student agency over their future, which will make the Learner Profile as valuable as it should be.

**Redefining educational leadership: a neuroscience perspective****Judi Newman**  
Central Queensland UniversityRoom:  
**Room 4,**  
Level 2

The presentation reveals the results of a PhD study in Australian schools to identify leadership attributes of principals that best inspire their teaching teams to engage. Specifically, applying the neuroscience insights to deepen understanding about the behaviours of a principal that are more likely to maximise collective team efficacy. The research was a mixed methods approach to case study of four large high school principals and their staff. An analysis of the data revealed three clear

themes: building trust, establishing rapport for growth and purpose. Within each theme were 13 leadership attributes that inspire their teachers to engage. The findings provide evidence to support the social cognitive neuroscience approach to leadership and have broad implications for leadership development programs and school leadership.

**A student is more than a grade!****Karen Yager & David Hamper**  
The Hills Grammar SchoolRoom:  
**Room 5,**  
Level 2

The purpose of this presentation is to share how to acknowledge the skills and achievements of students beyond the classroom. The Hills Education Passport for the Future achieved through the accumulation of micro-credentials, validates the passion, knowledge and skills that students already have, encouraging them to be agentic, committed and responsible citizens who have the courage to move beyond their comfort zone and embrace learning beyond the curriculum to enrich and expand their skills and knowledge. By tapping into

students' passions and inspiring the pursuit of learning beyond the classroom, students' confidence and self belief will flourish and they will achieve their personal best and beyond. In 2020, Professor Shergold asserted that students should be guided to "recognise the attributes they have acquired through study in the classroom as well as from work experience, volunteering and personal achievement...". We will share a model developed by students, staff and parents that can be easily adapted by any school in any sector.



We can help you have the *greatest impact* on learning, teaching and leading. *How?*

Our professional learning services are grounded in evidence and focus on practices that relate directly to school-wide improvement, most importantly student outcomes. Our tailored approach to professional learning is driven by one thing: *All students learning, not by chance, but BY DESIGN.*

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Learn how to strengthen evaluative thinking and acting as a leader and to cultivate these ways of thinking and acting across your school.

### Coaching for Learning Impact



An intensive coaching course specifically designed to help you skillfully coach those you lead in the moment as a daily, informal action focused on effective coaching conversations for learning.

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# Coaching for Learning Impact

This intensive **Coaching for Learning Impact (CFLI)** hybrid masterclass is specifically designed to help you skillfully coach those you lead in the moment as a daily, informal action and as a way of 'being' with each other. Focused on effective coaching conversations, this masterclass is designed around 4 big ideas:

1. Coaching as a way of being, rather than something we 'do', to drive learning forward
2. Making the most of a 'coachable moment'
3. Coaching, not advice giving: Why telling people what to do doesn't work
4. Scaling up coachable moments: Being coach-like in a team setting.

### Coaching for Learning Impact Framework



### Who for?

Designed for school leadership teams or whole school teams to strengthen coaching dispositions, coaching skills and collaborative processes for active partnership.

### When?

Preferred dates for the course can be negotiated within the allocated times between modules.

### CORWIN Visible Learning+

## Mindframes of Leaders



What is evaluative thinking and why is it important for leaders to be experts in it? What does it actually look like in practice? How do you build a learning organisation where thinking and acting evaluatively is what leaders, teachers and students do every day as part of the learning process?

This course addresses all the above questions and you will leave with knowledge and skills to

- routinely think about reliability of evidence, assumptions and biases, points of view, magnitude of impact and a culture of evaluative thinking,
- engage in intentional collaborative learning experiences to practice evaluative thinking and acting,
- adapt a framework and supporting resources to enhance evaluative thinking for yourself and with those you lead.

### Who for?

Designed for school leadership teams - one school or a network of schools - who want to develop a whole-school approach to effective interpretation and use of data and enhance collaborative expertise.

### When?

Preferred dates for the course can be negotiated within the allocated times between modules.

### Ready to get started?

TALK TO US to know more and get started with your Professional Learning.

SCAN QR code to know more.







DAY 2: KEYNOTE ADDRESS  
ROOM: GRAND BALLROOM, LEVEL 3

15.25



DAY 2: PANEL  
ROOM: GRAND BALLROOM, LEVEL 3

15.55



## FIVE AGREEMENTS: THE CULTURE OF POSSIBILITIES

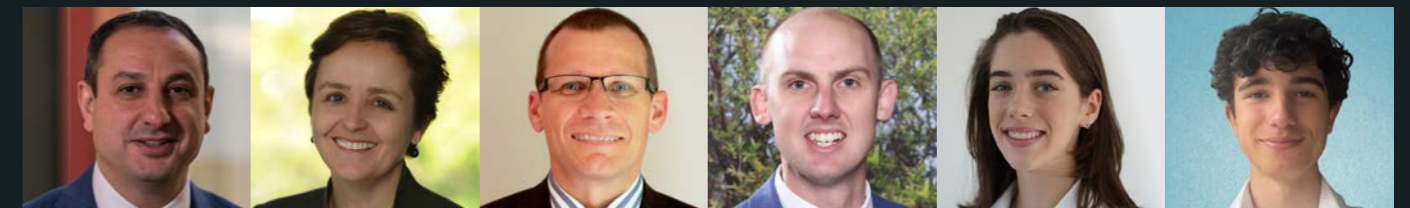
LEE CROCKETT

Culture is our whole way of being. It includes everything a group thinks, says, does and makes — its systems, attitudes and feelings. Culture is learned, transmitted, and constantly evolves through our actions. Simply put, we manifest what we think and create what we state.

Join author Lee Crockett as he explores Zen practice, its relation to the challenges and opportunities before us as educators and humans, and how to create a culture of possibilities through the Five Agreements.

## SHARING STORIES OF COURAGE AND HOPE – REFRAMING THE PROFESSION FOR A SUSTAINABLE FUTURE

Plenty of voices on education make their way to our ears, and some soundbites exercise unhelpful power. The recent increase of public and scholarly debate is an opportunity for our profession to be constructive voices that can lead the shaping of our story and nation. This panel discussion will hear a range of diverse voices - students, school educators, bureaucrats – that call us to tell honest and hopeful stories.



MURAT  
DIZDAR

Senior leader of the  
NSW Department of  
Education

BRIONY  
SCOTT

Principal of  
Wenona

PAUL KIDSON

Senior Lecturer  
in the National  
School of Education  
at the Australian  
Catholic University

MATT  
AQUILINA

Middle Leader -  
Senior Primary  
Classroom Teacher

SZONJA  
DOBRAS

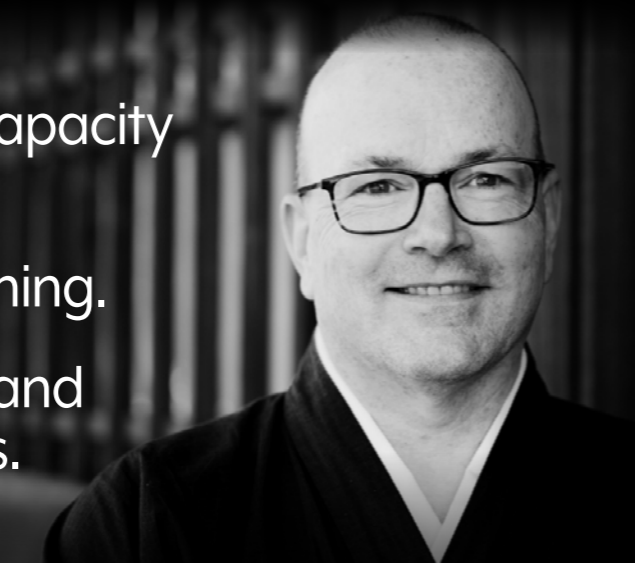
Year 10 (leaving)  
Former student  
of Port Hacking  
High School

WILLIAM  
SANDRAL

Year 11 St Ives  
High School

## How will you inspire hope and lead our future?

- ✓ Extend the professional capacity of your leadership team.
- ✓ Simplify professional learning.
- ✓ Cultivate learner agency and amplify learner outcomes.



“Visit my booth, I will share  
with you precisely how.”



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DAY 2: CONFERENCE GALA DINNER  
ROOM: GRAND BALLROOM, LEVEL 3

19.00



INSPIRING HOPE,  
LEADING OUR FUTURE  
2022 ACEL NATIONAL CONFERENCE  
CONFERENCE GALA DINNER



WITH GUEST SPEAKER  
ROSEMARY  
KARIUKI



# INSPIRING HOPE, LEADING OUR FUTURE

2022 ACEL NATIONAL CONFERENCE



# DAY 3



DAY 3: BREAKFAST SESSION  
ROOM: STATEROOM, LEVEL 2

8.00

## BREAKFAST SESSION: IMPLEMENTING SUCCESSFUL LEARNER AGENCY

LEE CROCKETT

In the years leading to the global pandemic, governments and education policymakers made a dramatic shift, putting student agency at the centre of the conversation. The Victorian Department of Education's Amplify strategy highlights "Empowering students through voice, agency and leadership." as its most urgent priority. The ACT Government's Future of Education Strategy goes further, placing student agency at the program's centre.

Unfortunately, these initiatives are most likely to fail, as no process exists to achieve worthy outcomes. Instead, it is hoped that schools will figure it out. Hope is not a strategy. There is little hope without a measurable transparent process across the spectrum of diverse needs from kindergarten to post-secondary levels.

This session will share the dramatic success achieved through Lee Crockett's work with schools in Australia and detail precisely the process of implementing a continuum from "Agents of the Teacher to Learner Agency" that guides the transformation of classroom practice. This session is highly recommended for anyone looking to cultivate student agency in their school successfully.



DAY 3: WELCOME AND REFLECTIONS  
ROOM: GRAND BALLROOM, LEVEL 3

9.00



## WELCOME AND REFLECTIONS DAY 3

ADAM VOIGT & MAXINE MCKEW  
Conference Hosts





DAY 3: WILLIAM WALKER ORATION  
ROOM: GRAND BALLROOM, LEVEL 3

9.10



## WILLIAM WALKER ORATION: INSPIRING HOPE THROUGH EVIDENCE-BASED PEDAGOGY

JENNY GORE

At a time when school leaders face a relentless array of new and enduring challenges, where is hope to be found? This presentation uncovers unfounded assumptions, unhelpful binary distinctions and untested simplistic solutions that dominate the current field of school improvement. It highlights how inspiring hope among educators requires more than blind optimism and wishful thinking. Nurturing hope depends on evidence of genuine change brought about by processes that respect school leaders, teachers, and their work. This argument is illustrated with evidence from rigorous research that puts pedagogy at the centre of educational reform. It demonstrates positive effects on teacher morale and efficacy, teacher collaboration and collegiality, school culture, the quality of teaching and, most importantly, student achievement and equity. Conceptually, hope matters. Practically, it can be realised.



DAY 3: PANEL  
ROOM: GRAND BALLROOM, LEVEL 3

9.50

## THE TIME IS RIPE FOR INNOVATIVE EVOLVING SOLUTIONS



**JENNY DONOVAN**  
CEO of the Australian Education  
Research Organisation (AERO)



**SHARON FOSTER**  
Executive Director of  
Curriculum, Australian  
Curriculum, Assessment and  
Reporting Authority (ACARA)



**ANDREW SMITH**  
CEO of Education Services  
Australia (ESA)



**MARK GRANT**  
CEO of Australian Institute for  
Teaching and School Leadership  
(AITSL)

# Educator Bandwidth

## Burnout, and Blameless Discernment

You'll learn to apply the concept of blameless discernment to correctly identify sources of low bandwidth while avoiding unproductive judgments. You'll also understand the connection with hardiness—the capacity to grow from the inevitable stress in any life involving people and goals. We'll finish with helpful tips for improving your bandwidth.

Webinar Presented By

# Jane Kise

25th October 2022



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DAY 3:  
CONCURRENT SESSIONS 5

11.10

## Leadership for effective collaboration between teachers and human service professionals

**Natalie Howson**  
Charles Sturt University

Collaborative partnerships between teachers and human service professionals are essential for the delivery of integrated services for children. Little is known about the nature of the leadership practice that fosters effective interprofessional collaboration in a schooling setting. This qualitative research conducted in an early childhood school setting reveals seven attributes that illuminate what principals believe, understand, and then do to foster effective collaboration between education and other professionals. The findings also identify particular

conditions that are present when interprofessional collaboration happens. The role of the school leader is very challenging, particularly with the growing community expectation that educators attend to the psycho-social development needs of their students. Providing the right support for school leaders to fulfil all aspects of their role is an important issue for education leaders globally. The findings are revealing and invite consideration of the structures and supports that emerging and current school leaders deserve.

Room:  
Grand Ballroom,  
Level 3

## Leading inclusive education to drive school improvement

**Diana Masci & Mark Hohnke**  
Department of Education, QLD

The inclusive education signposts for school improvement unpacks targeted practices to further inclusive education across school contexts. The signposts are aligned to the 9 domains of the National School

Improvement Tool (NSIT) and support schools to understand where they are in their school improvement – inclusive education journey and possible next steps to maximise engagement, achievement and wellbeing outcomes for all learners.

Room:  
Stateroom,  
Level 2

## FutureSchool case study - Warakirri College A future school changing futures

**Carolyn Blanden**

ACEL is delighted to be partnering with the Australian Learning Lecture (ALL) to engage, share and learn from schools that are making significant changes in schooling to meet the needs of the future. Warakirri College in NSW was selected to share their practice.

Striving to meet the needs of young people disengaged from, or disenchanted with, mainstream school, Warakirri College has effectively embraced the design principles of Valerie Hannon's *FutureSchool*.

Carolyn's presentation will be an interactive opportunity to discuss many practical strategies that address the

needs of staff and students working together to break the cycle of welfare dependence, raise students' aspirations and change the projected futures for young people who face the challenges of mental illness and social disadvantage. The challenge is to embrace a diverse and rigorous curriculum that sees 30% of HSC graduates receive university offers while meeting the needs of the 80% of students on the NCCDD.

Warakirri College is a Special Assistance School with 4 campuses in western Sydney and the first independent school in NSW to be accredited to deliver the HSC by Distance Education.

Room:  
Room 2,  
Level 2

DAY 3:  
CONCURRENT SESSION 5

11.10

## What mentors and ECTs say about mentoring in Australia

**Nancy Bonfiglio-Pavisich**  
Association of Independent Schools in Western Australia (AISWA)

Mentoring matters for Early Career Teachers (ECTs). As a practice in contemporary Australian schools, mentoring is used to support graduate teachers to assist them in their transition from university to the classroom. Teaching is one of the few professions where graduates move into positions of full accountability. Full accountability means that ECTs are not only responsible for curriculum delivery but also for the legal, social and emotional care of the students in their classrooms. Added to the difficulties experienced by ECTs are

their transition and socialisation into their respective schools, which includes crafting a professional identity, establishing and maintaining networks, and of course, teaching. This presentation makes significant the voice of ECTs and mentors about their mentoring experiences and provides insights into how mentoring programs could be better designed and implemented to support ECTs in Australia. The insights may support ECTs in the Australian national agenda of quality teachers and quality education.

Room:  
Room 3,  
Level 2

## Leadership: growing the future

**Lisa Pearson, Cheryl Hill & Fran Mes**  
Ormiston Primary School

We are the Associate Leaders of Learning at Ormiston Primary, the largest primary school in NZ. We work collaboratively to support our Leader of Learning to fulfil the school vision: Guarantee every learner engages in innovative, personalised world class learning. Our current leadership structure came about as we found the need to cater more to individual strengths, allow for personal growth and development, and use research into effective school systems.

The critical elements of our presentation will be to share how we structure our very large school to ensure everyone has opportunities to develop personally and professionally. Our school structures have multiple layers and targeted professional development, mentoring and coaching for all staff.

We have all grown and developed as leaders in this ever-changing environment. We work with the mantra: If there's a better way we'll find it. We are very clear about the power of relationships and how building strong learning relationships is crucial to success at every level.

Room:  
Room 4,  
Level 2

## The new world of potential: is the future hybrid? Lessons adopted from NSW COVID-19 Learning from Home

**Michelle Michael**  
Department of Education, NSW

The COVID 19 pandemic revealed that online learning was critical. There is a notion that we're coming 'out' of the pandemic into the next phase, but what is that next phase for education? While not for everyone remote learning is here to stay. The post COVID 19 challenge now presented to all modern education systems is how to best create compelling, high quality online educational offerings and instruction that appeal to students in both online and offline methods. Programs of online instructional excellence including the NSW Rural Learning Exchange and NSW Online Small Group tuition

were born out of the COVID 19 experience. Existing programs like Distance and Rural Technologies (DART) saw, and continue to receive, unpresented demand as a result. Though challenging, it's definitely an exciting time for education, with the chance to capitalise on what we've learned and re-envision what schools look like. Including results from international jurisdictional scans, stakeholder evaluations and showcasing online virtual teaching programs, this presentation highlights how we best serve students by leveraging technology through the delivery of high quality hybrid and virtual teaching.

Room:  
Room 5,  
Level 2





DAY 3: KEYNOTE ADDRESS  
ROOM: GRAND BALLROOM, LEVEL 3

12.05



## STAN GRANT

### KEYNOTE ADDRESS

Stan Grant is a multi-award winning media host and author.

Much of Stan's childhood was spent on the road, living in small towns and Aboriginal communities. This gave him a love of adventure and stories, and despite poverty and an early sporadic education, his family and Aboriginal community gave him a strong platform for life.

After attending University, Stan won a cadetship with Macquarie Radio Network, launching his career in journalism. He has travelled the world covering stories including the release of Nelson Mandela, the death of Princess Diana, war in Iraq and the rise of China.

Stan is passionate about justice and humanity. His years of international reporting has given him a deep understanding of how the world works. He is deeply immersed in the politics and history of Asia and the Middle East. He can link the importance of leadership and the impact of history and above all believes in the power and resilience of people.



DAY 3: CLOSING ADDRESS  
ROOM: GRAND BALLROOM, LEVEL 3

12.45

## CLOSING ADDRESS

STEPHEN GNIEL ACEL President

We would like to thank all delegates for attending the 2022 ACEL National Conference.

Come and celebrate ACEL's 50th Anniversary at our 2023 National Conference in Brisbane, 27-29 September.

We look forward to seeing you again and engaging in future ACEL events, branch activities and programs.

ACEL Professional Learning Committee

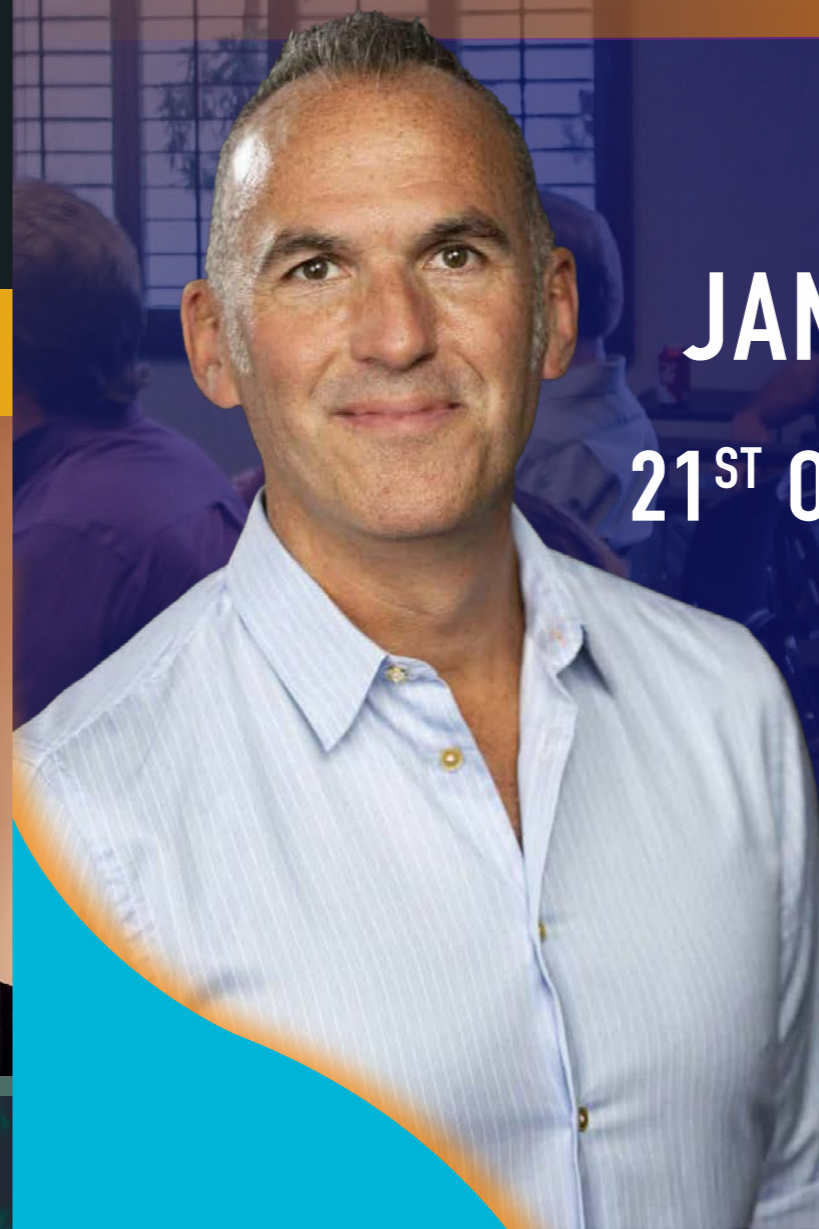
Coralee Pratt  
Sinan Kerimofski  
Sue Buckley

Kylie Lipscombe  
Aderyn Chatterton  
Barbara Watterston



# LEADING A LEARNING CULTURE

Developing the leadership, collaboration and visioning skills of all staff is vital for building capacity and achieving a learning culture that impacts learning. When leaders amplify healthy mental models, and design out the problematic ones, then everyone – staff, students and community – gain significantly.



WORKSHOP PRESENTED BY  
**JAMES NOTTINGHAM**

21<sup>ST</sup> OCTOBER 2022, PERTH

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The team from EP are attending the National ACEL Conference and look forward to meeting everyone, please come and find us on the exhibition floor.



Real Schools

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**Firmly placing School Culture at the top of your school's – and Australia's – school improvement agenda.**

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Founder and CEO Adam Voigt's work as a successful School Principal in some of Australia's toughest locations means he reeks credibility. Adam is first and foremost a skilled classroom practitioner and highly successful Principal. Earning his first Principalship at the age of 35, Adam has personally led full school turnarounds and also the design and establishment of a brand new school as its inaugural Principal. Adam is a leader & speaker who has genuinely 'been there and done that'.

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The Future Focused Learning Network is a global professional learning community of educators and leaders. Facilitated by best-selling author Lee Crockett, it is a complete professional learning and growth solution, connecting Australia's educators through an exceptional community of practice.

meaningful professional learning, accelerate professional growth for teachers and middle leaders, and deliver measurable results.

The accredited Masterclasses, engaging themes, keynotes, resources, and challenges provide

Inside the Future Focused Learning Network, the ACEL Executive Coaching Program connects you with peers that share your passion, guiding you to balance priorities with wellness while accelerating the achievement of your goals.



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Hawker Brownlow Education, a Solution Tree company, is Australasia's leading provider of educational resources, events and professional development services. Since 1985, we have empowered F-12 educational professionals with the tools and skills they need to improve classrooms and raise student

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[signpac.com.au/school-signs/](http://signpac.com.au/school-signs/)

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## EXHIBITORS



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[analyticsforschools.com.au](http://analyticsforschools.com.au)

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- Develop a customised, end-to-end approach for identifying learning trends while ensuring the integrity of a school's critical systems and data.

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### Educator Impact

[educatorimpact.com](http://educatorimpact.com)

Educator Impact is an edtech company revolutionising the way schools support student wellbeing. Hundreds of schools globally are using ei Pulse check-ins to help

students find easier ways to ask for help, give teachers real-time insights on those students, and identify trends in school wellbeing and culture.



### Be You

[beyou.edu.au](http://beyou.edu.au)

Be You is the national mental health in education initiative delivered by Beyond Blue, in collaboration with Early Childhood Australia and headspace. Be You supports educators from early learning services and

schools to develop a positive, inclusive and resilient learning community where every child, young person, educator and family can achieve their best possible mental health.



### Civiq

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Enabling healthy lifestyles is at the heart of everything we do. An Australian owned family company, and trusted partner for dispensing smart hydration solutions, we take responsibility for your project from design to installation, and beyond. Our range of water stations has been designed, not just to dispense high

quality drinking water. They also provide a platform for communication through art. The powerful collaboration of water and art allows schools to share messages of sustainability, learning and encouragement whilst keeping students happily hydrated.

## SATCHEL SPONSOR & EXHIBITOR



### PeopleBench

[peoplebench.com.au](http://peoplebench.com.au)

PeopleBench is a school workforce improvement company. Through our online tools, benchmarking platform, our Community of Practice, and our advisory

services, we're providing the research, technology, and support to help schools and school systems to Build Better Education Workforces.



### Compass

[compass.education](http://compass.education)

Compass is a leading cloud-based school management software that powers over 2,000 schools across Australia. Compass offers a single comprehensive platform for everything from communications and reporting, to school administration, student

management, learning and wellbeing management, payments and more. Compass can help to boost parent engagement, enhance student outcomes and increase staff satisfaction at your school.

## CATERING SPONSOR



### Hutton Consulting Australia

[hutton.education](http://hutton.education)

We are a specialist educational leadership search and development company investing in leaders today and for the future. An award-winning company, we partner nationally with educational organisations to identify, source and appoint exceptional leaders who will excel

in their role, bring strategic value, and exemplify the organisation's values. Our advisory services include strategic planning, leadership reviews, organisational re-structures, career planning and leadership mentoring.



### Macquarie University

[page.mq.edu.au/pg-education](http://page.mq.edu.au/pg-education)

Access transformational learning and research through Macquarie University's School of Education. Practice-focused, evidence-based and ranked among the top 1% of universities globally, Macquarie's postgraduate

education courses are designed to suit all educators and support your professional development. Speak to us about how to shape the future of education and your career.



### Red Earth

[redearth.edu.au](http://redearth.edu.au)

Red Earth connects schools with remote Indigenous communities through meaningful service learning immersions, from single groups to whole-grades and Staff PD programs. Our groups stay in tiny Homelands

to experience life, culture and history on Country with Traditional Owners in Central Australia, Arnhem Land, Cape York, or Lake Mungo. Visit our booth or [www.redearth.edu.au](http://www.redearth.edu.au) to find out more.





## EXHIBITORS



### Scanning Pens Australia

[scanningpens.com.au](http://scanningpens.com.au)

The ReaderPen is Australia's Assistive Technology product of the year. It assists students with reading difficulties such as dyslexia, autism, ADHD etc. The pen is used by student support services in primary &

secondary schools across Australia & globally Drop by our stand and pick up a ReaderPen for a free 30-day trial or visit our website.



### Summit Education

[summiteducation.com.au](http://summiteducation.com.au)

Summit Education Australia provides consulting services to schools to support efficacy, improvement in their staff. Summit specialises in the provision of feedback to educators and leaders, a critical and often under-served element of school improvement.

Summit's flagship BASECAMP program helps early-career teachers and new leaders to flourish through a group mentoring model, specifically designed for the context of each school.



### Teach For Australia

[teachforaustralia.org](http://teachforaustralia.org)

TFA is driven by a vision for an Australia where education gives all children, regardless of background, greater choice for their future. Our mission is to grow a community of leaders committed to equity for children, by recruiting and developing exceptional people to teach and lead across Australia. We partner with schools serving low socio-economic communities, with more than half of our partner schools in regional, rural or remote areas.

TFA's flagship program, the Leadership Development Programs, rigorously recruits high-calibre people from all walks of life to undertake a two year employment-based pathway where they work in schools while completing their Masters of Teaching (Secondary) (Leading Learning). Teach for Australia also delivers the Future Leaders Program, a one-year professional development program that supports teachers working in regional and remote schools to develop their leadership skills and capabilities.



### Teachers Health

[teachershealth.com.au](http://teachershealth.com.au)

As the health fund for education staff and their families, we care for over 370,000 lives throughout Australia. Being not-for-profit, we're all about giving more back to members (not payouts to shareholders). And because

our profits go back to our members, we can focus on the good stuff – like making sure our members get the best possible value. Find out more at [teachershealth.com.au](http://teachershealth.com.au) or call 1300 728 188.



# MEMBERSHIP

ACEL's purpose is to support, develop and strengthen educational leadership in current and future leaders across Australia and beyond. We are a not-for-profit learning organisation, drawing from national and global learning opportunities.

Our vision is to contribute to a vibrant professional learning community, founded on a shared commitment to improve the quality of learning for all. We do this by actively supporting the development of educational leadership capabilities across Australia through our Branches, conferences, workshops, leadership programs, in-house publications, online resources and one-stop bookshop for educational leaders.

## ACEL MEMBERSHIP GIVES YOU:



**Free access** to ACEL's vast online library of writings and videos from pre-eminent Australian and international leaders.



**Discounts** on ACEL professional learning opportunities including conferences, workshops and webinars, as well as our Book Shop and resources.



**Opportunity** to receive the latest research and practitioner experience through our Australian Educational Leader and Leading & Managing journals free to your inbox.



**A sense of belonging** through diverse connections and networks via local state/territory branches and the National Office.



**A cross-sectoral professional organisation** that is inclusive of executive, established, middle and emerging leaders, from schools, systems, early learning settings and higher education, nationally and internationally.



LEARN MORE & JOIN TODAY AT  
[ACEL.ORG.AU/MEMBERSHIP](http://ACEL.ORG.AU/MEMBERSHIP)





The Australian Council for Educational Leaders (ACEL) is a not-for-profit company that actively supports the development of educational leadership capabilities across Australia through conferences and workshops, leadership programs, in-house publications, online resources, and a bookshop. Access to these leadership-focused opportunities is available for classroom teachers through to system leaders.

Australian Council for Educational Leaders:  
PO Box 876, Strawberry Hills, NSW 2012  
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