



CELEBRATING 50 YEARS:
LEARNING
FROM **THE PAST,** 
LEADING 
FOR **THE FUTURE**

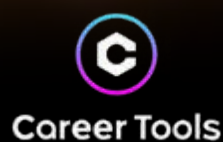
ACEL NATIONAL CONFERENCE 2023

BRISBANE, 27-29 SEPTEMBER 2023

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The Queensland Department of Education empowers our leaders and teachers to support every student in realising their potential.

OUR CONFERENCE PRESENTERS



Panel: Teaching workforce

Sharon Schimming
Associate Director-General

Early Childhood and State Schools
Day 3: 29 September 2023



Equity and Excellence: realising the potential of every student

Stacie Hansel
Deputy Director-General

Schools and Student Support Day 1: 27 September 2023

CONCURRENT SESSIONS

Professional Standards for Middle leaders – trial of the trial

Dr Sandra Nissen
Schools and Student Support

Scaling Indigenous Languages project: identity, partnerships and excellence

Sigrund Nilsen
Renee Crilly
Suzie Burford
First Nations Strategy and Partnerships

One size doesn't fit all: supporting all students and staff through multi-tiered systems of support (MTSS)

Dr Natalie Swayn
Dr Lorna Hepburn
Disability, Inclusion and Student Services



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Queensland Government

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ACEL NATIONAL
CONFERENCE 2023

BRISBANE, 27-29 SEPTEMBER 2023

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DAY 1

Wed 27 Sep

7.30	Registration Open	Plaza Ballroom Concourse/Foyer
8.50	Welcome to Country School Performance	Plaza Ballroom
9.10	Official Conference Opening and Welcome	Plaza Ballroom
9.35	Frank Crowther and Brian Caldwell Patron's Address	Plaza Ballroom
10.00	Sarah Kanowski (Conference Host) Setting the Scene	Plaza Ballroom
10.20	Morning Tea and Exhibition	Plaza Ballroom Concourse/Foyer
10.50	Viviane Robinson Keynote Address	Plaza Ballroom
11.50	ACEL NextGen: Connect, Converse, Call to Action	Plaza Ballroom
12.30	Lunch and Exhibition	Plaza Ballroom Concourse/Foyer
13.30	Concurrent Sessions 1	Plaza Ballroom, P7-11
14.20	Afternoon Tea and Exhibition	Plaza Ballroom Concourse/Foyer
14.40	Jeanette Cheah Keynote Address	Plaza Ballroom
15.20	Panel Session - AI in Class: Amplifying Exponential Intelligence	Plaza Ballroom
16.30	Day 1 Wrap up	Plaza Ballroom
16.45	Welcome Reception	Plaza Ballroom Concourse/Foyer
	National Awards Ceremony	P11

DAY 2

Thurs 28 Sep

8.45	Charlotte Armon Student Reflection	Plaza Ballroom
9.00	Mark McCrindle Keynote Address	Plaza Ballroom
10.15	Fiona Longmuir, Kylie Lipscombe, Pasi Sahlberg Spotlight Sessions	Plaza Ballroom
11.00	Morning Tea and Exhibition	Plaza Ballroom Concourse/Foyer
11.30	Kristen Douglas Keynote Address	Plaza Ballroom
12.00	Panel Session - The current world and your workplace	Plaza Ballroom
12.45	Lunch and Exhibition	Plaza Ballroom Concourse/Foyer
13.45	Concurrent Sessions 2	Plaza Ballroom, P7-11
14.45	Concurrent Sessions 3	Plaza Ballroom, P7-11
15.35	Afternoon Tea and Exhibition	Plaza Ballroom Concourse/Foyer
15.55	Heidi Arena Keynote Address	Plaza Ballroom
16.35	Day 2 Wrap up	Plaza Ballroom
19.00	Conference Dinner "A Touch of Gold"	Boulevard Room

DAY 3

Fri 29 Sep

7.30	Chris Munro and Sharon Taylor Breakfast Session	P11
8.45	Welcome and Reflections Day 3	Plaza Ballroom
8.55	Marnee Shay William Walker Oration	Plaza Ballroom
9.25	Panel Session - Teaching Workforce	Plaza Ballroom
10.25	Morning Tea and Exhibition	Plaza Ballroom Concourse/Foyer
10.55	Concurrent Sessions 4	Plaza Ballroom, P7-11
11.50	Luke Springer Keynote Address	Plaza Ballroom
12.10	A Call to Action	Plaza Ballroom
12.35	Lunch and Exhibition	Plaza Ballroom Concourse/Foyer



WELCOME

It is our great pleasure to welcome you to ACEL's annual conference in Brisbane, on the beautiful ancestral homelands of the Turrbal people. Our ACEL conference this year, commemorates our 50th anniversary with the theme Celebrating 50 years: Learning from the past, leading for the future. We have a strong and diverse program that strikes a balance between honouring the past, by distilling key lessons learned, and focusing on the future, by examining the complexities and possibilities that lie ahead.

In appreciation of ACEL's history, we welcome Patron, Professor Emeritus Frank Crowther and Professor Emeritus Brian Caldwell as they explore 50 years of inspiration and service, in their presentation, by educational leaders, across the nation, from all educational sectors. Their monograph is a testimony to the commitment of those who contributed to ACEL over many years, and allows us to pause and give thanks for those who have prepared the way.

In addition, we have a stellar line-up of national and international speakers and panellists who promise to provide an intellectually stimulating and provocative learning experience. The diversity and richness of ideas and of presenters, found throughout the concurrent sessions, will provide valuable insights, innovative ideas, provocative conversations, and practical strategies for the future of education and leadership.

During the conference there will be many opportunities for interacting and connecting; including a yarnning circle, an ACEL meet and greet, networking events, and an initiative that gives voice to ACEL's new and future leaders – the NextGen. The QLD ACEL Branch has introduced a creative initiative allowing participants to focus on Connect, Converse, Call to action via a yarnning circle and a QR code to be accessed throughout the conference, providing both a physical and online sharing space for delegates. These spaces will enable delegates to discuss their ideas, record their thinking, feelings, and planned actions based around themes as they arise throughout the conference. Suggestions, reflections and provocations from these spaces will be synthesised and disseminated enabling all to contribute to our call to action as the conference concludes. Close to the yarnning circle will be the ACEL Lounge where delegates can connect with like-minded peers, our editorial teams and authors, ACEL directors, members, and of course our wonderful national team.

An important initiative to be launched at this year's conference is ACEL NextGen focused on connecting with and give voice to early-mid career teachers and leaders from across sectors and systems in Australia. The NextGen group will participate in short plenary sessions, roundtable discussions, and the call to action in the closing address. We are looking forward to hearing their insights, and we welcome the timely and thoughtful contributions of this group of professionals who will be representing and leading our future.

There will be ample opportunities for delegates to network throughout the conference. An informal networking event and our ACEL National Awards ceremony are scheduled for the evening of the first day, and our Touch of Gold conference dinner will provide a great opportunity to relax and celebrate.

We are proud to say that this year's conference is being presented in partnership with the Queensland Department of Education. We are also very appreciative of the generous contributions of our conference partners and sponsors for their ongoing support and commitment to our collective work. It would be remiss of us not to say a special thanks to ACEL's branch executives and presidents for their wonderful stewardship, and to our national team for its dedication, professionalism, and commitment to this inspiring organisation to which all of us belong.



A stylized white signature of Dr Briony Scott on a dark background.

Dr Briony Scott
(President)



A stylized white signature of Dr Barbara Watterston on a dark background.

Dr Barbara Watterston
(ACEL CEO)



PRESENTING PARTNER

Queensland Department of Education

Queensland's Department of Education is committed to helping all children and young people realise their potential and become confident, creative and active lifelong learners.

Within a portfolio that includes creating safe and inclusive workplaces, building Queensland's communities, more than 85,000 employees across 1200 sites are working to give all children a great start and engage young people in learning.

Equity and Excellence: realising the potential of every student is propelling us to create a progressive, high achieving education system with equity at the centre of our efforts. This includes empowering teachers and school leaders, investing in digital innovation, boosting school performance, fostering collaboration between schools and communities, and delivering sustainable school investments.

We prioritise the health, safety and wellbeing of our employees, students and everyone in our schools and workplaces. We also pride ourselves as an employer of choice by supporting wellbeing, work-life balance and creating safe environments for our valuable employees and the next generation of professionals.

Lifting educational outcomes will help every young Queenslander achieve great things no matter their background, circumstances or postcode. By listening to the voices of students, parents, school staff and stakeholders, we can continue to embrace our diverse communities, value culture and create welcoming, inclusive and accessible teaching and learning environments.

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INFORMATION

Search for “CrowdComms” from the App Store or “Google Play”. Once opening the App, it will prompt for an event code, which is **acelconf2023**.

When you first open the app, please allow notifications to ensure you receive the event updates in real time.

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e: support@crowdcomms.com.au

For general ACEL enquiries please contact

e: conference@acel.org.au or **ph:** 1800 680 559



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



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Developing senior student financial wellbeing through game-changing EdTech

We live in an increasingly complex financial world that many are ill-equipped to navigate well. Low financial literacy is a problem felt by individuals, communities, and society at large. Banquer was founded to tackle this very challenge and has become the leading financial education platform across Australasia for primary (Banquer Primary) and secondary schools (Banquer High).

Banquer creates a simulated virtual economy in the classroom. In Banquer High, Years 7 to 10 students are empowered to practise making financial decisions in a safe environment. Now, the platform is evolving, with a senior student stage coming online in 2024.

This new Senior Stage will support schools to provide students with the crucial knowledge and abilities needed to navigate financial life immediately after school. The Senior Stage will complement a school's pastoral care program and amplify student wellbeing.



How many of us left school without fully thinking through our work or study decisions? Banquer's Senior Stage will help soon-to-be school leavers develop the awareness and critical thinking skills to make thoughtful decisions for their lives. That's powerful stuff.

Marc Capstick, Product Owner

Banquer High Senior Stage is built around the most significant financial decisions school leavers will face in their immediate futures. As students explore the platform, it will present challenges requiring them to demonstrate a range of knowledge and abilities across careers, study, banking, budgeting, renting, transport and more.

The Senior Stage represents one of the biggest advancements in reporting student impact for schools. Leadership will have detailed insights into student progression across the school, Year Levels and classrooms. This will enable leaders to directly attribute platform investment to learning outcomes, making reporting to the Board, the community and parents seamless.

The Senior Stage helps students appreciate the impact of their decisions by seeing cause and effect play out safely before they get to the real world. Upon completion, students will have the knowledge and tools to effectively navigate the economic challenges young people face.

To learn more about Banquer High or the new Senior Stage, visit our ACEL exhibitor booth or head to banquer.co/high.

LEARNING FROM THE **PAST,**
LEADING FOR THE **FUTURE**
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DAY 1



DAY 1: WELCOME & SCHOOL PERFORMANCE
ROOM: Plaza Ballroom

8.50

WELCOME

Dr Barbara Watterston ACEL CEO



WELCOME TO COUNTRY

Uncle Joe Kirk



SCHOOL PERFORMANCE

Creative Generation – State Schools Onstage 2023

*True
Colours*

Daisha Auda, Mabel Park SHS
Letycia Collard, Baringa SSC
Olivia Fraser, Nambour SC
Florence Penny, James Nash SHS
Toowong State School signing choir,
with conductor Phoenix Courtney

*If I Can
Dream*

Christina Brown, Mabel Park SHS
Save Qalulu, Wavell SHS
Kiana Tann, Pine Rivers SHS





DAY 1: OFFICIAL OPENING
ROOM: Plaza Ballroom

9.10

OFFICIAL OPENING

Stacie Hansel Deputy Director-General, Schools and Student Support,
Department of Education QLD



As Deputy Director-General, Schools and Student Support, Stacie provides visionary, values-based leadership and management to inspire equity, excellence and continuous improvement in education delivery across Queensland. She is responsible for leading innovative and effective educational reforms in line with local expertise and world-leading practice to ensure the success of every student and to support our state schools as employers of choice within the teaching profession.

Stacie is an experienced and effective education leader who has served the Queensland state school system as a teacher, principal and system leader since 1996. She has worked with school communities across Queensland in urban, rural and remote locations—including primary and secondary schools—to achieve increased alignment between policy, curriculum and pedagogy responsive to the context of each school and community.

Briony Scott ACEL President

Dr Briony Scott was appointed Principal of Wenona, a Kindergarten to Year 12 independent girls' school, in July 2011. Outside of education, Briony was a Systems Analyst with Olivetti International in Italy and the UK and spent a year volunteering as an Emergency Medical Technician with the Wheaton Rescue Squad in Maryland, USA. Dr Scott has undertaken research on school choice, girls' education, motivational theory, and educational technology. She believes in the empowerment of young women to discover and develop their strengths and talents, and in training both young men and women to be engaged in egalitarian leadership, to be adventurous, brave, strong, and 'a voice for those who cannot speak'. Dr Scott is on the Association of Independent Schools (AIS) Advisory Committee, and a Board Director with The Chris O'Brien Lifehouse, and the School for Life Foundation.



DAY 1: ACEL PATRON'S ADDRESS
ROOM: Plaza Ballroom

9.35

50 YEARS OF INSPIRATION AND SERVICE: CELEBRATING ACEL

Frank Crowther, ACEL National Patron with
Brian Caldwell, ACEL Victorian Patron



Professor Emeritus 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*.

Brian J. Caldwell, Professor Emeritus at the University of Melbourne, former Dean of Education, with extensive roles including Deputy Chair at ACER and ACARA. He is also MD and Principal Consultant at Educational Transformations Pty Ltd, holding top awards from ACEL and ACE. He has authored, co-authored or co-edited 20 education-related books.



DAY 1: SETTING THE SCENE
ROOM: Plaza Ballroom

10.00

SETTING THE SCENE

Sarah Kanowski Conference Host



Sarah Kanowski co-presents ABC Radio's *Conversations*, the most downloaded podcast in Australia. She previously presented Books and Arts on ABC RN and edited the Tasmanian literary magazine *Island*. Sarah won a Commonwealth Scholarship to study English at the University of Oxford, where she wrote a master's thesis on the Mosley family. She has also worked with the British Council in London, and volunteered teaching children in Ecuador, herding goats in Chile, and washing dishes in Israel.

DAY 1: MORNING TEA

10.20



DAY 1: KEYNOTE ADDRESS
ROOM: Plaza Ballroom

10.50

VIRTUOUS EDUCATIONAL LEADERSHIP: DOING THE RIGHT THINGS THE RIGHT WAY

Viviane Robinson Distinguished Professor Emeritus, Faculty of Education and Social Work, The University of Auckland



We are inspired by some leaders and repelled by others. What makes the difference? Is it their knowledge? Is it their skills? Or is it their character – the type of person they are? Typically, it is the leader's character that shapes our admiration for and trust in a leader.

In her Keynote address, Viviane will focus on the development of character by discussing the virtues, or desirable dispositions, which are of particular relevance to the work of educational leadership. She will also unpack how virtues and their development are applicable to all educators, regardless of the leadership role they aspire to or currently hold.

You will learn:

- what virtues are, and why they are so practical.
- how knowledge of the distinctive purposes of education helps you to decide what is the right work.
- which virtues are critical to doing the right work the right way.
- how virtues are learned.

This interactive keynote includes rich examples and a practical activity about the virtuousness of a leadership decision.



DAY 1: ACEL NEXTGEN
ROOM: Plaza Ballroom

11.50

ACEL NEXTGEN: CONNECT, CONVERSE, CALL TO ACTION

In conversation with NextGen, insights and perspectives in leading for our future

The purpose of the ACEL NextGen initiative is to connect with and give voice to the next generation of educational leaders from across sectors and systems in Australia. Through our conference focus on *Connect, Converse and Call to Action*, we are looking forward to the timely insights of this group of professionals who are representing and leading for our future.



Briony Scott
ACEL President



Sarah Kanowski
Conference Host



ACEL NextGen is inspired by our ACEL Educhats sessions, which initially explored what the next wave of edu-leaders might want from a professional association. These semi-regular, facilitated online catchups of diverse voices in education continue to provide a forum through which educators can collaborate, network, and share problems of practice and expertise. (Email leadership@acel.org.au to find out more. We would love you to join us!)



Hayley Dureau
Educhats
Facilitator

Meet our 2023 NextGen Participants

NAME	ROLE	SCHOOL/ORG	STATE
Nicholas Barca	Leading Teacher - Head of Junior School	Box Hill High School	VIC
Alix Birtwhistle	Quality Teaching Coach & 5-6 Team Leader	Trevallyn Primary School	TAS
Kylie Chatto	Head of Learning and Teaching (PK-6)	Perth College	WA
Sophie Harrison	Head of Faculty - Religious Education	Mount Alvernia College	QLD
George Higgins	Head of Faculty - Mathematics	St Margaret's Anglican Girls School	QLD
Adam Inder	Senior Researcher	Australian Education Research Organisation	WA
Ellen Moffatt	Head of Middle School (Elsternwick Campus)	Wesley College Melbourne	VIC
Kristie Schulz	Head of Curriculum (Secondary)	Parklands Christian College	QLD
Jennifer Sze	Maths/English/EAL Teacher	Elwood College	VIC
Kristy Wax	Head of Learning Enrichment	St Paul's Grammar School	NSW
Keira Wills	Acting Dean of Learning Futures	Strathcona Girls Grammar	VIC
Ramya Deepak Kumar	Learning Specialist	Mount Waverley Primary School	VIC

DAY 1: LUNCH

12.30



Meaningful meetings: Enhancing your team and your leadership

**Room:
P8**

Hugh Gundlach

University of Melbourne (VIC)

How many meetings have you attended that you can truly say were a productive use of everyone's time and achieved their purpose? How many meetings have you run yourself that did that? Would your team say the same? Leaders spend much of their time in meetings and running a meeting is arguably the most visible example of a leader's management style. Most meetings follow a traditional format that has not kept pace

with the modern workplace in terms of technology and culture. Innovations to meeting organisation can have significant positive impact on team effectiveness, efficiency and motivation. In this workshop we will explore how to best structure meetings to generate ideas, make decisions and share information.

Leading system change: a multi-layered strategy

**Room:
Plaza Ballroom**

Stacey Quince, Jady Walker, Wayne Sawyer

Department of Education (NSW), Western Sydney University (NSW)

The NSW Department of Education is focused on supporting teachers to deliver outstanding teaching and learning for improved and equitable academic student outcomes. In 2020, the Department embarked on a system-wide approach for improving learning outcomes for senior secondary students through the HSC Strategy. A critical component of this strategy is that it positions teachers as key leaders of change within a 'nested communities' model. It recognises and supports teacher leadership expertise in the scaled use of: high-impact subject-specific pedagogies; ongoing evaluation and refinement

of teaching practices; action research to embed change; and implementation support for school leadership teams. This session will provide multiple perspectives on the Strategy from academic partners, system leadership and teachers leading practice within their own schools and across NSW public secondary schools. The presenters will demonstrate how the Strategy, with equity at the core of design, was built and delivered, and speak to evidence of impact to date on teaching quality and student outcomes.

Leading with Inclusion and Respect for all Humanity

**Room:
P9**

Annette Rome

St Margaret's Berwick Grammar (VIC)

This session will share for discussion Annette Rome's PhD findings linking to 'International Mindedness' (IM) as well as developments across the OECD PISA for Schools and PISA Global Competencies reports. Development of IM is a core objective of many schools as a way of navigating cultural differences and dissonances so that children of all backgrounds are celebrated. Schools, however, may benefit from some clarification regarding which understandings may assist with developing Internationally Minded (IM) worldviews in

students and staff. Crucial is developing common community understandings of IM as well as exploring teacher selection and capacity. This presentation will explore which metrics might aid schools in developing frameworks for competencies that may reflect a move towards being our best selves for all humanity and the planet. Further, how might the results shape teacher selection processes and the structure of student programs and opportunities that may foster IM.



**DAY 1:
CONCURRENT SESSIONS 1**

13.30

Reimagining Education - Innovation in Action

**Room:
P7**

Paul Watson, Ernie Ayala

Emmanuel Catholic College (WA)

With the commencement of a new Principal at the beginning of 2022, Emmanuel Catholic College has focused on introducing educational transformation on a large scale. With the strong belief for the imperative need to enhance student engagement and improve the health and wellbeing of staff, significant pedagogical and operational change was required. The College's efforts in an incredibly short period of time have proved unprecedented. At the commencement of 2023 the College introduced a 'optional' four-day week for Year 12

students and moved away from the traditional 6 period a day timetable to a mix of 100- minute and 50-minute learning blocks. This presentation will be the story of the College's Journey over the last 18 months detailing the significant educational transformation that has taken place, highlighting both the process undertaken by the College in instituting such change and the impact those changes have had on the school community.

Leading for Tomorrow: Leading Strategy and Pedagogy in International STEM

**Room:
P11**

Chris Buswell

STEM Punks (QLD)

This presentation explores the fundamental question: How might we educate the students of today to ensure they are ready for the world of tomorrow? This session delves into lived stories from leading international STEM contexts within Australia, Middle East and Papua New Guinea. It will showcase the transformative power of human connection in education

and the historical perspectives shaping future perceptions of education. Additionally, it examines the global shift in skills demanded by a VUCA (volatile, uncertain, complex, and ambiguous) world, along with the rise of AI and technology and the consequential emphasis on soft skills.

Leadership Matters: The Academy Leadership Excellence Framework

**Room:
P10**

Kendra Parker, Kate Morris, Simone Eirth

Victorian Academy of Teaching and Leadership (VIC)

There is compelling evidence that the quality of school leadership matters. It has a critical impact on student learning, wellbeing and achievement. The Victorian Academy of Teaching and Leadership has developed an Academy Leadership Excellence Framework and associated set of tools for schools. Working with Emeritus Professor Viviane Robinson, the framework sets out the practices, capabilities and dispositions required for excellence at all levels of educational leadership. It provides an evidence-based model for schools, networks,

and systems to identify and develop current and potential school leaders. In the current environment of workforce stress, the Framework supports the development of a pipeline of leaders to ensure the future of school leadership and system-wide improvement. It highlights the agility and deep knowledge required by educational leaders at all levels to work collaboratively to solve complex problems of practice and improve student learning and wellbeing.



DAY 1: AFTERNOON TEA

14.20



DAY 1: KEYNOTE ADDRESS
ROOM: Plaza Ballroom

14.40

HARNESSING THE POWER OF EXPONENTIAL INTELLIGENCE

Jeanette Cheah CEO, HEX



If IQ is all about how smart you are, and EQ is all about how well you can manage people... then what on earth is eXQ? – and how can we use it to predict who will rise to be leaders in the workplace, or design future-focused education?

In this engaging and thought provoking keynote, you'll learn all about harnessing and increasing your own Exponential Intelligence, and the mindsets, skillsets and toolsets which will set you apart as a leader, educator or innovator in the rapidly-changing, technical and creative world.



DAY 1: PANEL SESSION
ROOM: Plaza Ballroom

15.20

PANEL SESSION - AI IN CLASS: AMPLIFYING EXPONENTIAL INTELLIGENCE



Lauren Sayer
Director – Curriculum, Victorian Curriculum and Assessment Authority



Tim Barrett
Head of St Andrew's Institute of Learning (SAIL), St Andrew's Anglican College



Pip Cleaves
Associate Principal, Global Village Learning, Victoria



Brett Salakas
HP Education Ambassador



Noah M. and Jarvis B.
St Andrew's Anglican College, QLD

From the perspective of Exponential Intelligence (eXQ), we navigate to the next phase in the journey – Generative AI's role in the classroom and its impact on human development. What does it mean to leverage AI in education, and how will it redefine our traditional methods of learning and teaching?

This panel, following our keynote on eXQ, invites a discussion with current education leaders to explore and decipher the prospects and challenges of implementing Generative AI in the educational sphere. It will grapple with questions of AI ethics, accessibility, and human-AI collaboration while considering the implications on students' eXQ development.



DAY 1: WRAP UP
ROOM: Plaza Ballroom

16.30



DAY 1: WELCOME RECEPTION
ROOM: Plaza Ballroom Concourse/Foyer

16.45

Proudly sponsored by
Data Champions with Dr Selena Fisk



DAY 1: NATIONAL AWARDS CEREMONY
ROOM: P11

17.30

The Australian Council for Educational Leaders

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NATIONAL AWARDS CEREMONY
————— **RECOGNISING EXCELLENCE** —————



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- ✓ Career Tools All My Own Work for ethical practices in scholarship
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DAY 2



DAY 2: REVIEW OF DAY 2
ROOM: Plaza Ballroom

8.45

STUDENT REFLECTION - IGNITING YOUTH INITIATIVE: GROWING FROM YESTERDAY & ACTING TODAY TO SHAPE TOMORROW



Charlotte Armon Year 12 International Baccalaureate Student and School Captain, IES College, Brisbane

As a highly-engaged student, Charlotte Armon firmly believes in the power of education to nurture a love for learning, foster a community of creative minds, and cultivate enthusiastic future leaders. In her presentation, Charlotte will offer a unique perspective on empowering young individuals as proactive agents of change, showcased through her thought-provoking video, 'Coat of Ash.'

Drawing from her experiences as a competitor and judge in the Videos for Change competition, Charlotte will share valuable insights and learnings. She will emphasise the significance of growth, as both a way of encouraging young people to take initiative and acquiring actionable skills.

Charlotte believes in the importance of providing platforms where young voices are genuinely valued, along with opportunities to engage with skills that are transferable across areas of schooling and to the broader world. Charlotte aims to walk alongside educators who engage young minds through creative expression, empowering educators in their mission to develop a resilient and determined community of young changemakers working towards a brighter future.



DAY 2: KEYNOTE ADDRESS
ROOM: Plaza Ballroom

9.00

DISRUPTIVE FACTORS SHAPING THE FUTURE OF EDUCATION – A FOCUS ON LEADERSHIP AND WELLBEING, CHALLENGES AND OPPORTUNITIES



Mark McCrindle Social Researcher, Futurist and TEDx speaker. Principal, McCrindle

While previously considered a profession that offers a balanced lifestyle, more recently the education sector has gone through a steady professionalisation and a stagnation in the lifestyle benefits it can offer. As the responsibility of teachers continues to grow, and emerging interest in the profession declines, schools and the education sector more broadly must appropriately respond to the current and future needs of educators. In this session Mark will provide a practical, data-driven and engaging guide to these education trends, how these massive shifts are changing the way in which students engage with their education, and teachers engage their students, and why work wellbeing is a non-negotiable for the future and how to achieve it.



DAY 2: SPOTLIGHT SESSIONS
ROOM: Plaza Ballroom

10.15

LEADING FOR TEACHER RETENTION - SUPPORTING BELONGING AND CONNECTION TO THE PROFESSION

Fiona Longmuir Lecturer, Educational Leadership, School of Education, Culture and Society, Faculty of Education, Monash University



This session will draw on the Monash University *Teachers' Perceptions of their Work in 2022* findings to consider issues facing teachers in Australian schools and explore the ways that leaders might respond in the interests of retaining teachers. In a challenging education labour market, reflection on teachers' career motivations, the relational components of educational work and the importance of a supportive emotional climate may be useful in efforts to support optimism and resilience in the profession.

IT'S NOT ME, IT'S YOU: HOW 'OTHERS' ARE IMPACTING MIDDLE LEADERS' FUTURE

Kylie Lipscombe Associate Professor, School of Education, University of Wollongong (UOW)



Middle leaders are our educational future; they are vital to school improvement, often holding specialised leadership roles, and identified as the next generation of principals. Australia has come a long way over the past five years in developing and supporting middle leaders. However, questions are now being raised if 'today's leadership crisis will be tomorrow's middle leadership crisis' with leadership sustainability a significant concern for schools and school systems. In this session we will explore the perspectives of over 1000 middle leaders to understand why they became middle leaders, what aspirations they have for senior leadership and principalship in the future, what would influence them to take on more senior leadership roles, and how changes in leadership development may lead to a more sustainable leadership pipeline.





DAY 2: SPOTLIGHT SESSIONS
ROOM: Plaza Ballroom

10.15

FROM A LONE WOLF TO A CURIOUS KANGAROO

Pasi Sahlberg Professor of Educational Leadership, Melbourne Graduate School of Education, University of Melbourne



During the past decade Australia has become an educational lone wolf by choosing its own path to better schools. Failure to learn from successes and mistakes of other countries, finds us spending much of our energy blaming one another for progress that we would like to see in education. The time has come to break free from this cycle and re-engage in international dialogues of education futures. It's time to be a curious kangaroo and lead the way in creating better and fairer schools for all.

DAY 2: MORNING TEA

11.00



DAY 2: KEYNOTE ADDRESS
ROOM: Plaza Ballroom

11.30

SCHOOL LEADERS AS ECOSYSTEM ENGINEERS - LEANING IN WITH INTENTION AND ATTENTION

Kristen Douglas National Manager, Schools, headspace



Kristen will explore the contemporary approaches to workforce wellbeing and considerations for future leaders focusing on:

- How to socially, emotionally, and relationally lead staff
- Building trust and connection
- Feeding your culture with intention
- Careful conversation not corrosive conversations, and
- Getting back to deep listening.

"Are you a thermostat or a thermometer? One changes the temperature but the other merely measures it".
(Planetshakers 2021)



DAY 2: PANEL SESSION
ROOM: Plaza Ballroom

12.00

PANEL SESSION - THE CURRENT WORLD AND YOUR WORKPLACE: A COLLECTIVE PROVOCATION ON HOW TO LEAD AND ENABLE WORKPLACES/WORKFORCES TO BE SAFE, INCLUSIVE, PROGRESSIVE, AND CARING



Moira Junge
Health Psychologist
and CEO, Sleep
Health Foundation
(SHF)



Beth O'Brien
Director, Student
Wellbeing /
Disability Advocate,
Queensland
Department of
Education



Kerrie Buhagiar
Chief Programs
Officer, Smiling
Mind



Kristen Douglas
National Manager,
Schools, headspace

DAY 2: LUNCH

12.45



AEL

Australian Educational Leader

Getting published in the Australian Educational Leader

An invitation

Are you committed to contributing to the education profession and sharing learning with others? Do you have something relevant or topical you would like to say about educational leadership that might be of interest to educators? If your answer is “yes”, then you might like to consider ACEL’s practitioner journal- the *Australian Educational Leader*. The journal has a readership of around 5,000, reaching teachers and leaders in all sectors and regions across Australia. It is a great opportunity to showcase the work of your school/organisation and make connections with other educational leaders in Australia and overseas.

What is the Australian Educational Leader?

The *Australian Educational Leader* (AEL) is an in-house practical journal (available in print and online) recognised both nationally and internationally that is published four times per year. It is fundamentally concerned with the improvement of leadership and management as enacted in schools and other organisational contexts. It celebrates the voices of passionate professionals, both academics and practitioners, who share their insights and expertise about matters pertaining to educational leadership.

What type of articles are published in AEL?

1. *General articles* - research-based or theoretical pieces that discuss a relevant topic/ issue relevant to education/ educational leadership (2000-2500 words);
2. *Success stories* - case studies that report on the success, development or improvement of an educational / leadership issue (800-2000 words); and
3. *Leadership challenges* - reflective pieces on one’s own leadership experiences / journey or a general discussion of challenges faced by leaders in a variety of contexts (1000-1500 words).

Do articles need to fit with particular issue themes?

Yes. Each year around September, the titles of each of the four issues for the following year are published on the website. It is important that prospective authors write an article that fits with one of the issue themes. Once an article is received, it is sent out for blind review. This means that a member of the AEL Editorial Board reads a deidentified copy of it to determine its suitability for inclusion, or to make suggestions for revision.

If I haven’t published before or I’m a bit rusty, is there any support I can get?

Yes. Prospective authors who would like some suggestions regarding an idea they have for an article and/or feedback on a draft can be connected to one of the members of the AEL Editorial Board. If this is you, please send an email to publications@acel.org.au identifying your ideas and the type of support you are seeking.

Where should I begin?

If you are interested in writing a piece, you might like to begin by looking at a previous issue of AEL. You can find one plus other information regarding the submission process and the referencing style required for papers on the website- acel.org.au/ael





ACELQ Pivotal People: Professional learning for dynamic and thriving middle leaders

Room:
Plaza Ballroom

Liz Benson, Adam Kuss, Sarah Gunn

Pivotal Leadership (QLD), The University of Queensland (QLD), St Peters Lutheran College Springfield (QLD)

The word is out. Middle leaders are important! The impact they have on teaching and learning is profound. Join us to hear the story of Pivotal People, professional learning created by and for middle leaders. Over the last five years, ACELQ Pivotal People has engaged over 400 middle leaders from all sectors of education. Our brief is simple: create intellectually stimulating and engaging professional learning about the challenges of leading from the middle; make sure the professional learning is accessible and relevant; and ensure the leadership of this

network builds community and leadership agency. We will share with you our story, our impact and what we believe system and school leaders need to know about middle leader development to ensure a strong future for education. Our story is one of empowerment, agency, and collaboration across sectors. It is one you—and all senior leaders—must hear if our shared ambition for middle leaders to thrive is to be realised.

Catalyst - Transformational Change

Room:
P8

Patrick Ellis

Catholic Education Canberra-Goulburn (ACT)

Transforming lives through learning - this is the purpose of Catalyst, the approach to teaching and learning at Catholic Education Canberra-Goulburn (CECG) that provides professional learning to support and empower teachers to apply evidence-based practice change in the classroom. Catalyst is a significant system-led implementation of the Science of Reading and Science of Learning. Focusing on the teacher as the most important learner, it brings together cognitive science and education, theory and practice, to refine an approach to curriculum, pedagogy and assessment across CECG and

improve the outcomes of over 22,000 students. Now in its third year of system wide implementation, Catalyst has evolved over several years from a careful analysis of student outcomes, collective knowledge building of research and a determination to improve teaching practice across our 1000 classrooms. This presentation will explore the Catalyst journey, bringing in considerations of change from the system, school and class level. This presentation will allow Q&As and discussion opportunities

Leading to the North-East - how to be a warm-demander!

Room:
P10

Claire Amos

Albany Senior High School (NZ)

Teaching to the North-East, is all about high relationships and high teaching skills, but what does it mean to lead to the North-East? In this presentation Claire shares her journey through her first five years as principal at one of New Zealand's first Innovative Learning Environment schools, Albany Senior High School. Claire is a warm and demanding leader who is unapologetic about leading the change that is needed for our young people. Leading for complexity and challenge, means

having a clear vision and high expectations of her team, Claire explores what it takes to get the best out of your leaders and teachers whilst looking after their wellbeing and always keeping the needs of learners at the centre of any innovation and change. This presentation draws on Dr Russell Bishop's seminal text 'Teaching to the North-East' and will also draw on his brand new text 'Leading to North-East: Ensuring the fidelity of relationship-based learning'.



Leading teacher practice improvement, focusing on how students learn best

**Room:
P9**

Nuella Flynn, Sarah Richardson

The Australian Education Research Organisation (AERO) VIC

Leading implementation of teaching practices aligned with how students learn improves education outcomes for all students. Evidence from cognitive science, neuroscience and education psychology provides insight to the processes that occur during learning, which helps explain why some teaching practices are more effective than others across diverse schooling contexts. AERO will share research findings that show how widely Australian teachers and leaders currently use evidence to inform and enhance practices, and discuss with participants

opportunities for school leaders to support teachers to implement practices that have the greatest impact on student outcomes. AERO has developed accessible and practical guidance materials for teachers to develop their understanding of the most effective practices and make well-informed teaching decisions. Participants will gain insights to processes for leading collaborative use of these materials to enhance practice collectively, and to monitor the development of evidence-based practice across schools.

Scaling Indigenous Languages project: Identity, Partnerships and Excellence

**Room:
P7**

Sigrund Nilsen, Renee Crilly, Suzie Burford

Department of Education Queensland (QLD)

Queensland Department of Education supports schools to collaborate with Aboriginal peoples and Torres Strait Islander peoples to teach First Nations languages in culturally acceptable ways that empower Language Owners. Teaching and learning materials created in a language program record Indigenous Cultural and Intellectual Property (ICIP); primarily languages, but also other ICIP such as stories, songs, artwork, or cultural knowledge. ICIP Rights refers to the rights of Indigenous people to protect and maintain their cultural heritage. While these rights are currently not protected by specific legislation,

consideration should be given to ICIP Rights when dealing with existing departmental content or developing new content that includes contributions from First Nations communities. The Indigenous Cultural and Intellectual Property Protocol for the teaching of Aboriginal languages and Torres Strait Islander languages (ICIP Protocol) is a guide for schools that outlines a process to acknowledge the cultural value in the language knowledge and cultural expression shared by First Nations peoples.

School Autonomy and Inclusion: What We Know and Don't Know

**Room:
P11**

Jill Duncan, Susan Ledger

University of Newcastle (NSW)

It is unlawful under the Disability Discrimination Act 1992 (Cth) for Australian schools to discriminate against students based on disability. Yet there is evidence that discrimination against students with disability has increased in recent years in Australian schools. At the same time, the decentralisation and autonomy of schools have grown in Australia. Across Australia's eight educational jurisdictions and three education sectors (public, independent and Catholic), there are differences in the interpretation of the federal legislation, in developing inclusive

education policies and in identifying and providing support to students with disability. Adopting increased school autonomy is associated with policy shifts as governments change. Australian federal government policy has encouraged increased school autonomy, particularly from 2014, and several states have embraced Independent Public Schools (IPS) initiatives. This presentation will outline what is known and unknown about the association between school autonomy and the inclusion of students with disability.



Leaders as designers: school-based organisational infrastructure for future-oriented staff development

Room:

P7

Darren Bryant

Curtin University (WA)

Future-oriented school leadership includes the capacity to perceive organisational strengths and limitations of the past while re-designing the organisation in ways that conserve the former and address new challenges. Research demonstrates that in aiming to improve student outcomes, school principals rely on, key teachers and middle leaders to lead practices that meet school or policy aims. However, middle leaders commonly relate a need for situated support in honing their leadership skills. Situated support, such as coaching and mentoring practices, typically falls intensively on senior

leaders. Absent such support, middle leaders' development is largely self-managed. Results from our research suggest three models whereby school leaders worked to align school-based educational infrastructure, i.e., roles, routines, tools and leadership practices. The models provided contextualised school-based structures that developed the middle leadership capacity needed to drive teacher professional learning in school. This presentation will provide participants the opportunity to assess the potential of re-designing school or team level educational infrastructure to build professional capacity.

One Size Doesn't Fit All: Supporting All Students and Staff Through Multi-Tiered Systems of Support (MTSS)

Room:

P8

Natalie Swayn, Lorna Hepburn

Department of Education (QLD)

Multi-Tiered Systems of Support (MTSS) is an educational framework for improving student social, behavioural and academic outcomes. Using MTSS, staff have a consistent decision-making model to inform selection and implementation of resources, interventions and supports that are evidence-based. An MTSS framework allows schools to address the needs of all students by providing a continuum of evidence-based supports matched to identified needs of students, staff and the learning environment. A focus on prevention and early-intervention means that resources are available to address any

remaining more intensive and complex support, and offers staff greater certainty on how they will be assisted to meet all student needs. This presentation will introduce the core features of MTSS in a Queensland state schooling context and describe the systems required at the organisation, area and school levels to support effective implementation. Leadership actions will be identified, tools for implementation will be provided and participants will have the opportunity to share experiences and provide local examples.

Leading Adaptive Change in Schools

Room:

P11

Penny Brown

The Association of Independent Schools, NSW

In an ever increasingly complex system, our practice of leadership must change. We can no longer rely on clear and tight plans, or a few key people to chart the way forward. Instead, we need purposeful and bolder leadership at every level of our schools that includes a wide range of voices and perspectives. This will require us to no longer think of leadership as being linked to a role or 'person in charge' or even

characteristics like charisma. Instead, this workshop will explore how to strengthen leadership capacity by shifting our thinking and speech to understand and enact, leadership as action. This workshop will draw from an Adaptive Leadership framework as it provides insights, practical strategies, tools to help people lead and navigate change in complex times when there are no easy answers and the status quo will no longer suffice.



Overcoming complexity and challenge through early childhood pedagogical leadership

**Room:
Plaza Ballroom**

Amie Fabry

Edith Cowan University (WA)

Quality early childhood programs positively influence children's learning and development, with particular benefit for children experiencing vulnerability and disadvantage. Internationally recognised from birth to age 8, the early years are a pivotal time in a child's life that have implications on their future learning, engagement, and well-being. The quality of early years programs in schools however, are often challenged by demands for academic achievement. Primary school principals often bear the responsibility of ensuring early years programs are

of high quality, however they usually have limited experience and knowledge teaching young children. Data collected from 135 survey responses, 25 interviews and three case studies, revealed the critical role early childhood pedagogical leaders play in driving ongoing improvement in the early years of school. This presentation will provide a practical model of early childhood leadership that outlines how the role assists teachers to overcome complexity and challenge to enable quality provision in the early years of school.

Creating a Whole School Approach to AI

**Room:
P10**

Michelle Dennis

Haileybury (VIC)

How can you lead a school with confidence when the future is changing dramatically quickly in ways that even most experts can't predict? In this session, Michelle Dennis will discuss AI and its impact on education. She'll talk about how this has led Haileybury to craft a strategy that goes beyond the immediate apps like ChatGPT and instead focuses on core principles, allowing for quick decision making when technology

changes. She'll demonstrate how schools can balance the risks and ethical concerns with our underlying duty to prepare a generation to engage with AI and the tough decisions that relate to it. Attendees will learn how to bring the whole school along on the journey, engaging with staff, students and parents in discussions and opportunities to learn.

Future leaders: What got us here won't get us there

**Room:
P9**

Ellen Moffatt

Wesley College Melbourne (Elsternwick Campus) VIC

The journey of a future school leader can be difficult to envisage. With change as the only constant on which we can rely, we can be certain of the fact that 'what got us here won't get us there' (Goldsmith, 2007). In other words, the knowledge and skills developed in a school leader's journey to date will be a springboard for ongoing success; however, the future school leader will need to undertake a continual process of unlearning and relearning if they are to ensure optimal impact on the ever-

evolving education industry. In this presentation, Ellen Moffatt, an emerging leader new to a Senior Leadership role in 2022, will present a synthesis of learnings: from leadership experts and thought leaders, observations of skilled mentors, and lived experiences. Underpinned by a series of provocations, this presentation is designed to generate discussion and elicit new imaginings among emerging school leaders, and those seeking to positively influence the future of school leadership praxis.



DAY 2: AFTERNOON TEA

15.35



DAY 2: KEYNOTE ADDRESS
ROOM: Plaza Ballroom

15.55

DYNAMIC LEARNING - THE ART AND IMPACT OF EFFECTIVE COMMUNICATION



Heidi Arena Actor, Writer and Communication Facilitator

We are living through a communication revolution where ideas, stories and facts are globally communicated 24/7, yet our understanding, connectedness and deeper learning can often feel fragmented, surface and fleeting.

If connection lies at the cornerstone of meaningful human interaction (Brene Brown), Heidi Arena explores how the often-simple interpersonal skills of effective listening and communicating have become elusive in modern society and one of the most sought-after 'commodities' of our time.

As an actor, writer, storyteller and communication educator, Heidi shares personal anecdotes and thought-provoking narratives to tap into a deeper understanding of 'how' and more importantly 'why' we need to communicate more effectively to celebrate the human condition, curiosity and connection. In this creative keynote, Heidi describes the 'art of communication' as a potent 'superpower', inherent in an educator's DNA.



DAY 2: WRAP UP
ROOM: Plaza Ballroom

16.35



DAY 2: CONFERENCE DINNER
ROOM: Boulevard Room

19.00

ACEL National Conference Gala Dinner

A TOUCH OF GOLD



Guest Speaker:
Lucy Durack

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LEARNING FROM THE **PAST,**
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ACEL NATIONAL CONFERENCE 2023

DAY 3



DAY 3: BREAKFAST SESSION
ROOM: P11

7.30

BREAKFAST SESSION - COACHING AS A WAY OF LEADING: ENERGISING EVERY INTERACTION

Chris Munro and Sharon Taylor



A coaching way of leading is emerging as the leadership style that best fits the nature of human-intensive systems, like schools. Essentially, this is about leading through conversation: being a more effective conversation leader.

Join us for a special breakfast session exploring the idea of coaching as a way of leading. We'll explore the conversational contexts of a leader and the range of stances required to lead learning conversations. Watch a live 'in-the-moment' demonstration, debrief with your peers, and leave with a heightened awareness of how you 'show up' as a conversation leader.



DAY 3: WELCOME & REFLECTIONS
ROOM: Plaza Ballroom

8.45



DAY 3: WILLIAM WALKER ORATION
ROOM: Plaza Ballroom

8.55

WILLIAM WALKER ORATION: INDIGENOUS EDUCATION IN AUSTRALIA LEARNING AND TEACHING FOR DEADLY FUTURES

Marnee Shay Principal Research Fellow, School of Education, The University of Queensland



Prof Shay is the lead co-editor of a critical text in teacher education, *Indigenous education in Australia Learning and Teaching for Deadly Futures*. The text is informed by research, Indigenous knowledges and evidence developed over many years to support educators and leaders in doing Indigenous education successfully in their everyday practices. Underpinned by a strengths-based approach, the book provides educators with practical and research-informed strategies that span the past, present and future of Indigenous education in this country. She will share some of the key ideas in the book in reflecting on what deadly futures mean in the context of Indigenous education.



DAY 3: SPOTLIGHT & PANEL SESSION
ROOM: Plaza Ballroom

9.25

STRONG BEGINNINGS: STRENGTHENING INITIAL TEACHER EDUCATION PROGRAMS



Mark Scott Vice-Chancellor and President, University of Sydney

Teachers are central to improving student outcomes but the challenges facing them are immense, particularly after the pandemic-related disruptions of the past few years. Too many prospective teachers are not finishing their initial teacher education (ITE) degrees, and many beginning teachers are leaving the profession early in their careers. In this presentation, Professor Mark Scott AO – University of Sydney Vice-Chancellor and President, and former Secretary of the NSW Department of Education – will share findings from the final report of the Teacher Education Expert Panel, which he chaired from 2022-2023. He will discuss the reforms that could be made to support ITE programs in delivering more effective and confident teachers who can provide transformational learning opportunities for students over the decades ahead.

PANEL SESSION – TEACHING WORKFORCE



Jim Watterston
Dean, Faculty of
Education,
The University of
Melbourne



Rebecca West
Foundation Deputy
Principal Years 3-6,
South Rock State School



Sharon Schimming
Associate Director-
General, Early
Childhood and State
Schools, Department of
Education, Queensland

DAY 3: MORNING TEA

10.25



Are we really a profession? Almost, but there's something missing

Room:
Plaza Ballroom

Norman Hunter, Alexander Mason

Thinkit Through, St Peter's Lutheran College, ACEL (QLD)

Members of a profession such as medicine or law have an inbuilt sense of status, purpose and pride about what they do, and especially why they do it. This goes beyond standards and codes of conduct to embrace a deeper moral purpose and show how the profession aspires to contribute to it. With that in mind

and consulting widely, the ACEL Queensland Branch Executive has embarked on a two-part journey of exploration: firstly to research the common characteristics of a profession, and secondly to see how strongly teaching might align with them.

Yanladyi bulbuwul - walking together strong - reconciliAction in education

Room:
P7

Tammy Baart

Blak Ignited (QLD)

The responsibility to move towards reconciliation is a collective effort. To travel this journey successfully, Indigenous and Non-Indigenous people (Allies), must walk alongside each other respectfully with a commitment to do better and contribute to a richer future. To walk together (strongly) we must listen and learn, unlearn and relearn. A process that requires time, commitment, the building of psychologically safe environments, and intellectual humility.

and allies with strategies and learnings to navigate the space with patience, humility, and respect. We will begin by introducing the 'rules of the game' then collectively building on examples and strategies for action.

This session will deliver a practical approach to understanding your role and responsibilities as an Ally; providing educators

Reconciliation starts with education; helping our educators who are creating our future leaders build confidence and competence on Indigenous perspectives. Let's walk together to strengthen allyship and create a future we can be proud of.

Dreaming the Possibilities: A world where geography doesn't limit education

Room:
P9

Peggy Saab, Paula Leadbitter

Catholic Education Diocese of Wilcannia Forbes (NSW)

This presentation explores the transformative power of dreaming the possibilities in remote and rural education. Through innovative practices, collaboration, and effective resource allocation, we highlight the potential to empower educators and learners in geographically isolated areas. Through the voices of our school leaders, we share the challenges of rural and remote schools to pursue educational equity for all children, encouraging attendees to envision a future without limitations.

collaborations and partnerships across sectors and organisations are highlighted. Moreover, we discuss the empowerment of educators and learners in remote areas, as access to expanded resources and expertise enhances the learning experience. Inspiring stories of educators using innovative teaching methods to transform communities will be shared.

We showcase innovative practices that bridge the educational divide, emphasising the possibilities they create. Successful

The presentation concludes with a call to action in re-imagining remote and rural education. Together, we can create a future where geographical constraints no longer limit educational aspirations, turning dreams into reality.



Leading Through Complexity: An Adaptive Response to Global Challenges

**Room:
P10**

Vickie Lester, Justin Simmonds, Susan Keylock
Trinity College (SA)

As our world grows increasingly complex, the role of educational institutions extends beyond providing academic instruction. The global challenges we face demand flexibility and adaptability in our approach to education. Our TULIP model - Trinity Unified Learning Innovative Proposition, embodies an integrated approach to wellbeing and learning, facilitating resilience amidst global challenges. Guided by the philosophies of Michael Fullan and underpinned by Mary Uhl-Bien's pioneering work on complexity and adaptive change, our model prioritises organisational flexibility. We delve into how our model,

characterised by its unified, flexible approach, enabled our community to convert challenges into opportunities. We aim to inspire and support other educational leaders to view complexity and challenge as catalysts for systemic change and growth. In the spirit of Uhl-Bien's work, we contribute to discourse on adaptive leadership, championing that resilience and adaptability are the cornerstones of thriving schools. We invite colleagues to join us in leading the way towards a transformed, innovative education system.

Professional Standards for Middle Leaders - Trial of the trial

**Room:
P8**

Sandra Nissen
Department of Education Queensland (QLD)

Middle leaders play a crucial role in our schools. They are key to the implementation of many strategic initiatives, and they provide a link between teaching staff and senior leaders. Middle leadership is a career goal in and of itself, and for some, it is a stepping stone on the way to becoming a principal. Recognising that the current Australian Professional Standards for Teachers and for Principals do not fully capture the work of middle leaders, the Department of Education in Queensland

has partnered with the Australian Institute for Teaching and School Leadership (AITSL) to fill this gap. During this workshop participants will have the chance to view the current draft of the professional standards for middle leaders and to experience some of the activities that will be used when the draft standards are trialled in Queensland during Term 4. Come and join a conversation about middle leadership, and the importance of career pathways and the benefits of professional standards.

Establishing your Digital, Data, and Cyber Security Strategy

**Room:
P11**

Adrian Camm, Teagan Collins
Westbourne Grammar School (VIC)

In 2021 Westbourne Grammar School engaged in a collaborative and consultative process in creating a comprehensive digital strategy, that combined teaching, learning, infrastructure, and the business and operations functions of our school. This innovative and systematic roadmap aims to position us at the forefront of this space over the next three years.

We will share how our digital strategy was created, the process used, its launch, and how the strategy is being project managed, implemented, tracked, and reported on. We will share the

successes of using a distributed leadership model and the structures and support mechanisms we have in place to drive this agenda. We will share how data visualisation and analytics sits within this strategy and how by developing this capability you can enhance every part of your school. Finally, we will explore the importance of developing your cyber security posture, given that the ACSC are now reporting a critical cyber incident every 7 minutes in Australia.



DAY 3: KEYNOTE ADDRESS
ROOM: Plaza Ballroom

11.50

FROM PRIVATE PROFILES TO PLAYSCHOOL: CHANGING THE DIGITAL NARRATIVE TO HELP PROMOTE EDUCATION



Luke Springer Junior Primary Teacher, @iam.mrluke

In today's digital age, social media has become the norm for individuals and businesses alike, offering an unprecedented opportunity to connect, share information, and engage with audiences locally, and around the world. But what about teachers and those who work in education? Should they stay clear from social media? Run in the opposite direction and pretend it doesn't exist? Not according to Luke, also known as Mr. Luke, a male primary school teacher who has successfully built a social media following of almost 2 million followers across his online platforms.

Luke's journey challenges the stigma around teachers and social media, demonstrating the power of online platforms in promoting education and allowing parents, the school community, and others to see teachers as not only educators, but as humans beyond the classroom too. By sharing his experiences and accomplishments, including an appearance on ABC PlaySchool and voicing characters on the children's show *Reef School*, Luke offers a direct insight into 'teacher life' and helps change the negative narrative surrounding education in the media.

In this presentation, Luke discusses the benefits (and concerns) of educators sharing their work online, offering valuable insights into building a successful online presence while promoting the teaching profession in a positive light. Whether you're a teacher looking to amplify your impact, an intrigued leader, or an aspiring educator eager to explore the world beyond a private profile, come uncover the potential of social media in education and join Luke as he shares his journey. Be part of the conversation and discover how educators can thrive on social media while fostering meaningful connections and changing the narrative of education.



DAY 3: CLOSING ADDRESS
ROOM: Plaza Ballroom

12.10

A CALL TO ACTION

Briony Scott ACEL President



DAY 3: LUNCH

12.35

GRAPHIC RECORDER

Sue Pillans



Dr Sue Pillans is a marine scientist, artist and children's author/illustrator who specialises in creative and visual communications to help "Picture your ideas". As a graphic recorder Sue draws out discussions and presentations in real-time to visually capture and convey information, ideas and concepts. Sue has worked with over 60 organisations across Australia and the South East Asian region using visual storytelling to *help make the complex simple and the simple compelling*.

Sue also combines her love of marine science and art to bring creativity into classrooms as her alter ego *Dr Suzie Starfish*. As a children's 'Authorstrator' her children's picture books engage, educate and excite children about the wonders of the ocean. Sue's creative thinking style and colourful nature helps to make learning visual and fun. You can see more of Sue's visual storytelling at <http://www.druepillans.com/>



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





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Over 25 years of industry-leading experience in educational display and signage, Signpac's reputation for delivering quality and innovation is now accessible via our dedicated division - School Signs. Now, Australia has a specialist educational sign provider focused on schools. Our mission is to ensure schools are seen

and safe by providing Australia's highest quality school signage products, guaranteed to perform in our harsh climate. We understand and respect the unique aspects of schools and schooling and our decades of experience mean we are Australia's most trusted school signage partner.

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Dr Selena Fisk

selenafisk.squarespace.com/datachampions

Data Champions – with Dr Selena Fisk – is a 12-month professional learning program and action research project, where school data champions become confident data storytellers, and lead a data-informed

project in their school. Selena is a data storyteller and grounded researcher who works with systems, schools, leaders, and teachers to help them identify how data can benefit their students and communities.

LANYARD SPONSOR & EXHIBITOR



Stile

stileeducation.com/au

A Stile school builds their own engaging science curriculum using a world-class starting point. Much more than just a resource, Stile's comprehensive planning support, administration reduction and

professional learning program allows early-career and out-of-field teachers to flourish, whilst also providing the flexibility that experienced educators expect and need.

OFFICIAL CONFERENCE MEDIA PRODUCTION COMPANY



ONIX

onixproductions.com

ONIX is Australia's leading media production company helping corporate and education brands create impactful content. Specialising in video production, photography, strategy and social media, ONIX increases brand awareness, boosts enrolments and engages through storytelling. From promotional social media content, campus tours, student testimonials, capturing

events, to enhancing course material, ONIX produces high quality, evergreen content to help schools, universities and educational institutions communicate with clarity to engage, drive admissions and reach goals. ONIX Productions are proud sponsors of ACEL's National Conference in 2023.

EXHIBITORS



Arthur Reed Photos

arphotos.com.au

ARP is a proud second-generation family business specialising in School Photos and has established itself as one of the industry leaders. With a team of 60 dedicated employees, ARP is proud to offer 'view before

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onatlas.com

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EXHIBITORS



Atomi

onatlas.com

Atomi is an online teaching and learning platform that extends learning beyond the classroom and allows students, teachers and schools to work better together. We've reached hundreds of thousands of students

and teachers across Australia and the UK through our online videos and interactive lessons, intelligent testing and powerful insights.



CathEd Careers Queensland

catheducareers.qld.edu.au

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Daymap

daymap.net

Daymap, is a highly configurable "one stop shop" designed to streamline school operations for staff, students, and parents. With a range of features we help schools manage everything, from attendance and wellbeing to curriculum, assessments, reporting,

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Epilepsy Smart Australia

epilepsyfoundation.org.au

Epilepsy Smart Australia aims to improve quality of life for people with epilepsy through evidence-based information, resources, tools and support. It is a collaborative partnership between Epilepsy Foundation

(Vic/NSW), Epilepsy Queensland, Epilepsy ACT, Epilepsy WA, The Epilepsy Centre (SA/NT) and Epilepsy Tasmania.



Growth Coaching International

growthcoaching.com.au

Growth Coaching International is a leading organisation in the field of coaching in education. We are passionate about enhancing the quality of conversations in educational communities through high quality

coaching, courses and consultancy services. Thousands of educators, including school and system leaders, have participated in GCI courses and coaching since 2002.

EXHIBITORS



Haileybury

haileyburypangea.com

Haileybury is one of the leading independent schools in the Asia-Pacific region with four campuses across Melbourne, day and boarding in Darwin and Haileybury Pangea Australia's first private online school. Haileybury's South East presence spans across China,

Vietnam, the Philippines, and Timor-Leste. Haileybury offers the full spectrum of flexibility when it comes to teaching options including how and where you teach. Discover more.



headspace

headspace.org.au

headspace Schools & Communities division provides evidence-based mental health promotion, prevention, early intervention and postvention support services to communities across Australia. As part of headspace National Youth Mental Health foundation, we exist to reduce suicide risk among children and young people, by partnering with education, health, and community sectors to help build mental health literacy.

Our Mental Health Education Program (MHEP) Team facilitates free mental health education workshops to students. We are also a delivery partner of Be You, the national mental health and wellbeing in education initiative led by Beyond Blue in collaboration with Early Childhood Australia. Be You offers accredited Professional Learning, online sessions and events, resources, and ongoing support from consultants to educators from all learning communities across Australia.



Mental Health First Aid

mhfa.com.au

Mental Health First Aid® Australia is a global not-for-profit organisation that develops and delivers evidence-based mental health first aid education via a national network of more than 3,000 Licensed Instructors.

Established in 2001, the organisation aims to improve mental health literacy, reduce stigma and improve capacity for community care.



Nelson Cengage

cengage.com.au

Nelson Cengage is a lead education business in Australia committed to developing award-winning and pedagogically sound education resources for

Foundation up to Year 12. The student and educator are at the centre of Nelson's learning ecosystems.



Real Schools

realschools.com.au

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Red Earth

redearth.edu.au

Red Earth connects schools with Indigenous Australia through meaningful service learning immersions, from class-sized groups to whole-grades and staff Professional Learning immersions. Our groups experience life, culture and history on Country by staying with Traditional Owners on their remote,

permit-protected Homelands. With Indigenous partners across Central Australia, The Top End, Cape York, The Kimberly and Lake Mungo, we have connected 7500+ people on Country and generated \$5.5m for Indigenous communities. Visit our booth or www.redearth.edu.au to find out more.



EXHIBITORS



Smiling Mind

smilingmind.com.au

Smiling Mind is creating a generational change in mental health. Our tools and programs cultivate lifelong skills to promote mental fitness, as an integral part of people's everyday lives. Our vision is to create positive, transformative change in the way Aussies think, feel, talk about, and nurture our mental health.

We are a digital-led, preventative mental health not-for-profit. Our evidence-based programs are delivered in workplaces, schools, and homes, offering practical and proactive support for minds of all ages and stages.



RemServ

mmsg.com.au

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Queenslanders for over two decades, empowering them to make the most of their salaries through the delivery of real work and lifestyle benefits.



Toddle

toddleapp.com

Loved by 40,000+ educators across 1800+ schools around the world, Toddle is an all-in-one teaching & learning platform for progressive schools. Toddle empowers teaching teams to work together and

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TryBooking

trybooking.com/

TryBooking's online event ticketing and registration system is used by over 4000 + schools to organise events.

TryBooking enables schools and parent volunteers to dramatically reduce the time spent on administrative

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YOUmanity are experts in enhancing your schools' culture to allow for more effective and happier educators. Visit us on stand 22 to hear how our services will provide you and your team with more time

to do what you love, educate. YOUmanity, your partner in Education for Organisational Strategy, Leadership Recruitment and Culture Transformation.



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