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*A future beyond
boundaries*

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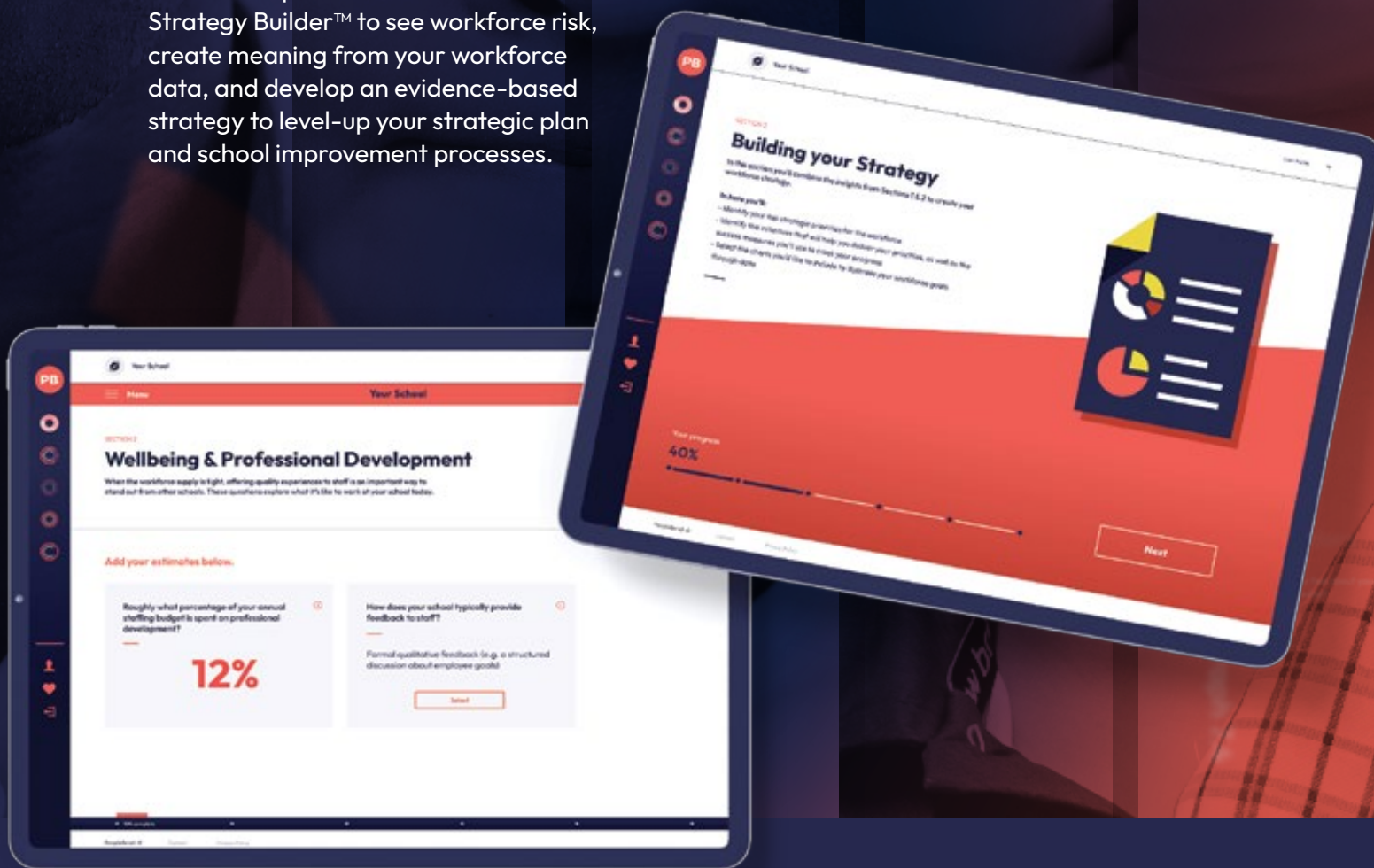


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NATIONAL
CONFERENCE **2024**

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DAY 1

Mon 30 Sep

7.30	Registration Open	Atrium Foyer
8.50	Welcome to Country Cliffy Wilson	Hall CD
9.05	Official Conference Opening and Welcome Briony Scott, The Hon. Blair Boyer MP	Hall CD
9.25	Illuminating the conference experience Louka Parry, Tiahni Adamson (Conference Hosts)	Hall CD
9.35	Keynote Address Jim Knight	Hall CD
10.20	Part A: Why we must reimagine education, now! Glenn Savage, Pasi Sahlberg & Students	Hall CD
11.00	Morning Tea	Foyer E
11.35	Spotlight Session Tracey Ezard, Paul Kidson, Barbara Watterston	Hall CD
12.15	Concurrent Sessions 1	Hall CD, E2, E3, Riverbank 2-4
13.05	Lunch	Foyer E
14.05	Concurrent Sessions 2	Hall CD, E2, E3, Riverbank 2-4
14.55	Afternoon Tea	Foyer E
15.10	Part B: Imagining our education futures Glenn Savage, Pasi Sahlberg & Students	Hall CD
15.50	Day 1 The Learning Sunset	Hall CD
16.00	Networking Reception	Foyer E
17.00	Annual National Awards Ceremony	Hall K

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

DAY 2

Tues 1 Oct

8.30	Reflection and Direction	Hall CD
8.45	Keynote Address Martin Westwell	Hall CD
9.25	Keynote Address Selena Fisk	Hall CD
10.05	Emerging Insights	Hall CD
10.20	Morning Tea Book Signing - Selena Fisk	ACEL Lounge (Exhibition)
10.50	Spotlight and Deep Dive Workshops Amie Fabry, Kylie Lipscombe, Darren Bryant, Rosie Connor, Angela Falkenberg	Hall CD E2, E3
12.50	Lunch Book Signing - Rosie Connor	ACEL Lounge (Exhibition)
13.50	Concurrent Sessions 3	Hall CD, E2, E3, Riverbank 2-4
14.40	Afternoon Tea	Foyer E
15.00	Keynote Address Chadden Hunter	Hall CD
15.45	Day 2 The Learning Sunset	Hall CD
19.00-23.00	Conference Dinner	Panorama Ballroom

DAY 3

Wed 2 Oct

8.30	Reflection and Direction	
8.45	Keynote Address Nathan Wallis	Hall CD
9.25	William Walker Oration Sandra Peter	Hall CD
10.10	Concurrent Sessions 4	Hall CD, E2, E3, Riverbank 2-4
11.00	Morning Tea	Foyer E
11.25	Spotlight and Panel Alan Finkel, Louka Parry, Annette Rome, Alarna Page, Christine Haynes	Hall CD
12.15	Part C: So what, now what? Intergenerational Voices	Hall CD
12.45	Closing Address	Hall CD
13.00	Lunch	Foyer E
13.45	Open Masterclasses	E2 Riverbank 2-4
15.00	Conference Close	

Welcome

It is with great pleasure that we welcome you to ACEL's flagship annual national conference in Adelaide, hosted on the beautiful ancestral homelands of the Kaurna people. Following the momentum and energy of last year's 50th anniversary conference this year we will delve into the theme Reimagining Education: A future beyond boundaries. In an era defined by rapid change and complexity, there is no better moment to reflect, innovate, and reimagine our roles in shaping a brighter more inclusive future.

We're excited to explore a range of sub-themes throughout our time together, allowing us to explore more deeply, engaging in meaningful discussions that will help us shape the future of education and leadership. Together we will unpack reimagining educational leadership; reimagining schooling; reimagining our profession and reimagining our future/planet.

Our comprehensive conference program is designed to create invaluable opportunities to foster connections, to facilitate the exchange of ideas, and to cultivate a world-class network across all sectors of education. We welcome a distinguished line-up of national and international speakers and panellists, each offering an intellectually engaging and thought-provoking learning experience. The wide range of ideas and expertise shared across the concurrent sessions will offer fresh insights, spark innovative thinking, inspire meaningful discussions, and provide practical strategies to shape the future of education and leadership.

For the first time at our conference we will be using Slido as an engagement and evaluative tool, enabling you share your thoughts and insights in real-time throughout our time together. With the support of our fabulous ACEL volunteers, we will be creating a one-of-a-kind conference artefact for you to take away, capturing our key themes, actions and implications for leadership and providing a pathway for innovation and progress.

After the success of last year's NextGen initiative, we will be welcoming a new cohort of future leaders. This new group will be joined by our 2024 New Voice Scholars and Keith Tronc Award winner and will play a vital role in our proceedings. Warm thanks to New Voice Scholar alumni, Dr Amie Fabry and Dr Chris Hudson for their leadership. We are looking forward to hearing these emerging voices, and we welcome their timely and thoughtful contributions as they shape the future of our profession.

Don't miss the Futures Studio with Pasi Sahlberg and Glenn Savage from the University of Melbourne on Day 1. This is an exciting new feature of this year's conference, with students actively engaging in and contributing to the conference. Please find time to drop by and interact with our insightful student volunteers in the Studio.

We've also planned plenty of opportunities for networking and connecting with fellow delegates. Be sure to join us for an informal networking event and our ACEL National Awards ceremony on the first evening, followed by our conference dinner on day two – great opportunities to deepen relationships and celebrate our collective achievements.

This year's conference is proudly presented in partnership with the SA Department for Education. We extend our heartfelt gratitude to them and to all of our conference partners and sponsors for their continued support and commitment to our shared goals. A special thank you to ACEL's branch executives and presidents for their exceptional leadership, and to our national team for their dedication, professionalism, and passion that continue to drive this inspiring organisation forward. A big shout-out to our SA branch executives who will be leading an innovative approach to interaction in the ACEL Leaders Lounge, as well as facilitating concurrent sessions.

We look forward to an engaging and enriching conference experience and are excited to share this journey of leadership and learning with you all.



A blue ink signature of Dr Briony Scott.

Dr Briony Scott
(President)



A blue ink signature of Dr Barbara Watterston.

Dr Barbara Watterston
(ACEL CEO)

PRESENTING *Partner*

South Australia Department for Education

The Department for Education provides integrated education, training and child development services to benefit South Australia's children, young people and families.

The department supports children from the early years until a young person leaves their secondary education. It is committed to supporting every child and young person with their development, wellbeing, and to reach their aspirations.

Educators and staff work in partnership with families and communities to nurture, develop and empower all South Australian children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners.

With more the 900 sites across the state, including schools, preschools, children's centres and support offices, the department aims to ensure South Australia's public education system can unlock every child's potential now and in the future.



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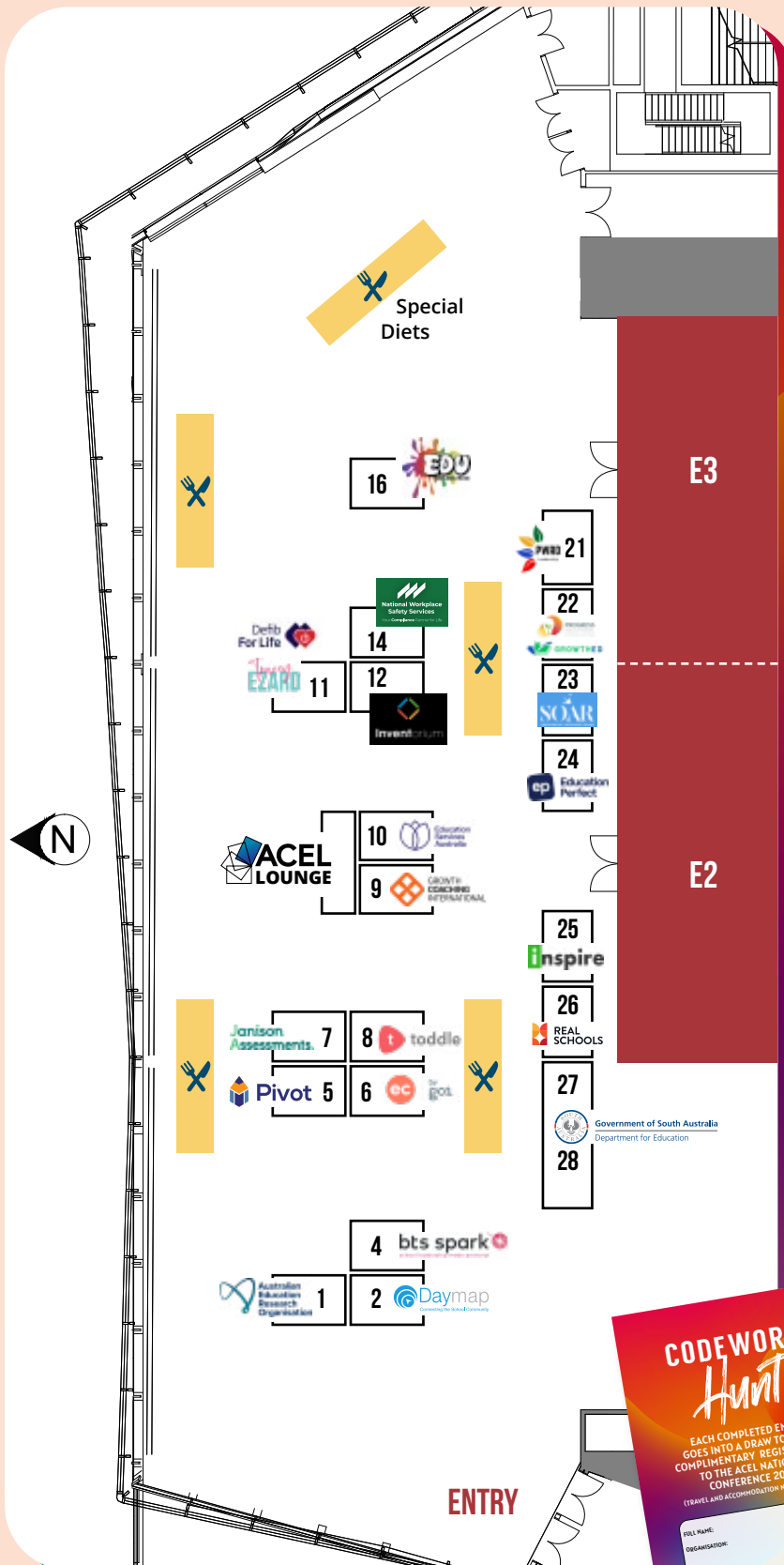


INFORMATION

This year, we're reimagining how we engage with delegates by adopting a dynamic format using Slido. This platform will allow us to capture your insights, key takeaways, and ideas for future planning. During the conference, when questions are open, simply scan the QR code below to share your input.



EXHIBITION Floor



	Booth #
Australian Education Research Organisation	1
Daymap (Loop Software)	2
BTS Spark	4
Pivot Professional Learning	5
EC by Go1	6
Janison Assessments	7
Toddle	8
Growth Coaching International	9
Education Services Australia	10
Defib for Life / Tracey Ezard	11
Inventorium	12
National Workplace Safety Services	14
Edu Marking	16
PWRDLeadership	21
Growth Ed/Progress Ed	22
SOAR Leadership International	23
Education Perfect	24
SRA/Inspire	25
Real Schools	26
Department for Education South Australia	27 & 28



CODEWORD HUNT!

Visit all booths and fill out your entry card to enter the draw to win **complimentary** registration to the 2025 ACEL National Conference!

View page 38 for detailed partner and exhibitor information



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ACEL NATIONAL CONFERENCE 2024 30 SEP - 2 OCT, ADELAIDE

DAY 1



DAY 1: CONFERENCE WELCOME
ROOM: Hall CD

8.45

WELCOME

Louka Parry & Tiahni Adamson Conference Hosts



WELCOME TO COUNTRY

Cliffy Wilson



DAY 1: OFFICIAL OPENING
ROOM: Hall CD

9.05

OFFICIAL OPENING

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.

The Hon. Blair Boyer MP Minister for Education, Training and Skills



Blair lives in the North Eastern suburbs of Adelaide with his wife and three daughters. He grew up on the family farm in rural South West Victoria, not far from Mount Gambier. He was elected to represent the State electorate of Wright in 2018 and was appointed Minister for Education Training and Skills in March 2022. Blair is passionate about education and believes that a strong, affordable and accessible public education system is the key to equality.



DAY 1: INTRODUCTION
ROOM: Hall CD

9.25

ILLUMINATING THE CONFERENCE EXPERIENCE

Louka Parry & Tiahni Adamson Conference Hosts



As one of Australia's top innovators Louka Parry speaks on futures, leadership, education, and transformation; having worked with thousands of leaders and educators from diverse contexts across the world, including in high-level policy fora such as the OECD, UNESCO, the European Commission, and with all Australian States and Territories. An award-winning educator, speaker, facilitator, and adventurer, Louka's powerful ability to communicate ideas with clarity allows him to guide thinking about learning, leadership, and life to new places, earning him a place in 2022 as a Top 100 Innovator for Australia. A rapid learner, Louka speaks five languages, has visited over 80 countries, holds two Masters degrees, has completed studies at Harvard and a residency at the d.school at Stanford and became a Principal at 27 years old.

Tiahni Adamson is a Kaurareg woman and a passionate wildlife conservation biologist. She is a proponent for the participation of First Nations people and women in STEM careers and was recognised as one of Science and Technology Australia's Superstars of STEM and an InDaily South Australian 40 Under 40 for 2023. Tiahni has worked with the CSIRO on Indigenous education programs, trained under Al Gore as a Climate Reality Leader in 2019, works as a lecturer and tutor at the University of South Australia, is on the National Leadership Team for Seed Mob (Australia's only First Nations-led youth climate justice group), was a youth dialogue member for the Uluru Statement from the Heart, and is currently working to mitigate agricultural methane through sustainable aquaculture production of a native seaweed in her role as the Lead Community Engagement Officer at CH4Global. Tiahni has received the Dr Kay Price AM Award for demonstrated excellence in and ambassadorship for STEM, and was also one of two students to be awarded the inaugural Indigenous Time at Sea Scholarship from CSIRO's Marine National Facility. She has spoken to over 1 million people about thought leadership and the intersection of First Nations and Climate Justice. Tiahni was also announced as this year's 2024 South Australian 'Young Australian of the Year'.



DAY 1: KEYNOTE ADDRESS
ROOM: Hall CD

9.35

BETTER TOGETHER: THE PARTNERSHIP APPROACH TO LEADING CHANGE

Jim Knight Founder and Senior Partner of Instructional Coaching Group (ICG)



When teachers grow, their students flourish. This session explores how embracing partnerships can make a meaningful difference in schools. For nearly 30 years, Jim Knight and the team at the Instructional Coaching Group have investigated the dynamics of change in education. Their research has focused on the principles, communication practices, and strategies that effectively drive transformation in schools. In this session, you'll gain insights into Jim Knight's "Partnership Principles" and the significant impact they have compared to traditional methods. You'll learn about the essential concepts from their research on change and effective communication, and why these principles are 4.5 times more effective for implementing lasting change. This presentation is designed for educators, school leaders, and anyone interested in promoting positive change within the school environment. It offers an opportunity to understand how respecting and empowering teachers can enhance student learning and overall school success.



DAY 1: REFLECTIONS
ROOM: Hall CD

10.20

PART A: WHY WE MUST REIMAGINE EDUCATION, NOW!

Pasi Sahlberg Professor of educational leadership at the University of Melbourne and global thought-leader



Glenn Savage Associate Professor of Education Policy and the Future of Schooling at the University of Melbourne

In this keynote session, Pasi Sahlberg and Glenn Savage will argue there is an urgent need to rethink leadership in education if our collective aim is to produce thriving and futures-focussed schools. They will advocate for future education systems driven by the profession and in collaboration with young people, parents, and school communities. To energise and provoke the audience, a creative challenge will be introduced to harness the collective intelligence of attendees and inspire innovative ideas about the future of education.



DAY 1: MORNING TEA

11.00

DAY 1: Spotlight
ROOM: Hall CD

11.35

LIVE WELL, LEAD WELL

Tracey Ezard, Paul Kidson, Barbara Watterston



Leadership is a commitment of both personal and community resources. Research findings are clear; it's challenging in today's world. More than ever, we need committed leaders who can sustain themselves so they can realise their vision for positive learning communities. Live well, Lead well invites you to face leadership challenges with hope, with strategies, and to make a positive difference through self-care that nurtures positive school cultures.

Dr Paul Kidson, ACEL's NSW Branch President, Acting Chair in Educational Leadership in the Australian Catholic University's La Salle Academy and Senior Lecturer in Educational Leadership will be joined by Tracey Ezard and ACEL's CEO Dr Barbara Watterston.



With a focus on self-care, the Live Well, Lead Well booth, presented in partnership by ACEL, Tracey Ezard Pty Ltd and Defib For Life charitable organisation, will provide access for conference delegates to the Shane Warne Legacy Health Heart Machine which provides a basic health check. Andrew White from Defib for Life will also have a range of defibrillators available and will give demonstrations on how to use them. As cardio vascular disease is the biggest killer for both men and women in Australia, giving our hearts the attention they need, and access to the equipment in our schools that can save staff, students and community lives is a worthwhile pursuit.



Reimagining Teacher Education (RiTE) Project

Room:
E2

John McKay Diocese of Lismore, Catholic Schools
Associate Professor David Turner Southern Cross University

In the context of teacher shortages across the country, the tension between supply and quality of teaching graduates is an increasing issue for the profession. In an innovative partnership, schools from the Diocese of Lismore and Southern Cross University are making shared contributions to addressing this challenge and moving the conversation beyond the boundaries of the usual rhetoric to a more realistic understanding of what it means to be a teacher in contemporary times. The theory-practice divide brought about from the perceived disconnect

between on-campus learning and the practicum experience has brought about this project and its aim to bridge that gap for ITE students. The partnership will apply three mechanisms that will be outlined in this presentation. - The 'Teaching School', The 'Resident Teaching Consultant' role and The 'Portal Tasks' The aspiration is a broader professional network where the teaching community has greater agency and contributes more widely to the generation of research into teacher improvement.

Supporting students to learn and thrive - extending the boundaries of curriculum

Room:
E3

Ken Lountain A/Executive Director, Curriculum and Learning, Department for Education, SA
Natalie Jonas Assistant Director, Curriculum Development, Department for Education, SA

Imagine curriculum in which the learning of content knowledge serves a higher conceptual purpose. Now think about curriculum in which capabilities are not separate and generic but are integrated into the learning of disciplines.

Next consider whether curriculum can describe essential dispositions and position them as central to learning.

Finally, can all these elements – knowledge, capabilities and dispositions – be valued in a learning standard that describes our aspiration for students, for what all students can know, do and be?

You are imagining the South Australian Curriculum for public education, an innovative framework designed to support teachers enact our promise to 'nurture, develop and empower all children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active compassionate citizens and lifelong learners'.

The SA Curriculum has been adapted from the Australian Curriculum version 9 and draws on emergent educational thinking, contemporary research and innovative curriculum models globally. Published in prototype, the curriculum is being tested and refined in the professional practice of classroom teachers.

School leaders and teachers in SA public schools are being supported to consider how curriculum can serve the development of the whole child, including through contextualising to local priorities. This includes empowering teachers to see their local design of curriculum as crucial to enriching the learner experience.

This presentation will enable leaders to consider how expanding the boundaries of curriculum can support students' learning and achievement as well as enabling them to thrive and prosper.

The seven elements of a reimagined school

Room:
Riverbank Room 2

Peter Howes Principal, Ballina Coast High School

What are the common elements of a reimagined school? What are the impacts? What are the challenges? How can leaders make the biggest impact? The workshop will explore these questions as participants gain an insight into some of the

most transformative schools in Australia and internationally. Participants will leave with the first draft of an implementation plan for their own context.



**DAY 1:
CONCURRENT SESSIONS 1**

12.15

Sociometrics & Staff Wellbeing (What Not To Do)

**Room:
Riverbank Room 3**

Matthew Scott Principal, Freshwater Christian College

This workshop aims to provoke participants into rethinking and reframing aspects of staff wellbeing programs and engaging participants to co-design new interventions that are evidence based and context appropriate. The workshop aims to delve into the research behind sociometrics and how small group behaviours can impact an individual's subject wellbeing in the workplace. The

workshop then explores other key wellbeing factors, such as the impact of leadership, the effect of responsiveness and the role of 'nourishment' as key drivers in subjective wellbeing in leaders and in school communities. The workshop concludes with an opportunity for participants to engage in a design thinking sprint to develop their own micro interventions to trial in their schools.

Reflections on Leadership: Advancing Self-Regulated Learning at Radford College

**Room:
Riverbank Room 4**

Dr Shyam Barr University of Canberra
Louise Wallace-Richards Assistant Principal, Radford College

Self-regulated learning (SRL) empowers students to independently set goals, devise strategies, and assess their learning outcomes—skills crucial for the classroom of the future. This session will delve into a transformative initiative at Radford College, led by Dr. Shyam Barr and Mrs Louise Wallace-Richards, which engaged educators in advanced professional learning and a shift in school structures to embed SRL in teaching practices. Using motivational, cognitive, and metacognitive strategies, the project showcased how leadership

is critical to the success of school improvement initiatives about SRL. We will discuss the pivotal role of leaders in orchestrating this change, share strategic insights from the implementation, and offer practical approaches for other leaders aiming to champion SRL in their institutions.

Leading the system towards transformative learning for all

**Room:
Hall CD**

Nicholas Conigrave Partner 6 Team Conditions Australia

This presentation is based on a paper by Conigrave and Mackay, published by the Centre for Strategic Education. Following is from the forward to the paper.

This paper is written for educators and their allies who believe there is a better way to develop an education system that promotes excellence and equity, and which supports all our young people to become ... confident and creative individuals, successful lifelong learners and active and informed members of the community. ... in an increasingly uncertain

and frankly dangerous time in the history of the human race. The synthesis of frameworks and ideas put forward in this paper can help system-level education leaders who are leading transformational change to navigate these challenging 'waters' effectively.'

The presentation will engage leaders in reframing how they take up their roles in leading system change from their place in the system. It will assist leaders putting robust theories in to practice and making a positive difference to the education of students.

**DAY 1: LUNCH
Catering for the Conference is proudly sponsored by**

13.05

kami



Professional Standards for Middle Leaders and Induction for New Leaders

Room:
E2

Mark Pimlott Australian Institute of Teaching and School Leadership (AITSL)
Michael Kelso Senior Policy and Project Officer, AITSL

AITSL has developed new Professional Standards for Middle Leaders in collaboration with the Queensland Department of Education. The new Middle Leader Standards are designed to highlight the key leadership capabilities of middle leaders, providing the essential knowledge, skills and dispositions needed for their role in schools. In this session, AITSL will provide an overview of the Middle Leader Standards, how they were developed and the underpinning research, as well as practical tips on how they can be used in schools

and systems to develop the capabilities of current and aspiring middle leaders. The session will also unpack the national induction guidelines for new school leaders, illustrating why induction matters and outlining the conditions and focus areas for an effective leadership induction. Please note: Approval for national adoption of the standards has not yet been sought from the Education Ministers. Currently, Queensland is the first state to adopt the Middle Leader Standards.

Reimagining Educational Leadership Through History and Hope

Emerita Carolyn Shields Wayne State University
Emerita Margaret Grogan Chapman University
Professor Lauren Stephenson Notre Dame University

Room:
Hall CD

Globally, educators encounter evidence of prejudice and discrimination; students experience exclusion, marginalisation, and sometimes bullying and violence; and society as a whole is often divided and polarised. To deconstruct unacceptable knowledge frameworks, it is essential to identify and then understand them, their history, and their trajectory. This is particularly salient in a country replete with evidence of the negative impact of colonisation and at a conference whose theme involves imagining a “future beyond boundaries.”

A collaboration from members of CCEAM proposes to engage attendees of ACEL in a conversation session that aims to help school leaders do 3 things:

- 1) understand and combat some of the origins of the current hate, prejudice, and discrimination that exists in society and in our schools,
- 2) build a sense of hope, empowerment, and agency to move forward, and
- 3) work collectively toward the United Nations Sustainable Development Goal 4 of “ensuring inclusive, equitable and quality education and life-long learning opportunities for all.”

Learner Agency – innovative approaches in curriculum and assessment design to meet the needs of students’ diverse backgrounds and future pathways

Room:
Riverbank Room 2

Hassan Mekawy Director, Education Services, SACE Board of South Australia

Over the past three years the SACE Board has been testing different approaches to teaching, learning and assessment, and discovered the most impactful strategies from their experiences in working with leaders, teachers, and students. The SACE Board has used the emergent learning to launch a program of subject renewal that uses student agency as the key driver for curriculum and assessment reform.

Hassan will share the challenges and enablers they faced when working across a system to intentionally design student agency

into senior secondary curriculum and assessment, and inspire participants to consider the professional, pedagogical and cultural conditions required to cultivate the conditions for co-agency in their school or system.

The session will provide a provocation for leaders to reframe the purpose of senior secondary education and evaluate whether the conditions we cultivate align to this purpose or perpetuate a narrow measurement of success.



Leading from every angle: connecting passion and purpose

**Room:
Riverbank Room 3**

Ben Sacco Education Economy Pty Ltd

In the dynamic landscape of educational leadership, the heart of transformative change often beats within the diverse roles and perspectives across the educational community. 'Leading from Every Angle: Connecting Passion and Purpose' explores the profound impact of bridging personal passion with a clear sense of purpose in driving organisational excellence. Leaders at all levels, from educators leading from the classroom to formal middle and school leaders, play a vital role in shaping the culture, fostering innovation, and driving meaningful change within their teams and schools. This

session delves into the symbiotic relationship between passion and purpose, illuminating how their alignment empowers leaders to create the preconditions for innovation, elevate the status of educational leadership, and celebrate meaningful change. This session navigates the nuances of leadership, uncovering strategies to cultivate authenticity, resilience, and vision. Attendees will gain practical insights into leveraging their unique strengths, igniting collective enthusiasm, and fostering a culture of collaboration and growth.

Enhancing Instructional Excellence through High Impact Practices

**Room:
Riverbank Room 4**

Karen LeRaye Curriculum consultant, AISWA
Dr Sarah Wells Teaching and Learning consultant, AISWA

Quality teaching has been consistently identified as the most significant school-based influence on student achievement. Establishing a shared understanding of quality practice is vital to enhancing teachers' instructional capability and improving student outcomes. While excellence varies across classrooms, the Association of Independent Schools of Western Australia (AISWA)'s High-Impact Practices (HIPs) professional learning program has consolidated a series of instructional practices that are applicable across diverse contexts, providing educators of all levels and subjects with evidence-informed strategies and the space to think deeply about their current practices and refine their approach. This presentation will share the development and evolution of AISWA's HIPs program, highlighting its innovative in-situ and collaborative

model of professional learning. We will draw on evidence of impact through preliminary case study findings from our collaborative research partnership with the Australian Educational Research Organisation (AERO). Additionally, we will spotlight elements identified by AISWA consultants which contribute to the efficacy of the professional learning facilitated through the program. The session will involve interactive discussions, small group activities, and practical demonstrations. Participants will be encouraged to reflect upon their contexts and share their insights, fostering a collaborative and dynamic learning experience. Case studies will illustrate the impact of HIPs on teaching practices and student outcomes, showcasing how reimagined educational practices can lead to significant improvements.

Leading Sustained Improvement in Schools

**Room:
E3**

Steven Trotter Principal, Ashby PS

Steven will address three key elements:

1. The research, noting the gap that Steven has identified in his book *The Art of Skimming Stones*, supported with examples and real narratives from Steven's extensive school leadership experience.
2. What is your leadership story of origin? This section will focus on self. Leaders have an opportunity to reflect on their experiences (both good and challenging), personal learning and life examples of the beliefs and values that we all have embedded in our decisions

and strategy every day as leaders. The capabilities we lean on when we are tired, stressed or overwhelmed. Also acknowledging that these defaults can have a 'dark side' if implemented at inappropriate times.

3. We are all hard to lead – Steven will work with the audience on why we don't need to invest a lot of intentional energy into certain staff and also why we need to re-adjust our often negative view of the hard to lead staff.

DAY 1: AFTERNOON TEA

14.55



DAY 1: REFLECTIONS
ROOM: Hall CD

15.10

PART B: IMAGINING OUR EDUCATION FUTURES



Pasi Sahlberg Professor of educational leadership at the University of Melbourne and global thought-leader

Glenn Savage Associate Professor of Education Policy and the Future of Schooling at the University of Melbourne

In this session, the products of the creative challenge introduced at the start of the day will be shared with the audience. The fruits of this imaginative work will be a surprise, capturing the unpredictability and potential of the future we collectively aspire to create. The session will conclude with a powerful call to action, reinforcing the message that the power to reimagine and redesign education lies within the collective agency and expertise of young people and the profession.



DAY 1: The Learning Sunset
ROOM: Hall CD

15.50



DAY 1: WELCOME RECEPTION
ROOM: Foyer E

16.00

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DAY 1: NATIONAL AWARDS CEREMONY
ROOM: Hall K

17.00

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39th ANNUAL NATIONAL AWARDS CEREMONY

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REIMAGINING EDUCATION

*A future
beyond
boundaries*

ACEL NATIONAL CONFERENCE 2024 30 SEP - 2 OCT, ADELAIDE

DAY 2



DAY 2: REFLECTIONS
ROOM: Hall CD

8.30

REFLECTION AND DIRECTION

Louka Parry & Tiahni Adamson Conference Hosts



SCHOOL PERFORMANCE

Morialta Secondary College



DAY 2: KEYNOTE ADDRESS
ROOM: Hall CD

8.45

REIMAGINING EDUCATION THROUGH PURPOSE

Martin Westwell Chief Executive of the SA Department
for Education



Schools and systems need to make some choices, because while we can do almost anything, we can't do everything and we can't keep doing what we're currently doing. Of course, our choices have to be good choices that will have the greatest positive impact on children and young people.

So, how do we go about make these good choices? What can be learned from South Australia, where public education started by listening to our children and young people, and our wider community? The implications of developing a clear, shared purpose and reimagining our approach to education are profound. Our purpose guides our curriculum, assessment, leadership, the definition of success in schools, and even the confidence to put AI into classrooms through 1,500 students and their teachers. Our ambition is unwavering: to ensure all children and young people are equipped to learn and achieve, thrive and prosper wherever they find themselves in the world. This pursuit of purpose is underpinned by our guiding principles of collective responsibility, evaluating for impact, trust-and-verification, and being tight-and-flexible; maintaining a tight focus on purpose while being flexible in each site context.

In South Australia, we are a learning system with the ethos of "being the best at getting better". Our approach has already taken us to some interesting places! Come with us as we in learn from each other, drawing on the collective intelligence of educators and foster an educational ecosystem that thrives on innovation, collaboration, and the occasional productive failure.



DAY 2: KEYNOTE ADDRESS
ROOM: Hall CD

9.25

DO YOU KNOW YOUR IMPACT?

Selena Fisk Data Storyteller, author and advocate for data champions in all organisations



The goal of a leader is to lead people and projects well, and in a perfect world, there would be clear evidence of the impact we have had. However, when working with humans and complex systems, our impact isn't always obvious or easy to see. This keynote unpacks the ways data and evidence can be used to ascertain our impact, how it can be used to demonstrate the areas of change that have been successful, and how it provides an opportunity to reflect on further opportunities for growth and change.

DAY 2: EMERGING INSIGHTS

10.05



DAY 2: MORNING TEA
Book Signing- Dr Selena Fisk

10.20



DAY 2: SPOTLIGHT AND DEEP DIVE WORKHOPS

10.50

THE CASE FOR EARLY CHILDHOOD LEADERSHIP IN SCHOOLS: POSITIONING EARLY YEARS IN THE SCHOOL ECOSYSTEM

Amie Fabry
ROOM: E2



If we want children to flourish we need to consider how we enable them to learn well and be well. This starts from the early years, however school leaders seldom hold knowledge and experience of teaching young children and are challenged in making informed decisions about how to best nurture young learners. Additionally, early years educators face pedagogical dilemmas as they grapple with how to nurture children's holistic development while meeting academic demands. Support for both school leaders and educators is made possible with early childhood leadership. This spotlight session will unpack the opportunities that result from the presence of effective early childhood leadership in schools and how this pivotal role supports school leaders and early years educators to enhance the quality of pedagogical practices to enable children to thrive. In the follow up interactive workshop, participants will explore practical strategies for selecting and enabling early childhood leaders to be effective and influential in their school setting.

BUILDING BRIDGES, BREAKING BARRIERS: THE CRUCIAL CONNECTION OF MIDDLE LEADERSHIP



Kylie Lipscombe & Darren Bryant

ROOM: E3

Middle leadership is a pivotal yet challenging position in educational sites, often described as a bridge connecting senior leaders with teachers, policy with implementation. While bridges provide safe and reliable structures of connection, opportunities to expand journeys into new areas and make it possible to overcome barriers, without the right foundations and support they bend or break under an unevenly distributed load and insufficient support. Drawing on insights from both national and international research studies, and using the metaphor of a bridge, this spotlight session explores the key challenges and essential supports and foundations that empower middle leaders to actively contribute to student outcomes and organisational success.

In the accompanying workshop, participants will interactively explore practical strategies that enable middle leaders, senior leaders, and teachers to collaboratively evaluate and co-design the school-based foundations and structures that support middle leaders' effective bridging work.

THE UNCOMMON SENSE OF MESSY LEADERSHIP



Rosie Connor & Angela Falkenberg

ROOM: Hall CD

School leadership is changing. Principals and school leaders are leading in increasingly complex and uncertain environments and needing to develop adaptive leadership and collaborative approaches. In this spotlight session, co-author of Embracing MESSY Leadership Rosie Connor will share key insights including the top nine challenges that school leaders are grappling with. These insights were drawn from coaching over 20,000 school leaders. Dozens of education leaders around the world – including Angela Falkenberg, President of the Australian Primary Principals' Association - were then involved in trialling MESSY leadership tools and improving the book text. Rosie and Angela will reveal the 'uncommon sense of MESSY leadership' – turning on its head old doctrine on what 'effective school leadership' entails. They will unpack further how this truly is a school leadership model developed from, with and for school leaders. During the workshop to follow, they will offer some practical strategies for school leaders to trial as they free themselves up to embrace the wonderful 'messiness' of school leadership.



DAY 2: LUNCH
Book Signing- Rosie Connor

12.50

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Redefining Strategic Planning: Leveraging Collective Efficacy for Systemic Improvement

Room:
E2

Dr Kerry Elliot ACER

Anthony Boys Principal, Marist Catholic College North Shore

Julie Murkins ACER

In this workshop, we delve into the essence of strategic planning in schools, exploring its complexities and uncovering more effective approaches that are adaptive to today's contemporary educational landscape. Drawing insights from Australia wide school reviews, the Menzies School Leadership Incubator, and an example of how strategic planning is being approached in a large K-12 Catholic school in NSW, we examine the fundamental building blocks employed by leadership teams and educational systems. Moreover, we will reimagine the leadership required to

orchestrate and execute strategic plans proposing that a culture of trust and collaboration is essential for fostering professional agency and driving positive change. By re-envisioning strategic planning practices, we aim to foster collective efficacy, align and promote collaborative effort, and enhance coherence. Through collaborative exploration, we will uncover actionable insights to embed collective efficacy into strategic frameworks, optimising professional learning efforts and school-wide learning outcomes.

Leadership Best Practice: The Nomad's Journey

Room:

Riverbank Room 2

Dr Peggy Burrows Haeata Community Campus, NZ

As an educational leader in Aotearoa/New Zealand I am interested in the impact leadership has on the educational outcomes of the students we teach. My PhD research explored the impact of colonisation on indigenous Māori students within the Aotearoa/New Zealand education system and explored Kaupapa Māori principles of leadership as an alternative to Western-centric approaches in mitigating the disparities that exist and have existed for Māori learners for over 100 years. Having completed my PhD in 2018 I

made the decision to return to principalship to test my theories and interrogate my leadership practice. I had described myself as a Research Nomad and decided I wanted to continue my learning journey in the "real world of praxis." I wanted to explore the new education landscape that had emerged from my work and put my theories around kaupapa Māori principles of leadership into practice and then interrogate my findings.

Making purpose visible – SA Curriculum for languages

Room:

Riverbank Room 3

Miriam Parsons Manager, Languages and Bilingual Schools, Department for Education, SA

Driving educators, students and families in successful learning relationships is a shared understanding of the learning purpose - for now in the classroom, for beyond in the community, and for the future in life.

The South Australian Curriculum for public education goes to the heart of each learning area in making explicit the essential dispositions, capabilities and knowledge that nurture the wellbeing, agency and holistic growth of every learner.

For Languages, the human endeavour of language learning is being lifted, challenging traditional notions of why and how languages are learned. The implied shifts in thinking and practice for leaders and teachers in their local contexts present an opportunity to change the profile of languages in our schools and improve the language learning experience of all students.

This workshop provides opportunity for participants to engage with and respond to the languages learning area prototype, as an illustration of the South Australian Curriculum testing and refinement process. By reflecting on the place of language education in their own sites, school leaders will be encouraged to reconsider the purpose and pedagogies of language learning, through discussion with peers.

In a broader sense, by seeing their own learners through the new SA curriculum framework, participants will be challenged to consider: How does curriculum serve its higher purpose in my context? What needs to change?



Enhancing Wellbeing through Student-Staff Relationships

Room:
Riverbank Room 4

Shelley Forbes Network Principal, Alta-1 College
Hannah Kay Director Student Services, Alta-1 College

In this presentation we emphasise the critical importance of developing and nurturing strong student-staff relationships as fundamental to boosting student well-being and academic achievement. By reimagining education, we aim to demonstrate how innovative approaches to these relationships can create secure, supportive environments that are pivotal for optimal learning conditions. Our approach integrates best practices in wellbeing and trauma-informed care, based on findings from renowned researchers such as Professor Donna Cross and Dr Tom Brunzell. Central to our discussion is the impactful role these

relationships play in establishing a supportive environment that fosters student engagement and success, particularly for those from trauma-impacted backgrounds. The session will outline actionable, evidence-based strategies for building effective communication, setting appropriate boundaries, and creating responsive educational practices. These strategies ensure students feel valued and understood, which is essential for their emotional and educational growth. Attendees of this presentation will gain an understanding of the dynamic nuances of student-staff relationships and acquire skills to implement these practices within their schools.

Cultural Intelligence in a globally connected world

Room:
Hall CD

Tammy Baart Blak Ignited

As a Global Indigenous Leadership and Talent Development consultant, Tammy has experienced what it's like to be an Ally working with International Indigenous communities. Cultural Intelligence in a globally connected world provides an insider's knowledge on how to develop better relationships with Indigenous people. This session takes a practical approach to Cultural

Intelligence and understanding your role and responsibilities as an Ally; providing the rules of the game and strategies to navigate the space. It's time to imagine a different future to the narratives previous written. It's time educators build confidence and competence in Cultural Intelligence. Let's walk together to create a future we can be proud of.

Reimagining Coaching to Foster Educator Co-agency

Room:
E3

Campbell McKay Principal, Mount Waverley PS
Ramya Deepak Kumar Assistant Principal, Mount Waverley PS
Vania Tiatto Director, CT Ed Partners in Professional Learning

Coaching has long been part of school environments, yet its full potential is often hindered by barriers such as time constraints and a lack of impact on instructional quality and student learning. But what if there was a better way? Imagine integrating coaching into daily routines, empowering educator co-agency to think critically about their impact on student learning, make informed decisions, and proactively guide their actions. This approach enhances peer learning and professional growth. In this session, we'll share how we've reimagined coaching, moving away from rigid structures

and time-consuming processes. We'll highlight the importance of real-time collegial learning and development. With our Best Lesson Instructional Model and real-time coaching, we're witnessing a transformation in agentic learning for educators and students. Our goal? To create a nurturing environment where every conversation becomes a stepping stone towards excellence in teaching and better learning for our students. Join us to discover more and leave with ideas to adapt in your own context.



DAY 2: AFTERNOON TEA
Book Signing- Amie Fabry

14.40



DAY 2: KEYNOTE ADDRESS
ROOM: Hall CD

15.00

ATTENBOROUGH & THE ENVIRONMENT: REIMAGINING THE EDUCATIONAL EXPERIENCE OF NATURE DOCUMENTARIES



Chadden Hunter Award-winning Australian educator and film producer

Few educational experiences bridge the generational gap like wildlife films. Shows like Planet Earth and Frozen Planet capture the imagination of viewers, from toddlers to grandparents, around the world. But how do Attenborough's film crews go beyond the boundaries to capture their amazing wildlife stories? And what does it take for a biology student from north Queensland to become an international wildlife filmmaker?

Join award-winning Australian educator and film producer, Dr. Chadden Hunter, as he takes us on a fascinating journey through the hidden secrets of making nature documentaries.

From his early beginnings studying satin bowerbirds at the University of Queensland to his PhD years living 'Gorillas in the Mist' style amongst baboons in the Ethiopian highlands, Dr. Hunter reveals the behind-the-scenes stories that never make it to television. Along the way he'll describe why a cup of tea is so important when your cabin is being ripped apart by a grizzly bear and share never-before-seen footage. Backed up by a stunning multimedia presentation and a riveting Q&A Dr Hunter will discuss the need to continually reimagine educational experiences.



DAY 2: The Learning Sunset
ROOM: Hall CD

15.45



DAY 2: CONFERENCE DINNER
ROOM: Panorama Ballroom

19.00

YOUR **CHOSEN** PARTNER IN PROFESSIONAL LEARNING

ACELearn provides dynamic professional learning for educators regardless of sector or location. Public, bespoke and network options amplify our agility and creativity in responding to your learning needs. Whether it is leadership, certified programs, or in-school improvement, with ACELearn you can connect, collaborate and co-construct a professional learning program to suit your goals and budget.

ACELearn's fresh approach to professional learning is captured in the Co-Lab design – a suite of professional learning options for clusters of schools, embracing ACEL's vision of creating dynamic and collaborative learning communities, where educators come together to learn with and from each other, share ideas and work towards our commitment to improve the quality of learning for all.

Leadership Programs

- Aspiring Leaders Program
- Early childhood leadership in schools
- Middle Leaders Program
- Creating the conditions for teams to thrive
- Strengthen your leadership influence
- Women in leadership
- Live well, lead well

Masterclasses

- Trust and Psychological Safety
- Teach Like a Champion
- Teachers are brain changers
- Straight Talking

Co-Labs

- Leadership
- Coaching and mentoring
- High impact team building
- Teacher leadership and Dynamic teacher rounds

In School Improvement Programs

- Dynamic Teacher Rounds
- Beginning and Early Career Teachers
- Teacher Leaders: Building Collective Teacher Efficacy
- High Impact Teaching Teams



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Teach Like a **CHAMPION** WEBINAR SERIES

WITH CHRISTOPHER THOMAS

ACEL is proud to support teachers and leaders with a Teach Like a Champion: Systems and Routines (3 Webinar series). This program, focuses on the techniques that champion teachers use to design, install and maintain systems and routines that students do automatically and with little-to-no teacher prompting, such as 'strong start', 'cold call' and 'exit tickets' or techniques for participating in a discussion.

WEBINAR 1

24 OCTOBER

WEBINAR 2

7 NOVEMBER

WEBINAR 3

21 NOVEMBER

Register at:

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**REIMAGINING
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DAY 3



DAY 3: REFLECTIONS
ROOM: Hall CD

8.30

REFLECTION AND DIRECTION

Louka Parry & Tiahni Adamson Conference Hosts



SCHOOL PERFORMANCE

Walford Anglican School for Girls



DAY 3: KEYNOTE ADDRESS
ROOM: Hall CD

8.45

HOW NEUROSCIENCE INFORMS EDUCATION - WHAT DOES A BRAIN-BASED CURRICULUM ACTUALLY LOOK LIKE?

Nathan Wallis Neuroscience Educator & Director of
X-Factor Education



Brain imaging technologies have greatly informed us in the last 30 years about how the brain works, and which pedagogy and practices work best with children.

While much attention is given to executive functions and dispositions, a lot of the information is also highlighting for us that many of the practise that we've had for the last 100 years are effective. One of the most obvious is play. Play seems to activate the executive functions that we associate with higher intelligence in a way that no other pedagogy seems to.

With the increased use of technology and students directing their own learning, how does the brain science inform us about how to make this work best in a classroom? What does a brain-based curriculum actually look like?



DAY 3: WILLIAM WALKER ORATIONS
ROOM: Hall CD

9.25

WILLIAM WALKER ORATION: A DECADE OF DISORIENTATION: WHAT YOU NEED TO KNOW NEXT



Sandra Peter Associate Professor at the University of Sydney

Dr Sandra Peter is the Director of Sydney Executive Plus and Associate Professor at the University of Sydney. She leads executive and leadership development in cutting edge areas of business, technology, and society. Her research focuses on engaging with the future in productive ways, the impact of emerging technologies and AI. Sandra has led strategic initiatives and worked on executive programs with business, research organisations, governments and Defence. She has published in leading business journals and worked on a wide range of educational research initiatives and programs, including work with UNESCO and the Department of Education. She is a sought-after keynote speaker and regularly contributes commentary, interviews and research in national and international media. Most recently, Sandra co-authored *The 2025 Skills Horizon* report, a dynamic guide to the skills leaders and executives need to lead through the next decade.



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Reimagining Principal Preparation

Room:
E2

Shani Hartley Senior Research Specialist, AISNSW
Penny Brown Senior Leadership Consultant, AISNSW

How do we equip the next generation of leaders to navigate the uncertainties of the future? To find out, we turned to the graduates from the last 10 years of The AIS Leadership Centre's National Flagship Program. Their insights, gained from a questionnaire and interviews, form the foundation of our paper, Future Impact: The Evolution of Principal Preparation Programs. Reimagining

leadership development needs to be based on voices from authentic experience. This paper discusses what these leaders valued most, what challenged them, and what they envision for future leadership development. The findings reveal how the role of principalship has changed and emphasise how necessary it is for principal development to adapt accordingly.

Leading implementation of evidence-based practices in schools: what we're learning

Room:
Hall CD

Hannah Matthews Australian Education Research Organisation, AERO, VIC
Dylan Evans AERO, SA,
Jo Gibbon St Joseph's School, Murray Bridge

Evidence-based practices provide schools with the knowledge of 'what' is most likely to work to improve outcomes for their students. But even the most well-defined practices can fail to have impact if implementation isn't intentional. In this presentation, AERO will share a deliberate and structured approach to implementing evidence-based practices that has been developed specifically for schools from key concepts of implementation science. AERO will discuss how we are currently providing direct support to a

small number of schools through the 'learning partner project' to develop leaders' knowledge and capability in taking a deliberate and structured approach to implementing evidence-based practices in their settings. Participants will gain insights into what we are learning from this work and hear practical examples of leading school-wide implementation and practice change, with opportunities to discuss implementation components and their practical application.

Integrating Reggio Emilia and Neuroscience in Educational Leadership

Room:
Riverbank Room 3

Lili-Ann Kriegler Kriegler Education

This presentation reimagines education by exploring innovative approaches to leading pedagogy and curriculum development using the Reggio Emilia Approach and neuroscience findings to optimise learning for children aged 3-9. By examining how the principles of Reggio Emilia align with neuroscience, the presenter highlights effective strategies that can transform educational outcomes. Selected principles of the Reggio Emilia Preschools and Infant-Toddler Centres are explored, revealing their connection

to neuroscience and successful learning. Topics cover Reggio Emilia principles such as vision, relationships, methodology, and assessment within educational settings. The session will feature the presentation of one demonstrative case study, offering practical insights for improvement and change in educational settings. Educators will be prompted to reflect on their own methodology and teaching practices, guided by reflective questions and prompts.



**DAY 3:
CONCURRENT SESSIONS 4**

10.10

Showcasing student capabilities - Activating an ecosystem to reframe student success

**Room:
Riverbank Room 3**

Virginia Steele Program Manager, Capabilities and Learner Profile, SACE Board of South Australia

South Australia has been working as an educational ecosystem with shared vision and impact. The SACE Board has worked as a node in the system to drive awareness and desire to activate student agency and fairly and formally recognise more of what young people know and can do. A complexity-aware approach has been used, which acknowledges that transformational change cannot occur in isolation. Hence, they have built a coalition made up of schools, teacher and students, tertiary institutions, business and industry, national experts and first movers.

The session will inspire educators at all levels to recognise that there are many individuals, schools and organisations that share

the same passion and vision for education and that the complexity of the challenge should not deter us from focussing on a shared purpose and vision. What SACE has found over the last three years of progress has been a diverse group of stakeholders activating themselves as enablers for a more holistic celebration of student achievement and better matching to post-school pathways.

The session will provide support for education leaders to consider their influence to create new partnerships and shape the education ecosystem beyond their own/local leadership context.

I think, therefore I teach online

**Room:
Riverbank Room 4**

Eddie Blass Founder and CEO, Inventorium
Chelsea Trinder Teacher, Open Access College and Inventorium

Covid forced many teachers into a position where they were teaching online. Many replicated face to face (f2f) online resulting in a tendency to dismiss online teaching as a suitable alternative to f2f for school education. However, lessons from online developments in Higher Education show us that online teaching requires a different pedagogic approach, a different set of resources, a different classroom/platform, a different skillset and the teacher plays a different role. With the increase in students opting out of f2f

mainstream provisions (school refusers/can't), the need for online teaching for this cohort is increasing and could have widespread implications for the teaching profession. This presentation combines the experiences of two teachers; one who was pivotal in the development of online teaching in Higher Education, and one who has moved to a fully online teaching role nearly two years ago. The presentation questions the future of the profession, areas for professional development, and the provision of schooling overall.

**Reimagining workload and work intensity in schools:
A transformative case**

**Room:
E3**

Sabine Partington Deputy Principal, SCECGS Redlands
Rebecca McGlashan PeopleBench

Responding to the current challenges of work volume, work intensity, and staff wellbeing, we undertook a comprehensive project to reimagine ways of working. In this presentation, we share a solution-oriented approach to the pressing educational problem of reviewing staff workload in a P12 independent co-educational school. Highlighting stakeholder voices from across our school community, we engaged in participatory solution-generation techniques. This collaborative work of thinking together generated a high volume of quality solutions and opportunities focused on

how work and ways of working can be redesigned to improve the experience and sustainability of work. The presentation gives insight into: + key workload issues and themes + connections to existing literature + engagement processes and frameworks used to facilitate 'bottom-up' listening from staff, parents, and students and collaborative solution generation in a school setting + examples of the solutions being actioned to improve the experience of work for teachers, leaders, and education professional and operational staff in a P-12 setting.

DAY 3: MORNING TEA

11.00



DAY 3: SPOTLIGHT & PANEL SESSION
ROOM: Hall CD

11.25

“REIMAGINING, WHAT IF.....?”

Alan Finkel Neuroscientist, engineer, entrepreneur and philanthropist



Given the pace of change, casting one’s imagination out more than ten years is guaranteed to land out of bounds. What, then, can we anticipate for 2034? This talk will match reality-checks and ambition to anticipate the progress in tackling climate-change, viewpoint diversity, truth in media, AI in classrooms, and AI everywhere. The biggest challenge of all is for communities and leaders to work collaboratively for better outcomes, despite their different backgrounds, incentives and belief systems.

PANEL DISCUSSION WITH:



Louka Parry
Facilitator



Dr Annette Rome
Principal St Margaret’s
Berwick Grammar



Alarna Page
Principal Aboriginal
Consultant, Catholic
Care



Christine Haynes
Executive Leader,
SA Curriculum,
Department for
Education



DAY 3: REFLECTIONS
ROOM: Hall CD

12.15

PART C: SO WHAT, NOW WHAT?

Bringing it all together, this closing session will highlight the power of intergenerational leadership perspectives, bridging experience and innovation to shape a dynamic future.



DAY 3: CLOSING ADDRESS
ROOM: Hall CD

CLOSING ADDRESS

Briony Scott ACEL President



DAY 3: LUNCH
Catering for the Conference is proudly sponsored by

13.00

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DAY 3: MASTERCLASS
ROOM: E2

13.45

DESIGNING PROFESSIONAL LEARNING FOR IMPACT- INDIVIDUALLY, COLLECTIVELY, AND SYSTEMICALLY

Lisa Newland



The ACELearn team work alongside school leaders and educators, not just within schools, but across clusters and systems. We support leaders and teachers through the design and implementation of targeted professional learning for maximum impact across school priority areas.

Insights from our experience have informed professional learning designs such as the ACELearn Co-Labs which provide school leaders with an aligned strategy for multiple cohorts within their schools. From Beginning to Experienced teachers, to Aspiring, Middle and Executive leaders, the ACELearn Co-Lab promotes bespoke professional learning solutions to suit particular contexts.

To significantly impact the outcomes of students, attention has been focussed on building collective efficacy and improved teacher agency, promoting intentional collaboration through designs such as Dynamic Teacher Rounds. Lisa, from the ACELearn team, will elaborate on the designs that are resonating with schools, clusters, and systems to positively impact all stakeholders by improving cultures and enhancing the individual capabilities of their people.



DAY 3: MASTERCLASS
ROOM: Riverbank Room 2

13.45

LEADING THE EARLY YEARS FOR THE FUTURE: A MASTERCLASS FOR PRIMARY SCHOOL LEADERS

Amie Fabry & Louka Parry



This thought provoking and interactive Masterclass will take you on a journey to the future. Louka Parry and Dr Amie Fabry will share insights on the future of work, learning and education and the evolving nature of childhood. They will then lead school leaders and early years leaders through a design process to consolidate insights into action and strengthen leadership in the early years.

This Masterclass will assist leaders to consider the educational journey of children and young people through lenses of foresight and hindsight. With a focus on the early years, where the educational journey commences, participants will leave with greater insight about how to best enable children to be successful learners, now and into the future.



DAY 3: MASTERCLASS
ROOM: Riverbank Room 3

13.45

LEADERS OF LEARNING ARE BRAIN CHANGERS: RESHAPE YOUR SCHOOL FROM THE BRAIN UP

Judi Newman



Want to learn evidence based practical strategies to improve student thinking? What to know how to change thinking for improved collective team habits?

Without neuroplastic changes in the brain there is limited learning or behaviour change, reducing the likelihood of establishing improved collective habits. Sometimes there is a disconnect between what applied neuroscience shows and what we do as leaders and teachers. Explore the research and practical strategies to close the gap through the science of learning.

Join Dr Judi Newman to explore the essential toolkit for teachers and school leaders to lead learning for consistent shared practice across classrooms and high performance learning cultures. You will explore the triggers to human motivation and the 8 steps to engage the learner. Discuss the most effective teaching methodologies to enhance learning uptake.



DAY 3: MASTERCLASS
ROOM: Riverbank Room 4

13.45

COACHING AS A WAY OF LEADING: SUPPORTING A CULTURE OF AGENCY WHILE ALIGNING PROFESSIONAL PRACTICES

Ben Calleja & Av Swami



Schools are in a complex place where supporting a culture of agency is fundamentally important – for students and teachers alike – yet the alignment and consistent use of effective whole-school teaching practice is also of great importance.

Most educators and leaders have “done” coaching in some form. Fewer have matured their understandings and skills in ways that genuinely integrate coaching into their way of leading.

This masterclass session is an opportunity to reimagine how to support the thinking and choice of educators, while maintaining alignment and professional accountability. Regardless of your experience in coaching you’ll walk away with enhanced skills and approaches to apply across a continuum of learning conversations.

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our advisory services, we're providing the research, technology, and support to help schools and school systems address attraction, retention, and wellbeing priorities.

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Dr Selena Fisk

selenafisk.squarespace.com/datachampions

Data Champions by 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.

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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.

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standards, saves teachers time on instruction and assessment, enhances online test prep, and provides key performance metrics to help teachers improve student learning outcomes.

EXHIBITORS



Australian Education Research Organisation

edresearch.edu.au

The Australian Education Research Organisation (AERO) is Australia's independent education evidence body. AERO is a ministerial-owned company governed by a Board that is jointly funded by the Commonwealth, state and territory governments to conduct research

and share knowledge that promotes better educational outcomes for Australian children and young people. AERO's vision is for Australia to achieve excellence and equity in educational outcomes for all children and young people through effective use of evidence.



BTS Spark

btsspark.org

BTS Spark is the social impact education practice of BTS, a multi-award-winning global leadership consultancy. We know school leaders change lives, and that every individual and their context is different, so

our coaching support is personalised to help each one feel confident, resourceful and fully capable. We work with schools and school leaders interested in soft skills leadership development.

EXHIBITORS



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, and communication. With over 20 years experience, we have a deep understanding of the challenges faced by schools, and have leveraged this to create a comprehensive learner management system.



Defib for Life & Tracey Ezard

With a focus on self-care, the Live Well, Lead Well booth, presented in partnership by ACEL, Tracey Ezard Pty Ltd and Defib For Life charitable organisation, will provide access for conference delegates to the Shane Warne Legacy Health Heart Machine which provides a basic health check. Andrew White from Defib for Life will also have a range of defibrillators

available and will give demonstrations on how to use them. Heart disease is one of the leading causes of death in Australia. Giving our hearts the attention they need, and access to the equipment in our schools that can save staff, students and community lives is a worthwhile pursuit.



Education Services Australia

esa.edu.au

Education Services Australia (ESA) is a national not-for-profit education company owned by all state, territory and Australian Government education ministers. We work with a range of stakeholders – including not-for-profit organisations and

education authorities. ESA is committed to improving student outcomes, enhancing teacher impact and strengthening school communities by providing quality digital teaching and learning resources and services for Australian schools.



Edu Marking

edumarking.com.au

Brighten up your school playground with EduMarking! We are playground marking experts! Transform your existing plain asphalt playground space into a bright, engaging & fun learning space. We create & install long-lasting high-quality thermoplastic playground markings. Our multi-skill engaging

playground markings improve literacy, numeracy and physical activity of the children. Our markings have been installed in over 10,000 schools. Over 100+ Designs and we can create custom designs.



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.



Growth Ed & Progress Educational Consulting

growthed.com.au
progresseducational.com.au

(Growth Ed) Visible Learning can significantly enhance student progress and achievement by equipping educators with research-based insights into the most effective teaching and learning methods. Our professional learning partnerships will support implementation.

Whilst schools are about learning, we are about ensuring you have the data infrastructure, systems, and analysis capacity to determine student progress and achievement in real time. The outcome: instructionally responsive, evidence-based teaching.



Inventorium

inventorium.com.au

The Inventorium was developed in response to address the statistic that at least 25% of kids who start year 7 do not complete year 12. We work in partnership with schools to support students who are experiencing social, emotional,

behavioural and/or learning difficulties in some form, and have a 95% retention rate with kids who would otherwise not be attending.

EXHIBITORS



National Workplace Safety Service

nwsservices.com.au

We believe a safe working environment is the right of every Australian, with over 4,000 sites visited annually we are truly experts in our field. Employing local staff in each state, we

are truly a national brand with a local touch. Our clients have confidence that their sites are compliant and their ongoing responsibilities under the WHS Act are satisfied.



Pivot Professional Learning

pivotpl.com

Since launching in 2014, Pivot helps schools add student voice to the mix of insights they need to make key decisions regarding teaching, learning and wellbeing initiatives. Pivot

is trusted by over 1000 schools to gather feedback data into students' learning experience.



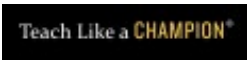
PWRD Leadership

pwrleadership.com.au

Our mission is to improve leadership and teaching through outstanding professional learning that is practical and evidenced based. Our key program is Teach Like a Champion along with Leading Pedagogical Learning, Pedagogical

Coaching, High Performing School Culture (student and adult), Aspiring Leaders and individual coaching.

"Excellence in Education through outstanding leadership and great teaching"



Real Schools

realschools.com.au

Unleash your school's potential. Transform your school's culture by partnering with Real Schools to implement Restorative Practices. Led by Adam Voigt, and working hand in hand with an experienced school leader and Real Schools'

Expert Facilitator, you and your team will receive one-on-one support over a three year partnership, so you can focus on doing what you love – shaping and inspiring the minds of the future.



SOAR Leadership International

soarleadership.com.au

Unleash your school's potential. Transform your school's culture by partnering with Real Schools to implement Restorative Practices. Led by Adam Voigt, and working hand in hand with an experienced school leader and Real Schools'

Expert Facilitator, you and your team will receive one-on-one support over a three year partnership, so you can focus on doing what you love – shaping and inspiring the minds of the future.



SRA

getinspire.com.au

SRA Information Technology is a leading software services organisation, specialising in developing custom software solutions to solve unique business problems within the Government and Private sectors. SRA has been working closely

with Catholic Education NT to develop the latest version of Inspire (Learning with Diversity), a software system that enables schools to improve the learning outcomes of students with disability and streamline NCCD reporting requirements.



Toddle

toddleapp.com

Toddle is Australia's fastest growing LMS & the World's leading AI-powered teaching & learning platform. Loved by 100,000+ educators across 2000+ schools around the world, Toddle is an all-in-one teaching & learning platform for all kinds of schools.

Toddle empowers teaching teams to work together and better for curriculum planning, student portfolios, assessments, reports, family communication, and streamlined accreditation – all from one intuitive interface.

EMPOWERING EDUCATIONAL LEADERS

We're a community of educators on a mission to connect, support, and inspire current and future leaders in education across Australia and beyond. Join us in strengthening educational leadership.

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 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.

ASSOCIATE MEMBERSHIP

For individuals from all education sectors and organisations embracing the education sector from early childhood and care to higher education, schools and systems, metro or regional / remote and international including for example: teachers, leaders, researchers, consultants, advocates, system leaders

1 Year - \$215

2 Year - \$397 (save \$33)

3 Year - \$562 (save \$83)

INSTITUTIONAL MEMBERSHIP

Institutional Membership is for groups from the same school or organisation. This offers your staff the full range of ACEL benefits at an affordable price.

For smaller schools or organisations please contact us so that we can support you in taking advantage of an Institutional membership.

1 Year

2-5 members - \$205 pp

6-10 members - \$198 pp

11+ members - \$184 pp

RETIRED/STUDENT MEMBERSHIP

Let's stay connected whether you are taking time out to study or retiring from more formal roles.

Our retired/student membership provides you with affordable opportunities to enjoy lifelong learning and enjoy networking opportunities.

1 Year - \$93

2 Year - \$140 (save \$46)

3 Year - \$200 (save \$79)

LEARN MORE & JOIN TODAY

ACEL membership is available to classroom teachers through to system leaders and includes both starting members of the profession and aspirational leaders, as well as the valued experience of retired leaders.

Join Australia's **premier** professional association for **educational leaders** and benefit from free, discounted and exclusive premier events, resources and workshops for the education sector.

[ancel.org.au / membership](https://www.ancel.org.au/membership)



PLANNING FOR STAFF SUCCESS



PRESENTED BY

Amy Green

Join us for Planning for Success: Getting Ready for 2025, a workshop designed for leaders committed to fostering a thriving workplace. Together we will consider the strategic planning, and innovative thinking needed to drive positive change in your school with a lens to improve staff wellbeing.

BRISBANE

21 NOVEMBER 2024

LEARN MORE AT

[ACEL.ORG.AU/EVENTS](https://www.ancel.org.au/events)

Children and students learning and thriving

Join our speakers as they share how South Australia is empowering children and young people to learn and thrive.



Supporting students to learn and thrive – extending the boundaries of curriculum

Ken Lountain | A/Executive Director, Curriculum and Learning

Department for Education, South Australia



Making purpose visible – SA Curriculum for languages

Miriam Parsons | Manager, Languages and Bilingual Schools

Department for Education, South Australia



Learner Agency – innovative approaches in curriculum and assessment design to meet the needs of students' diverse backgrounds and future pathways

Hassan Mekawy | Director, Education Services

SACE Board of South Australia



Showcasing student capabilities – activating an ecosystem to reframe student success

Virginia Steele | Program Manager, Capabilities and Learner Profile

SACE Board of South Australia



Government of South Australia
Department for Education



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:
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P 1800 680 559

acel.org.au