

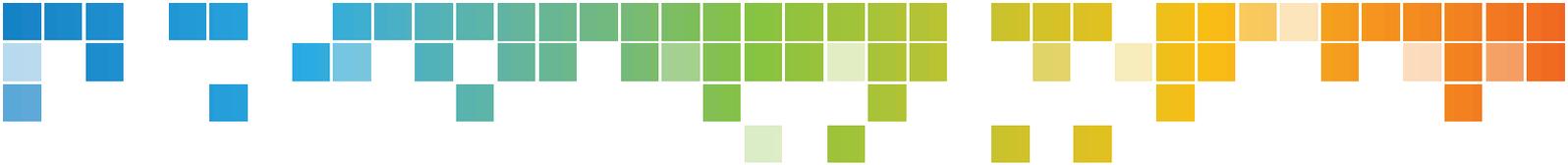
# Excellence in Professional Practice Conference 2014

*Teachers driving school  
improvement*

Friday, 16 May – Saturday, 17 May  
Rydges Melbourne Hotel

186 Exhibition St, Melbourne  
VIC 3000 Australia

[www.acer.edu.au/eppc](http://www.acer.edu.au/eppc)



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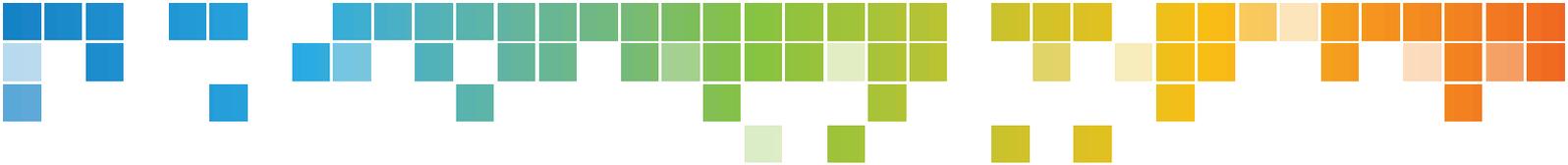
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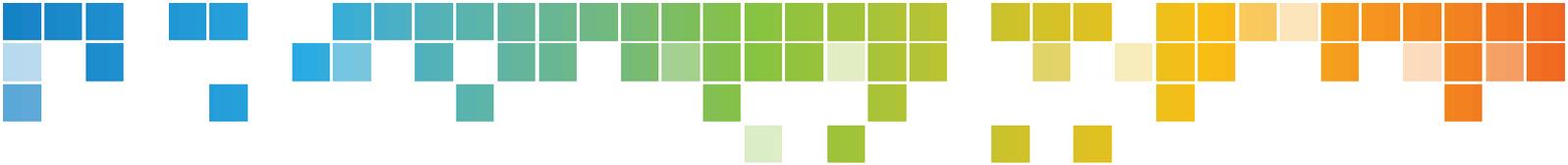
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# FOREWORD

Welcome to the second Excellence in Professional Practice Conference (EPPC), a forum for schools to share the outcomes of research into their own practices.

The focus on 'teachers driving school improvement' has clearly struck a chord with principals, teachers and support staff. Over 100 presenters will share their experience of data-informed school improvement through papers, workshops and poster presentations. EPPC has attracted participants from all Australian states and territories, and several countries including Hong Kong, Malaysia, Saudi Arabia, Turkey and England.

Using the underpinning framework of the National School Improvement Tool, the conference is designed to showcase examples of improvement across nine domains. The Tool focuses on the day-to-day practices that lead to improvement, and while conference sessions highlight particular domains, experience shows that they are inter-related, rather than discrete.

Through events and publications, ACER is keen to support and share ways in which teachers and school leaders work as an 'improvement community'. The focus of an improvement community is on finding solutions to specific problems of practice. The shared activities of the community include: understanding starting points; designing possible solutions; monitoring implementation and changes in practice; monitoring student outcomes; and evaluating the effectiveness of new solutions through ongoing, iterative 'improvement research'.

The launch of ACER's online magazine *Teacher* during EPPC signals another resource for the improvement community. *Teacher* will provide practitioners, researchers and policy makers with up-to-date information drawing on the wealth of expertise in Australia and internationally.

I encourage you to contribute to the success of this conference and the broader improvement community by sharing, reflecting on and questioning your professional practice in the spirit of practitioner research.



Professor Geoff N Masters AO  
Chief Executive Office, ACER

# KEYNOTE SPEAKERS

Day One Friday 16 May

9.00 am Sharing and Learning from Advances in Practice



**Professor Geoff N Masters AO, CEO, ACER**

Throughout Australia, individual teachers are creating new solutions to everyday classroom challenges. Although many students benefit from teachers' creative efforts, these solutions often do not have an impact beyond individual classrooms or schools and generally do not contribute to the development of a wider professional knowledge base. The identification and sharing of effective teaching solutions has the potential to enhance teaching and learning and so improve outcomes for all students. In this presentation I will consider some of the ways in which teachers and school leaders work as an 'improvement community'. The focus of an improvement community is on finding solutions to specific problems of practice, usually by finding ways to improve teaching, learning and student outcomes. The shared activities of an improvement community include understanding starting points; designing possible solutions; monitoring implementation and changes in practice; monitoring student outcomes; and evaluating the effectiveness of new solutions through ongoing, iterative 'improvement research'.

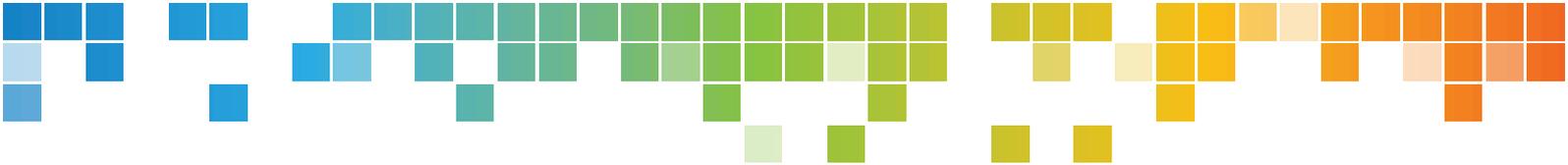
Day Two Saturday 17 May

9.00 am Reclaiming Teacher Judgement in Tough Times



**Professor Marie Brennan, Victoria University**

The work of teachers is increasingly regulated from outside the profession, alongside efforts to link schooling and the economy. This narrows the purposes and potential contribution of schools and teachers to intergenerational social renewal. This presentation first provides a quick history of teacher practitioner research in Australia to identify key learnings and reclaim professional histories that appear to be lost to public knowledge. I then move to discuss some of the challenges and opportunities for teacher professional inquiry in the contemporary Australian educational policy, funding and practice context. Standards have tended to be used to standardise, just when we need the most innovative, risk-taking and consolidation of diverse practices. Exciting opportunities for teacher practitioner inquiry and action research can help re-invent the 'teachers as researchers' movement that is suited to the needs of the twenty-first century. This will include how we together build more informed and nuanced judgement about the knowledge we produce through our inquiries and how it gets shared by others in the profession. Building strong capacities for making judgements—about the complex practices of teaching and learning, or school change, or home-school relations, for example—is essential for renewing the teaching profession.



# PAPER PRESENTATIONS

Day One Friday 16 May  
Concurrent Sessions: 11.00 am – 12.30 pm  
Concurrent Session A1

## A Whole School Model for Peer-to-Peer Collaboration and Feedback



**Presenters:** Mrs Ruth Proslmeyer, Mrs Helen Coyle, Mrs Cheryl Parkin

**School/Organisation:** Western Australian Primary Principals' Association, Bullsbrook K-12 College, Piara Waters Primary School

**Position:** Professional Learning Manager State Wide, Associate Principal, Principal

### National School Improvement Tool domains

1. An explicit improvement agenda
3. A culture that promotes learning
5. An expert teaching team
8. Effective pedagogical practices

### Abstract

Getting into classrooms with colleagues to develop and expand our professional practice is acknowledged as an effective strategy for school improvement and effectiveness. But a pre-requisite to achieving this aim has to be deliberate, structured opportunities, navigated by skilful leadership, for teachers to learn more about the practices of teaching and learning together. However, actually doing this – moving from the what? to the how? – is the difficult and complex business of school improvement.

*How do we go about learning about more about effective teaching and learning?*

*How do we discover what we don't know?*

*How do we find new teaching and learning solutions for students in our unique contexts?*

For almost two years these are the typical questions to which school leaders across Western Australia have been seeking solutions, through school based action learning, in collaboration with the Western Australian Primary Principals' Association (WAPPA) Professional Learning Services.

The result has been the emergence of the WAPPA 'SCOPE'

Model which is a model for peer to peer collaboration and feedback both within and across classrooms. WAPPA's 'SCOPE' Model is a practical response to these problematic questions. The WAPPA 'SCOPE' Model offers a concept model of five combined factors, based on our understanding of what the research and practice evidence tells us. This allows professionals in collaboration to wrestle with research, explore ideas from practice, navigate complex relationships and seek out solutions that best fit for their improvement context. A significant driver in this model has been the formulation of *iStar - a common language* designed to carry a whole school discourse on improving teaching for learning.

At this early stage the model is informing whole school approaches to professional learning and strategies for school improvement as an intentional school-wide activity in the trial schools. Two schools will share their journey and outcomes so far.

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Day One Friday 16 May  
Concurrent Sessions: 11.00 am – 12.30 pm  
Concurrent Session A1

## Implementation of 'Stage 5' National Curriculum with a New Way of Learning for Staff and Students



**Presenters:** Ms Karen Endicott, Ms Emma Lindsay, Ms Elizabeth Sculley

**School/ Organisation:** Sarah Redfern High School

**Position:** Principal, Manager Curriculum, Operations Manager

### National School Improvement Tool domains

3. A culture that promotes learning

### Abstract

Sarah Redfern High School has successfully implemented a middle school strategy for three years. Improved student literacy and numeracy outcomes are deemed to be due to the collaborative planning of the middle school programs. In 2013 Sarah Redfern High School implemented a radical approach to the delivery of the Stage 5 curriculum. This initiative was intended to build on the success of the Middle School structures. A strong emphasis was placed on adopting the 4MAT pedagogical teaching and learning model and creating

a twenty-first century learning environment where students learn by collaborating and being globally connected. In this learning environment older students work co-operatively with younger students to complete project based projects planned to address the needs of streamed classes.

The implementation phase of this project started in Term One 2013 and the programs in their new format are currently being delivered in 2014. The project has also been seen as the ideal opportunity for school staff to develop new skills in technology. Over the last four years the school has implemented structures to build staff capacity in the understanding of how students learn and ways to keep them motivated to achieve their true potential. Some of the outcomes achieved include:

- Teachers collaboratively planned and developed 192 units to be implemented in 2014. Teachers presented units across faculties and were given feedback from staff.
- Teachers achieved cross faculty consistency of approach to the Australian National Curriculum programming and collaboratively created a rich collection of ideas that emerged from comparing different approaches to programming.
- Teachers, with the support of E-leaders, developed skills and knowledge in the use of technology in their classroom.
- Teachers collaboratively designed classes and provided information for the placement of students according to their learning needs.
- Consistency in 4MAT pedagogical approach across all KLAs was demonstrated with an emphasis on the development of skills rather than content delivery.

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Day One Friday 16 May  
Concurrent Sessions: 11.00 am – 12.30 pm  
Concurrent Session A1

### Teaching Thinking Skills: A journey into philosophical inquiry in the classroom



**Presenter:** Mr Dan Smith

**School/Organisation:** Serpell Primary School

**Position:** Assistant Principal

### National School Improvement Tool domains

3. A culture that promotes learning
8. Effective pedagogical practices

### Abstract

Serpell Primary School is a dynamic learning community of 1030 students, made up of a diversity of cultural backgrounds. Key points of the school's strategic plan are:

- to provide student learning programs of excellence which challenge students to become innovative, global, educated and contributing citizens
- to build the capacity of students as a democracy in action including collective and individual voice and global citizenship.

To directly engage with the school's strategic plan, and to improve Student Opinion Survey results, teachers were introduced to the process of philosophical inquiry in the classroom. This also recognizes that reasoning and conceptual skills are critical in preparing students as global learners for the twenty-first century.

Based on a program developed by Professor Philip Cam from the University of NSW, classroom philosophy is a collaborative 'community-of-inquiry' based approach to quality teaching with an emphasis on open intellectual questions, and engaging in higher-order thinking. Philosophical discussion maintains a learning environment that is safe, respectful, tolerant, and inclusive and promotes intellectual rigour.

Highly effective teaching is the key to improving student learning throughout the school and so a rigorous process of professional development began for targeted year level teams through workshops, modelled lessons, observed coaching sessions and critical feedback. Currently, all classes at Serpell Primary School engage in weekly philosophical sessions. Explicit thinking skills are taught and staff use the norms, tools and thinking skills of a philosophical discussion across all areas of their classroom and utilise deep questioning skills across all curriculum areas.

Over eighteen months, the Philosophy program has allowed Serpell to improve the effectiveness of teaching, improve learning outcomes and enrich our most capable students. Teachers have reported improved speaking and listening outcomes, as well as greater articulation of students thoughts and ideas, and the development of critical thinking skills. I will share the processes of philosophical inquiry in the classroom at Serpell.

Day One Friday 16 May

Concurrent Sessions: 11.00 am – 12.30 pm

Concurrent Session B1

## Not Just Talk: A framework for mentorship for school improvement



**Presenters:** Mr Zid Mancenido and Mr Shaun Haidon

**School/Organisation:** Lake Tuggeranong College

**Position:** Classroom Teacher, Teacher and Careers Advisor

### National School Improvement Tool domains

2. Analysis and Discussion of data

5. An expert teaching team

### Abstract

Much has been written about the benefits of mentoring Early Career Teachers (ECTs). Mentoring improves Early Career Teachers transition into the school environment, assists ECTs in developing their understanding of their professional and pedagogical practice, and prevents teacher burnout by providing ECTs with social and emotional support.

However, little has been written about the exact methods by which teacher mentors and mentees go about developing and engaging in their professional relationship. This gap has flowed into school practice - many experienced teachers are encouraged to set up mentor relationships with ECTs but they are provided with very little guidance on what these relationships actually entail. In effect, what often occurs is not mentorship, but rather a sort of 'on-the-job training', an unequal relationship whereby experienced teachers see their role as a molder of the ECT's teaching practice.

In this presentation, we argue that this is a missed opportunity for real improvement in professional practice. We argue that mentorship should be, *first*, mutually enriching and, *second*, informed by inquiry not experience. This is done by providing a case study of our own experience of setting up a mentoring relationship. The five-step framework that governs our mentorship is: unraveling our understanding of what mentorship is and our roles within it; developing a shared vision of mentorship; non-judgmental observations of each others' classroom practice; using an inquiry stance to discuss and reflect on classroom data; and setting goals for improvement

and instituting processes for accountability. Underlying this whole process must be a commitment to reflecting on the effectiveness of the framework within the individual teaching context - or, 'discussions about discussions of data'.

Day One Friday 16 May

Concurrent Sessions: 11.00 am – 12.30 pm

Concurrent Session B1

## Knowing Our Kids From Day One: Data driven early intervention



**Presenter:** Mr Benjamin Munday and Ms Rebecca Sargent

**School/Organisation:** Holy Family Primary School

**Position:** Assistant Principal, Teacher

### National School Improvement Tool domains

2. Analysis and discussion of data

3. A culture that promotes learning

4. Targeted use of school resources

7. Differentiated teaching and learning

9. School- community partnerships

### Abstract

Holy Family Primary School is home to families from over thirty nationalities. Enrolment interviews and orientation processes over several years indicated a large proportion of children had limited facility with oral language and did not have fundamental pre-reading and pre-writing skills. Many children's artworks, fine motor skills and behaviour suggested their developmental progress was slower than might be expected for their chronological age. The Early Years Assessment (EYA) at the beginning of Kindergarten validated these observations each year.

Working with a Speech Pathologist, analysis of these observations suggested many children might have a language delay. Although most students would be learning English as an additional language (EAL), their ability to comprehend and communicate would be significantly influenced by their poorly developed first language.

Data was collected during the orientation for Kindergarten 2014 program using a checklist of school-readiness indicators

from the Early Childhood Association. Children presenting with characteristics of language or developmental delays were invited to attend a series of further 'Jump-Up' sessions to further orient the children to life at school, build relationships with families and deepen teacher knowledge of incoming students.

Families were also provided with an EAL family-friendly 'Get Your Child Ready for School' fridge poster, encouraging six activities with low text, bright visual icons of each activity. Developed in-school with the permission of the Royal Children's Hospital Melbourne, the poster summarised and made accessible to an EAL audience evidence-based early childhood sector best practice that was previously available only in a text-heavy fact sheet.

The data gathered through these orientation processes was validated by data collected in the first weeks of Kindergarten 2014 using the EYA. Teachers further report the 'most settled' beginning to a school year in recent memory as a result of understanding the language and developmental needs of children more thoroughly.

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Day One Friday 16 May

Concurrent Sessions: 11.00 am – 12.30 pm  
Concurrent Session B1

## Using Data to Support Learning at Fitzroy High School



**Presenter:** Mr Peter Bennet

**School/Organisation:** Fitzroy High School

**Position:** Data Manager

### National School Improvement Tool domains

1. An explicit improvement agenda
2. Analysis and discussion of data
7. Differentiated teaching and learning
8. Effective pedagogical practices

### Abstract

Although there is a mass of student learning data available, making it accessible to teachers for classroom use is a challenge – as is helping them become accustomed to using it

with cohorts, classes, individual students and parents. Using data to support learning is one of Fitzroy's basic principles. A series of spreadsheets were developed at the school for various applications – managing class data, supporting individual learning plans, informing three-way conferences, and supporting cohort and whole-school strategic planning.

The school's data manager worked with learning teams and individual teachers to support their use of data through training and adaptation of the tools, linking them with all parts of the learning process from planning to feedback and assessment. In conjunction with a school-wide professional learning focus, an Action Research project is looking at improving the effectiveness of feedback to students.

Even students are accustomed to referring to data when developing their learning plans and assessing their progress towards their goals. The level of data literacy has risen to the point where it is an accepted part of the school language and is a part of all school processes. Learning outcomes are measured in various ways and the information is used to develop individual learning plans for students. The current stage involves improving feedback by implementing continuous reporting to students and families across the school. Having the data is one thing but getting it used effectively is an extremely complex process.

We have learned a lot about how this process needs to be supported to make it an essential part of student learning. The results seem to suggest that the school is doing an effective job. The process is ongoing. The real challenge will be to extend these processes to the whole school community so that everyone involved in a student's learning is able to provide the best support possible.

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Day One Friday 16 May

Concurrent Sessions: 11.00 am – 12.30 pm  
Concurrent Session C1

## The 'Write' Way to School Improvement



**Presenter:** Mrs Christine Hills

**School/Organisation:** Glenmore State Primary School

**Position:** Principal

## National School Improvement Tool domains

2. Analysis and discussion of data
6. Systematic curriculum delivery
8. Effective pedagogical practices

### Abstract

There were plenty of 'reasons' why the children at Glenmore Primary School in Rockhampton (415 students) were not high performing. They are poor, indigenous, migrant, refugee and very commonly, social welfare dependent. The data matched the belief. With a mean scale score of 312 in Year 3 Writing on the 2012 NAPLAN, and 397 in Year 5, it was obvious that our students were severely underperforming. Drawing on the work of John Hattie's Visible Learning, John Fleming's Model of Explicit Instruction and the Education Queensland (EQ) Teaching and Learning Audit domains as informed by Professor Geoff Masters, a new educational journey began at Glenmore State School.

Data challenged the current beliefs that held our school back. For example:

- Why were other schools like ours outperforming us?
- Where were the gaps in our students' learning?
- How could the students use their data to set their own goals and work towards them?

Systematic Curriculum Delivery was introduced in the form of a 'Writing Hour' once a week where the whole school approached the task of developing writing skills with a school wide set of expectations of the teaching of core skills. Effective Pedagogical Practices with a focus on explicit instruction ensured that students were clearly taught what they needed to know, they knew what the success criteria were and they were given individual and detailed feedback that allowed them to strategically improve their next writing piece. As a result of the school wide project in 2013, the Year 3 NAPLAN Writing rose 71 mean points and the Year 5 Writing rose 75 mean points.

We have learnt that beliefs can be changed. Clear, strategic planning, informed by data can shift the performance of teachers and students. Involving students in the analysis of their data and the setting of goals is paramount to their success. We will share the outline of the program we used, the feedback processes and the way in which the data was used to drive our students' success.

Day One Friday 16 May

Concurrent Sessions: 11.00 am – 12.30 pm

Concurrent Session C1

## A Menu of Thinking: Developing a thinking school culture



**Presenters:** Mr Paul Clegg, Mrs Rachele Brutnell, Ms Sharon Moore

**School/Organisation:** Sunshine Coast Grammar School

**Position:** Head of Primary School, Prep Teacher, Year 6 Teacher

## National School Improvement Tool domains

1. An explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning
4. Targeted use of school resources
5. An expert teaching team
6. Systematic curriculum delivery
8. Effective pedagogical practices

### Abstract

Sunshine Coast Grammar School is a co-educational independent school on the Sunshine Coast, Queensland and is committed to improving learning outcomes for all students. The school has recently undertaken an envisioning process that identified four pedagogical principles that unite teachers in a shared moral purpose and approach towards teaching and learning. One of these pedagogical principles is Active Thinking that incorporates the ACARA general capability of critical and creative thinking.

Data gathered through teacher self-evaluation, reflection and classroom observation identified a need to raise awareness of the explicit instruction related to the use of thinking strategies. In February 2013, 65% of teachers rated their understanding and use of active thinking below five on a scale of 0 to 10. Consequently an expert team was formed to creatively develop an explicit plan to shape and influence a thinking school culture called a 'Menu of Thinking'. The expert teacher leadership team recognised the powerful impact of:

- a shared moral purpose towards explicit teaching improvement and student learning.

- empowering teachers as drivers of school improvement through sharing and action research.
- gathering, analysing and acting on data.
- authentic professional learning relevant to teacher context.

After the first and second course of a 'menu of thinking' were delivered to the staff, 87% of teachers rated their understanding and use of active thinking between seven and ten on a scale of 0 to 10. Student growth was coded with pleasing improvements including a 76% improvement in students' ability to articulate general and nonspecific thinking strategies. We will share how teachers were empowered and supported to creatively drive a change to develop a thinking school culture. See firsthand the ingredients of leadership and professional learning that shaped a 'menu of thinking' which can turn into stunning recipes of success in your school context.

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Day One Friday 16 May  
 Concurrent Sessions: 11.00 am – 12.30 pm  
 Concurrent Session C1

### Building Professional Capital: Creating a culture of collaborative learning



**Presenters:** Mrs Cherylyne Gostelow and Mrs Sarah Kate Anderson

**School/Organisation:** Mundaring Christian College

**Position:** Deputy Principal, Years 5 and 6 Teacher

#### National School Improvement Tool domains

1. An explicit improvement agenda
3. A culture that promotes learning
5. An expert teaching team
6. Systematic curriculum delivery
8. Effective pedagogical practices

#### Abstract

Two years ago, when a new leadership team joined our K–10 school, we found a school with good intentions, but lacking a culture of learning and aspiration among students and teachers. Student enrolments were in decline, morale was low, data suggested students were not progressing in a way that reflected

teacher effort, increasingly disengaged students lacked self-belief, and teachers were trapped in a twentieth Century education paradigm. In the words of one Year 9 student: "As you know when you came here our school was a bit of a mess ."

We embarked on a rigorous, research-informed process of building professional capital among teachers, students and parents with the goal to improve student learning outcomes and develop skills for lifelong learning. Specific actions we took included:

- capitalising on the caring and commitment of teachers and developing a shared vision of every child (person) a learner;
- building a Professional Learning Community through which we developed teacher capacity and challenged assumptions about learning;
- establishing a culture of mutual accountability for student learning; and
- embarking on a process of collaborative and coherent curriculum planning and delivery.

We have been tracking the impact of these interventions, triangulating student, teacher and parent views with school-based data. Academic results are rising, enrolments are up and teacher, student and parent attitudes demonstrate that we are well on our way to establishing a true culture of learning:

- "Our teachers make school a better place...I look forward to going to school..."  
(Year x Student)
- "What you have achieved in such a short time – awesome"  
(Visiting academic from Canada)

Some of the lessons we have learnt along the way are: gentle pressure relentlessly applied, the importance of changing mindsets, developing intrinsic motivation and what works for student learning works for adult learning too.

Day One Friday 16 May  
Concurrent Sessions: 11.00 am – 12.30 pm  
Concurrent Session DI

## Purposeful Teaching of Mathematics



**Presenters:** Mrs Caroline Brown, Mrs Marj Abbey, Ms Georgia Papadopoulos

**School/Organisation:** Sacré Cœur, Glen Iris

**Position:** Head of Mathematics, Teacher of Mathematics, Teacher of Mathematics

### National School Improvement Tool domains

- Explicit Improvement Agenda
- Analysis and Discussion of Data
- Differentiated Teaching and Learning
- Effective Pedagogical Practices

### Abstract

As research in Mathematics education has identified, students often struggle to retain concepts over the longer term, and can resort to rote learning procedures which prevents a deep understanding. We wanted students to develop a deeper and lasting understanding of mathematical concepts, a stronger connection between various topic areas, and greater fluency in using appropriate language to describe their understanding.

In 2013, Year 8 teachers participated in the Purposeful Teaching of Mathematics program conducted by mathematics educators from The University of Melbourne in conjunction with staff from the Catholic Education Office of Melbourne. This program introduced the Year 8 teachers to research-based diagnostic testing to uncover common student misconceptions, and highlighted teaching resources and strategies to enable a more effective differentiation of the mathematics curriculum.

Using an Action-Research model, two targeted lessons were designed and taught. Pre- and post-test data of student understanding was collected which indicated that most students retained their understanding over the longer term. The development of a committed learning and teaching team was an additional benefit. We have a shared understanding and knowledge of the principles of the Purposeful Teaching of Mathematics Model and spent significant time together planning and implementing this into the Year 8 program.

This presentation will outline in more detail the process and

factors that contributed to making a successful change to the mathematics curriculum. In addition, information will be provided about publicly available resources and activities that were used in the curriculum planning and implementation of units of work which led to significantly improved outcomes for our students.

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Day One Friday 16 May  
Concurrent Sessions: 11.00 am – 12.30 pm  
Concurrent Session DI

## Educator Impact: Evidenced-based approaches to quantifying and growing teacher effectiveness



**Presenter:** Mr Dominic Thurbon

**School/Organisation:** ChangeLabs

**Position:** Chief Creative Officer

### National School Improvement Tool domains

5. An expert teaching team
6. Systematic curriculum delivery

### Abstract

It is accepted that providing constructive feedback is perhaps the primary driver of higher student outcomes; more potent than socio-economics, school policy or even class size. Yet, despite a global proliferation of frameworks and standards advising on teaching methodology, at an institutional level most schools still do not provide evidence-based, competency-driven feedback to educators about their practice, or structure that feedback so that it drives real behaviour change. The problem is systemic to the point where 63% of educators say appraisals are done only for administrative reasons, without a focus on development. Given quality teacher feedback has been shown to lead to as much as a 30% performance improvement this is of real concern.

Despite an ever-growing body of evidence about what works, there still exists a gap between teaching theory and practice. Inspired by seven years' experience delivering large-scale behaviour programs to 400,000 people annually, we undertook a two-year Research and Development project that brought together scholars, practitioners, and significant peer-reviewed evidence regarding effective teaching. From this

research, we created a methodological recommendation for providing evidence-based, 360° professional development to teachers. We refer to this methodology as Educator Impact (EI). Our research examined and explored areas such as:

- Teacher competencies/behaviours associated by evidence with enhancing student outcomes
- Different methodologies for effectively driving behaviour change (across sectors)
- Technological approaches to enabling a 360° feedback-based PD system for teachers.

With the right process in place, we argue it is possible to enhance student outcomes by deploying a professional learning system based on 360° competency-driven feedback for teachers, and examine data from over 100 teachers and 1000 student surveys.

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Day One Friday 16 May

Concurrent Sessions: 11.00 am – 12.30 pm

Concurrent Session DI

## Connected Learners in a Blended Learning Environment



**Presenter:** Ms Vivian Lau

**School/Organisation:** Melbourne Girls Grammar School

**Position:** Upper Primary Teacher, Cross Curriculum Leader

### National School Improvement Tool domains

3. A Culture that Promotes Learning

8. Effective Pedagogical Practices

### Abstract

Technology in today's world is as foundational as the key curriculum areas of English and Mathematics. The abundance of digital tools and information online has created rapid changes in education. Helping students develop multi-dimensional approaches toward personal growth, while adapting and innovating with ICT in a Visible Learning environment for the unique context of Melbourne Girls Grammar (MGGS) remain priorities for our continuous improvement agenda.

The essential goals are to create both a blended learning environment and a centralised approach to learning to enhance student academic outcomes. The opportunity to transform traditional classrooms to flexible learning spaces provided a platform to shift beyond teacher-centred pedagogy to a student-focused and rigorous contemporary curriculum that is relevant to the learner while developing critical thinking and problem solving skills, collaboration, creativity, communication, character education and citizenship.

The professional challenge that made itself immediately clear was the need for collaboration of professional learning communities to examine thinking routines and ICT potentials, such as Visible Thinking and GAFE. A variety of professional opportunities, courses, action research and teacher development projects, including partnerships with The University of Melbourne and Flinders University, have been offered within the MGGS context to facilitate the teachers' potential to implement authentic opportunities for quality learning.

A Year 5/6 pilot study was set up to develop adaptive practices in Cross Curricular Studies. Teachers' self-reflections on instructional and assessment strategies, aimed to engage and connect learners, were validated using student surveys and peer observations. The result was a highly interconnected, process-focused learning environment that encouraged the student voice. The utilisation of technology and thinking strategies strengthened students' English skills and fostered a culture of thinking, creativity and deep learning. The overarching idea that emerged was the importance of embracing opportunities where students and teachers create and learn together in connected environments.

Through the leveraging of activities in a blended approach to inquiry units in Cross Curricular Studies, students express their passions for learning and develop higher order thinking skills, while being empowered and engaged to be part of the global community.

Day One Friday 16 May  
Workshop EI: 11.00 am – 12.30 pm

## Reflective Teacher Leadership in Action: Constructing a representation of your teams



**Presenter:** Ms Donna Ludvigsen

**School/Organisation:** South Western Victorian Region  
DEECD, VIC

**Position:** Performance and Planning Manager

### National School Improvement Tool domains

1. An explicit improvement agenda
7. Differentiated teaching and learning

### Abstract

The teacher leader is an important member of a school leadership team, as well as being highly involved working with teachers in professional learning teams. Consultants have supported teacher leaders in the past in their school improvement efforts, particularly in Literacy, Numeracy and coaching initiatives.

This workshop is based on self-study PhD research currently being completed by Ludvigsen where the dialectical relationship between the teacher leader and the consultant is explored. The key finding of this research is that the knowledge of the school situation resides with the teacher leader; however a consultant can assist them in reflecting upon, and articulating this knowledge.

In this workshop, participants will be introduced to the innovative method used in Ludvigsen's research where participants are invited to visually represent their leadership team and their professional learning teams using coloured pattern blocks. In this interactive workshop, photographs of a range of visual representations will be presented, the process used will be explained, and Ludvigsen will discuss the analytical strategies used in understanding the qualitative data.

Workshop participants will then be invited to visually represent the current situation of teams in their school. Depending on the participants' knowledge, they may also like to add the 'ability to differentiate' and 'assessment' elements to this representation. Photographs of the initial visual representations will be taken, and the participants will then rearrange the

blocks constructing a new representation of what they would like the teams to look like in the short-term future.

Initial findings from this research indicate that a teacher leader orchestrates change as they lead from the inside. They do this by carrying the vision developed by the school leadership team and by connecting people, teams, policy and pedagogical concepts with the aim of overcoming the complexity of professional learning teams. A consultant assists the teacher leader by providing the opportunity to reflect in action.

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Day One Friday 16 May  
Concurrent Sessions: 1.30 pm – 3.00 pm  
Concurrent Session A2

## Modelling a Rigorous Culture of Thinking and Writing : A whole school approach to literacy



**Presenter:** Ms Karen Dreher

**School/Organisation:** Melbourne Girls Grammar School

**Position:** Literacy Specialist

### National School Improvement Tool domains

1. An explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning
5. An expert teaching team
6. Systematic curriculum delivery
8. Effective pedagogical practices

### Abstract

In 2012 Melbourne Girls Grammar School (MGGS) identified Literacy as an across school priority. This priority was based on school data and the belief that the literacy capability of our students underpins learning achievement across all subject domains. At MGGS, the skills associated with literacy are seen as fundamental to our students becoming empowered life-long learners, hence the modelling *of* and the responsibility *for* the development of these skills must be viewed as important by all teachers. In 2013, we established the mastery based goal of improving professional conversations and pedagogical practice associated with writing across the curriculum.

As part of the Australian Government Quality Teacher Program (AGQTP), a team of teachers at MGGS known as the Literacy Enhancement Action Project (LEAP) team explored the value of peer observation as a tool to stimulate conversations and reflective practice around thinking, writing and literacy learning. In triads the LEAP 1 team participated in rounds of peer observation that explored our research question and trialed some of the thinking and writing practices we developed as a team.

Fundamental to our project was the modelling of the skills and learning behaviours we wish to encourage in our students. The processes associated with peer observation, conversation and research have encouraged the development of a shared professional conceptualisation of literacy today. Moreover, such processes have stimulated the understanding of the importance of shared professional responsibility for the development of literacy skills in every student in every subject domain.

Our work in 2013 has seen the establishment of a whole school "MGGS Writing Framework" document. This framework serves as a guide for professional practice & quality student literacy learning across the curriculum. The "MGGS Writing Framework" document is further being trialed by LEAP 1 and a new group of teachers, namely LEAP 2, in classrooms in 2014.

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Day One Friday 16 May

Concurrent Sessions: 1.30 pm – 3.00 pm

Concurrent Session A2

## Making Measurable and Sustained Progress in Numeracy with Indigenous Students and Others from English Second Language (ESL) Backgrounds



**Presenters:** Ms Kim McHugh and Ms Lara Altimira

**School/Organisation:** Association of Independent Schools of Western Australia

**Position:** Numeracy Consultant with responsibility for 12 Aboriginal Independent Community Schools

### National School Improvement Tool domains

1. An explicit improvement agenda

2. Analysis and discussion of data
3. A culture that promotes learning
4. Targeted use of school resources
5. An expert teaching team
6. Systematic curriculum delivery
7. Differentiated teaching and learning
8. Effective pedagogical practices
9. School- community partnerships

### Abstract

The 12 Aboriginal Independent Community Schools (AICS) are predominantly located in remote areas of Western Australia. Student populations are 100% Indigenous ranging from K-12 and staff are mostly new graduates when they take up their positions. Few teachers are confident to teach Numeracy and many are not K-7 trained. In 2010 early years students were on average three years behind, but older students were up to eight years behind their age appropriate level.

The AICS Numeracy Strategy was designed to provide on-going professional learning and continuous support for teachers in their classrooms. Central to this strategy is the AICS Numeracy Portal which provides a Scope and Sequence aligned to the Australian Curriculum, a 'Maths Book' to provide pedagogical support for teachers, activities and targeted assessments. Teachers directly input assessment data and output it in a variety of ways. Numeracy consultants provide professional learning and in-school support.

In 2013 a school-based Numeracy Curriculum Leader position was introduced to provide shoulder-to-shoulder support to teachers and Aboriginal Education Workers and assistance with planning and pedagogy between consultant visits.

There has been significant, and sustained, improvement in overall school data since 2010. This improvement is also supported by NAPLAN data. In addition, some schools now have student cohorts achieving at age level and beyond. Other positive outcomes include an increase in teacher confidence and competence to teach Numeracy, every student receives dedicated Numeracy lessons each day, teachers continually use assessment data to inform their planning, there is a culture of 'assess/plan/teach', student targets are set for each semester and reviewed regularly and now there are higher expectations of students. We will share how the Numeracy Strategy and Portal can be duplicated and used to achieve similar improvement in other schools/regions and provide a Guest log-in for the Portal.

Day One Friday 16 May  
Concurrent Sessions: 1.30 pm – 3.00 pm  
Concurrent Session A2

## Collaborative Curriculum Innovation: Balancing rigour and engagement



**Presenters:** Mrs Mathilda Joubert and Mrs Cherylynne Gostelow

**School/Organisation:** Swan Christian Education Association/  
Mundaring Christian College

**Position:** Education Consultant, Deputy Principal

### National School Improvement Tool domains

5. An expert teaching team
6. Systematic curriculum delivery
8. Effective pedagogical practices

### Abstract

How do you develop a personalised school curriculum that guarantees systematic Australian Curriculum coverage, enables progression in the general capabilities like creative and critical thinking, harnesses student voice, creates teacher ownership and, above all, leads to student engagement in rich learning experiences that result in deep learning?

This seems like a task of Herculean proportions. This presentation demonstrates how it can be achieved by engaging teachers in an innovative, yet structured, collaborative curriculum planning process that was originally developed in the UK by one of the authors. This disciplined innovation strategy enables a school to develop a whole-school curriculum map within one day.

Hopkins (2011) emphasises the importance of designing personalised learning experiences that move beyond superficial curriculum by reaching down into the classroom and focusing on connecting curriculum, teaching strategies and student engagement. This forms an important feature of this curriculum design approach to balance student engagement and planning rigour.

In this session we will outline the structured curriculum innovation process, so that participants can take it back to their own school, and teachers from Mundaring Christian

College will discuss the impact of implementing this approach in their school this year. Finally we will share a number of case studies with data from other primary and secondary schools in Australia and England who have significantly improved outcomes for students and teachers through engaging in this collaborative curriculum innovation process.

Barber and Mourshed (2007) remind us that the biggest influence on student learning is teacher quality. The benefit of teachers collectively designing their own, personalised and localised curriculum, rather than relying on off-the-shelf solutions, is that it enhances teacher understanding of the curriculum, develops teacher capacity and ultimately builds professional capital (Hargreaves & Fullan, 2012) across the school.

### References

- Barber, M. & Mourshed, M. (2007). *How the world's best performing school systems come out on top*. London: McKinsey.
- Hargreaves, A. & Fullan, M. (2012). *Professional Capital: Transforming teaching in every school*. New York: Teacher's College Press.

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Day One Friday 16 May  
Concurrent Sessions: 1.30 pm – 3.00 pm  
Concurrent Session B2

## Coaching for Enhanced Professional Practice



**Presenters:** Mr Chris Munro and Ms Helen Gastin

**School/Organisation:** St Kevin's College, Toorak

**Position:** Dean of Professional Practice, Waterford Campus Coach

### National School Improvement Tool domains

1. An explicit improvement agenda
2. Analysis and discussion of data
5. An expert teaching team
8. Effective pedagogical practices

## Abstract

St Kevin's College is a large Independent Catholic Boys' College (K-12) with 191 staff teaching across three campuses. The College achieves excellent academic results by National and State measures. Internal data suggest that, although teachers engage in a wide range of professional development activity, the impact of this activity on classroom practice is limited. Furthermore, recent School Improvement Survey data point towards improvement areas in relation to teamwork, appraisal and recognition, and professional growth. Current research makes a strong case for the development of coaching for improved classroom instruction and its impact on professional learning culture.

In 2013, a group of staff led the development of the *Coaching for Enhanced Professional Practice* project. A coaching model has been developed based on the synthesis of a range of literature and research, and a pilot group has convened and formed a range of Professional Interest Groups to trial and co-construct key elements of the model:

- P&D documentation and the AITSL Standards
- Using video for classroom observation in a coaching context
- Classroom observation and feedback in a coaching context
- Use of data within the coaching process
- One-one coaching, co-coaching and coaching training

This presentation will discuss the starting points for our work and supporting data. We will explain the developmental process leading to our coaching model. Key aspects of our work include: making a compelling case for change, underpinned by research; synthesising information from a wide range of sources to best fit our school context; and developing new ways of working *alongside* teachers. Respect for teacher professionalism is at the heart of what we are doing.

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Day One Friday 16 May

Concurrent Sessions: 1.30 pm – 3.00pm

Concurrent Session B2

## Using Data to Develop Collaborative Practice and Improve Student Learning Outcomes



**Presenters:** Dr Bronte Nicholls and Mr Jason Loke

**School/Organisation:** Australian Science and Mathematics School

**Position:** Assistant Principal, Senior Leader

## National School Improvement Tool domains

2. Analysis and discussion of data
4. Targeted use of school resources
5. An expert teaching team

## Abstract

Traditional school structures restrict teachers' capacity to collaboratively plan, share and review curriculum and assessment. Teachers working in isolation result in privatised practice with little flow of ideas and clarification of standards, even though there may be more than one subject class in a school. This appears to be a wide spread issue for Australian schools. At the Australian Science and Mathematics School, large between-class variations in the same subject in final Year 12 results prior to 2010 prompted a review of school structures and teaching and assessment practice at the Year 12 level. Subject data from the SACE Board including the final external moderation impact and exam grades indicated this within-school variation. Examining different teachers' assessment tasks, and weightings used to determine the final school assessed grade, showed variance in the evidence teachers used to make final school assessment judgements. The final external moderation impact indicated differences in teachers' understanding of the standard.

The implementation of the New SACE into South Australian schools in 2010 provided the ideal opportunity to develop in-school quality assurance processes to address these variations. Structural measures such as timetabling classes at the same time to allow team teaching and team meeting times were put in place. The main emphasis was to ensure consistency in teacher judgement in classes of the same subject. Classes were combined for external moderation purposes requiring that teachers shared the same assessment plan and tasks. Detailed in-school moderation processes were implemented to ensure consistency in teacher judgement across the subject.

By shifting to teaching teams, the workload for teachers was dramatically reduced. Task design and marking become collaborative ventures where highly accomplished teachers could support others. The within-school variation seen in the prior to 2010 and in the 2009 baseline data has reduced and the moderation impact lessened.

This presentation will highlight the elements of the quality assurance processes implemented since 2011 at the Australian Science and Mathematics School to improve consistency in teacher judgements and reduce within-school variation ensuring equitable outcomes for all students.

Day One Friday 16 May  
Concurrent Sessions: 1.30 pm – 3.00 pm  
Concurrent Session B2

## Using New Technology for Classroom Assessment: An iPad app to measure learning in dance education



**Presenters:** Ms Sue Mullane and Dr Kim Dunphy

**School/Organisation:** Sunshine Special Developmental School/  
Making Dance Matter

**Positions:**

Sue Mullane - Specialist teacher (dance) Sunshine Special Developmental School

Kim Dunphy – Co-director, Making Dance Matter

### National School Improvement Tool domains

1. An explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning
8. Effective pedagogical practices

### Abstract

Contemporary education paradigms require assessment of dance to be more rigorous and exacting than has historically been the case. The lack of systematic assessment strategies hinders educators in assessing the breadth and depth of actual and potential learning in dance. This situation is exacerbated by other factors including: the lack of training in dance and dance assessment amongst primary teachers in particular; the requirement for dance teachers to concurrently facilitate and assess lessons that often involve large groups of students; and the need for meaningful reporting on student learning to those who matter, including professional colleagues, school leaders, parents and students. The imperative for a solution to these challenges is confirmed by the presenters' extensive experience as dance educators; their surveys of practitioners locally, nationally and internationally; and a comprehensive literature review on assessment in dance education.

This paper introduces an iPad app developed by the presenters as a tool for quick and efficient assessment in dance education. The *Framework for Assessment of Movement and Dance*, on

which the app is based, is overviewed briefly, along with theories that informed its development. The app's functions will be demonstrated. These functions include the capacity to document students' achievements on a number of pre-determined assessment criteria; generate reports of students' progress across any period of learning (including single class, term, semester or years) and produce comparative reports between students and groups. Data generated by use of the app in a special education classroom is presented, along with examples of how this can be incorporated into school reporting systems. This example demonstrates the function of quantitative data as evidence of learning in dance and as a valid substantiation for narrative (qualitative) evidence of learning.

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Day One Friday 16 May  
Concurrent Sessions: 1.30 pm – 3.00 pm  
Concurrent Session C2

## Increasing Student Participation and Raising Teachers' Awareness about Student Needs Through Professional Learning Communities



**Presenter:** Mrs Hatice Yagci

**School/Organisation:** Zirve University, Turkey

**Position:** Research Assistant

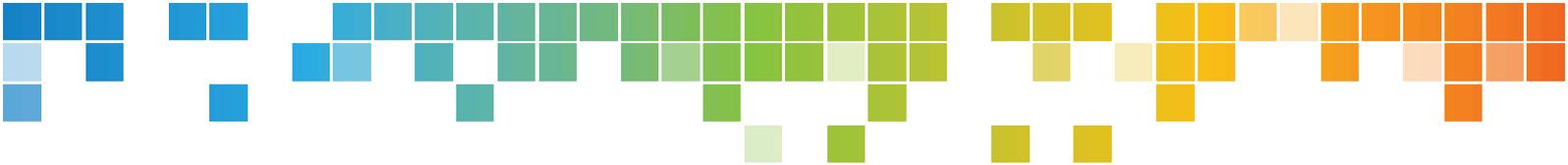
### National School Improvement Tool domains

5. An expert teaching team
9. School- community partnerships

### Abstract

To improve collaboration among public school teachers and researchers at the Schools of Education at universities, this study was initiated during the 2012 to 2013 academic year. Two researchers visited local public schools in order to identify a team of highly able teachers who took an active leadership role beyond the classroom. After several visits and meetings with the stakeholders, a team of six teachers from three different high schools and two researchers established a professional learning community in order to provide support to each other's professional development.

The need areas of teachers were identified through a focus group interview. The three schools were visited to assess



student needs and profiles, teachers' pedagogy and whether or not it matched with the teachers' reported responses. After that the series of professional development sessions were co-constructed with the members of the professional learning community. At the end of each professional development session, the members of the professional learning community held a reflective focus group interview in order to exchange ideas about how this professional development could benefit them in order to improve their students' engagement in the classroom.

To further see the impact of the professional development series, the researchers observed teachers' classroom practices on several occasions to provide feedback and mentoring to the teachers. As a result of this continuing professional learning community, all stakeholders benefitted from the mutual exchange. The teachers who were interested in improving their practices gained a better understanding of their students' needs and created spaces where they would continually evaluate their own beliefs and practices. The researchers also benefitted greatly from this mutual exchange and the mentoring opportunity. The students' engagement in classes also increased. The teaching became more student-centred. The students got accustomed to working in groups. The displays of the students' projects on bulletin boards became visible and pleased all stakeholders.

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Day One Friday 16 May

Concurrent Sessions: 1.30 pm – 3.00 pm

Concurrent Session C2

### Succeeding, Failing and Asking for Help: Teachers building a collaborative community



**Presenters:** Ms Ann Stanley and Mrs Marilyn Faithfull

**School/Organisation:** Koonung Secondary College

**Position:** Leading Teacher (Pedagogy), Senior Sub-school Assistant Manager

### National School Improvement Tool domains

- 3. A culture that promotes learning
- 8. Effective pedagogical practices

### Abstract

Much of the Professional Development that teachers undertake does not result in lasting change. In 2011, several teachers sought to replace Professional Development that is shallow and dispiriting with deep, 'spirited' learning that honours and builds on teachers' existing capabilities. We had recently completed postgraduate study at the University of Melbourne, and had re-learned the importance to learning of deep reflection and writing. We wanted to facilitate such learning among the staff and were supported in this. In our presentation we will describe our school's journey. We tell teachers' stories and offer insights into the process of building a culture that empowers teachers to improve their practice and students' learning.

Teachers were organised into interdisciplinary groups with a facilitator responsible for leading respectful discussion of teacher-identified 'problems of practice'. Group members undertook a process of action and public reflection and then wrote their story. We collated every story to put each reflection in the context of the school's story. We believe that by writing we come to understand what we know and we wanted to make the learning lasting and visible to all.

Some teachers saw their problems as too large to deal with and their interventions too small to matter. Feedback gave them a better perspective. There is now increased trust among us. There is greater understanding of our accountability for the education of each child, and for supporting each other. We have given each other permission to succeed, fail and ask for help and there has been teamwork across learning domains in an atmosphere of respect and humility. In sharing our stories, we have learned from each other and increased our collective knowledge of what excellence in professional practice is. We have learned that cultural change requires champions who are fortified by academic research. Above all, it requires optimistic leaders who persist despite difficulties.

Day One Friday 16 May  
Concurrent Sessions: 1.30 pm – 3.00 pm  
Concurrent Session C2

### Gin Gin Alternative Pathways Program: Enhancing school improvement through professional practice and community engagement



**Presenters:** Mrs Emelie Gabbert and Mr Graham Maskiell

**School/Organisation:** Gin Gin State High School

**Position:** Head Of Department: Junior Secondary/Student Support, Teacher

#### National School Improvement Tool domains

9. School- community partnerships

#### Abstract

The Gin Gin Alternate Pathways program was initiated in 2009 to increase student employment outcomes and parent community engagement which had been identified by school data as being focus areas for improvement. The key areas were risk of disengagement from their learning, poor behaviour and attendance. GGAP's success was recognised at a state level in 2011 and nationally in 2012. We have now built a diverse range of community partnerships for teaching, training and work skilling our students, to improve their opportunities to find work.

The GGAP programme seeks to provide a high interest learning model delivered through practical contexts with essential literacy and numeracy skills embedded in these contexts. Selected students in Years 8, 9 and 10 are offered a variety of learning programs in accordance with EQ goals of differentiated learning programmes.

The course includes Vocational Education and Training frameworks of competencies that can lead to the awarding of certificates at the completion of Year 10 and into school-based traineeships/courses and apprenticeships for Years 11 and 12. The program adds another learning dimension to the senior academic program where a high OP has been achieved over a number of years.

The GGAP program has proved to be extremely successful with all students engaged and showing vast improvement in their social/emotional well-being, attendance, behaviour and

academic performance. In 2012 a Victorian and Queensland University joint research project, Pursuing Equity Through Rich Accountabilities (PETRA), confirmed the efficacy of the GGAP program as a school/community partnership in increasing performance and outcomes for all parties - students, families, community organisations and industry.

Sustainability and momentum are key issues driving the next phase of this program. This phase aims to combat poverty and disadvantage in our community through closely connected school/industry community partnerships which will build capacity for the whole community.

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Day One Friday 16 May  
Concurrent Sessions: 1.30 pm – 3.00 pm  
Concurrent Session D2

### Using the Quality Teaching Framework and the National School Improvement Tool Domains 7 and 8 to Select the Best School Data to Improve Student Learning



**Presenters:** Ms Sabreena Taylor and Ms Julie Dupuche

**School/Organisation:** NSW Department of Education and Communities, NSW, Advisor

**Position:** School Planning and Performance Advisor, Curriculum Advisor

#### National School Improvement Tool domains

7. Differentiated teaching and learning

8. Effective pedagogical practices

#### Abstract

The goal of school leaders and teachers is to provide the best quality learning experiences and environment for their students. There are a number of excellent tools available to support schools in this process but where to start: how to monitor progress and recognise success? The Quality Teaching Framework (2003) is a pedagogical model developed by James Ladwig and Jennifer Gore which extend the American 'authentic pedagogy' and the Queensland 'productive pedagogies' models. The framework provides a means to fully integrate quality assessment, learning and teaching practices.

It also provides a common understanding and language for teachers when discussing learning and teaching.

Student learning and engagement data, along with data defining school culture and pedagogical practices, can be used effectively to map student learning against the Quality Teaching framework and National School Improvement Tool domains of Differentiated teaching and learning (7) and Effective pedagogical practices (8). This process provides teachers with a rich, contextualised, evidence based framework to collect baseline data and measure the growth in their practice and the learning of their students. We will share our experience collaborating with leaders and teachers in over 100 schools where we investigated selecting the best quality data to improve student outcomes and teaching practice in the classroom and across the school.

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Day One Friday 16 May

Concurrent Sessions: 1.30 pm – 3.00 pm

Concurrent Session D2

### Developing Literacy Skills in the Foundation Years: Linking child development to the National Curriculum



**Presenters:** Mrs Kate Fischer, Ms Evelyn Terry, Dr Fiona Jones

**School/Organisation:** Brisbane Boys' College

**Position:** Foundation Year Teacher, Consultant Speech Pathologist, Consultant Occupational Therapist

#### National School Improvement Tool domains

4. Targeted use of school resources
5. An expert teaching team
7. Differentiated teaching and learning
8. Effective pedagogical practices

#### Abstract

In 2011 Queensland transitioned from a traditional preschool curriculum to the National Curriculum. At an independent boys' school, 78% of the students entering Foundation Year were below the literacy/fine motor developmental benchmarks. At the end of the year, 25% of the cohort was still below the benchmarks. Teachers requested support in

enhancing each child's development to enable participation in the formal literacy demands of the National Curriculum.

The leadership team recognised the need for consistent curriculum and evidence based teaching practice to increase the percentage of students attaining the benchmark level in literacy skills. An explicit teaching framework and intervention process was developed, trialled in 2011 and then implemented in 2012. Based on standardised data, it enabled differentiated teaching and learning as well as the targeted utilisation of school resources.

The Framework and intervention process were collaboratively developed by a Speech Pathologist, Occupational Therapist and the Foundation Year teaching team. Teachers accessed ongoing professional development to understand the sequence of skills to be developed and the structure required for scaffolded learning to occur.

In 2012, despite the increased benchmark levels due to the implementation of the National Curriculum, only 2.8% of the students were below the benchmark at the end of Foundation Year. In 2013 this data trend continued. The Framework has been modified following analysis and discussion of the longitudinal cohort and individual student data.

We will discuss the child development requirements for literacy learning in relation to the National Curriculum as well as the teaching structure developed.

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Day One Friday 16 May

Concurrent Sessions: 1.30 pm – 3.00 pm

Concurrent Session D2

### School Partnerships Using Critical Inquiry for Equity-Driven Evidence-based Improvement



**Presenters:** Ms Nerida Spina<sup>(2)</sup>, Ms Leisa Brandon<sup>(1)</sup>, Ms Karen Gaffney<sup>(2)</sup>, Mr Martin Brogan<sup>(2)</sup>, Mrs Trish Perrier<sup>(2)</sup>, Ms Lauren Horrell<sup>(2)</sup>

**School/Organisation:** QUT and Nambour State High School

**Position:** Research Associate

1. Research Associate, QUT
2. Teacher, Nambour State High School

## National School Improvement Tool domains

1. An explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning
4. Targeted use of school resources
5. An expert teaching team
8. Effective pedagogical practices
9. School- community partnerships

### Abstract

Australian schools are under pressure to improve student performance in a context of high-stakes accountability. Schools that are successful in improving students' learning in equitable ways do so through developing an inclusive organisational culture, where staff, students and parents are valued and treated with respect. This presentation is drawn from an ARC Linkage project, involving researchers from QUT and school leaders, teachers and students from six Queensland schools, to explore how a university-school professional learning community can develop evidence-based approaches to equitable school improvement.

The innovative project design involves the analysis and discussion of uses of various data to support schools in identifying areas for further improvement. Teachers and school leaders have adopted roles as co-researchers, who are involved in ongoing and systematic inquiries about student learning.

We present detailed descriptions of a number of action research projects designed and undertaken by teachers from Nambour State High School. Through their projects, these teachers have explored a range of approaches to improving literacy practices. These multiple case studies provide insight into the teachers' experiences of engaging in critical inquiry and the impact on their professional practice. A range of baseline data were collected and used by teachers to inform their action research, including external data (NAPLAN and senior school exit data) and data from the classroom (spelling tests, student work samples and student self-assessments). Each teacher collected data that was appropriate to their particular area of research, and conducted post-testing at the conclusion of the first round of research.

The project aims to both support school improvement through the use of targeted, evidence-based interventions designed by school staff, and to develop a new understanding of the processes involved in school improvement and the sharing of knowledge within, between and beyond schools.

Day One Friday 16 May

Workshop E2: 1.30 pm – 3.00 pm

## How Can a Professional Learning Team (PLT) Be Used to Increase Teacher Knowledge and Use of Feedback?



**Presenter:** Mrs Kate Copping

**School/Organisation:** Westgarth Primary School, VIC

**Position:** Leading Teacher

## National School Improvement Tool domains

1. An explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning
7. Differentiated learning and teaching

### Abstract

This research project investigated the use of professional learning teams (PLTs) as a professional development method to change teacher knowledge and practice regarding feedback. It was conducted in a Melbourne primary school with six research participants. These participants were teachers with varying years of experience, in the Year 3 and 4 area of the school.

The research was guided by examining three different areas. These explored teacher practices when providing feedback to students, teacher understandings of feedback, and the process of using a PLT for changing understanding and practice.

In the investigation quantitative and qualitative data was collected, compared and analysed. A structured observational survey (SOS) was conducted to examine the frequency of four types of feedback (task, process, self-regulation and self) used within the classroom, both pre and post intervention. An email interview was also used pre and post intervention to ascertain teacher understanding of feedback. A guided reflection was used after the final PLT, to record teacher responses and attitudes to the use of PLTs as a method of professional development.

Findings demonstrate positive change in both teacher practice and knowledge of feedback. The SOS data revealed an increase in purposeful feedback, and a decrease in non-specific

and negative feedback. Teacher responses from the interviews demonstrated a broadening of understanding of feedback. Teacher understanding of feedback developed with increased ability to define and use feedback effectively.

Teacher participants responded positively to the use of PLTs for professional development, reporting that participating in them was a supportive process and beneficial to the development of their professional knowledge and practice. Teachers increased in self-efficacy and believed their practice had changed as a result of the PLTs. The data collected demonstrates that the PLT method was successfully used to change teacher practice and knowledge of feedback.

Participants in the workshop will investigate the different types of feedback and practise using feedback. Participants will gain an understanding of how the PLTs were established and the development of increased teacher use and understanding of feedback.

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Day One Friday 16 May  
Concurrent Sessions: 3.15 pm – 4.45 pm  
Concurrent Session A3

### Developing Language Through the Arts



**Presenter:** Mrs Cindy Valdez-Adams

**School/Organisation:** Fairfield Public School

**Position:** English as a Second Language (ESL) or EAL/D Teacher

### National School Improvement Tool domains

- 3. A culture that promotes learning
- 7. Differentiated teaching and learning
- 8. Effective pedagogical practices
- 9. School- community partnerships

### Abstract

Newly-arrived EAL/D (English as an Additional Language and/or Dialect) learners, especially those from refugee backgrounds, need to feel safe and secure from the moment they step into their new school. There is also an immediate need to develop their oral interaction skills so that they can function and participate in mainstream classrooms. The New

Arrivals Program at Fairfield PS aims to assist students whose first language is not English to access the curriculum whilst developing their English language proficiency.

The program *Developing Language through the Arts* was created to provide students with opportunities to develop their ability to express and communicate their ideas through various art forms. Students were given opportunities to show their understanding of concepts and ideas through painting, drawing, sculpture, drama and dance. Partnerships with local organisations have also been made. Students attended Visual Arts and Drama workshops at Casula Powerhouse in 2013. In Term 4, Dance workshops taught by a volunteer Dance teacher were offered once a week, which will continue this year.

The major outcome of the program was a noticeable increase in the level of engagement and sense of achievement by the students. Throughout the process of creation the students were also developing confidence as English language users. Over 40 students, in Years 1 - 4 participated in the program. Upon arrival, 96% of the students were assessed on Level 1 in Oral Interactions, Beginning Level 1 in Reading and Responding, and Beginning Level 1 in Writing (based on the ESL Scales). All students improved in all areas by the time they exited the program, with 100% of the students improving by at least two levels in Oral Interactions, Reading and Writing.

This presentation will begin with a framework of some of the EAL/D pedagogy which has informed the program. It will then outline the teaching and learning strategies implemented to develop language through the Arts.

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Day One Friday 16 May  
Concurrent Sessions: 3.15 – 4.45pm  
Concurrent Session A3

### When EAL Pedagogy Is Not Enough: Identifying the influence of language delays



**Presenters:** Mr Benjamin Munday and Ms Theresa Bainy

**School/Organisation:** Holy Family Primary School

**Position:** Assistant Principal, Kindergarten Teacher

Theresa Bainy – Teacher

## National School Improvement Tool domains

1. An explicit improvement agenda
2. Analysis and discussion of data
8. Effective pedagogical practices
9. School- community partnerships

### Abstract

Holy Family Primary School is home to families from over thirty nationalities. Assessment results and classroom observations over time indicated that the complexity of students' language use and their habits for learning (such as focus, stillness, and managing impulsivity) were not developing through the grades as expected. Given this slow growth despite heavy emphasis on developing EAL pedagogy, an explicit plan was developed in 2013 to diagnose and then address the underlying causes of the problem.

The Record of Oral Language (RoL) assessment was administered to all Kindergarten students. More than a third presented as being significantly at-risk in language development. These students were then administered the CELF-4 Language Screener. All of these students scored below the criterion thus requiring a full assessment.

This raised the questions, did the results indicate a possible language delay or that students' EAL backgrounds meant the CELF-4 Screener was not a valid tool? A Speech Pathologist was engaged, and confirmed that the Screeners indicated language delays. As a control measure, the RoL and CELF-4 Screener were administered to students from EAL backgrounds who had normal first language development; the results showed typical EAL profiles quite different to the students at risk.

The Speech Pathologist conducted full language assessments on the at-risk children. All were diagnosed with language delays; more than half scored in the severe delay range for receptive language, expressive language or both. After class observation and analysis of class assessment data, these results were considered generalisable to all grades.

A systematic response was trialled in 2013 and implemented in 2014, integrating:

- team-teaching and professional learning led by the Speech Pathologist;
- a drama-literacy program to develop students' habits for learning as well as their ability to comprehend and communicate; and
- the literature based Bounce Back program enhancing resilience and well-being.

Day One Friday 16 May

Concurrent Sessions: 3.15 pm – 4.45 pm

Concurrent Session A3

## Glancing Through the Re-Introduction of English Literature in Malaysian Secondary Schools: Are the teachers ready?



**Presenter:** Mr Ashairi Suliman

**School/Organisation:** National University of Malaysia (UKM)

**Position:** Post-Graduate Student

## National School Improvement Tool domains

2. Analysis and discussion of data

### Abstract

English Literature in the Malaysian Secondary Schools context has evolved from being a core part of the English Language curriculum to a point of near-extinction only to re-emerge in the twenty-first century in a stronger form. In Malaysia, English Literature is aimed at developing language proficiency and nurturing the love for reading. Since 2000, English Literature was embedded in the English language syllabus and taught as a component of English language at the secondary-school level.

In August 2012, the Minister of Education announced the re-introduction of the English Literature subject in secondary schools, aiming at improving the education system. English Literature exposes students to a wide range of issues in the real world and broadens students' perceptions about other cultures and world views while improving their grasp of the target language. The proposal was documented in the Malaysia Education Blueprint 2013 to 2025 and will officially commence in 2016. This proposal has invited streams of mixed responses and concerns from various parties.

The study reported here provides an insight about the level of readiness among the, English teachers in terms of their pedagogical skills, proposed activities, and attitudes towards teaching Literature. To determine the levels of readiness, 320 English teachers in Sarawak, Malaysia were given questionnaires and 32 were interviewed to validate the findings. SPSS Version 21 was used to generate the findings. The results indicated that the English teachers had a high level of readiness in teaching Literature as a subject, although almost half the respondents were not aware of the proclamation. These English teachers

are prepared to act as the catalysts for working towards the improvement of Malaysia English Education. In conclusion, this study indicates that the proclamation may be a success if English Literature is well-designed and English teachers are fully-prepared to cater to the needs of Malaysian education system.

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Day One Friday 16 May  
Concurrent Sessions: 3.15 pm – 4.45 pm  
Concurrent Session B3

### Effective Differentiation: Changing outcomes in a multi-campus school



**Presenters:** Ms Yvonne Reilly and Ms Jodie Parsons

**School/Organisation:** Sunshine College, Victoria

**Position:** Educational Leader Maths and Numeracy, Educational Leader Curriculum and Pedagogy

#### National School Improvement Tool Domains

3. A culture that promotes learning
7. Differentiated teaching and learning

#### Abstract

The challenge of providing each student in a class with the opportunity to work at their own Zone of Proximal Development (ZPD), is often insurmountable to many practitioners. Our model not only alleviates the practical aspects of this challenge, but in addition, creates an environment where students believe that they can improve and where students are expected to identify and select the activity which is 'just right' for their learning requirements.

Sunshine College is a multi-campus Government secondary school located within the South Western Victorian Region. It was formed in 1991, following the reorganisation of six secondary schools and has an enrolment of approximately 1000 students. It is a culturally diverse school with more than fifty language backgrounds. The population, in general, suffers a high degree of disadvantage and a low socio-economic position, with an average Student Family Occupation (SFO) index of 0.8, and a school Index of Community Socio-Educational Advantage (ICSEA) value of 932.

In 2008, after several years of little or no improvement in data, the authors began to construct a numeracy program which would support the conceptual understanding of all students.

Prior to 2008, the majority of mathematics classes at Sunshine College were teacher centred, textbook driven curriculum and followed a traditionally recognised structure. Our longitudinal data (NAPLAN) shows whole school improvement not just where differentiated classes are delivered in the middle years, but beyond where students who have been through the program perform at VCE.

The Sunshine College numeracy program demonstrates that by providing students with various levels of tasks from which they can choose the most appropriate for their learning, within a culture that promotes a growth mindset and where improvement is valued more highly than absolute scores, excellent learning outcomes can be achieved by every student.

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Day One Friday 16 May  
Concurrent Sessions: 3.15 pm – 4.45 pm  
Concurrent Session B3

### Strategic Use of Data by Teachers to Differentiate the Learning Program and Improve Learning Outcomes



**Presenter:** Mr Timothy Newcomb

**School/Organisation:** Our Lady of Sion College

**Position:** Deputy Principal - Learning and Teaching

#### National School Improvement Tool domains

1. An explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning
5. An expert teaching team
6. Systematic curriculum delivery
7. Differentiated teaching and learning
8. Effective pedagogical practices

#### Abstract

The Our Lady of Sion College is constantly searching to improve student learning outcomes. It is believed that student learning could be enhanced through a strategic approach to differentiation and staff professional learning. VCE and AusVELS Progression Point results have been used as baseline data to focus on improved learning outcomes.

Two particular strategies have been used to increase student learning outcomes:

1. Whole school approach to differentiation
  - a. A strategic approach to setting achievement standards and developing assessment tools which provide for multiple levels of achievement
  - b. Analysis of AusVELS Reporting data
  - c. Development of an online Student Profile system on the College intranet which communicates key student learning data and allows for enhanced differentiation
  - d. Development of an online progressive reporting system and subsequent data use
2. Teacher professional learning
  - a. Teacher Professional Learning Teams involving research and evidence sharing
  - b. Development of a coaching program using a range of evidence tools
  - c. Use of data by teachers to inform pedagogy
  - d. Research into factors impacting on ATARs.

These two strategies have been underpinned by the use of data to provide clear goals, measurable targets and opportunities to celebrate success. Increased student learning outcomes are evident in VCE and AusVELS Progression Point results and the learning culture of the College is very strong. The curriculum is now more widely differentiated and the level of professional dialogue about student learning has increased.

Several aspects of the *National School Improvement Tool* have been adopted as part of the action taken. This has shown that teachers do want to research their practice and enjoy engaging in professional dialogue focussing on student learning data. A strategic approach to school improvement through the use of data can provide significant benefit for student learning.

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Day One Friday 16 May

Concurrent Sessions: 3.15 pm – 4.45 pm

Concurrent Session B3

### Enabling Authentic Student Voices: Children as researchers



**Presenters:** Mrs Maryann Malzer and Mrs Mathilda Joubert

**School/Organisation:** Quinns Baptist College and Swan Christian Education Association

**Position:** Principal and Education Consultant

### National School Improvement Tool domains

3. A culture that promotes learning
7. Differentiated teaching and learning
9. School- community partnerships

### Abstract

At Quinns Baptist College we were dealing with a dual challenge in 2013. Analysis of our performance data indicated that the rate of progress for our highest achieving students was slower than that of our lower achieving students. Despite a focus on in-class differentiation we needed to challenge our most able students more to develop their higher order thinking skills. At the same time we became aware of the need to give young people in our school a more authentic voice or agency over the things that really mattered.

*'Students can and should participate, not only in the construction of their own learning environments, but as research partners in examining questions of learning and anything else that happens in and around schools.'* (Edwards & Hattam, 2000)

To address both challenges we introduced a rigorous *Students as Researchers* programme for a group of our Gifted and Talented students that involved children learning primary research skills whilst researching a range of important issues within our school community. Students learnt to collect quantitative and qualitative data, to analyse both types of data, to interpret the data and to present their findings to an audience which included the Board of Governors, staff and parents.

As practitioner researchers ourselves, we collected data from the students, teachers and parents. Triangulated results demonstrate that the programme successfully developed student research skills, higher order thinking skills, social skills and personal skills. Our group of student researchers has subsequently been invited to become the Advocacy Group to the WA Commissioner for Children and Young People in 2014. This involves them researching children's views more widely across our community this year. As a school we have learnt to shift the voice of children from the *consulted* voice to the *significant* voice and are now aspiring to normalise a culture of inquiry across the school.

### Reference

Edwards, J. & Hattam, R. (2000), cited in Ruddock, J. (2006). *Pupil voice is here to stay!* Qualifications and Curriculum Authority: [www.qca.org.uk/futures/](http://www.qca.org.uk/futures/)

Day One Friday 16 May  
Concurrent Sessions: 3.15pm – 4.45pm  
Concurrent Session C3

### Creating a Maths Community on WhatsApp: How the school has improved



**Presenter:** Mr Ahmet Durgungoz  
**School/Organisation:** University of Nottingham, UK  
**Position:** Researcher

#### National School Improvement Tool domains

- 3. A culture that promotes learning
- 8. Effective pedagogical practices

#### Abstract

Karaksi Anatolian High School is located in the province of Hatay, Turkey. All students come to school from different parts of the city and many of them do not live close to one another. Some teachers and students have suggested that this lack of proximity prevents them from feeling part of the school community.

This study is aimed at using social media applications to determine whether it is possible to foster a sense of community focused on learning and teaching at Karaksi Anatolian High School. Social media could allow teachers and students to interact, not only by text-based conversations, but also by using videos, pictures and cartoons as a means of communication. This would create a sense of community away from the formality of the classroom, where students and teachers could freely communicate anytime and anywhere.

In order to explore the advantages and disadvantages of using a social media application an instant messaging service named WhatsApp has been used by a mathematics teacher and his 22 students for two months at Karaksi Anatolian High School. So far, 9778 messages have been sent and 572 mathematical questions have been solved. The nature of the conversations of the online group, and the interviews that were held with the students and their teacher, have been analysed using Nvivo 10. Results have shown that social connections, teaching, and the cognitive presence of the teacher have played an important role in sustaining this group. Students also reported that they felt closer to their teacher and engaged more with the mathematics lessons and their homework.

Before forming the online group the rate of interaction between students outside school was limited but since the formation of the group the rate of interaction has increased dramatically which has enabled students to know one another better and collaborate in solving mathematics problems.

Day One Friday 16 May  
Concurrent Sessions: 3.15pm – 4.45pm  
Concurrent Session C3

### Improving Numeracy Outcomes: Findings from an intervention program



**Presenter:** Ms Michaela Epstein  
**School Organisation:** Chaffey Secondary College  
**Position:** Numeracy Coordinator

#### National School Improvement Tool domains

- 2. Analysis and discussion of data
- 4. Targeted use of school resources
- 7. Differentiated teaching and learning

#### Abstract

Chaffey Secondary College is a public secondary school with 630 Years 7-10 students. Three-quarters of the students are distributed across the lowest two quarters of the Index of Community Socio-Economic Advantage and average attendance sits at 83%. Twelve percent of students are of Indigenous background and nearly one in four (23%) are from a non-English speaking background.

Recent standardised On Demand scores in Number and NAPLAN Numeracy data have highlighted a need for improvement across the school. Data analysis has shown numeracy achievement to be low, with minimal progress occurring. In addition, the school has had difficulty in attracting sufficient numbers of qualified mathematics teachers.

In 2012, school leadership recognised that an intervention program was needed. They decided to implement a Numeracy Program, with the aim of providing effective and targeted support for students whose data indicates that they are below expected levels. There is benefit associated with increased class time in mathematics that even accrues to other subject

areas. Now in its second year, the Numeracy Program provides three additional 48 minute sessions of mathematics per week for participating students. The program has one class in each of Years 8 to 10 and consists of approximately eleven students per class.

Numeracy teaching staff meet regularly to discuss program goals, student progress and to share ideas and planning. Across all classes there has been emphasis on building number and problem solving skills, literacy comprehension and self-confidence. Planning for each class has further developed based on the learning needs of the particular cohort of students.

To evaluate the Numeracy Program, a range of qualitative and quantitative data is being collected during Term One 2014 (and beyond). Three focus areas of the data collection and analysis are: numeracy achievement, engagement in the program and attendance at numeracy classes. Initial findings and recommendations will be discussed.

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Day One Friday 16 May

Concurrent Sessions: 3.15 – 4.45pm

Concurrent Session C3

### Team Teaching: Changing the culture in senior secondary Mathematics classrooms



**Presenters:** Mr Jason Loke and Miss Amanda Watkin

**School/Organisation:** Australian Science and Mathematics School

**Position:** Senior Leader, STEM Learning/Teacher

#### National School Improvement Tool domains

2. Analysis and discussion of data
4. Targeted use of school resources
5. An expert teaching team

#### Abstract

Traditional mathematics education in senior secondary schools focuses on individual student's engagement with textbook driven, didactic teaching approaches. Contrasting this with current trends in educational practice for the twenty-first century sees a growing disparity between this traditional

pedagogic approach and the modern classroom. Adaptive practices are needed to ensure continued engagement, and success, in mathematics subjects. Unsatisfactory school attendance rates as a measure of a student's longitudinal engagement, and reflective statements from alumni, highlighted a need to change the learning culture. Combining the expertise of two mathematics teachers and their classes, at both a Year 11 and 12 level, provided this opportunity.

Although traditionally driven by a systemic performance orientation, fuelled by entrance ranking systems for tertiary study, the focus of this pedagogic approach deviated from improving academic achievement to increasing engagement and resilience in senior secondary mathematics education. It was hypothesised that these elements would increase through a differentiated teaching and learning program: semi-structured peer interaction, online and technology rich resources, mentoring, relational approaches to student learning, and structured team teaching. Preliminary analysis of student feedback obtained through pre/post surveys (structured using domains 2, 3, and 4 of the Teaching for Effective Learning Framework), teacher facilitated focus group discussions, and anecdotal comments, suggests students' enjoyment and engagement in mathematics has increased as a result of team-teaching approaches whilst academic achievement has been maintained. Unexplained absences have halved.

Now in its third year of implementation, team teaching has spread beyond the mainstream mathematics classroom to encompass more than 60% of the Year 12 classes being offered at the Australian Science and Mathematics School. This presentation will highlight specific structures used, system-wide changes required to facilitate team pedagogies, and reflective dialogue with participants about the advantages and pitfalls of engaging with team teaching in a senior secondary context.

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Day One Friday 16 May

Workshop D3: 3.15 pm – 4.45pm

### Making Schools Great Through Teacher Learning Communities and Peer Mentoring



**Presenters:** Mr John Thompson and Mr Mark Sivills

**School/Organisation:** Don College, TAS

**Position:** Principal, Maths Area Leader

## National School Improvement Tool domains

3. A culture that promotes learning
8. Effective pedagogical practice

### Abstract

Over the last 12 months, we have implemented a number of initiatives at Don College. These have included the development of focussed Teacher Learning Communities in Maths, Science, Health and English. The focus of the Maths and Science team was based on the work of Dylan William. Staff have been provided with the support and space to embed Assessment for Learning techniques in their lessons, and a Peer Mentoring program (based on the work of William, Lamb & Hattie) for Year 11 and 12 students.

In the workshop, the Principal of Don College will firstly introduce staff to take control of their professional development, utilising the research of Fullan. Also, an overview of the Teacher Learning Community model providing data on impact on staff development, evaluation of teaching practices and improvements in student outcomes will be presented. The data sets will include student and staff feedback surveys and end of year achievement profiles.

The main part of the workshop will consist of an interactive demonstration by the Maths Area Leader, Mark Sivills, with some of our Assessment for Learning activities we have implemented, where participants will actively engage in the use of mini-whiteboards to provide immediate feedback.

- no-hands-up rule
- think-pair-share
- increasing wait time
- bouncing questions and using 'might'
- comment only marking
- ABC plenaries
- exit passe;
- hinge questions and more.

Finally, we will look at how to implement a Peer Mentoring programme where we will present the results of action research projects conducted at Salford City College in the UK, and the outcomes of running a Peer Mentoring programme at Don College in Tasmania. We hope to have an open discussion with participants about how to set up their own programs.

The Principal will close by outlining the support and guidance school management can provide to allow individual teachers to embark on self-improvement, and to realise their individual potential.

Day One Friday 16 May

Workshop E3: 3.15 pm – 4.45 pm

## Sarah Redfern High Travelling the Unknown Road of Managing Complex Changes to Improve Student Learning Outcomes



**Presenters:** Ms Karen Endicott and Ms Margaret Downey

**School/Organisation:** Sarah Redfern High School, NSW

**Position:** Principal, Head of Middle School Learning

## National School Improvement Tool domains

1. An explicit improvement agenda
3. A culture that promotes learning

### Abstract

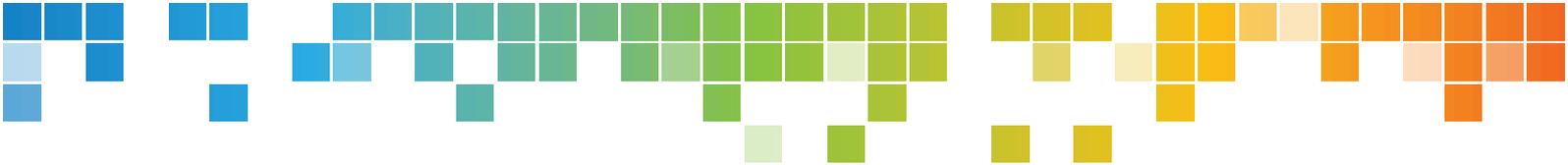
Sarah Redfern High School (SRHS) was losing enrolments and had limited value added to student outcomes. The school has consequently undergone major reform both in the school and in the community. The management of complex change, and the role of leadership in rebuilding a culture over the last four years, has been an unknown journey. Through sharing this journey, the issue of changing, culture and mindsets amidst a shift in the school demographics will be discussed.

In 2009, a whole school review was undertaken which resulted in strategic changes which were implemented over four years. These included: a new management structure; new curriculum; Stage 4 Middle School; Stage 5 Curriculum; and Stage 6 three streams of study comprising Work Ready/Academic/Vocational Education to meet the diverse needs of our students.

The participants will have the opportunity to travel road SRHS's road through their data collection and research resulting in change and improvement in the mindset of staff parents and students. Participants will be involved in a variety of activities that they could use at their school to collect evidence.

Outcomes Achieved to Date:

- Development of a strategic marketing plan to increase student enrolments and change community perceptions resulting in a continual increase in student enrolments during the last three years
- Improvement in Literacy and Numeracy results with some



areas above state average Improvement of ASTI Literacy and Numeracy results

- All staff trained in 4MAT and use the framework for planning and developing curriculum across all stages
- Innovative management structure developed and implemented with a focus on achieving quality teaching and learning throughout the school, and building leadership capacity of staff
- Implementation of selective Stage 4 class in 2014.

The school has been the recipient of many awards including the; DEC DG Award for its Minto Community of schools, Met South West regional Award for Literacy, Numeracy as well as Leadership and Management. The schools journey was documented in *Education Review* in 2012.

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Day Two Saturday 17 May

Concurrent Sessions: 11.00 am – 12.30 pm

Concurrent Session A4

## Using Technology to Align Curriculum, Pedagogy and Assessment in Senior Secondary Mathematics



**Presenters:** Dr David Leigh-Lancaster and Miss Karen Reid

**School/Organisation:** Victorian Curriculum and Assessment Authority (VCAA), Broadford Secondary College, VIC

**Position:** Mathematics Manager/Mathmatica Trial for VCAA Methods, Year 12 Coordinator

### National School Improvement Tool domains

1. An explicit improvement agenda
2. Analysis and discussion of data
6. Systematic curriculum delivery
8. Effective pedagogical practices

### Abstract

During 2011 to 2013 teachers and students from five schools worked with the VCAA in a trial to align curriculum, pedagogy and assessment in senior secondary mathematics using the computer algebra system (CAS) *Mathematica* as the enabling technology.

The trial involved developing a community of practice for implementation of the mainstream function, algebra, calculus and probability subject: Mathematical Methods (CAS). *Mathematica* was used as teaching and learning tool, for working mathematically and in assessment. The digital technology provided a powerful stimulus for changing pedagogical practice and ways of managing the learning environment, as well as developing new resources including digital school-based activities and assessments.

The trial involved substantial professional learning, ongoing and active use of a discussion board for professional dialogue, and the development and sharing of resources. Students undertook coursework assessment and their final examination in a digital environment. The examination used *Mathematica* notebooks to provide a digital structure and medium for delivery, running and student response. This model was constructed by Wolfram Research according to VCAA design and operational requirements, and informed by feedback from teachers and students during the trial.

Data has been gathered about effective and robust practices (and limitations) in a digitally active environment intended to align curriculum, pedagogy and assessment. This presentation will report on qualitative and quantitative aspects of implementation from the view of the professional practice of a teacher involved in the trial, and the VCAA. This will include teacher narrative, examples of new practice, and some preliminary meta-analysis of student work.

The VCAA has expanded implementation to a further five schools for 2014 to 2016. An important aspect of this will be to draw on the experience and expertise of the original community to inform and support the professional practice of those newly involved in implementation, as well as ongoing refinement of the model.

Day Two Saturday 17 May  
Concurrent Sessions: 11.00 am – 12.30 pm  
Concurrent Session A4

## Podcasting Internationally to Improve Speaking, Listening and Idiomatic Usage When Learning a Foreign Language



**Presenter:** Mrs Carmen Anders

**School/Organisation:** St Rita's College

**Position:** Head of KLA - Languages

### National School Improvement Tool domains

1. An explicit improvement agenda
3. A culture that promotes learning
4. Targeted use of school resources
5. An expert teaching team
6. Systematic curriculum delivery
8. Effective pedagogical practices
9. School- community partnerships

### Abstract

This Podcasting Project offers an idea about how to help students in Australia learn a foreign language with the colloquial language used daily in every day conversation as well as the changes occurring in the foreign language. The Project caters for these changes and indicates a direct link to the improvements students experienced in their speaking and listening skills while participating in the podcasting project.

The presentation will give an outline of the project, what technical devices were used, the outcomes that were discovered, the hurdles as well as the solutions encountered, and how this project can be improved in the future. The presentation will also show evidence of how students improved speaking a foreign language in a one year duration of the project.

Day Two Saturday 17 May  
Concurrent Sessions: 11.00 am – 12.30 pm  
Concurrent Session A4

## Teachers Driving Asia Literacy in Australian Schools: What works?



**Presenter:** Dr Eeqbal Hassim

**School/Organisation:** Asia Education Foundation

**Position:** Senior Manager, Research and Curriculum

### National School Improvement Tool domains

1. An explicit improvement agenda
3. A culture that promotes learning
4. Targeted use of school resources

### Abstract

The world is changing rapidly with Asia's growing prominence and dominance. Deep and meaningful engagement with Asia is essential to the creation of sustainable and shared futures within the region and beyond. The fostering of Asia-relevant capabilities is, therefore, an important goal for Australian schooling, which contributes to the broader development of individuals with the knowledge, skills, understandings, behaviours and dispositions to live as active global citizens.

The Asia Education Foundation (AEF) has developed a research series called *What Works*, which explores how Australian teachers are driving curriculum, pedagogic and whole school renewal towards more Asia-literate schools. For example, in a recent publication: *Schools becoming Asia literate: What works?*, 93% of the project leaders ( $n=335$ ) involved in the *Becoming Asia Literate: Grants to Schools* (BALGS) project (2009 - 2012) indicated there had been improved teacher capacity as a result of the project. Most of the project leaders were teachers and 95% reported that their work had resulted in an increase in students' knowledge, skills and understanding about Asia. Moreover, 90% of the project leaders considered their initiatives were sustainable beyond the period of funding.

Using key findings, illustrations and theoretical frameworks from the *What Works* series, this presentation will highlight how teachers can drive change for Asia literacy. Key lessons to be explored include the importance of using and sharing evidence-informed practice, distributed leadership, teacher

collaboration towards a common goal, targeted use of school resources, and developing a moral imperative for Asia literacy. The presentation will also familiarise teachers with 'where to next' in developing students' Asia-relevant capabilities.

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Day Two Saturday 17 May

Concurrent Sessions: 11.00 am – 12.30 pm

Concurrent Session B4:

### Teacher Feedback: Creating a positive culture for reform



**Presenter:** Ms Peta Ranieri

**School:** John Wollaston Anglican Community School

**Position:** Teacher/Head of Arts Learning Area

#### National School Improvement Tool domains

1. An explicit improvement agenda
3. A culture that promotes learning
5. An expert teaching team
8. Effective pedagogical practices

#### Abstract

John Wollaston is a K-12 Anglican School in Perth's southern suburbs. With a 2014 school-wide focus of 'School Improvement', *Teacher Appraisal and Feedback* was identified as a key area for accomplishing whole school reform.

Teacher reflexivity has been identified as a crucial aspect of feedback and that the biggest effects on student learning occur when teachers become learners of their own teaching. To take advantage of the benefits of focused introspection for teachers, a programme of classroom visits was developed to provide opportunities for teachers to observe and learn from each other; provide a tool for self-reflection and encourage professional dialogue. The programme allowed consistent access to feedback and considered research. The research showed that one of the biggest factors to make a positive difference to student outcomes was when schools had teachers with 'high social capital', measured as the frequency and focus on conversations with peers that centred on instruction, and was based on feelings of trust and closeness.

Recognising that reform policy and strategy will not work effectively unless embedded in a culture where teachers are motivated to learn from the process, a survey was conducted to review existing attitudes regarding feedback, classroom visits and peer review to inform the design of the programme. This survey showed that almost all teachers (86%) felt they had very little/no feedback on their teaching outside of the formal appraisal system, that there was a strong desire for greater opportunity to discuss their teaching with others (75%) and a high proportion of teachers associated classroom visits with negative feelings such as 'fear' and 'anxiety'.

The presentation will detail the survey findings, outline the design of the teacher visits program – including how the feedback programme aligns with the School's formal appraisal practices and addresses elements of the National School Improvement Tool – and any initial outcomes and challenges of the early stages of its implementation.

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Day Two Saturday 17 May

Concurrent Sessions: 11.00 am – 12.30 pm

Concurrent Session B4

### Reflective Practice in Classroom Teaching for School Improvement



**Presenter:** Professor Nicholas Sun-Keung Pang

**School/Organization:** The Chinese University of Hong Kong

**Position:** Professor

#### National School Improvement Tool domains

1. An explicit improvement agenda
2. Analysis and discussion of data
5. An expert teaching team
8. Effective pedagogical practices

#### Abstract

The Hong Kong Education Commission (2000) published: *Learning for Life, Learning through Life: Reform Proposals for the Education System in Hong Kong*. This publication emphasised the importance of professional learning and development of teachers. The aims of this paper are to review the reflective practice of teachers and to examine how teachers' reflective

practice accelerates professional development, student learning, and hence school improvement.

The data for this study was collected from the project entitled: *From Assessment for Learning (AfL) to Promoting Self-regulated Learning in Early Childhood Education (Kindergarten & Lower Primary Levels) 2008 - 2010*, funded by the Quality Education Fund (QEF) in Hong Kong. Situated practices of 34 teachers were examined from the participating 10 kindergartens and 10 primary schools. The two research questions were:

- What is the work of reflective practice for teaching and learning?
- How does the reflective process operate in relation to professional learning and development?

Findings show that reflective teachers have acquired the pedagogical strategies related to assessment-for-learning, and the skills to overcome the existing difficulties and constraints. Commonly, the identified problems in teaching were related to student diversity, misunderstanding instructions, insufficient self-evaluation concepts, lack of interactive communications, inadequate support from peers and weak learning evidence.

The conclusion argues that reflective practice accelerates experiential learning, and hence professional learning, by changing the mindset of the reflectors. It is the levelled reflection that can ensure a positive influence on quality teaching and learning. Reflective teaching should be more encouraged and emphasised in the school improvement process in Hong Kong.

The core proposition and the findings of this study implies that teachers can play a significant role in assuring the quality of classroom teaching and learning and drive the continuous process of school improvement through professional development, curriculum development and school development.

Day Two Saturday 17 May

Concurrent Sessions: 11.00 am – 12.30 pm

Concurrent Session B4:

## Developing Grit, Tenacity and Perseverance in Learning Mathematics



**Presenter:** Ms Linda Shardlow

**School/Organisation:** MLC

**Position:** Head of Mathematics

### National School Improvement Tool domains

3. A culture that promotes learning

#### Abstract

Over the last few years, teachers of mathematics have noticed that increasing numbers of our students do not seem to positively respond to the various challenges that a subject like mathematics offers. A lack of 'stickability' and 'grit' in their learning approaches have meant they give up more easily in the face of challenge and look for comfort in their learning in order to protect their short-term perceptions of themselves as successful students rather than embrace dispositions and opportunities to increase their reach in the subject in the long term.

In 2013, the US Department of Education released a report titled *Promoting Grit, Tenacity and Perseverance – Critical Factors for Success in the 21st Century*, which stated that content knowledge is not enough to guarantee students' success in the learning of mathematics any more. To achieve success, students need to be able to be fluent in their grasp of standard skills and processes, understand how to apply these across contexts, recognize when to apply them, creatively use their learning to problem solve and develop sufficiently sophisticated reasoning skills to articulate their thinking and justify their responses.

We know the quality of teaching is a powerful influence on student outcomes. We also know that what the student brings to the table in terms of their own learning approach (ability, dispositions, mindsets) is of the utmost importance in determining achievement.

At Methodist Ladies' College, we have deliberately and purposefully taken steps to try and improve our students' capacity to be more persevering, resilient and growth-mindset

learners. This presentation will outline the various measures we have been trialling and what we have noticed about the effects of these measures on our students' learning in mathematics.

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Day Two Saturday 17 May

Concurrent Sessions: 11.00 am – 12.30 pm

Concurrent Session C4

### Raising the Bar: School Improvement in action



**Presenters:** Ms Beth Gilligan, Mrs Selina Kinne, Mr Andrew Pritchard, Ms Kate Longey, Mr Fred O'Leary

**School/Organisation:** Dominic College

**Position:** Principal, Teacher, Teacher, Teacher, Teacher

#### National School Improvement Tool domains

3. A culture that promotes learning

#### Abstract

Dominic College is a K-10 school in Hobart that has been involved in developing a new culture that promotes learning. Five years ago a culture of 'near enough is good enough' existed for both students and staff. Student aspirations and expectations of students were low, and the management of student behaviour inconsistent. Teacher morale was low and learning was not a priority.

The College leadership considered research on school turnaround and began a journey to change the culture and climate of the school. Teachers believed in the centrality of relationships and this became the basis for school improvement. The school is now going from 'good to great'.

The College addressed its significant behaviour management and attendance issues through the School Wide Positive Behaviour Support framework, with a range of initiatives promoting high expectations and standards. The implementation of a Safe School framework and a Pastoral Program building student resilience was in a response to the ACER Emotional and Social Wellbeing data.

The school established the Magone Program, a major intervention program for disengaged students at risk of failure and dropping out of school. It is a goal-based program, based on a 'Conscious Competence Learning Model' and 'Circle of

Courage' resilience model. Improving work ethic has been a focus through a reporting system implemented on work ethic based on Martin Seligman's positive psychology and the USA's KIPP Schools.

A leadership restructure enabled the establishment of teaching and learning drivers, the development of a standardised curriculum, a shared language about what constitutes powerful learning and teacher professional learning. After a successful 2013 trial, teachers will be involved in collegial classroom observations in a commitment to improve pedagogy.

We will share the strategies and tools we have used and continue to use to embed deeply a culture focussed on the promotion of learning.

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Day Two Saturday 17 May

Concurrent Sessions: 11.00 am – 12.30 pm

Concurrent Session C4

### Closing the Skills Gap: An analysis of a school improvement agenda for incarcerated youth

**Presenters:** Mr Neil Lloyd and Mrs Andrea Hayes

**School/Organisation:** Brisbane Youth Education & Training Centre

**Position:** Deputy Principal/ Head of Department - Curriculum

#### National School Improvement Tool domains

1. An explicit improvement agenda
2. Analysis and discussion of data
9. School - community partnerships

#### Abstract

Students in youth detention centres typically have significant gaps in their literacy and numeracy skills compared to their mainstream peers. In most instances these decrements are so profound that they limit the capacity of young offenders to cope with the literacy demands of everyday life. The mean reading age of detained youth in Queensland is 9.5 years (mean age 15.8 years) and 81% of students are only performing at ACSF Level 1 or 2. Addressing the critical skills gaps which contribute to this under performance is problematic in a detention centre as students often have comparatively short enrolment periods. Nevertheless, successful interventions are possible and students can make rapid progress in short periods with highly effective pedagogy, quality resources and the effective utilisation of data.

The challenge for the Brisbane Youth Education and Training Centre (BYETC) was to develop and implement an improvement agenda which would see teachers working in a more targeted manner with students to address specific literacy and numeracy deficits. The resulting intervention was a school-wide reform of pedagogy, a focus on the use of data, and the development of targeted curriculum resources. BYETC collects data on students in a broad range of literacy and numeracy domains leading to the development of a 'skills gap' plan for every student. Teachers teach to the gaps and monitor and report on student progression. Skills gap plans are curriculum-based, meaning there is a clear link between the gaps being addressed and the course work being undertaken by students. The improvement in student outcomes has been significant with a 52% increase in the number of literacy modules being awarded to students at ACSF Level 3 and a 25% increase in numeracy outcomes at the same level. There have also been a number of unforeseen benefits such as the school having an increased capacity to develop resources which directly improve student learning.

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Day Two Saturday 17 May

Concurrent Sessions: 11.00 am – 12.30pm

Concurrent Session C4

### Teachers' Reflections on Employing Co-operative Learning in the Saudi Classroom



**Presenter:** Dr Abdulrahman Algarfi

**School/Organisation:** King Khalid University

**Position:** Curriculum Department

### National School Improvement Tool domains

9. School- community partnerships

#### Abstract

Change can be stressful and our natural reactions are often fear, anxiety or resistance, which can explain why we sometimes think about change and do nothing. Fullan (2001) claimed that the lack of the skills needed, and the lack of the knowledge about the need for change, are two significant barriers that might prevent educational change. This study explored two teachers' point of view regarding a new pedagogical practice in their classroom. It examines and describes the shift from current

methods of learning and teaching to those possible within a cooperative learning framework.

The study was conducted in one secondary school in Saudi Arabia. Two experienced male teachers participated in the research. Both teachers completed a 10-hour professional development programme to develop their knowledge, skills and understanding of cooperative learning methods. The programme was a combination of the transformative and training models which helped teachers update their skills related to the new teaching approach but also served as a means of supporting educational change.

Individual semi-structured interviews with both teachers took place at four points across the research period: before and after the training programme, and in the middle and end of the implementation stage. Both teachers kept a reflective audio log.

Both teachers admitted that their instructional role prior to implementing cooperative learning was to transmit information and direct the learning toward the pupils. By the end of the implementation stage, they expressed positive views about the new method and they were enthusiastic to continue to use it in the future. However, data showed that they had some concerns regarding the proposed change in their teaching method. This concern appeared in many forms before, during and after using cooperative learning. As stated by Teacher A:

"We need as teachers re-preparation especially in these skills before we transfer them to our students... Teachers need to master these skills first, then they can educate them to their students." (Interview 4)

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Day Two Saturday 17 May

Concurrent Sessions: 11.00 am – 12.30 pm

Concurrent Session D4

### School Cultures and School Effectiveness



**Presenter:** Mr Matthew Weston

**School/Organisation:** Guildford Grammar School

**Position:** Teacher of Philosophy and Ethics and Boarding Coordinator

### National School Improvement Tool domains

3. A culture that promotes learning

## Abstract

There is a clear and strong relationship between school culture, school effectiveness and school improvement. The culture within a school, that is the ritualisation of its values and attitudes, maximises its effectiveness when it is growing, changing and improving. The word culture is synonymous with 'life' or 'living' and just as the students within our schools live, grow and improve, so does the culture of the school. Schools are in many ways living organisms that need nurturing, direction and care and effective school leaders will acknowledge and assist with the protection and support for all aspects of its life. Just as the human body is made up of several systems that perform different roles in different ways, so too is the culture of a school. An effective school leader will align the subcultures within a school to a holistic purpose and in doing so maximise its effectiveness.

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Day Two Saturday 17 May

Concurrent Sessions: 11.00 am – 12.30 pm

Concurrent Session D4

### iStar: A whole school language for connected practices



**Presenters:** Mrs Ruth Proslmeyr, Mrs Helen Coyle, Mrs Cheryl Parkin

**School/Organisation:** Western Australian Primary Principals' Association, Bullsbrook K-12 College, Piara Waters Primary School

**Position:** Professional Learning Manager State Wide, Associate Principal, Principal

### National School Improvement Tool domains

1. An explicit improvement agenda
3. A culture that promotes learning
5. An expert teaching team
8. Effective pedagogical practices

## Abstract

Getting into classrooms with colleagues to develop and grow our professional practice together, is acknowledged as an effective whole school strategy for improving teaching for learning. But a pre-requisite has to be a shared knowledge and understanding of effective pedagogies, and a common language of teaching for learning. School leaders' feedback, our base line evidence and cause for action, reported the continuing struggle to agree on a common language to assist the collaboration for the improvement of professional practice.

For almost two years the following were typically questions for which school leaders across Western Australia have been seeking solutions, through school based action learning, in collaboration with the Western Australian Primary Principals' Association (WAPPA) Professional Learning Services:

- Do we have a shared knowledge and understanding of teaching and learning?
- Do we have an agreed discourse frame for teaching and learning?
- Do we use that knowledge and discourse frame to learn more together about effective teaching and learning?
- What common language do we adopt to explore what we don't yet know and discover solutions that might be out there?

Consequently, a pedagogical mind frame and a common language, has been created and trialled by WAPPA Professional Learning Services, in partnership with schools, to support a whole school discourse for teaching and learning. This mind frame and language is known as iStar. The simple acronym, iStar: *inform – inspire, show – share, try – transfer, apply – act, and review – revise*, promotes a meta analysis of effective classroom practices and a language for everyone to collaborate on practice improvement.

The outcomes at this early stage are that iStar is assisting a robust whole school model for collaboration on practice improvement at three levels: within classrooms, between classrooms and across classrooms. Two schools will share their learning journey. The long term benefits, improved professional practices and improved learning outcomes for students, is yet to be tested.

Day Two Saturday 17 May  
Concurrent Sessions: 11.00 am – 12.30 pm  
Concurrent Session D4

### Teacher Observations Program in Schools



**Presenter:** Mr Gareth Heron

**School/Organisation:** Parafield Gardens High School / DECD SA

**Position:** Contracted teacher and mentor

### National School Improvement Tool domains

8. Effective pedagogical practices

#### Abstract

Parafield Gardens High School is in a northern suburb of Adelaide with a considerable degree of disadvantage in our community and student cohort. Data from various sources e.g. NAPLAN, SACE completion etc. indicated there was a need to improve student engagement and success and improve learning outcomes. A critical factor identified for the improvement of learning outcomes was teaching and classroom practice. Questions of interest included:

- How could we improve teaching and share pedagogy as a professional teaching community?
- How could we engage teachers to actively reflect and share their practice?

In the 2011 and 2012 the school used the Teaching for Effective Learning (TfEL) framework created by DECD in a voluntary observation process. In 2013 we wanted to create a systemic observation process. This presentation will outline aspects of this process and journey. The resultant observation process included video taping of lessons, creation of online student surveys, sharing and discussion of teaching programs and assessment practices. A 'Portfolio of Excellence' was created using short one to two minute video clips depicting effective practice/routines in classrooms. This process will be continued in 2014.

Day Two Saturday 17 May  
Workshop E4: 11.00 am – 12.30 pm

### Developing Rubrics and Guttman Charts to Target All Students Zones of Proximal Development



**Presenters:** Miss Holly Bishop and Miss Bree Bishop

**School/Organisation:** Westgarth Primary School, VIC, Carwatha College P-12, VIC

**Position:** Grades 3 to 6 Co-ordinator, Numeracy Co-ordinator

### National School Improvement Tool domains

1. An explicit improvement agenda
2. Analysis and discussion of data
6. Systematic curriculum delivery
7. Differentiated teaching and learning
8. Effective Pedagogical Practices

#### Abstract

After completing a Clinical Assessment module at the University of Melbourne, I became passionate about using assessment data to target all students' exact zones of proximal development (ZPD). This coincided with the introduction of AusVELs (Australian Curriculum/Victorian Essential Learning Standards). My colleague and I identified the need for there to be a program available that would allow teachers to assess students developmentally, determine their exact point of need, and differentiate their learning according to their ZPD.

We created developmental continuums for each of the dimensions of the AusVELs Mathematics domain. We were able to assess students against the developmental continuums and use the Guttman Charting strategy to determine the students' ZPD.

When initiating a learning sequence in Place Value, we were able to provide the students with developmental continuums for their level. These included markings showing what skills they could perform correctly, their next steps for deep understandings of all skills required for the next level. This enabled the students to create specific and appropriate learning goals, it was a tool for reflection, and elicited intrinsic motivation for their learning sequences. Post testing results

revealed 63% of students had progressed to the next level in AusVELS with the remaining 37% of students requiring only one skill to progress to level 5 of AusVELS. All students made significant progress and demonstrated increased engagement.

During this workshop teachers will learn how to:

- create a developmental rubric around the topic of time for level 4 AusVELS.
- create a piece of assessment that will test students against the Rubric
- create a Guttman Chart from assessment results
- analyse data in a Guttman Chart to find students ZPD
- group students according to their needs
- plan a sequence of activities to meet individual needs
- facilitate students tracking their own progress, designing learning goals and reflecting on their learning.

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Day Two Saturday 17 May

Concurrent Sessions: 1.30 pm – 3.00 pm

Concurrent Session A5

## Changing the Traditional Pedagogical Approach to Mathematics Instruction



**Presenter:** Mr Rhys Coulson

**School/Organisation:** Serpell Primary School

**Position:** Assistant Principal

### National School Improvement Tool domains

5. An expert teaching team
7. Differentiated teaching and learning
8. Effective pedagogical practices

### Abstract

Serpell Primary School is a dynamic, thriving learning community of 1030 students from diverse cultural and linguistic backgrounds. The school community is committed to educational excellence and personal growth as evidenced by the 114 students attending additional Mathematics classes outside school hours.

Serpell was recently ranked third overall in the nation-wide NAPLAN results for government primary schools. Whilst strong numeracy/mathematics results could be attributed to effective mathematics teaching, a review of teachers' mathematics planners revealed an almost uniform-like template that lacked any variation of pedagogical practice. Work programs demonstrated a strong emphasis on procedural teaching techniques (i.e. showing rules) rather than conceptual understandings which questioned teachers' understanding of effective pedagogical practices for mathematics education.

With the expert guidance of Professor Mike Askew, staff planned and implemented a Professional Learning Program designed to develop teachers' mathematical pedagogical content knowledge through mathematical reasoning and problem solving. The Professional Learning Program used a combination of after-school professional development about conceptual understandings, expert/teacher modelling, real-time coaching in the delivery of the pedagogical model, as well as regular collaborative team sessions that were used to plan and monitor units of inquiry, and reflected on lesson delivery.

The introduction of an innovative pedagogical approach to mathematics teaching through the Professional Learning Program has had a significant impact on student learning outcomes, teacher mathematics efficacy and anxiety associated with mathematics teaching. Pre and post data revealed a reduction in anxiety associated with the teaching of mathematics, an increase in perceived efficacy associated with mathematics teaching and significant improvement in students' conceptual understandings. The development of higher-order skills – critical thinking and reasoning, problem solving, communication (including listening) and collaboration amongst students has led to Serpell further evaluating the pedagogical practices across all disciplines.

This presentation will show what the pedagogical approach looks like in the classroom, the Professional Learning Program in more detail, and share a vignette of how it has transformed student thinking of mathematical concepts.

Day Two Saturday 17 May  
Concurrent Sessions: 1.30 pm – 3.00 pm  
Concurrent Session A5

### Not More But Different: Teachers learning together to engage families in learning



**Presenter:** Ms Michele Sampson and Mrs Julie DiNoto  
**School/Organisation:** Catholic Education Office Melbourne  
**Position:** Education Officer, Family School Partnerships

#### National School Improvement Tool domains

- 8. Effective pedagogical practices
- 9. School-community partnerships

#### Abstract

*Community Classrooms* and *Talking Circles* are teacher led professional learning initiatives developed in response to the OECD PISA data for Australia that shows students from Low SES communities have poorer educational outcomes than students from more affluent communities. Global research clearly identifies school-community partnerships as an essential element of school improvement, particularly in low socio-economic status communities. Research has shown that student outcomes improve when teachers learn to actively engage families in student learning.

*Community Classrooms* and *Talking Circles* were developed by Catholic primary schools in Melbourne, to improve family engagement in learning. Fifteen schools and 83 classroom teachers have been involved. Initial survey data indicated that teacher understanding of family engagement in learning was limited. Key elements of both programs include peer support, parent input, reflective practice and action learning. Teachers participated in a range of professional learning activities including expert led workshops, cluster learning, school planning, and implementation of specific classroom strategies.

These initiatives have had a substantial impact on teachers and schools. Change is evident in how teachers perceive and relate to parents, and engage families in student learning. Strategies to enhance parent understandings of the learning process, and to connect home and school learning, have been developed and shared across schools. Parents report improvements in student engagement with home learning, and their understanding of the learning process.

These innovative models of teacher professional learning highlight that teachers will adopt new practices to engage families when leadership is supportive, when the practices work, when teachers are given time to reflect and they are given permission to take risks. Outcomes for students improve when teachers build relationships with families, and know students in the context of their home and community.

Day Two Saturday 17 May  
Concurrent Sessions: 1.30 pm – 3.00 pm  
Concurrent Session B5

### Senior Secondary Re-imagined: Improving Practice at the Noosa Steiner School



**Presenters:** Mr Matthew Cunnane and Ms Shelley Davidow  
**School/Organisation:** Noosa Pengari Steiner School  
**Position:** Humanities Teacher, English Teacher

#### National School Improvement Tool domains

- 1. An explicit improvement agenda
- 4. Targeted use of school resources
- 6. Systematic curriculum delivery
- 7. Differentiated teaching and learning
- 8. Effective pedagogical practices

#### Abstract

As a Steiner School we are currently in the process of applying for recognition of our first courses through Queensland Studies Authority, and so, after reading *Reforming Educational Assessment* by Geoff Masters, we set out to develop a set of Senior Courses that meet the Assessment Reform agenda. We wanted to know whether we could have a student-focussed objective outcomes based assessment structure that also enabled ample subject integration, providing students with subject specific skills and a set of core capacities that reflect the future trends as identified in current research.

We wanted an evidenced-based approach to our methodology. So over the course of the 2012- 2013 school years we gathered some baseline data and then 'tried' teaching methods and assessment strategies for effectiveness.

Due to our school size we have small samples to draw from; at best they can be described as anecdotal. Nevertheless, through student satisfaction and simple learning effectiveness surveys, we were able to see which methods were showing results, and therefore worth repeating.

The outcome of this trial-and-error process, is that we now have a set of documents that outlines how we teach, placing the student clearly in the centre of the process; that values and rewards achievement and growth; that allows students to progress at the fastest rate they can, and provides teachers, students, and parents clear progress and next steps information to help students target their learning.

What we have learned:

- To create Learning Communities it is necessary for participants to understand where you are and where you are going.
- To enable students to get the most out of what is being presented to them they need to see the value of learning beyond test scores and final marks.
- To ensure that teachers are able to begin to meet the intention of the National School improvement plan and the Australian Institute for Teaching and School Leadership teacher standards, flexibility in approach and content is essential.

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Day Two Saturday 17 May

Concurrent Sessions: 1.30 pm – 3.00 pm

Concurrent Session B5

### Avoiding the Intervention Boomerang!



**Presenter:** Mrs Tracy Riley

**School/Organisation:** Catch Up Ltd

**Position:** Assistant Director

### National School Improvement Tool domains

3. A Culture that promotes learning
4. Targeted use of school resources
7. Differentiated teaching and learning
8. Effective pedagogical practices

### Abstract

There is good evidence of the value and impact of one-to-one interventions, but intervention support can be like a boomerang – the same learner comes back round again! This presentation will explore why this might be and how to avoid it by addressing the following three points. These are: how to identify a student's needs; what makes a good intervention and how to evaluate a programme; and how to make a good intervention work.

Catch Up Literacy will be used to outline the importance of structure and duration. This literacy intervention has had considerable success in Tasmania, Victoria and New South Wales. Evidence-based findings, in the form of case studies and graphs, will show the impact that a proven one-to-one intervention can achieve, not only to the individual student but also to the wider school community. There will be an opportunity to ask questions about the collecting, measuring and interpretation of the progress data. Anecdotal evidence from teachers will show that if children have belief in an intervention, and believe that it will make a difference, this impacts very beneficially on self-esteem and achievement in schools.

Finally, all attendees will receive a management checklist, which identifies issues concerning introducing, supporting and monitoring an intervention. These will be discussed along with practical considerations, parent/teacher links and external influences when embedding an intervention into schools.

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Day Two Saturday 17 May

Concurrent Sessions: 1.30 pm – 3.00 pm

Concurrent Session B5

### New Staff Induction: An intentional focus on teaching and learning



**Presenters:** Mrs Prue Petsinis and Mrs Cheryl Penberthy

**School/Organisation:** Presbyterian Ladies College

**Position:** Head of Curriculum and Learning, Principal of Junior School

### National School Improvement Tool domains

1. An explicit improvement agenda
3. A culture that promotes learning

4. Targeted use of school resources
5. An expert teaching team
6. Systematic curriculum delivery
7. Differentiated teaching and learning
8. Effective pedagogical practices

### Abstract

In the Junior School at Presbyterian Ladies College (PLC) we were faced with a 20% change of teachers. The National Assessment Program – Literacy and Numeracy (NAPLAN) results have been consistently high, and our school community has an expectation of academic success and teacher expertise. The Leadership team posed the following questions: How are incoming graduate and experienced teachers inducted successfully into our school and inspire them to quickly become members of our expert teaching team? How can we ensure new staff deliver consistently high quality learning experiences?

We felt it was critical that newly appointed staff are clear about the expectations of the school, have access to a systematic well-planned curriculum, and understand teaching and learning approaches and the pedagogies which underpin them.

At PLC we developed an induction program that connects incoming teachers with key members of the Leadership team. The induction program is driven by an online Weebly site. All members of the Leadership team, as well as curriculum leaders, were involved in constructing the content of the website; this was completed in a strategic and timely manner. We tested the site with our current staff to assess its usefulness and accuracy. This site facilitates incoming staff to access the information in their own time.

The key aspects of the process align with Hattie's, "Case for a Passionate Teacher", optimal classroom climate, monitoring learning and feedback, the use of success criteria and influencing deep learning outcomes.

The data collected at the beginning of the process was used in the process construction feedback which thus far has been positive. At the end of the first term, new staff completed a survey about their induction experiences. NAPLAN data also assessed the impact of the change in staffing over time. We will be interested to see how this program endures over time and monitor its impact on staff turnover and absenteeism.

Day Two Saturday 17 May  
 Concurrent Sessions: 1.30 pm – 3.00 pm  
 Concurrent Session C5

### Transforming Society Through School and Community Partnerships



**Presenter:** Dr Rabia Hos

**School/Organisation:** Zirve University, Turkey

**Position:** Assistant Professor

### National School Improvement Tool domains

4. Targeted use of school resources
7. Differentiated teaching and learning
9. School- community partnerships

### Abstract

The researcher surveyed the needs of the community and the local schools. There was a need for stronger collaboration between the School of Education and public schools. Therefore, we established a requirement in our pre-service teaching program for students to be able to contribute to the community by completing service learning projects in various schools.

Ten community schools were identified and 30 undergraduate sophomore students teamed up to investigate the needs of these community schools. The Faculty of Education initiated a partnership agreement with these schools. The selected schools included: Rehabilitation Centre for Students with Autism Spectrum Disorders, The School for the Blind, Orphanage Homes, Tutoring Centre for Disadvantaged Students, and Early Childhood Centres established in disadvantaged neighbourhoods.

The students were required to spend at least ten weeks in these schools each semester totalling twenty weeks during the academic year. Through their involvement in these community schools, the students first evaluated the needs of the partner schools and devised a plan to try to meet some of their needs. Some examples from the students' work included: fund raisers to build libraries and play rooms in kindergartens located in a poor neighbourhood; improving the physical environment for orphan students in a centre; and teaching students with autism and visual impairment. The local business owners

supported these student initiatives through funding. As a result of the school and community partnership, each party involved benefitted.

The pre-service involved in the project became more aware of the societal issues and went outside of their comfort zone to do something for others. The community members also appreciated the opportunity to contribute to those in need and invest in the future. As for the community schools where these projects were carried out, students' academic achievement improved as they were socially and emotionally supported. Schools physical environments were rearranged and better prepared for students.

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Day Two Saturday 17 May  
Concurrent Sessions: 1.30 pm – 3.00 pm  
Concurrent Session C5:

### The Development of a “Response to Intervention” Based Process to Improve Foundation Year Literacy Outcomes



**Presenter:** Ms Evelyn Terry

**School/Organisation:** Brisbane Boys' College

**Position:** Director, School Academic Support Services

#### National School Improvement Tool domains

4. Targeted use of school resources
5. An expert teaching team
7. Differentiated teaching and learning

#### Abstract

Phonological awareness is a critical foundation set of skills for literacy development. When Foundation Year students entering an independent boys' school were screened for phonological awareness they presented with a wide range of abilities. The school leadership team decided to implement a structured process to support and develop all boys within the cohort. The process chosen was based on the “Response to Intervention” process (Kraayenoord, 2010).

Phonological awareness development in Foundation Year was targeted as a trial for the development and implementation of the process. A speech pathologist who had extensive

knowledge of both phonological awareness and Response to Intervention was employed to develop the trial. The trial process, which is now standard in the Foundation Year program, continues to be reviewed and modified according to the Foundation Year screening data. The 2013 data showed that 47% of the students entering Foundation Year were below the phonological awareness benchmarks. By Term 3, this had reduced to 6%. As a result, the screening program is being extended to incorporate oral language skills.

The school leadership team have found that it is beneficial to have someone driving the screening process. Constant review due to changing cohorts, demands, and data analysis is integral to the development of a sound process. Specialists in individual areas of child development can be outsourced and utilised as appropriate.

The presentation will share the process that has been developed. Longitudinal data that has been collected from 2008 to 2013 will be presented. Discussion will focus on the development of the process and the factors that need to be considered when developing and implementing a similar process in your own school.

#### Reference

Kraayenoord, C. E. (2010). Response to Intervention: New Ways and Wariness. *Reading Research Quarterly*, 45(3), 363-376

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Day Two Saturday 17 May  
Concurrent Sessions: 1.30 pm – 3.00 pm  
Concurrent Session C5:

### Successful Strategies Used to Build the Learning Continuum from Kindergarten to Year 12 in the Minto Community of Schools



**Presenters:** Ms Alison Millott and Ms Karen Endicott

**School/ Organisation:** Sarah Redfern High

**Position:** Principal/ Manager Operations

#### National School Improvement Tool domains

3. A culture that promotes learning

## Abstract

Sarah Redfern High School (SRHS) was losing student numbers from its feeder primary schools. Consequently SRHS needed to highlight the exemplary programs available which had improved student learning outcomes. The Minto Community of Schools is a joint partnership of five primary schools and one high school. The goal is to encourage teachers to work collaboratively to develop a learning continuum to support students from Stage 2 to Stage 5. Several strategies have been implemented to achieve this goal. These include the Endicott Cup, the Community of Schools Swimming Carnival, the Campbelltown Academic Challenge, the Primary Aboriginal Numeracy Competition and the Stage 3 Gifted and Talented program.

The Endicott Cup is an academic competition held once a term between the four feeder primary schools. The competition is intended to support and develop concepts to improve the teaching of numeracy and literacy. The Swimming Carnival is for the Minto Community of Schools and is co-ordinated by high school staff assisted by senior students. The Campbelltown Academic Challenge is designed to engage Gifted and Talented Stage 3 students in the Ingleburn School Educational Group. The Primary Aboriginal Numeracy Competition is hosted by the Minto Community for the Ingleburn School Educational Group. The Stage 3 Gifted and Talented program is designed to develop identified strengths of targeted students in the Minto Community of Schools.

The following outcomes have been achieved since the implementation of the program:

- Improved educational outcomes in literacy (Years 5 - 9) through the sharing of data and the alignment of teaching and learning strategies and resources
- Increased enrolments by high achieving students from feeder primary schools
- Principals have taken ownership of improved educational outcomes and ongoing education across Years 5 – 9 for all students within the Minto Community of Schools
- Numeracy outcomes for Stage 4 students has led to increased enrolment from feeder primary schools.

Day Two Saturday 17 May  
Workshop D5: 1.30 – 3.00pm

## Understanding NAPLAN Data: Teachers' Statistical Literacy



**Presenters:** Mr Michael Dalton, Mr Roger Wander, Assoc Prof Robyn Pierce

**School/Organisation:** VCAA/Melbourne Graduate School of Education/The University of Melbourne

**Position:** Researchers

### National School Improvement Tool domains

2. Analysis and discussion of data
3. A culture that promotes learning
5. An expert teaching team
8. Effective pedagogical practices

## Abstract

For the past decade, teachers and principals have witnessed an unprecedented increase in the volume and complexity of student achievement data available to schools. The need to make data-driven decisions to improve student outcomes has placed many education professionals in roles for which few have received formal training. Not only is statistics receiving more prominence within the Australian Curriculum (Mathematics), teachers need a higher level of statistical literacy in order to make sense of the data.

The Teachers' Statistical Literacy Project was an Australian Research Council funded venture whose partner organisations were the Melbourne Graduate School of Education, the University of Tasmania, the Department of Education and Early Childhood Development, and the Victorian Curriculum and Assessment Authority. From 2010 to 2013 more than 900 Victorian primary and secondary teachers provided information on their understanding of and attitudes towards the use of student achievement data, particularly as seen in statistical reports generated by the VCAA's NAPLAN Data Service (NDS).

In this workshop, participants will be introduced to the summary findings of the project, and will take part in some practical activities developed by the researchers to address teachers' most widespread misconceptions regarding NAPLAN

data. Chief amongst these activities will be the use of hands-on materials for building a box-and-whisker graphic of the style used by the NDS, using data from a fictitious class of thirty students.

Participants will then access the suite of ten online tutorials hosted on the VCAA website, which provides Victorian teachers with ongoing and timely information regarding statistical representations of NAPLAN data.

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Day Two Saturday 17 May  
Workshop E5: 1.30 pm – 3.00 pm

### Writing Assessment: Using results to plan for improvement



**Presenter:** Ms Martina Bovell

**School/Organisation:** ACER

**Position:** Senior Research Fellow

#### National School Improvement Tool domains

2. Analysis and discussion of data

7. Differentiated teaching and learning

#### Abstract

Writing in school is arguably the dominant way that knowledge is expressed, and is perhaps the most frequently-used assessment medium across most subject areas. It is therefore from students' writing that much of the information about school and student performance is gathered and measured.

Teachers' formative evaluation of teaching intentions and expectations of their students' learning has been identified by Professor John Hattie as a powerful influence on student achievement. This hands-on workshop enables participants to begin such an evaluation with specific reference to Writing.

Participants will work strategically and productively with assessment data and work samples and should leave the workshop with:

- an enhanced understanding of the features of Writing
- an efficient approach to analysing and interpreting Writing assessment data
- a heightened disposition to using Writing data in the classroom

- a clearer idea of their own student's Writing needs.
- Participants will work through two activities.

Firstly, participants will examine Writing work samples to reflect on teacher expectations of student performance, and the extent to which these have been realised by the students in the Writing task.

Secondly, participants will use guiding questions to analyse, interpret and reflect on data from a Writing assessment. The questions will include:

1. What do the assessment criteria show about what is being assessed?
2. How do the assessment criteria link to teaching intentions?
3. What strengths and weaknesses do the class as-a-whole, and individual students show in their Writing?

Using the results of the activities, participants will begin planning for learning and teaching that might best assist their students to develop their writing.

Whilst materials will be provided by the presenter, to get the most out of this workshop, participants should bring either paper or electronic versions on their laptop desktop of:

- Writing samples related to any subject area
- Assessment criteria and data from a class-based or standardised assessment such as NAPLAN or the ACER online (eWrite) assessment.

# POSTER PRESENTATIONS

## Teachers' Classroom Based Assessment and Moderation Practices in Fijian Schools



*Mrs Mereseini Tikoduadua*  
University of Tasmania, TAS

## Using Literature Circles to Enhance Student Engagement in the Middle Years of Schooling



*Ms Loren Clarke*  
The University of Melbourne, VIC

## Zone of Proximal Development in Senior School Assessments



*Mr Ben Archer*  
Brindabella Christian College, ACT

## The Role Differences of Opinion Can Play in Promoting Higher-Order Thinking During Group Learning



*Mrs Rose Buchanek*  
Deakin University, VIC

## Team Teaching in Senior Secondary Mathematics



*Mr Jason Loke, Miss Amanda Watkin*  
Australian Science and Mathematics School, SA

## iStar: A Model Mind frame for Connected Practices



*Mrs Ruth Proslmeyr*  
Western Australia Primary Principals Association, WA

*Mrs Helen Coyle*  
Bullsbrook K-12 College, WA

*Mrs Cheryl Parkin*  
Piara Waters Primary School, WA

## A Whole School Model for Peer-to-Peer Collaboration and Feedback



*Mrs Ruth Proslmeyr*  
Western Australia Primary Principals Association, WA

*Mrs Helen Coyle*  
Bullsbrook K-12 College, WA

*Mrs Cheryl Parkin*  
Piara Waters Primary School, WA

## The Impact of School Culture on Implementing the Australian Curriculum

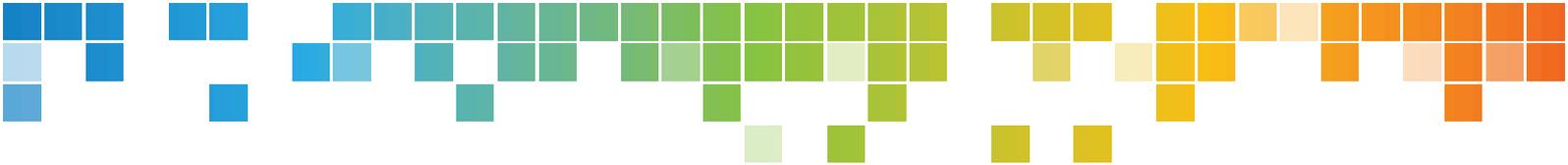


*Mrs Michelle Nemec*  
St Mary and St Mina's Coptic Orthodox College, NSW

## The Classroom Access Project



*Ms Anne McGrath*  
Media Access Australia, NSW



# PRESENTER BIOGRAPHIES

## **Mrs Marj Abbey**

*Sacré Cœur, VIC*

Marj Abbey began her career teaching Mathematics, Chemistry and Science in Wodonga and then in London, United Kingdom. Since this time, she has taught in Catholic girls schools across Melbourne. Abbey has been instrumental in developing curriculum initiatives for improving student outcomes in Mathematics. As Learning Technologies Co-ordinator in the 1990s, she managed the change process required to make effective use of new computer technologies. In recent years, she has taught Mathematics at Sacré Cœur. In 2013, Abbey undertook an extensive and effective professional learning opportunity that has been a transformative experience in the way Mathematics is taught at Sacré Cœur.

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## **Dr Abdulrahman Algarfi**

*King Khalid University, Saudi Arabia*

Dr Abdulrahman Algarfi is an assistant professor in the curriculum and instruction department at the College of Education. He received his PhD from the University of Southampton in the United Kingdom in 2009. His main interest is in co-operative learning. Other areas of interest are teaching and learning, teacher training, and curriculum design.

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## **Ms Lara Altimira**

*Association of Independent Schools of Western Australia, WA*

Lara Altimira works for Association of Independent Schools of Western Australia (AISWA) as a curriculum consultant for the Aboriginal Independent Community Schools in Western Australia. She is secondary school trained but has worked across both secondary and primary school classrooms in a range of educational settings in Australia and overseas. From 2010 to 2013 Altimira taught at Kulkarriya Community School (K to 12) a remote Aboriginal School in the Kimberley region of Western Australia. One of her roles at the school in 2013 was that of the Numeracy Curriculum Leader. This strategy led to a stronger focus on numeracy across the school and improved educational outcomes.

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## **Mrs Carmen Anders**

*St Rita's College, QLD*

Carmen Anders was born in Hannover, Germany and immigrated to Australia with her family as a teenager. She completed a Bachelor of Arts and Diploma in Education at the University of Queensland majoring in German, Mathematics and Japanese. She has been a secondary school language and Mathematics teacher since 1991. Anders is currently Head of Key Learning Area – Languages at St Rita's College, Brisbane. She is a member of the Queensland Studies Authority Panel for German Assessment and on the Queensland National Curriculum Committee for German.

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## **Mrs Sarah Kate Anderson**

*Mundaring Christian College, ACT*

Originally from Nashville, Tennessee, Sarah Kate Anderson has been living in Perth since 2007. She holds a Bachelor Degree in Social Work and received her Graduate Diploma in Primary Teaching in 2012. She has been teaching Years 5 and 6 at Mundaring Christian College for two years. Her love of children and passion for helping others led her to the teaching profession. In addition to teaching, Anderson writes a blog inspiring women to overcome fear and self-doubt in order to transform into their true selves. ([www.mariposamomet.com](http://www.mariposamomet.com)) She also enjoys travelling, nature and her two Rhodesian Ridgebacks.

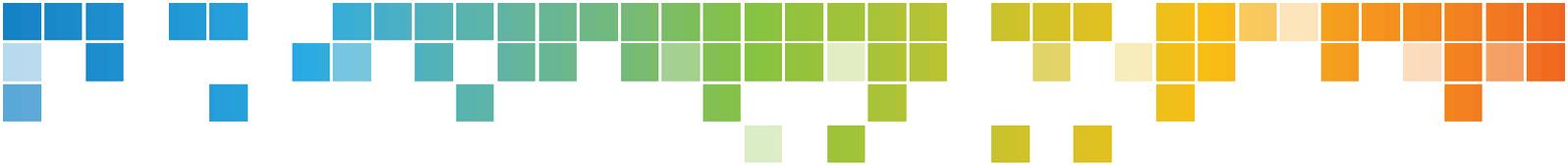
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## **Mr Ben Archer**

*Brindabella Christian College, ACT*

Ben Archer is a trained Humanities and Religious Education teacher based in Canberra. He is focussed on data-driven teaching and curriculum for grades 10 to 12, with professional interests in Asia Literacy and ICT integration. Currently, Archer is working at Brindabella Christian College as Executive Curriculum Integrator after spending four years at St John's Catholic College in Darwin.

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## Ms Theresa Bainy

*Holy Family Primary School Granville East, NSW*

Theresa Bainy is a Kindergarten teacher at Holy Family Primary School in Granville East, Sydney. She completed her Masters of Teaching at the University of Western Sydney and graduated in 2012. Fluent in both Arabic and English, Bainy is able to use her knowledge of both languages to communicate effectively with students and parents. As a result, she has a strong understanding of the language difficulties faced in the classroom by students. Bainy has worked as part of a team to develop, implement and evaluate programs that cater for the communication needs of Holy Family's Kindergarten students.

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## Mr Peter Bennet

*Fitzroy High School, VIC*

Peter Bennet has taught in State secondary schools in Melbourne's northern suburbs for over 30 years. The ability to see things in numerical terms has become his obsession with building the tools teachers need to effectively interpret data through the use of Excel spreadsheets and Web links. He considers himself fortunate to be currently teaching Biology and Chemistry at Fitzroy High School. One of Bennet's additional roles is Data Manager in which he is responsible for supporting the use of data across the school – one of the major principles on which this school is built. He also constructs similar tools for use at the Regional level across Victoria.

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## Miss Bree Bishop

*Carwatha College, VIC*

Bree Bishop is a Grade 5 and 6 teacher and a Grade 3 to 6 Area Leader at Carwatha College in Victoria. Bishop has been teaching for 12 years in a variety of educational settings, predominantly in disadvantaged areas. She is passionate about assessment and helping students to become reflective learners by looking closely at their data and using this to set and achieve learning goals. Bishop has worked in a dynamic team who developed a personalised learning program using one-to-one netbooks. The program was centred around sharing data with students to assist them to set learning goals and reflect on their progress.

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## Miss Holly Bishop

*Westgarth Primary School, VIC*

Holly Bishop is a Grade 4 teacher and Numeracy Committee Co-ordinator at Westgarth Primary School in Northcote, Victoria. Bishop has been teaching for 10 years in a number of schools, predominantly in high socio-economic areas. She completed a Post Graduate Certificate in Clinical Teaching at Melbourne University in 2013 and has since been implementing her learning to use developmental rubrics, Guttman charts and developmental continuums to assess and teach her students. She is passionate about guiding her students with effective feedback to improve their learning, and teaching all students within their Zone of Proximal Development.

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## Ms Martina Bovell

*Australian Council for Educational Research*

Martina Bovell is a Senior Research Fellow in the Assessment and Reporting Program. Her major area of interest is writing assessment, particularly for school-aged students and adult learners. She has a diverse skill set and has worked on many assessment projects for local, national and international projects. Recently, she contributed to the South Australian Department for Education and Child Development (DECD) Department data usage and presented on using data to improve learning outcomes at the Near East South Asia Council of Overseas Schools Leadership Conference in Kathmandu. This workshop follows a successful two day course to school teachers and leaders in Shanghai in 2013.

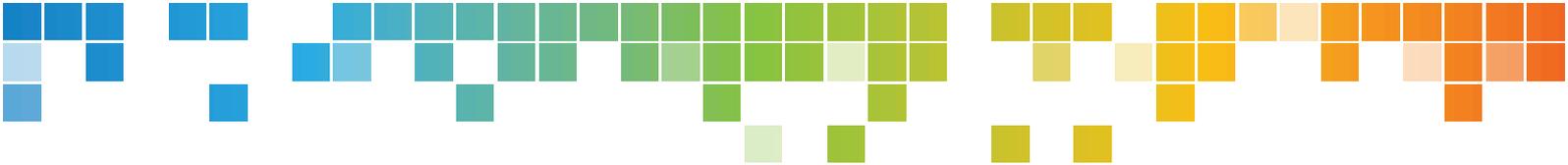
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## Ms Leisa Brandon

*QUT, QLD*

Leisa Brandon is a research associate in the Faculty of Education at the Queensland University of Technology. She has a background in social work with expertise in working with children and young people in community and government settings in areas ranging from child protection, youth health, homelessness to Lesbian, Gay, Bisexual, Transgender, Intersex and Questioning (LGBTIQ) young people. Her research interests span child sexual abuse prevention, injury prevention, child maltreatment and routinely collected hospital data. She is currently employed on the Australia Research Council (ARC) Linkage project which investigates how school leaders and teachers engage in critical inquiry and evidence-based practice to improve student learning and equity in contexts of high-stakes accountability.

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## Professor Marie Brennan

*Victoria University, VIC*

Marie Brennan is currently Professor of Education in the College of Education at Victoria University, Melbourne. She started her education career as a technical teacher of humanities in the 1970s, and has worked in many positions since then, including – with the Victoria Education Department – Access Skills Project Team in Curriculum and Research Branch, The School Improvement Plan and the Ministry's Policy Coordination Division. Her university positions include stints at Deakin, Central Queensland, Canberra and the University of South Australia. Now back in Melbourne, Professor Brennan is active in research that involves teachers, students and community members, including Australian Research Council projects in Queensland and South Australia regional areas, as well as in Melbourne's West.

## Mr Martin Brogan

*Nambour State High School, QLD*

Martin Brogan is originally from Ireland. He immigrated to Australia with his wife and family. Brogan's qualifications include a Diploma in Graphic Design and Communication, an Honours Double Arts Degree majoring in Art and Design and a Post Graduate Diploma in Education. His teaching experience has been in North Western Queensland and the Torres Strait working with Indigenous students. He is passionate about the importance of creativity in the twenty-first century curriculum. He loves teaching Visual Art and believes it helps all students.

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## Mrs Caroline Brown

*Sacré Cœur, VIC*

Caroline Brown has been Head of Mathematics at Sacré Cœur in Melbourne for the last five years. She has taught for more than twenty years across the government, independent and Catholic schools. Most of her teaching has been in Catholic girls' schools teaching Mathematics and Science. Brown has led the faculty in a change process designed to improve student learning outcomes through developing a greater understanding of mathematical concepts. As importantly she has a desire to imbue a love of Mathematics in her students. Brown is currently completing her Masters in School Leadership with Monash University.

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## Mrs Rachelle Brutnell

*Sunshine Coast Grammar School, QLD*

Rachelle Brutnell's teaching journey began as a high school Physical Education (PE) teacher. Although she loved working with high school children, she felt that many teenagers had lost the desire to question and think about the world. With this in mind, Brutnell retrained to educate in the early years and is currently a Preparatory Teacher at Sunshine Coast Grammar School and is part of the school's Active Thinking Project Team. Brutnell strives to nurture curiosity and the development of a culture that promotes learning both within and beyond the walls of her classroom.

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## Mrs Rose Buchanek

*Deakin University, VIC*

Rose Buchanek has been a tutor and lecturer in Humanities Education at Deakin University since 2008. Appointed as an Early Career Development Fellow in the School of Education in 2012, Buchanek is currently in the final six months of her PhD study entitled *Negotiating Differences: Students thinking geographically through Differences of Opinion*. Her thesis investigates how organising student groups around their different opinions enables students to think critically and creatively about geographical events. Broader research interests include effective Humanities pedagogies, the transfer of knowledge/skills from pre-service teaching courses into the classroom and the experiences of pre-service teachers learning online.

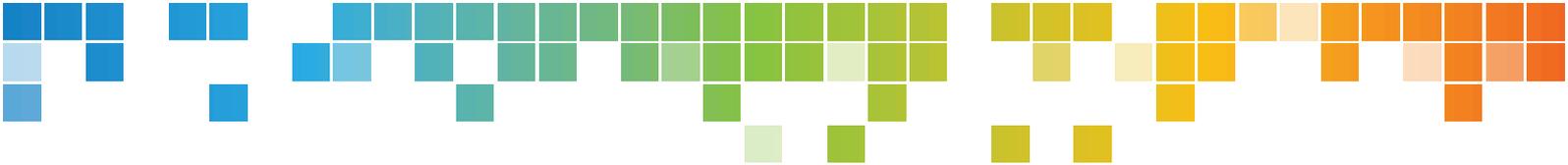
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## Ms Loren Clarke

*The University of Melbourne, VIC*

Loren Clarke is a PhD candidate at The University of Melbourne, undertaking research on the connection between literacy and inquiry learning. She is an English teacher at Eltham High School, Victoria and has a Masters of Teaching and a Masters of Education, both in the areas of literacy education. Her most recent research, focusing on the effect of literature circles on student engagement in reading was completed at The University of Melbourne. She is the literacy support co-ordinator at Eltham High School where she works with low literacy students, as well as teaching English across Years 7 to 12.

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## Mr Paul Clegg

*Sunshine Coast Grammar School, QLD*

Paul Clegg is currently Head of Primary School at Sunshine Coast Grammar School, Queensland. He has fourteen years of educational leadership experience including acting as interim Principal of Sunshine Coast Grammar in 2012. Clegg is a Fellow of the Australian Institute of Management and was awarded the Sunshine Coast Not for Profit Manager of the Year and State Finalist in 2012. He has experienced the Catholic, State and Independent schooling systems in Queensland as a student, teacher and leader. Through recent post graduate studies, Clegg has researched the benefits of empowering teachers to drive school improvement.

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## Mrs Kate Copping

*Westgarth Primary School, VIC*

Kate Copping has worked in schools in Australia (Victoria and New South Wales) and the USA in both government and non-government settings. She has taught students in Preparatory to Year 6 as a classroom teacher and a specialist literacy and numeracy support teacher. Copping currently works part-time as a leading teacher at Westgarth Primary School in school administration and coaching teachers in curriculum and assessment. She also works part-time as a Teaching Fellow in the Masters of Teaching Primary Program at Melbourne University. Copping has also been a consultant for ACER, presenting professional development sessions for teachers.

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## Mr Rhys Coulson

*Serpell Primary School, VIC*

Rhys Coulson is an Assistant Principal at Serpell Primary School in Templestowe, Victoria. In 2012 Coulson completed a Master of School Leadership degree at Monash University, researching teacher anxiety and efficacy in mathematics instruction. Over the past three years Coulson has focused on building teacher capacity in mathematics pedagogical content knowledge, through an approach developed by Professor Mike Askew that centres on teaching conceptual understandings through reasoning and problem solving. While working with teachers and students, his research has targeted shifting from traditional, teacher-directed procedural methods of mathematical teaching to a more student-driven conceptual approach.

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## Mrs Helen Coyle

*Bullsbrook K-12 College, WA*

Helen Coyle is currently Associate Principal at Bullsbrook College. She is currently completing a Masters in Educational Leadership at the University of Western Australia. Her achievements include finalist in the Western Australian Teacher of the Year Awards in 2005. Coyle has focused on building staff capacity to lead Learning and Teaching through the development of a Leadership for Learning Action Research Project, a Level 3 Aspirant Teacher Club and a Graduate Teacher Program. Coyle is the Network Executive Officer for the Ellenbrook Network of Schools in 2013 where she develops Professional Learning Opportunities that focus on the identified common areas of need for improving student outcomes.

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## Mr Matthew Cunnane

*Noosa Pengari Steiner School, QLD*

Matthew Cunnane has been working in Steiner Schools for twenty years. He has worked in the United Kingdom, the ACT, Victoria, and Queensland. He spent many years teaching in the upper primary classes before moving into High School in the area of Humanities. In 2006 Cunnane transitioned into school administration as an Education Administrator, and eventually took up the position as the Deputy Principal at the Noosa Pengari Steiner School. Cunnane joined the board of Steiner Education Australia (the National Association of Steiner Schools) and was recently appointed Chairperson of the Association. He returned to the classroom this year to work directly with the curriculum development process.

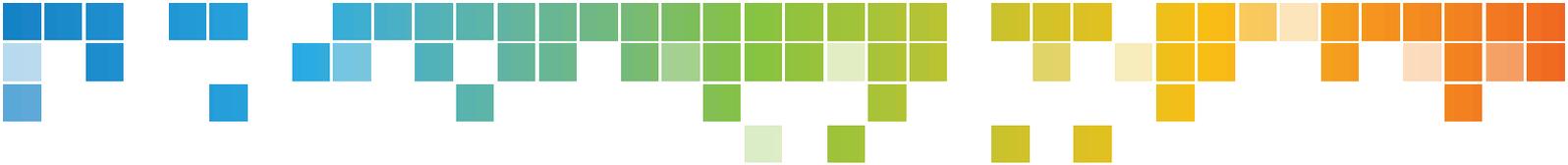
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## Mr Michael Dalton

*Melbourne Graduate School of Education, VIC*

Michael Dalton is manager of the Data Analysis, Measurement and Reporting Unit at the Victorian Curriculum and Assessment Authority (VCAA). Dalton, who has a Masters in Statistics, has been working in Education for 15 years. A priority for his role is empowering schools to use the Victorian Certificate of Education (VCE) assessment information to inform teaching practices and school management processes. Each year his team provides professional development to teachers across Victoria on the use of assessment information. Over the last five years Dalton has worked on a joint project with the University of Melbourne and University of Tasmania on the topic of statistical literacy of teachers.

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## Ms Shelley Davidow

*Noosa Pengari Steiner School, QLD*

Shelley Davidow is an educator, researcher and the author of 38 books. Her latest book *Raising Stress-Proof Kids* (Exisle 2014) is based on research she conducted over several years with the Institute of HeartMath in California on the effects of different environments on children's stress-responses. She has taught internationally at schools and universities for the past eighteen years. In addition to being a full-time high school teacher in Queensland, she runs workshops on the impact and management of stress at home and at school. She is currently a doctoral student and part-time lecturer in English and Creative Writing at the University of the Sunshine Coast, Queensland.

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## Mr Ben Dawe

*ACER*

A qualified teacher with experience across secondary disciplines including English and Health, Ben Dawe is the General Manager of the Australian Council for Educational Research (ACER) Press, the publishing arm of ACER. Dawe leads a team of 30 staff involved in the provision of educational resources for schools around Australia. He is currently trialling a range of educational software for current and future distribution in Australia.

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## Mrs Julie DiNoto

*St. Clare's Primary School - Thomastown, VIC*

Julie DiNoto is a passionate educator who is committed to developing positive relationships within and across the education and community sectors to improve learning opportunities for all children. She is dedicated to leading and facilitating change to enhance the capacity of families, schools and communities to support student learning. DiNoto's involvement in Community Classrooms, an initiative developed by Catholic Primary Schools in Melbourne, and as a Family Engagement in Learning Leader (FELL) at St. Clare's Primary School, have driven her to help build strong family school partnerships and positively influence student learning and school improvement.

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## Ms Margaret Downey

*Sarah Redfern High School, NSW*

Margaret Downey is currently Head Teacher of Middle School at Sarah Redfern High School, a position created as part of the complex change occurring at the school. Downey developed and led a team to build a unique Middle School model as well as establishing strong partnerships with the Community of Schools. This innovation was recognised with a Director's Choice Award. Downey also has extensive experience at a Regional level with the New South Wales Department of Education and Communities consulting school communities on students with disabilities accessing the curriculum from Kindergarten to Year 12. Downey has received numerous teaching awards and commendations for her valuable contribution to literacy and transition programs.

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## Ms Karen Dreher

*Melbourne Girls Grammar School, VIC*

Karen Dreher is the Literacy Specialist at Melbourne Girls Grammar School (MGGS). She has taught for 18 years including curriculum leadership roles in schools. Dreher has also been a Professional Teaching Associate with the Faculty of Education at Monash University in the Learning and Educational Inquiry and Curriculum and Assessment team. She published her Masters thesis on the relevance and impact of the NAPLAN testing on classroom teaching and learning. Dreher's interest in the important relationship between literacy & empowerment drives her philosophy as team leader in developing across curriculum frameworks to support sustainable quality literacy teaching and learning at MGGS.

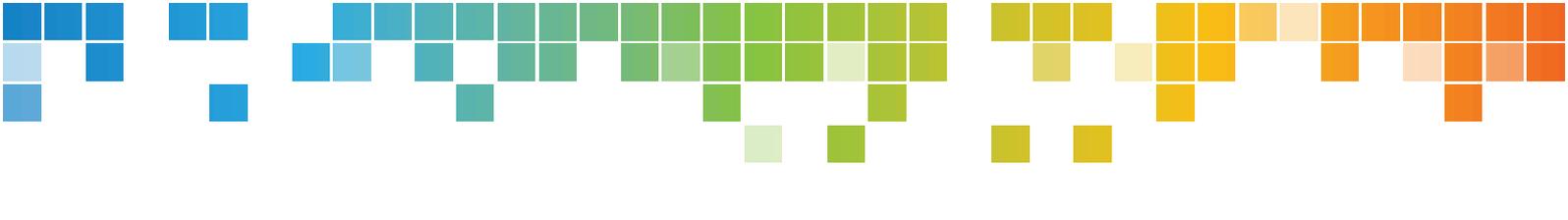
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## Dr Kim Dunphy

*Making Dance Matter, VIC*

Kim Dunphy (BA, Grad Dip Movement Dance, MEd, PhD) has a background as a dance movement therapist and performing arts educator, working in educational settings from kindergarten to tertiary level. Dunphy has also worked with people with disabilities through dance and dance therapy in a range of settings. She is Head of Faculty, Dance Movement Therapy, Phoenix Institute, Melbourne, Australia and Vice-President of the Dance-Movement Therapy Association of Australia. Her research interests focus on the nature of therapeutic and social change through the arts. She is the co-author of *Freedom to Move: Movement and dance for people with intellectual disabilities*.

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## Mr Ahmet Durgungoz

*University of Nottingham, UK*

Durgungoz has worked as an ICT teacher in a Turkish high school. After obtaining a scholarship from the Turkish Ministry of Education, he moved to the UK to do a Masters and PhD in educational technology. Durgungoz has completed a Masters degree in the Department of Learning Technology and Education and is currently in the second year of his PhD at the University of Nottingham. He is interested in how social media and mobile technologies can foster a creative and collaborative learning community in and out of the schools.

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## Ms Karen Endicott

*Sarah Redfern High School, NSW*

Currently Principal of Sarah Redfern High School (SRHS) since 2009, Endicott has been involved in education for over 25 years in a wide variety of leadership and management positions. Endicott has taken on a wide variety of positions in policy, curriculum, professional development, human resources, and Vocational Education and Training (VET) at the regional and state level. Endicott has an on going passion and commitment to learning and building the capacity of staff. SRHS has undergone major transformation over the past four years and its success has been recognised by a large number of awards for its middle schooling, literacy and numeracy programs, its innovative management structure and a Director General's (DG) Award for its community of schools.

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## Ms Michaela Epstein

*Chaffey Secondary College, VIC*

Michaela Epstein is Numeracy Coordinator at Chaffey Secondary College, Mildura. Originally from Sydney, Epstein completed a Science/Arts degree in politics and psychology at the University of NSW. She received First Class Honours as well as multiple awards for her thesis on citizenship education in Australian schools. Epstein has a Graduate Certificate in Science (Mathematics) from the University of New England (UNE) and a Post-Graduate Diploma of Teaching (Melb) through the Teach for Australia program. Outside of teaching, Epstein enjoys hiking and is passionate about social justice issues. In 2008 she combined these interests by raising money for the Oxfam Trailwalker and trekking 100 km in 38 hours.

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## Mrs Marilyn Faithfull

*Koonung Secondary College, VIC*

Marilyn Faithfull is an experienced classroom teacher of Mathematics at Koonung Secondary College, a government school of approximately 1,100 students in the Eastern suburbs of Melbourne, Victoria. She has held positions of responsibility, including Administrator of Senior Mathematics and Sub-school Co-ordinator, with oversight of Year 12 students. Faithfull is currently Assistant Manager of the Senior Sub-school while maintaining a significant teaching load across all year levels.

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## Mrs Kate Fischer

*Brisbane Boys' College, QLD*

Katherine-Anne Fischer has been an Early Years Teacher for over ten years which has included being a Reading Recovery Teacher and a Teacher in Prep for two years. She has worked in both state and private schools, in a variety of socio-economic areas. Currently, Fischer works in a private school in Brisbane where she collaborates with a speech-language pathologist and an occupational therapist to provide a student focussed literacy program based on individual learning needs. She has presented at national webinars and conferences and school professional development days.

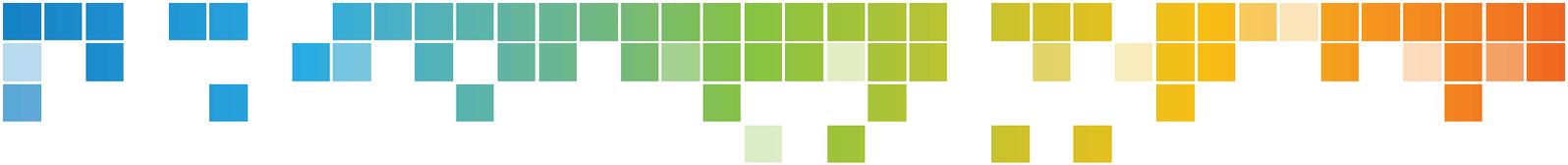
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## Mr Brett Foster

*Stella Maris College, NSW*

Brett Foster is a highly experienced educational leader who has held deputy principal positions in three states in Australia. He has had experience in Public, Catholic systemic and Independent schools, and has worked in co-educational and single sex schools. Foster took a break from teaching in 2012/3 and formed his own company Eduapps, before joining ACER as an Educational Consultant. In 2014, Foster was appointed to a newly created Leadership position as Director of Innovative Learning at Stella Maris College. He utilises his extensive skills, experience and vision in the strategic implementation of innovative learning which encompasses technology to enhance learning and twenty-first century learning skills.

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## Mrs Emelie Gabbert

*Gin Gin State High School, QLD*

Emelie Gabbert is the Head of Department for Student Support at Gin Gin State High School. She received her Diploma of Education from Queensland University of Technology (QUT) in 1986 and her career spans nearly 27 years of teaching. Gabbert won the Peter Doherty award for Excellence in Science in 2007, two Regional Showcase awards in 2011 and 2012 and the State Showcase Award 2012 for Excellence in the Middle Phase of Learning. She received the State Award for her submission for the National Australia Bank Seed Funding 2012. Gabbert is a trained Primary Connections facilitator through the Academy of Science. She oversees Indigenous Education, School Wide Positive Behaviour, the Alternate Pathways Program, Student Support and teaches English, History and Science in Junior Secondary.

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## Mrs Karen Gaffney

*Nambour State High School, QLD*

Kaz Gaffney has taught in North Queensland in State schools and one private school. She has also taught in schools in Kuwait and Hong Kong. Gaffney completed her Master of Education Learning Support and Inclusive Schooling at the University of Technology Queensland (QUT) in 2003. Currently she is a teacher and Literacy Co-ordinator at Nambour State High School. She has a passionate interest, from a social justice perspective particularly, in developing students' literacy levels. This has led to a commitment to research, data collection and action research as a way to develop her own skills, whilst leading teams of teachers from cross-curricula areas to do the same.

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## Ms Helen Gastin

*St Kevin's College, Toorak, VIC*

Helen Gastin is an experienced Languages Other Than English (LOTE) teacher with a particular interest in school improvement through managing teacher performance. She has considerable overseas teaching experience and has held leadership positions in three countries including Japan and the United Kingdom. Gastin is passionate about boys' education and actively engaging boys in their learning. She has a Bachelor of Education and Graduate Certificate of Educational Leadership.

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## Ms Beth Gilligan

*Dominic College, TAS*

Beth Gilligan is the first lay Principal of Dominic College and first female Principal since the school was established by the Salesians of Don Bosco in 1946. A graduate of Macquarie University and the University of Technology Sydney, Gilligan is passionate about engaging students in their learning and raising student aspirations and academic achievement. Gilligan continues to teach each year, believing that working with students on a daily basis is the best way for her to know and understand the changing needs of her students and the issues her teachers deal with in achieving school improvement.

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## Mrs Cherylynn Gostelow

*Mundaring Christian College, WA*

After over 30 years teaching English and Literature in six very different school environments, Gostelow has embraced the challenges of leading teaching and learning across a growing Kindergarten to 10 school. Designing and building a new secondary campus and developing the learning community to include Years 11 and 12 attracted her to her current role as Deputy Principal at Mundaring Christian College. She is currently engaged in studies in Leadership in Education. Steve Jobs (2005) issued the challenge to 'Stay Hungry, Stay Foolish'. She is ever-hungry to advance student learning and willing to risk change to enact her dreams for a world of lifelong learners.

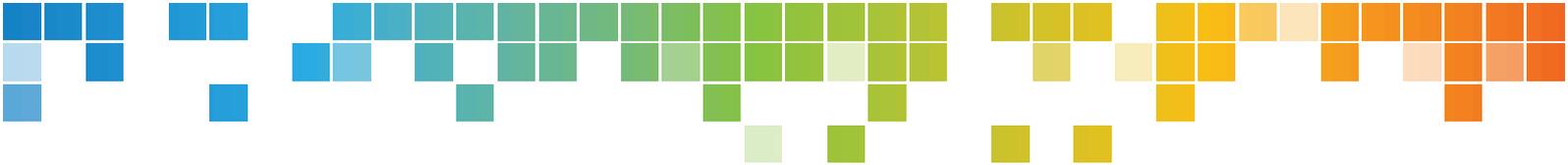
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## Mr Shaun Haidon

*ACT Education and Training Directorates*

Shaun Haidon is currently an Executive Officer in the Curriculum section of the ACT Education and Training Directorate. He has taught at several high schools in the ACT and was most recently a teacher and careers adviser at Lake Tuggeranong College. Outside his interests in teaching Studies of Society and Environment (SOSE), he is passionate about youth attainment, student wellbeing, teacher quality, and mentoring early career teachers.

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## Dr Eeqbal Hassim

*Asia Education Foundation, VIC*

Dr Eeqbal Hassim is Senior Manager, Research and Curriculum, at the Asia Education Foundation (AEF). Eeqbal heads Research at AEF, which he initiated and developed since joining the organisation in 2012, and works closely with ACARA. His major resource development and professional learning projects include *Learning from One Another*, which has the official patronage of the Australian Commission for UNESCO, and *Difference Differently*, an Australian Government funded resource on intercultural understanding produced by Together for Humanity. A well-published author and accomplished speaker, Hassim's work in intercultural education has been profiled in the media both nationally and internationally.

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## Mrs Andrea Hayes

*Brisbane Youth Education and Training Centre, QLD*

Andrea Hayes is a Head of Department Curriculum at the Brisbane Youth Education and Training Centre. She is an experienced teacher who has worked extensively with at-risk adolescents. She manages literacy and numeracy curriculum initiatives and diagnostic testing at the Brisbane Youth Detention Centre.

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## Mr Gareth Heron

*Parafield Gardens High School, SA*

My teaching career began in 1971 in country South Australia. I have taught all year levels and held a variety of teaching and leadership positions however the most valuable experiences of my teaching career was a break I took from teaching as a share farmer. It made me appreciate the huge importance of what we do as a profession. We are Primary producers of the highest order; we grow young people into successful adults. How we do this is critical in its success or failure. We are not systemically good at addressing this issue and something must change. What our school has done is a very useful model to examine and consider.

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## Mrs Christine Hills

*Glenmore State Primary School, QLD*

Christine Hills is the Principal of Glenmore State School in Rockhampton. With a background in High School English teaching in a range of rural/remote schools in Central Queensland (CQ), Hills took up the opportunity to branch in to Primary Principalship in Moura, a CQ mining town. Working with John Fleming of Haileybury College, Hills has used the principles of Explicit Instruction and the Fleming Model of School Improvement to drive school improvement and achieve better literacy and numeracy outcomes for students. The improvement achieved at Moura and Glenmore was recognised in 2012 with a National Excellence in Teaching Award for Primary Leadership.

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## Ms Lauren Horrell

*Nambour State High School, QLD*

Lauren Horrell is an English and Social Science teacher. She has taught in a remote location as well as her current teaching position at Nambour State High School on the Sunshine Coast. Horrell has been a Social Science Coordinator and has participated in choreographing and organising a school team for the Rock Eisteddfod. She is a member of Nambour State High School's Literacy Committee and is passionate about improving student learning and results.

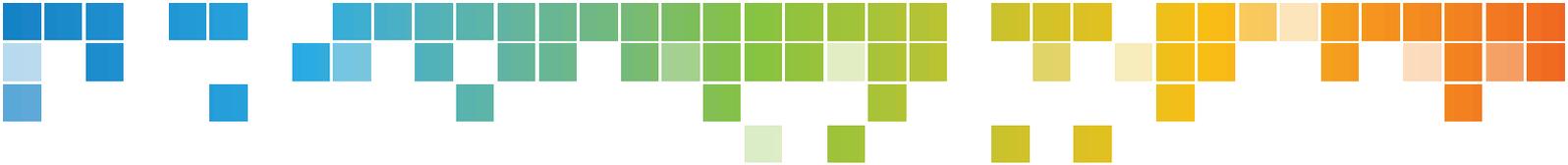
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## Dr Rabia Hos

*Zirve University, Turkey*

Rabia Hos PhD is currently an assistant professor of language education at Zirve University in Turkey. Prior to this, she worked as a visiting at the University of Rochester and an English for Speakers of Other Languages (ESOL) teacher at Rochester Public schools. Her research interests focus on refugee students with limited/interrupted formal education, pre-service teacher education, and professional development of teachers. She is part of a federal grant at the University of Rochester titled 'CELL', which is a five-year professional development grant for English learners. She has also been working on a national grant in Turkey on teaching English to visually-impaired or blind youth.

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## Dr Fiona Jones

*OCC Therapy, QLD*

Dr Fiona Jones is an Occupational Therapist with a special interest in supporting primary school aged students to reach their developmental potential within educational settings. Fiona is the Director of OCC Therapy, a paediatric private practice offering occupational therapy support to students across Brisbane, Ipswich and Toowoomba. She has presented at state, national and international conferences. Dr Jones is a Lecturer at the University of Queensland in the Occupational Therapy Division and a member of several national advisory panels.

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## Mrs Mathilda Joubert

*Education Consultant Swan Christian Education Association, WA*

Mathilda Joubert is Education Consultant to seven independent schools in Western Australia. She is a true cross-disciplinarian who has worked as teacher (primary and secondary), academic researcher, teacher trainer, business consultant, neuropsychologist and education policy maker. Joubert has worked directly with more than 500 schools on a range of school improvement initiatives and has advised national governments (e.g. Australia, Lithuania and the UK) on curriculum and assessment policy development. She remains an advocate of lifelong learning with five degrees (two Bachelors and three Masters) in music, education, languages, cognitive neuropsychology and business and is currently working on her PhD.

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## Mrs Selina Kinne

*Dominic College, TAS*

Selina Kinne is the Director of Teaching and Learning at Dominic College, a Kindergarten to Year 10 Co-educational Catholic College in Hobart, Tasmania. She is Head of Applied Studies and teaches Information Technology and Robotics in Years 7 to 10. For 28 years she has taught in various schools and colleges in Queensland and Tasmania and held various leadership positions in the area of Curriculum and Information Technology (IT). Kinne has presented Professional Learning in Information Technology and Curriculum and is a member of the ICT Strategic Team at the College. In 2012, she participated in the Australian Institute of Teaching and School Leadership (AITSL) Illustrations of Practice project and is an Executive Member of Tasmanian Society for Information Technology in Education (TASITE).

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## Ms Vivian Lau

*Melbourne Girls Grammar School, VIC*

Vivian Lau is an Upper Primary teacher and a Years 5 and 6 Cross Curricular Curriculum Leader at Melbourne Girls Grammar. She has worked in schools that offer the International Baccalaureate (IB) Primary Years Programme (PYP) for nine years, including Wesley College, with her career of 16 years. Lau's areas of interest are the effective integration of technology, infusion of creativity and thinking skills and the practical applications of positive psychology in teaching and learning. Lau completed her Bachelor of Education (Honours) at the University of Sydney and she is a candidate for Master of Philosophy at The University of Melbourne.

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## Dr David Leigh-Lancaster

*Victorian Curriculum and Assessment Authority, VIC*

David Leigh-Lancaster is the Mathematics Manager at the Victorian Curriculum and Assessment Authority (VCAA) and an experienced former mathematics teacher and head of faculty. He has been extensively involved in curriculum and resource development, teacher professional learning, and examination and school-based assessment. Leigh-Lancaster has long standing interests in mathematical logic, the foundations, history and philosophy of mathematics and mathematics education as well as the nature of mathematical inquiry, curriculum design and teaching, learning and assessment in mathematics. His research interests are the interface between mathematics and school mathematics, and congruence between curriculum, assessment and pedagogy – in particular the role of technology.

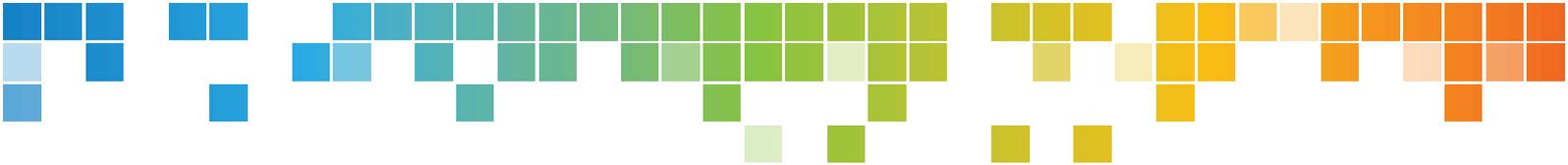
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## Ms Emma Lindsay

*Sarah Redfern High School, NSW*

Emma Lindsay is Manager of Curriculum at Sarah Redfern High School which has recently developed an innovative teaching and learning model for Stage 5 based upon a student's level of ability rather than their age. With a dynamic and collaborative team, Lindsay has been explicitly involved at all stages of the decision-making process: from consultation and cyclical programming to professional development and implementation. She has played a hands-on role to address the multi-faceted challenges and objectives of the project. By challenging traditional pedagogy, Lindsay's passion for teaching and learning has resulted in an increase in student engagement, academic progress and a technology-embedded curriculum.

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## Mr Neil Lloyd

*Brisbane Youth Education and Training Centre, QLD*

Neil Lloyd is Deputy Principal at the Brisbane Youth Education and Training Centre (BYETC), an Education Queensland school within the Brisbane Youth Detention Centre. He has worked as a teacher in the youth detention system for 12 years and is currently responsible for managing the school improvement agenda at BYETC.

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## Mr Jason Loke

*Australian Science and Mathematics School, SA*

Jason Loke has been teaching at the Australian Science and Mathematics School (ASMS) since 2007 and is currently in the role of Science Technology, Engineering and Mathematics (STEM) Innovations Leader. He has a passion for student engagement and deeply values the power of student-teacher relationships in supporting the learning process. Loke's work is currently focussed on the development of the interdisciplinary mathematics curriculum at the ASMS and implementing innovative pedagogies to promote self-directed learning.

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## Ms Kate Longey

*Dominic College, TAS*

Kate Longey is a teacher and co-coordinator of the Magone Program. She was tasked with establishing the Program within the school five years ago. Kate has been recognised for her work in the Program, being awarded the 2013 University of Tasmania Teaching Excellence Award. As winner of her category, Longey was one of eight finalists nominated for Tasmanian Young Achiever of the Year. Longey has specialised in working to with students at risk since she started her career. Along with her Bachelor of Teaching, she also holds a Diploma of Youth Work. Longey is a member of the Pastoral Care team at Dominic.

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## Ms Donna Ludvigsen

*South Western Victoria Region DEECD, VIC*

Donna Ludvigsen has taught in New South Wales, South Australia and Victoria. She has held a range of leadership roles in schools. For the past ten years, Ludvigsen has worked for the Department of Education and early Childhood Development (DEECD) holding a diverse range of roles including Early and Middle Years Numeracy Project Officer, supporting the Teaching and Learning Coach Initiatives, supporting school improvement as a Network Improvement Officer, Manager of Student Learning and currently is a Performance and Planning Adviser and a Performance and Development Champion. During this time she has undertaken part-time PhD studies and has managed to combine her passion for school improvement with a new found passion for research.

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## Mrs Maryann Malzer

*Quinns Baptist College, WA*

Maryann Malzer taught for several years before running her own pre-primary School in a farming district in Zimbabwe for fifteen years. She immigrated to Australia in 2000 and joined Quinns Baptist College (QBC), Perth in 2003 where she taught in a variety of different areas from Teacher Librarian, Support Teacher, Year 7 and Year 1 class teacher, Junior Primary Co-ordinator and finally in 2007 became the Primary School Principal. In 2013 QBC introduced a Youth Research programme and this year our student research will be for the Commissioner for Children and Young People, researching childrens' views about their community.

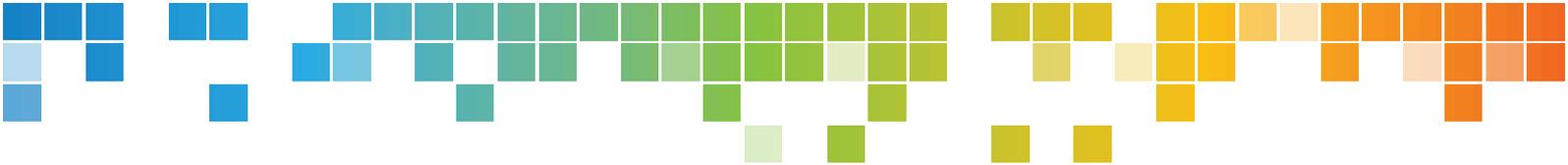
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## Mr Zid Mancenido

*Lake Tuggeranong College, ACT*

Zid Mancenido is a classroom teacher at Lake Tuggeranong College, a senior secondary school in the Australian Capital Territory. He teaches Sociology and Philosophy and co-ordinates the whole school Academic Skills and Thinking program. Mancenido has research interests in the history and philosophy of education, anthropological approaches to the study of education, and the problem of retaining early career teachers.

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## Mr Robert Marshall

ACER

Robert Marshall has been a teacher for nearly thirty years. His original undergraduate studies were in Canberra where he started his teaching career in the Australian Capital Territory (ACT) school system. Marshall recently took up the position of Senior Project Director, School Improvement at the Australian Council for Educational Research (ACER). This move follows his interest in working with schools to enhance learning for every child, every class, every day.

Prior to commencing at ACER, Marshall has worked primarily in the Independent School Sector. Most recently he was Director of Learning at a large school in Melbourne. Previous appointments have been as Head of Campus at a remote residential location, and a Head of Faculty for an inner suburban school.

His professional interests are in learning and teaching with specific reference to teaching pedagogy, evidence based teaching, curriculum design and effective assessment. Marshall is a great believer in the use of technology as an enabler to assist teachers in supporting their work in the classroom. He has been influenced in recent times by the work of John Hattie, Dylan Wiliam, Jay McTighe, Mike Schmoker and Ron Ritchhart. His role at ACER is focussed on using the National School Improvement Tool (NSIT) framework to assist schools improving their performance and to develop evidence based school improvement plans.

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## Mr Graham Maskiell

*Gin Gin State High School, QLD*

Born in Melbourne in 1944, Maskiell began teaching in Primary Schools. He left teaching to set up a landscape design and construction business and later provided management roles in construction. He resumed teaching in 1974 in Queensland gaining a Graduate Diploma in Special Education. In 1981 Maskiell was involved in management roles in project management and marketing. Returning to teaching in 2000 he completed a Masters in Learning Management. He has worked in a number of advisory, behaviour and special education roles within Special School and High School settings. In 2009 Maskiell established the Gin Gin Alternative Pathways (GGAP) programme at Gin Gin High School.

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## Professor Geoff Masters AO, CEO

ACER

Geoff Masters has led the Australian Council for Educational Research for the past 15 years, and has been an international leader in the field of educational assessment for almost thirty years. In 2014 he was appointed as an Officer of the Order of Australia. The focus of his work has been on using educational assessments to establish where learners are in their learning at any time and to understand the nature of learning progress or growth. He is the author of Australian Education Review number 57, *Reforming Educational Assessment: Imperatives, principles and challenges* released in March 2013.

Following an extensive review of school improvement and effectiveness literature, and in conjunction with Education Queensland, he developed the National School Improvement Tool endorsed by all federal and state governments in 2012. This tool puts teaching and learning at the centre of planning for school improvement, and is being used by schools across Australia.

He was also a driving force federally-funded Science of Learning Research Centre – a collaboration of ACER, the Queensland Brain Institute and The University of Melbourne.

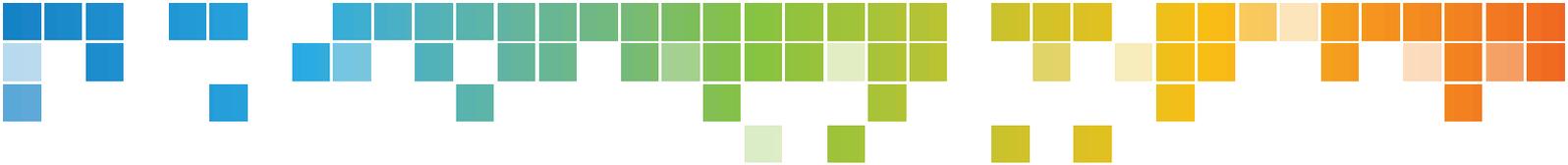
Geoff Masters sees the EPPC conferences as a wonderful opportunity for participants to share the outcomes of their improvement research, to work together to develop systematic methodologies for studying educational practice, and to build practitioner networks with a commitment to improved student outcomes.

## Ms Alison Millott

*Sarah Redfern High School, NSW*

Alison Millott is Business Manager at Sarah Redfern High School (NSW), with an innovative team she has developed a marketing strategy over the last four years to increase enrolments from their local community of schools. Millott's goal has been to showcase the exemplary programs run at the school whilst working collaboratively to develop a learning continuum from K to 12. The strategy involves a joint partnership with four feeder primary schools and Sarah Redfern High School. Millott has worked in Public Education for eight years at four school locations. She is currently studying a Bachelor of Law at the University of Western Sydney.

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## Ms Sharon Moore

*Sunshine Coast Grammar School, Queensland*

Sharon Moore is currently a Year Six teacher at Sunshine Coast Grammar School, Queensland. She is an experienced Primary School teacher with a passion for improving student engagement and student learning outcomes through various means including: creative, critical thinking strategies, collaboration and the integration of technology. Moore was a lead teacher in the implementation of the school's one to one digital learning tools program. She is also a member of the project team that has an explicit improvement agenda through empowering her colleagues to enhance pedagogical practice by making thinking visible in learning, and developing a thinking school culture.

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## Ms Sue Mullane

*Sunshine Special Development School, VIC*

Sue Mullane (BEd, Grad Dip Movement Dance, MEd (Dance)) is an experienced special educator and dance movement therapist who has worked with children and adults in a range of educational and health settings. She has completed research, presented and written professionally in the area of dance movement therapy and trauma (childhood sexual assault) recovery; and for mainstream and special needs children in school-based, therapeutic movement and dance programs. Mullane teaches dance in a large special developmental school in Melbourne and lectures in dance movement therapy at the Phoenix Institute, Melbourne. Her professional interests include wellbeing in dance education and dance assessment.

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## Mr Benjamin Munday

*Holy Family Primary School, NSW*

Benjamin Munday is the Assistant Principal of Holy Family Primary School in Granville East, New South Wales. He has been a class teacher and Learning Support teacher in schools with high proportions of English as an Additional Language (EAL) learners and socio-economic disadvantage in Sydney's west and south-west, and has been a specialist English teacher in a primary school in Istanbul, Turkey. Munday's school leadership work centres on identifying the key strengths and needs of the local community and developing strategic responses. He gets equally excited about leading student learning and leading professional learning. Munday sees his work as moving towards fullness of life through education.

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## Mr Chris Munro

*St Kevin's College Toorak, VIC*

Mr Chris Munro is passionate about Professional Learning (PL) and has developed a particular interest in Coaching as both a catalyst and support for teacher learning and growth. He has extensive experience in supporting teacher development, drawn from 18 years teaching in Scottish Secondary schools and in Initial Teacher Education as Director of the University of Aberdeen Professional Graduate Diploma in Education (PGDE) program. Having relocated to Australia, Munro spent two years as a Leading Teacher (Professional Learning) before moving to St Kevin's College in 2013 as the inaugural Dean of Professional Practice (Preparatory–12). Munro holds an Honours Degree in Technological Education and a Master of Research.

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## Ms Anne McGrath

*Media Access Australia, NSW*

Anne McGrath works part-time as the Education Manager at Media Access Australia and also with the Catholic Education Office, Sydney, as an Itinerant Teacher Hearing with the Sensory Impairment Program; having worked previously with the NSW Department of Education and Communities and the Royal Institute for Deaf and Blind Children (RIDBC) in an equivalent role. McGrath is a member of the Board of the Catherine Sullivan Centre, an early learning centre for babies and young children who are deaf or have hearing impairment. She is also a member of the Australian Curriculum, Assessment and Reporting Authority (ACARA) Equity and Diversity Advisory Group and a member of the Parents of Deaf Children (PODC) Professional Advisory Panel.

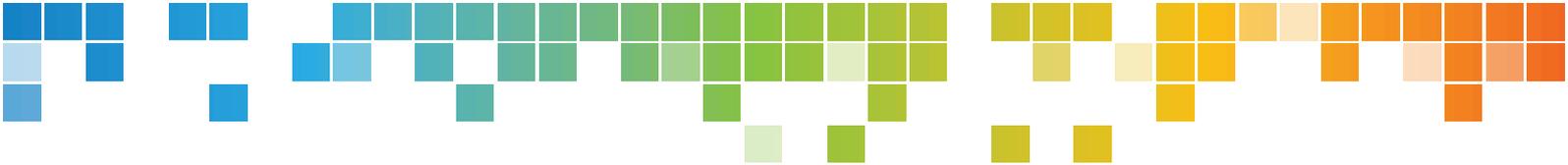
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## Ms Kim McHugh

*Association of Independent Schools of Western Australia, WA*

Kim McHugh is the Association of Independent Schools of Western Australia AISWA Numeracy Curriculum Consultant with responsibility for providing Professional Learning (PL) and regular targeted in-school support to teachers and Principals in 13 remote schools in Western Australia. Prior to joining the Independent School Association, she worked for two-and-a-half years for STEPS Professional Development delivering the suite of First Steps in Mathematics resources across Australia. McHugh has held roles in the WA Department of Education ranging from Numeracy Specialist Teacher in a school, to District Curriculum Consultant. She has also been an Assistant Principal in small and large primary schools in Perth.

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## Mrs Michelle Nemec

*St Mary and St Mina's Coptic Orthodox College, NSW*

Michelle Nemec (MACE) has a rich and extensive career in education spanning the Kindergarten to 12 (K-12) learning continuum. Her qualifications include Dip. Teach, B.ED, M.ED, M.ED (Admin), Certificate School Compliance (AISNSW), and a Certificate in Executive Coaching using Positive Psychology. She is in the final stage of her doctoral studies at the Institute of Positive Psychology and Education (ACU). Nemec has held senior executive roles in independent schools around New South Wales. Her experience includes a quality teaching consulting role at the Association of Independent Schools (NSW). Nemec currently works across the K to 12 continuum in teacher professional development, growth and review and quality teaching. She is also Head of Junior School, an Associate at Cambridge Education and is the National Effective Teaching and Leadership, Teaching and Learning Professional Learning Consultant for Teacher Training Australia.

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## Mr Timothy Newcomb

*Our Lady of Sion College, VIC*

*BSc, BEd, MEd (Research), Grad. Cert. Cath. St., MRE, MEdLead*

Timothy Newcomb is Deputy Principal – Learning and Teaching at Our Lady of Sion College. He previously taught at Mount Lilydale Mercy College where he held leadership positions in pastoral care. Newcomb's teaching background is in Chemistry, Mathematics, and Religious Education. His post-graduate study began with a thesis entitled 'How can Learning Logs help schools to learn?' and he is currently studying a Graduate Certificate in Accounting. Newcomb is a passionate and committed educator enthused by strategic opportunities for the improvement of student learning particularly ideas associated with contemporary learning, learning analytics, professional learning, online reporting, reflective practice, differentiation and ICT.

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## Dr Bronte Nicholls

*Australian Science and Mathematics School, SA*

Bronte Nicholls is currently Assistant Principal at the Australian Science and Mathematics School in Adelaide. She has been a leader in both government and non-government schools and held positions with state-wide responsibilities in the Department for Education and Child Development (DECD), the Future South Australian Certificate of Education (SACE) Office and SACE Board. Nicholls has been involved in senior secondary curriculum and assessment development in the science area since the late '80s. One of her current interests is developing school-based quality assurance processes to reduce in-school variation in teacher judgement and ensure improved learning outcomes for all students.

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## Mr Fred O'Leary

*Dominic College, TAS*

Fred O'Leary is a teacher and co-coordinator of the Magone Program. Fred is in his fifteenth year of teaching and has taught in Canada, the United Kingdom and Australia. During his time in the UK he has been Key Stage Four Curriculum Co-ordinator for Science and ICT Co-ordinator for Science. In addition to this O'Leary has been the Curriculum Co-ordinator of Maths and Science at Dominic College where he co-ordinated the departments transition to the National Curriculum. O'Leary is also a member of the School Wide Positive Behaviour Support group at Dominic College.

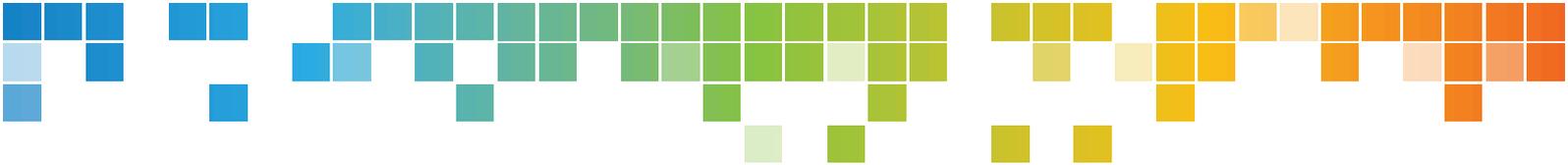
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## Ms Georgia Papadopoulos

*Sacré Cœur, VIC*

Georgia Papadopoulos has been teaching at Sacré Cœur for over 10 years and has taught Mathematics at all levels. In recent years, she has engaged in numerous professional learning opportunities with a view to improving the outcomes for students through enhancing their understanding of mathematical concepts. The online 'How to Learn Math' course presented by Jo Boaler from Stanford University was inspiring and allowed Papadopoulos to further develop effective teaching practises. This complemented the Melbourne University and Catholic Education Office Melbourne (CEOM) 'Purposeful Teaching of Mathematics' being undertaken by the Year 8 Mathematics team.

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## Mrs Cheryl Parkin

*Piara Waters Primary School, WA*

Cheryl Parkin is Principal of Piara Waters Primary School in Perth, Australia. She has been a class teacher, Curriculum Consultant and administrator for over twenty years.

Parkin has a particular interest within the areas of Early Childhood education and school leadership. She completed her Master of Education with a specialisation in school leadership in 2009. As the successful recipient of the West Australian Primary Principal's Association professional study award in 2013, Parkin researched the effectiveness of intentional teaching within the early childhood setting. For the past two years, Parkin has been developing highly effective professional learning communities with a focus on structured peer-to-peer collaboration.

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## Ms Jodie Parsons

*Sunshine College, VIC*

Jodie Parsons with Ms Yvonne Reilly have developed and trialled various ways to improve student outcomes in Mathematics and Science. They have published the first two volumes of their teacher resource books Maths in the Inclusive Classroom 1 and 2. The success of their program has led them to be featured on Channel 7, conferences in the USA and New Zealand, and in newspapers as far afield as The United Kingdom. Parsons and Reilly have co-authored several papers with Yvonne Reilly and have presented at the Mathematical Association of Victoria (MAV) annually since 2009.

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## Mrs Cheryl Penberthy

*Presbyterian Ladies' College, VIC*

Cheryl Penberthy is Head of Junior School at Presbyterian Ladies' College in Burwood, Victoria. Her areas of interest include strategic planning with a focus on pedagogy and teaching and learning, staff development and embedding a philosophy of continuous growth. PLC is Penberthy's second headship, her previous role was as Deputy Principal, Head of Junior School at Lowther Hall Anglican Grammar School for nine years. Penberthy's own professional learning has seen her complete a Master of Education at The University of Melbourne and courses through Harvard both online and face-to-face. She takes pride in knowing her staff, students and parents.

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## Mrs Trish Perrier

*Nambour State High School, QLD*

Trish Perrier is a senior English teacher of over thirty years active classroom experience at Nambour State High School on the Sunshine Coast, Queensland. She is a regular keen participant of: English Teachers Association of Queensland (ETAQ) and Australian Association for the Teaching of English (AATE) seminars and State conferences; co-ordinates pre-service teachers from a number of universities, is a Queensland Debating Union adjudicator and coach; and has regularly marked the Queensland Core Skills (QCS) Short Response Test for over a decade. She is particularly interested in development of writing among her junior students and is a member of Nambour High's Literacy Committee.

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## Mrs Prue Petsinis

*Presbyterian Ladies' College, VIC*

Prue Petsinis is Director of Teaching and Learning at Presbyterian Ladies College in Burwood, Victoria. Her areas of interest are the use of data to improve student learning, working alongside staff to drive curriculum change and improvement but her passion lies in teaching. She works closely with students and staff to create learning opportunities specific to each child. Petsinis aims to develop a cohesive team of teachers who strive for excellence in their practice and develop common understandings about the teaching approaches that are adopted across the school. Her passion for developing staff particularly those new to her school has driven her interest in this presentation.

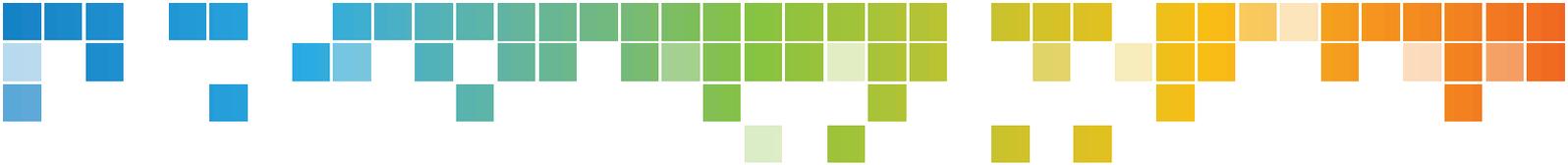
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## Associate Professor Robyn Pierce

*Melbourne Graduate School of Education, The University of Melbourne, VIC*

Associate Professor Robyn Pierce is currently the leader of Melbourne Graduate School of Education's Mathematics Education Group. In her six years with The University of Melbourne, Pierce has primarily worked with practicing teachers through the University's Master of Numeracy and Master of Education courses, and also through various professional development programs. She contributed to the development and teaching of the University's valued undergraduate breadth subject 'Critical Thinking with Data'. In addition to research in statistics education Pierce has investigated the use of technology, especially computer algebra systems, at both secondary and early tertiary levels.

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## Mr Andrew Pritchard

*Dominic College, TAS*

Andrew Pritchard is Director of Pastoral Care Kindergarten to Year 10, Head of Humanities Years 7 to 10 and Head of House Years 7 to 10 at Dominic College. He joined the Australian Regular Army as a junior officer in 2001 and subsequently attended the Australian Defence Force Academy and the Royal Military College Duntroon, obtaining a double major in History and Political Science. Pritchard began his teaching career at St Edmunds College, Canberra where he held roles in pastoral care. Pritchard returned to Tasmania 2011 to take up a position at Dominic College. He specialises in teaching History and Psychology.

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## Mrs Ruth Proslmeyr

*Western Australian Primary Principals' Association, WA*

Ruth Proslmeyr is currently employed by the Western Australian Primary Principals' Association (WAPPA) as Professional Learning Manager. Proslmeyr graduated from The University of London Institute of Education and completed her Masters degree in Teaching and Learning at The University of Cambridge. As one of the founder participant teachers on the Cambridge Leadership for Learning Network; 'Herts - Cam' Schools Network, in 1999, she was part of the early teacher trial group to develop what is now an internationally recognised model of best practice of school networks and teacher leadership. During the last ten years Proslmeyr's contribution to education has been focused mainly on systems leadership of school improvement and effectiveness.

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## Ms Peta Ranieri

*John Wollaston Anglican Community School, WA*

Peta Ranieri is a Drama teacher and Head of The Arts Learning Area at John Wollaston Anglican Community School in Perth, Western Australia. She has a particular interest in the capacity of teachers to lead school communities through classroom practice, having completed a Master of Educational Management in 2011 with a focus on Teacher Leadership. Ranieri's research interests include teacher reflexivity, the history of didactic theatre and organisational behaviour. She believes in life-long learning and is currently studying a Bachelor of Psychology/Bachelor of Commerce.

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## Miss Karen Reid

*Broadford Secondary College, VIC*

Karen Reid grew up in the bush, went to the local high school (Kerang Technical High School) until Year 11. In 1973, she went on Exchange to Canada at Listowel High School in South West Ontario, and was accepted into Waterloo University. From 1974 to 1977 Reid completed a Bachelor of Science Education at Melbourne University with a double major in Chemistry and Mathematics. Since graduating, Reid has taught Biology, Chemistry, Mathematics, Physics and Psychology for over thirty years including schools in Victoria and Kenya, Africa. Reid had applied to participate in the Pilot Program with the Victorian Curriculum and Assessment Authority (VCAA) running with Mathematica as the CAS technology for delivery and examinations in Mathematical Methods, and have been involved in the trial since the start of 2011.

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## Ms Yvonne Reilly

*Sunshine College, VIC*

Originally a Scottish research scientist, Yvonne Reilly began teaching at Sunshine College in 2007. Reilly and Parsons have published the first two volumes of their teacher resource books Maths in the Inclusive Classroom 1 and 2. The success of their program has led them to be featured on Channel 7, conferences in the USA and New Zealand, and in newspapers as far afield as The United Kingdom. They have presented at the Mathematical Association of Victoria (MAV) annually since 2009. Reilly was acknowledged for her contribution to education as a finalist in the Educator of the Year Australia Day awards for Brimbank council.

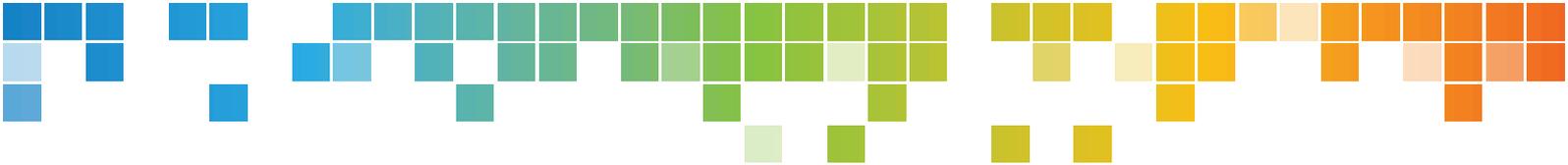
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## Mrs Tracy Riley

*Catch Up Ltd, VIC*

Tracy Riley has worked as a teacher across various age ranges; in mainstream schools, within the Gypsy community and Work Based Learning sector. She was inspired to become a Catch Up™ Approved Trainer after witnessing the impact Catch Up™ had on the struggling learners in her care. Riley helped to develop the Catch Up™ Numeracy intervention and, after a move to Melbourne, became Assistant Director in 2011. A position that enabled Catch Up™ to build on the successes and links already established in Australia. Riley has extensive experience surrounding interventions and how to maximise their effectiveness in schools and other settings.

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## Ms Michele Sampson

*Catholic Education Office Melbourne, VIC*

Michele Sampson has recently focused her work around her passionate belief that all children deserve to learn and succeed at school, regardless of their background, and that building strong learning communities through partnerships is key to success and sustained school improvement. She has taken a key role in leading three Catholic primary schools, in inner city Melbourne, to build their capacity to engage families in their children's education to improve student outcomes. A former teacher, Sampson has been instrumental in developing key initiatives such as Community Classrooms and Talking Circles, which focus on strengthening teachers' skills and confidence to work and engage with parents.

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## Ms Rebecca Sargent

*Holy Family Primary School, NSW*

Rebecca Sargent is a Kindergarten teacher at Holy Family Primary School in Granville East, Sydney. She graduated in 2009 with a Bachelor of Education from Notre Dame University, Sydney. Sargent has worked primarily in infants and has been involved in the transition of students into Kindergarten for the past three years. Having experienced the consequences of students beginning Kindergarten with significant delays in fundamental skills and learning behaviours, Sargent has worked collaboratively with colleagues to develop, implement and evaluate a transition program that focuses on bridging this gap for students.

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## Mrs Liz Sculley

*Sarah Redfern High School, NSW*

Liz Sculley has been actively involved in DEC schools for more than 20 years and is presently Manager Operations (relieving Deputy Principal) at Sarah Redfern High School in Sydney. Sculley has presented at BOSTES, DEC and UTS to NSW PDHPE teachers and used her experience in computer education in the review and development of PDHPE teaching software. She also has experience in presenting workshop training courses for Teacher Training Australia. Sculley is a published author of PDHPE in Focus: NSW Preliminary and HSC texts books.

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## Ms Linda Shardlow

*Methodist Ladies' College, VIC*

Ms Linda Shardlow is currently Head of Mathematics at Methodist Ladies' College, in Kew, Victoria. Her qualifications include a Bachelor of Science, a Graduate Diploma in Education and a Master of Education. Shardlow has been a teacher of mathematics for over thirty years at the secondary level and has taught at both state and independent schools, co-educational and single-sex. She also has a strong interest in professional learning for teachers, has published articles on the teaching and learning of mathematics and has presented professional learning sessions for teachers of all disciplines, both within her current school and at national conferences.

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## Mr Mark Sivills

*Don College, TAS*

Mark Sivills is the Learning Area Leader for Mathematics at Don College in Devonport, Tasmania. He has spent the last two years developing a Teacher Learning Community in Mathematics and Science and a whole-college Peer Mentoring program. Sivills spent the previous three years working at Salford City College in the UK as a Mathematics teacher. He believes in using evidence based methods to improve student outcomes and has worked during the last few years promoting the work of Dylan Wiliam in schools and colleges in Salford and Northern Tasmania.

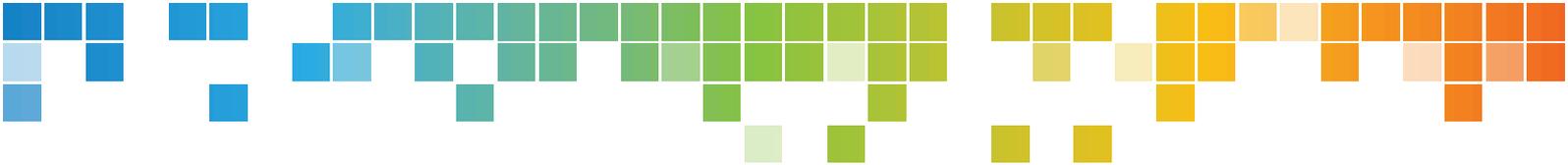
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## Mr Dan Smith

*Serpell Primary School, VIC*

Dan Smith is an Assistant Principal at Serpell Primary School in Templestowe, Victoria. For almost twelve years, Dan Smith has been a dedicated classroom practitioner, teaching in NSW, the UK and Victoria. Smith is a Level 2 trained philosophy educator who has helped successfully lead and refine Philosophical Inquiry programs both at Stanmore Public School in NSW and Serpell Primary School in Victoria, through an approach developed by Professor Philip Cam from the University of NSW. Over the past three years, Smith has focused on building teacher capacity at Serpell in Philosophical Inquiry in the Classroom. Smith does not advocate being a philosopher himself, however his passion is to teach teachers how to create a 'thinking classroom' by engaging in philosophical discussion.

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## Ms Nerida Spina

*Queensland University of Technology, QLD*

Nerida Spina is a research associate in the Faculty of Education on the Australian Research Council (ARC) Linkage project entitled "Ethical leadership: A collaborative investigation of equity-driven evidence-based school reform" which investigates how school leaders and teachers engage in critical inquiry and evidence-based practice to improve student learning and equity in contexts of high-stakes accountability. She has worked as a classroom teacher as well as working at the Queensland University of Technology (QUT) in a range of fields including early childhood education and Indigenous education. Spina is currently completing in a PhD which will investigate how accountability discourses and 'data' reorganise teachers' work.

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## Ms Ann Stanley

*Koonung Secondary College, VIC*

Ann Stanley has been a secondary teacher for twenty years. She is currently on leave from Koonung Secondary College where she is Leading Teacher (Differentiation and Engagement). Stanley mentors teaching teams in classroom practices that are responsive to students' diverse needs. In leading teachers who themselves have diverse learning needs, she has promoted 'praxis': teachers publicly identifying problems of classroom teaching, referencing these to theory, taking action, and writing about their findings. She believes in every teacher having a voice in a high trust culture that acknowledges the complexity of their work. She currently runs Warrandyte Education Services.

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## Mr Ashairi Suliman

*National University of Malaysia (UKM), Malaysia*

Ashairi Suliman was born in 1986 in Sarawak, Malaysia. Suliman received his early education in Kuching, Sarawak and continued his first degree at National University of Malaysia, majoring in Teaching English as a Second Language (TESL). Currently, he is in his final semester of the master's degree in the field of Teaching English as a Second Language (TESL). His research focus is on the teaching and learning of English Literature as well as on the use of Information and Communication Technology (ICT) tools in teaching and learning.

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## Professor Nicholas Sun-Keung Pang

*Chinese University of Hong Kong, Hong Kong*

Nicholas Pang is the Chairman of Department of Educational Administration and Policy (EAP), Director of the Hong Kong Centre for the Development of Educational Leadership (HKCDEL), and Leader of the School Development and Evaluation Team (SDET), at the Chinese University of Hong Kong (CUHK). He is also the Director of the Master of Arts Program in School Improvement and Leadership (MASIL) of CUHK, and Director of the Preparation for Principalship (PFP) Courses and School Managers (SMs) Training Programmes, commissioned by Hong Kong Education Bureau. Professor Pang specialises in educational administration, management and leadership, as well as school effectiveness and improvement. He has been publishing widely in these areas, locally and internationally, in various academic media.

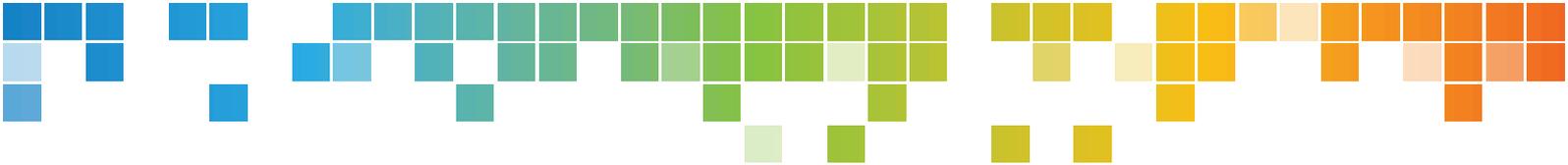
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## Ms Sabreena Taylor

*New South Wales Department of Education and Communities, NSW*

Sabreena Taylor has taught for nearly 30 years as a history teacher including 14 years as Head Teacher. In 2009 she accepted the position of Technology and Quality Teaching Consultant in the former Northern Sydney Region of the NSW Department of Education and Communities. This involved engaging teachers and students with the Digital Education Revolution laptops. As Professional Learning and Leadership Coordinator, Taylor's role included working collaboratively with schools to plan and deliver contextualised professional learning. Taylor is now School Planning and Performance Advisor in the newly established Learning, High Performance and Accountability team which is developing online solutions for effective school planning, monitoring, and reporting.

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## Ms Evelyn Terry

*School Academic Support Services, QLD*

Evelyn Terry is a speech-language pathologist with over 25 years of experience in delivering speech therapy within an educational context. Terry has worked as a speech-language pathologist, the Speech-Pathologist-in-Charge of North Western Region for Education Queensland, and as a Supervising Clinician at the University of Queensland Phonological Awareness for Literacy clinic. Currently, as the Director of School Academic Support Services, Terry's special interest is in developing needs prevention and intervention programs. She has presented at state, national and international conferences. Her practitioner research has focussed on the development of appropriate, effective, curriculum based speech therapy services within education.

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## Mr John Thompson

*Don College, TAS*

John Thompson, Principal of Don College, believes that relationships based on trust and mutual respect are the key to an orderly school environment. Within an orderly environment students feel safe. They can focus on their own learning and contribute to the learning of others. Teachers can focus on teaching. In 2013, Don College achieved its fifth consecutive year of improved student outcomes measured by direct retention, Australian Tertiary Admission Rank (ATAR), Vocational Education and Training (VET) achievement and Tasmanian Certificate of Education (TCE) completion rates. Don College is a Senior Secondary government college offering a comprehensive program to students in Years 11 and 12 in the rural community of Devonport, Tasmania.

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## Mr Dominic Thurbon

*ChangeLabs, NSW*

Dominic Thurbon is Founder of Educator Impact and ChangeLabs. He has over eight years of global experience in the design, delivery and measurement of behaviour change programs, with ChangeLabs' multi-award winning programs reaching over 350,000 people each year. His international clients include the Australian Institute for Teaching and School Leadership (AITSL), Apple, Microsoft, the New South Wales Department of Education and Communities (NSW DET), and hundreds of schools, universities and Technical and Further Institutions (TAFE).

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## Mrs Mereseini Tikoduadua

*University of Tasmania, TAS*

Mereseini Tikoduadua is a Primary school teacher in Fiji. She has been teaching for the last 20 years. Currently, she is completing a Masters in Education (Research) at the University of Tasmania. Her research is on the new assessment reform currently in place in Fiji, with an emphasis on moderation.

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## Mrs Cindy Valdez-Adams

*Fairfield Public School, NSW*

Cindy Valdez-Adams is currently an ESL Specialist Teacher at Fairfield Public School. She also held the position of Assistant Principal ESL from 2011 to 2013. She completed a Bachelor of Education (TESOL) in 1996. Valdez-Adams has been with Fairfield Public School for the last 12 years, and in that time has taken on various roles, including being a classroom teacher, and a relieving Assistant Principal. Valdez-Adams has participated in a number of projects including 'Successful Language Learners', 'Primary Intensive English Program', 'Leadership Project – Refugee Support' and 'Best Start EAL/D Project'. She has also been a presenter at various TESOL and ESLIN workshops.

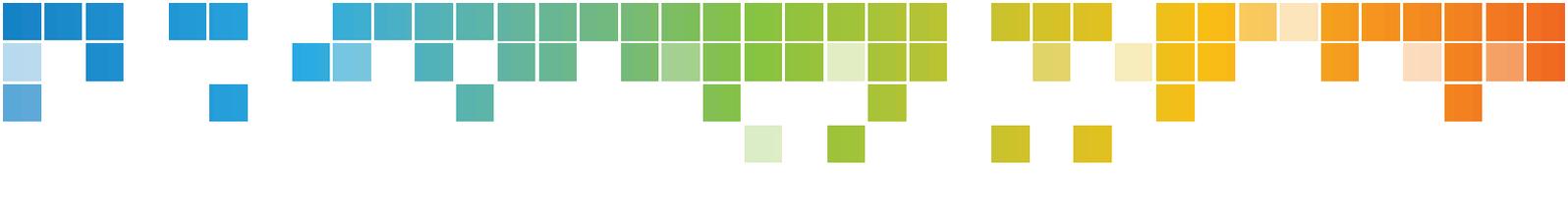
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## Mr Roger Wander

*The University of Melbourne, VIC*

Roger Wander taught secondary Mathematics in both government and Catholic schools in Melbourne, Adelaide and Minnesota, USA from 1975 to 2007. His M.Ed studies at the University of Melbourne led to his move in 2008 to the Mathematics Education group at the Melbourne Graduate School of Education as a Senior Research Officer in the Texas Instruments-sponsored *New Technologies for Teaching Mathematics* project, which investigated the use of TI-Nspire CAS (Computer Algebra Systems) in middle secondary classrooms. His most recent research was with the *Teachers' Statistical Literacy* project, the focus of today's workshop. He has also presented numerous workshops and professional development sessions for mathematics teachers through the ACER Institute, the Melbourne Catholic Education Office (CEO) and the Department of Education and early Childhood Development's (DEECD) Bastow Institute. Wander is currently a Clinical Specialist for the MTeach course, working with teacher candidates in both primary and secondary schools.

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## Miss Amanda Watkin

*Australian Science and Mathematics School, SA*

Amanda Watkin works at the Australian Science and Mathematics School as an interdisciplinary teacher with a mathematical focus. She has a strong interest in engaging students through innovative pedagogies, passion for content and engaging, real-world connections and is always on the lookout for new ways to spice up senior school maths lessons.

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## Mr Matthew Weston

*Guildford Grammar School, WA*

Matthew Weston is a secondary teacher who has worked in numerous schools in Perth and the United Kingdom. His extensive experience in multicultural schooling has developed his interest in the sociological impact of culture studies and schools. He has developed and taught in a variety of mainstream and specialised courses including the *Links Program* for high-risk students and also students with special needs. Weston is studying a Master's in Educational Leadership and Administration and is currently working both as a Philosophy and Ethics teacher and Boarding Year Co-ordinator at Guildford Grammar School in Perth, Western Australia.

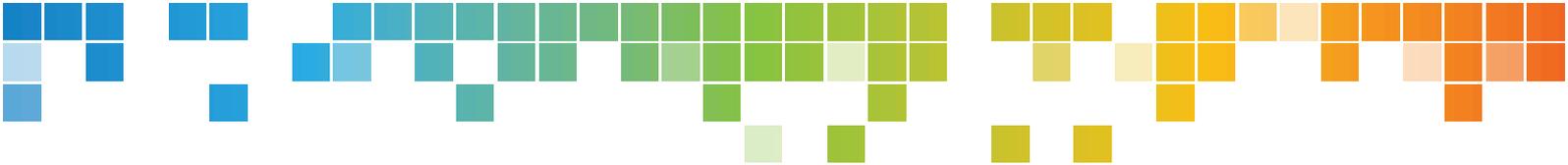
email: [matthew.weston@ggs.wa.edu.au](mailto:matthew.weston@ggs.wa.edu.au)

## Mrs Hatice Yagci

*Zirve University Turkey, Turkey*

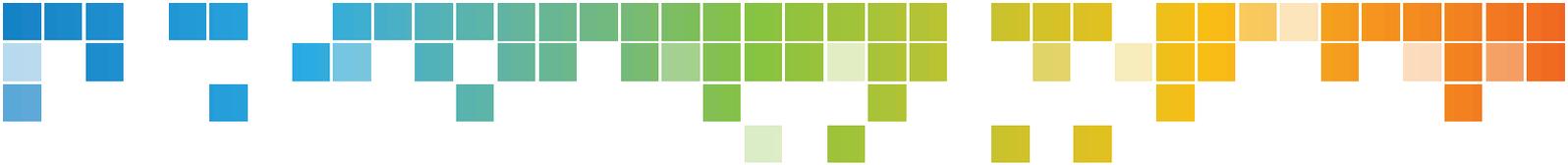
Hatice Yagci completed her Bachelor of Arts (BA) in TEFL at Anadolu University in 2010. During her undergraduate years, she tutored students from disadvantaged areas and had internship at public schools as a teacher of English. She has been working as a research assistant at Faculty of Education at Zirve University since 2010. She is currently working at a Turkish state project on teaching English to children with visual impairment using iPads. Yagci completed her Master in Arts (MA) in Teaching English as a Foreign language (TEFL) at Hacettepe University on April 2014. Her interests are professional development of TEFL teachers, student engagement and achievement, life long learning and special education.

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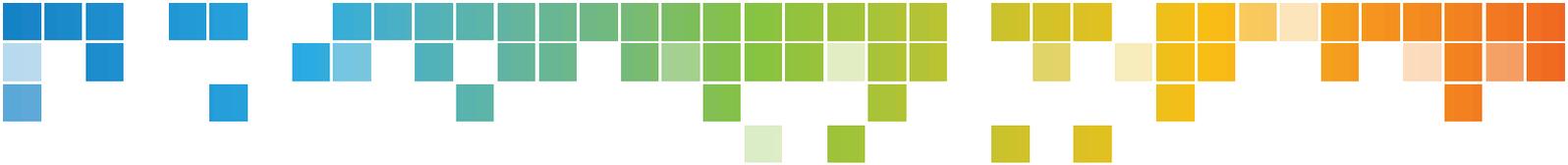


# GLOSSARY

AACE	Association for the Advancement of Computing in Education	DEC	Department of Education and Communities
AATE	Australian Association for the Teaching of English	DECD	Department for Education and Child Development
ACARA	Australian Curriculum, Assessment and Reporting Authority	DEECD	Department of Education and Early Childhood Development
ACER	Australian Council for Educational Research	DG	Director General
ACT	Australian Capital Territory	EAL/D	English as an Additional Language and/or Dialect
ACU	Australian Catholic University	EAP	Educational Administration and Policy
AEF	Asia Education Foundation	ECT	Early Career Teacher
AICS	Aboriginal Independent Community Schools	ESL	English as a Second Language
AISNSW	Association of Independent Schools of New South Wales	ESOL	English for Speakers of Other Languages
AISWA	Association of Independent Schools of Western Australia	ETAQ	English Teachers Association of Queensland
AITSL	Australian Institute for Teaching and School Leadership	EYA	Early Years Assessment
ARC	Australian Research Council	FELL	Family Engagement in Learning Leader
ASCD	Association for Supervision and Curriculum Development	GAFE	Google Apps For Education
ASTI	Students with Special Educational Needs	GGAP	Gin Gin Alternative Pathways
ATAR	Australian Tertiary Admission Rank	HKCDEL	Hong Kong Centre for the Development of Educational Leadership
ATSI	Aboriginal and Torres Strait Islander Peoples	HSC	Higher School Certificate
AusVels	Australian Curriculum/Victorian Essential Learning Standards	IB	International Baccalaureate
BALGS	Becoming Asia Literate: Grants to Schools	ICSEA	Index of Community Socio-Economic Advantage
B.ED	Bachelor of Education	ICT	Information and Communications Technology
BOSTES	Board of Studies, Teaching and Educational Standards	K-12	Kindergarten to Year 12
BYETC	Brisbane Youth Education and Training Centre	KLA	Key Learning Area
BYOD	Bring Your Own Device	LGBTIQ	Lesbian, Gay, Bisexual, Transgender, Intersex and Questioning
CAS	Computer Algebra System	LOTE	Languages Other Than English
CELF	Clinical Evaluation of Language Fundamentals	MA	Master of Arts
CEOM	Catholic Education Office Melbourne	MACE	Member of the College – Australian College of Educators
CQ	Central Queensland	MASIL	Master of Arts Program in School Improvement and Leadership
CUHK	Chinese University of Hong Kong	MAV	The Mathematical Association of Victoria
		MGGS	Melbourne Girls Grammar School
		MRE	Master of Religious Education



MTeach	Masters of Teaching	TASITE	Tasmanian Society for Information Technology in Education
NAPLAN	The National Assessment Program – Literacy and Numeracy	TCE	Tasmanian Certificate of Education
NSW	New South Wales	TESOL	Teachers of English to Speakers of Other Languages
NT	Northern Territory	UNE	University of New England
OECD	Organisation for Economic Co-operation and Development	UNESCO	United Nations Educational, Scientific and Cultural Organization
P-12	Preparatory to Year 12	USA	The United States of America
PDHPE	Personal Development Health and Physical Education	UK	The United Kingdom
PE	Physical Education	UKM	National University of Malaysia
PETRA	Pursuing Equity Through Rich Accountabilities	UTS	University of Technology Sydney
PFP	Preparation for Principalship	VCAA	Victorian Curriculum and Assessment Authority
PGD	Professional Graduate Diploma in Education	VCE	Victorian Certificate of Education
PhD	Doctor of Philosophy	VET	Vocational Education and Training
PISA	Programme for International Student Assessment	VIC	Victoria
PL	Professional Learning	WA	Western Australia
PLT	Professional Learning Team	WAPPA	Western Australian Primary Principals' Association
PODF	Parents of Deaf Children	ZPD	Zone of Proximal Development
PYP	Primary Years Programme		
QBC	Quinns Baptist College		
QLD	Queensland		
QUT	Queensland University of Technology		
RIDBC	Royal Institute for Deaf and Blind Children		
RoL	Record of Oral language		
SA	South Australia		
SACE	South Australian Certificate of Education		
SDET	School Development and Evaluation Team		
SFO	Student Family Occupation		
SM	School Manager		
SPSS	Statistical Package for the Social Sciences		
SOS	Structured Observational Survey		
SOSE	Studies of Society and Environment		
STEM	Science Technology, Engineering and Mathematics		
TAS	Tasmania		



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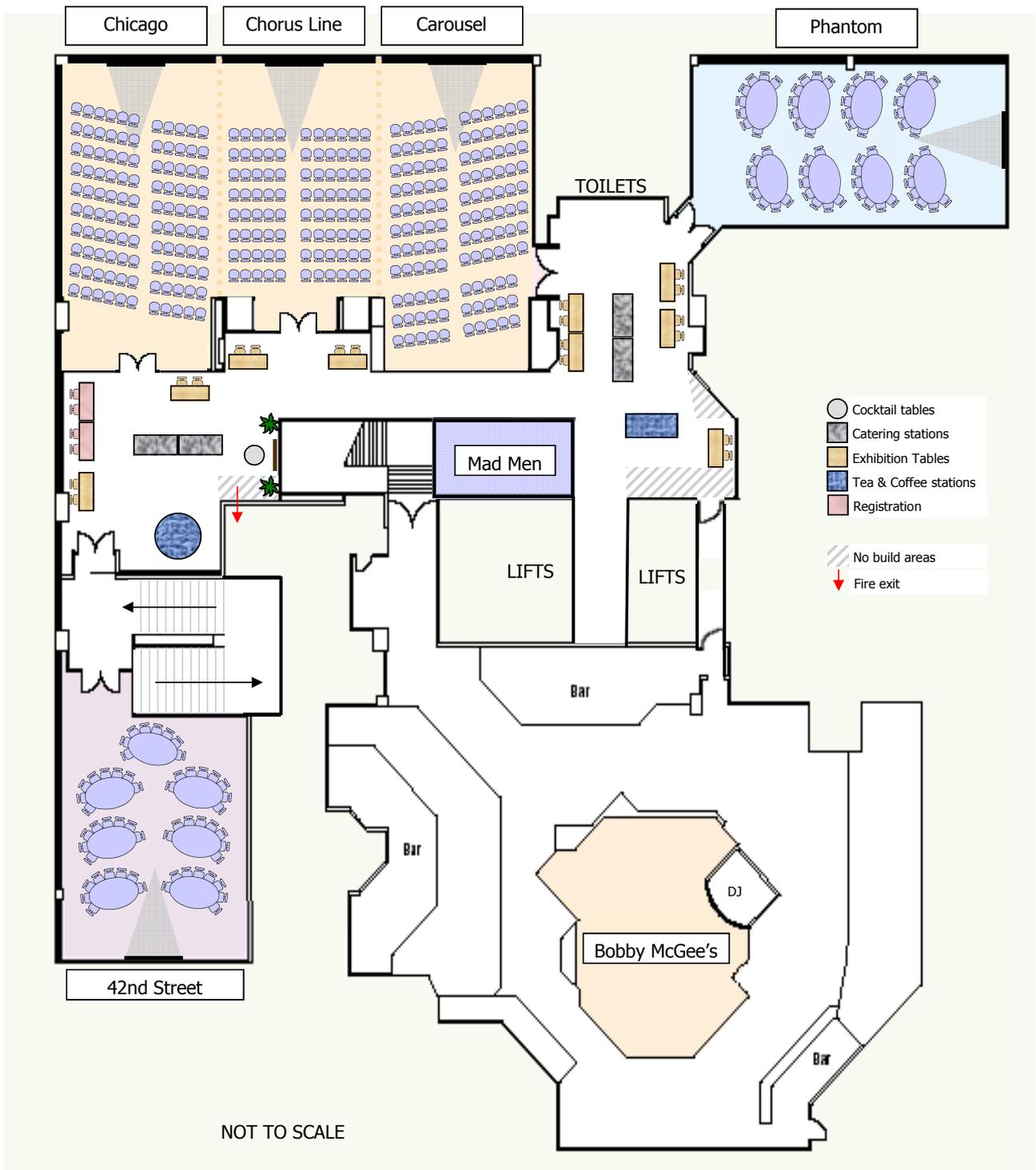


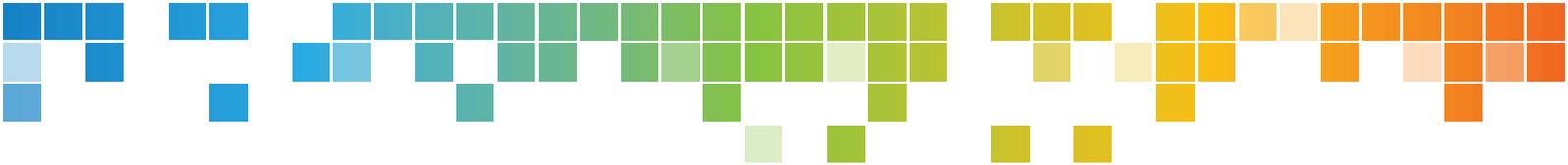
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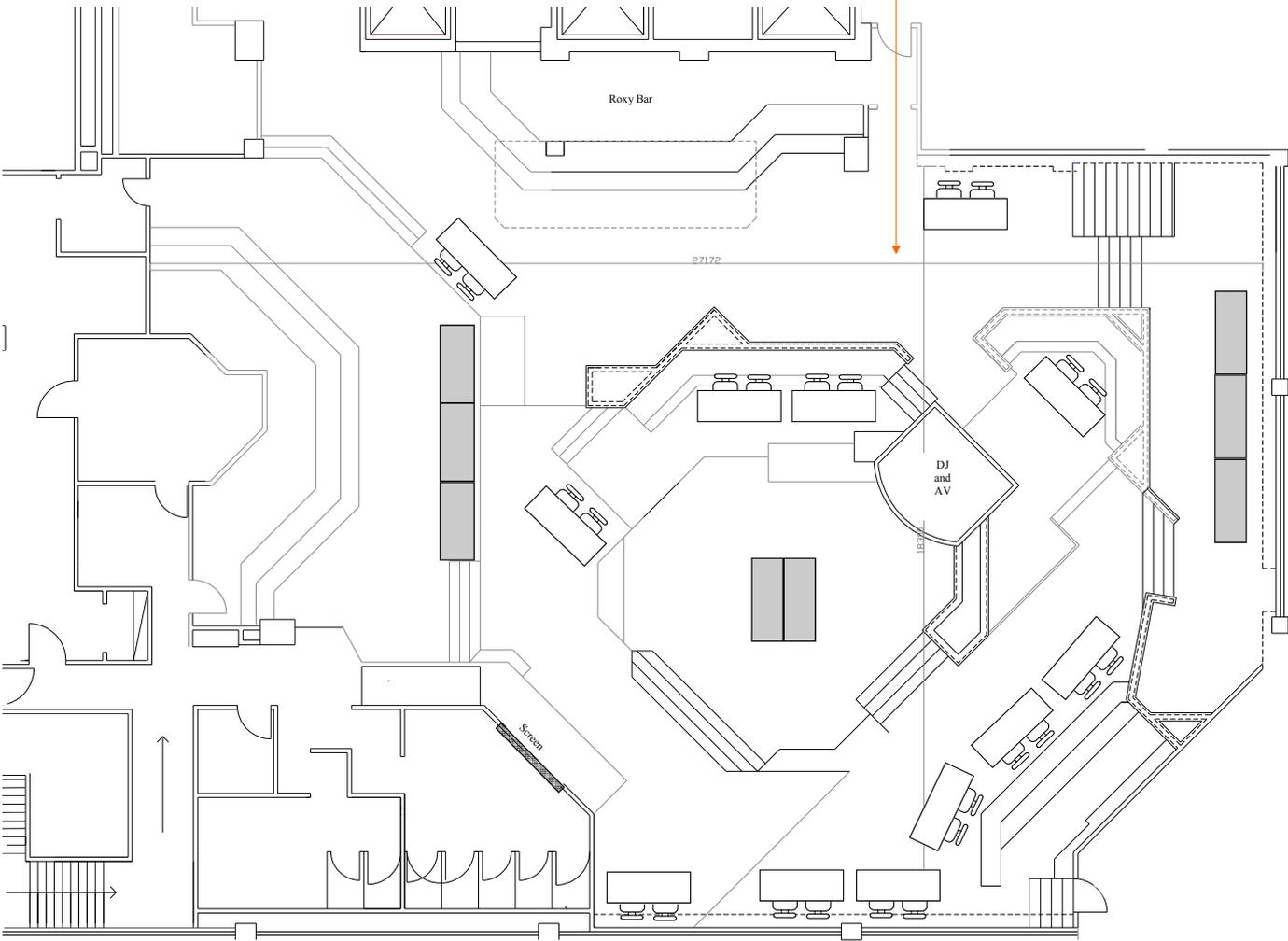
# RYDGES FLOOR PLAN

ACER EPPIC 16-17 May 2014





# BOBBY McGEES FLOOR PLAN



■ Buffet

# Conference Timetable Friday 16 May 2014

8:00am	Registration and Welcome Tea and Coffee/Exhibitors' Expo					
9:00am	<p>Sharing and Learning from Advances in Practice Professor Geoff Masters AO CEO, ACER</p> <p>Using the National School Improvement Tool: Stories from the field Mr Robert Marshall Senior Project Director, School Improvement, ACER</p>					
10:30 – 11:00am	Morning Tea					
11:00 – 12:30pm	<p><b>A Whole School Model for Peer-to-Peer Collaboration and Feedback</b> Mrs Ruth Prosimey Western Australian Primary Principals' Association, WA</p> <p>Mrs Helen Coyle Bullbrook K-12 College, WA</p> <p>Mrs Cheryl Parkin Pilar Waters Primary School, WA</p> <p><b>Implementation of 'Stage 5' National Curriculum with a New Way of Learning for Staff and Students</b> Ms Karen Endicott, Ms Emma Lindsay, Mrs Elizabeth Sculley Sarah Redfern High School, NSW</p> <p><b>Teaching Thinking Skills: A journey into philosophical inquiry in the classroom</b> Mr Dan Smith Serpell Primary School, VIC</p>	<p><b>Not Just Talk: A framework for mentorship for school improvement</b> Mr Zid Maccencido, Mr Shaun Haidon Lake Riggan Primary College, ACT</p> <p><b>Knowing Our Kids From Day One: Data driven early intervention</b> Mr Benjamin Munday, Ms Rebecca Sargent Holy Family Primary School Granville East, NSW</p> <p><b>Using Data to Support Learning at Fitzroy High School</b> Mr Peter Bennett Fitzroy High School, VIC</p>	<p><b>The Write Way to School Improvement</b> Mrs Christine Hills Gerrinton State Primary School, QLD</p> <p><b>A Ment of Thinking: Developing a thinking school culture</b> Mr Paul Clegg, Ms Rachelle Brunnell, Ms Sharon Moore Sunshine Coast Grammar School, QLD</p> <p><b>Building Professional Capital: Creating a culture of collaborative learning</b> Mrs Cherylone Gostelow, Mrs Sarah Kate Anderson Mandaring Christian College, WA</p>	<p><b>Purposeful Teaching of Mathematics and the National School Improvement Tool Data to Improve Student Learning</b> Mrs Caroline Brown, Mrs Mari Abbey, Ms George Papadopoulos Stare Cedar Melbourne, VIC</p> <p><b>Educator Impact: Evidence-based approaches to quantifying and growing teacher effectiveness</b> Mr Dominic Thurbon Changlidos, NSW</p> <p><b>Connected Learners in a Blended Learning Environment</b> Ms Vivian Lau Melbourne Girls Grammar School, VIC</p>	<p><b>Workshop Reflective Teacher Leadership in Action: Constructing a representation of your teams</b> Ms Donna Ludvigsen South Western Victorian Region DEECD, VIC</p>	<p><b>DOMAIN 1 A1</b></p>
12:30 – 1:30pm	Lunch/Exhibitors' Expo/Poster Presentations and demonstration of ACER Q-Central software					
1:30 – 3:00pm	<p><b>Modelling a Rigorous Culture of Thinking and Writing: A whole school approach to literacy</b> Ms Karen Dreher Melbourne Girls Grammar School, VIC</p> <p><b>Making Measurable and Sustained Progress in Numeracy with Indigenous Students and Others from English Second Language (ESL) Backgrounds</b> Ms Kim McHugh, Ms Lara Altimira Association of Independent Schools of Western Australia, WA</p> <p><b>Collaborative Curriculum Innovation: Balancing rigour and engagement</b> Mrs Mathilda Joubert Swain Christian Education Association, WA</p> <p>Mrs Cherylwyne Gostelow Mandaring Christian College, WA</p>	<p><b>Coaching for Enhanced Professional Practice</b> Mr Chris Munro, Ms Helen Gastin St Kevin's College Borak, VIC</p> <p><b>Using Data to Develop Collaborative Practice and Improve Student Learning Outcomes</b> Dr Bronte Nicholls, Mr Jason Loke Australian Science and Mathematics School, SA</p> <p><b>Using New Technology for Classroom Assessment: An iPad app to measure learning in dance education</b> Ms Sue Mullane Sunshine Special Developmental School, VIC</p> <p>Dr Kim Dunphy Miking Dance Matter, VIC</p>	<p><b>Increasing Student Participation and Raising Teachers' Awareness About Student Needs Through Professional Learning Communities</b> Mrs Haice Yagci Zine University, Turkey</p> <p><b>Succeeding, Failing and Asking for Help: Teachers building a collaborative community</b> Ms Ann Stanley, Ms Marilyn Faithfull Koolahy Secondary College, VIC</p> <p><b>Gen Ed Alternative Pathways Program: Enhancing school improvement through professional practice and community engagement</b> Mrs Enelle Gabbart, Mr Graham Maskiell Glen State High School, QLD</p>	<p><b>Using the Quality Teaching Framework and the National School Improvement Tool Domains 7 and 8 to Select the Best School Data to Improve Student Learning</b> Ms Sabrina Taylor, Ms Julie Dupuche NSW Department of Education and Communities, NSW</p> <p><b>Developing Literacy Skills in the Foundation Years: Linking child development to the National Curriculum</b> Mrs Kate Fischer, Ms Evelyn Terry, Dr Fiona Jones Bralane Boys College, QLD</p> <p><b>School Partnerships Using Critical Inquiry for Equity-Driven Evidence-Based Improvement</b> Ms Nerida Spina, Ms Leisa Brandon Gonsky University of Technology, QLD</p> <p>Ms Karen Gaffney, Mr Martin Brogan, Mrs Trish Perrier, Ms Lauren Horrell Nambour State High School, QLD</p>	<p><b>Workshop How Can a Professional Learning Team (PLT) Be Used to Increase Teacher Knowledge and Use of Feedback?</b> Mrs Kate Copping Wesgirth Primary School, VIC</p>	<p><b>DOMAIN 5 A2</b></p>
3:00 – 3:15pm	Afternoon Tea					
3:15 – 4:45pm	<p><b>Developing Language Through The Arts</b> Mrs Cindy Valdez-Adams Fairfield Public School, NSW</p> <p><b>When EAL Pedagogy is Not Enough: Identifying the influence of language delays</b> Mr Benjamin Munday, Ms Theresa Bany Holy Family Primary School Granville East, NSW</p> <p><b>Glancing Through the Re-Introduction of English Literature in Malaysian Secondary Schools: Are the teachers ready?</b> Mr Ashraf Sulman National University of Malaysia (UKM), Malaysia</p>	<p><b>Effective Differentiation: Changing outcomes in a multi-campus school</b> Ms Yvonne Reilly, Ms Jodie Parsons Sunshine College, VIC</p> <p><b>Strategic Use of Data by Teachers to Differentiate the Learning Programs and Improve Learning Outcomes</b> Mr Timothy Newcomb Our Lady of Sea College, VIC</p> <p><b>Enabling Authentic Student Voices: Children as researchers</b> Mrs Marvann Walzer, Mrs Mathilda Joubert Quirns Baptist College, WA</p>	<p><b>Creating a Maths Community on WhatsApp: How the school has improved</b> Mr Ahmet Durugoz University of Nottingham, UK</p> <p><b>Improving Numeracy Outcomes: Findings from an intervention program</b> Ms Michaela Epstein Cherry Secondary College, VIC</p> <p><b>Team Teaching: Changing the culture in senior secondary Mathematics classrooms</b> Mr Jason Loke, Miss Amanda Walkin Australian Science and Mathematics School, SA</p>	<p><b>Workshop Making Schools Great through Teacher Learning Communities and Peer Mentoring</b> Mr John Thompson, Mr Mark Swills Don College, TAS</p> <p><b>Workshop Sarah Redfern High Travelling the Unknown Road of Managing Complex Changes to Improve Student Learning Outcomes</b> Ms Karen Endicott, Ms Margaret Downey Sarah Redfern High, NSW</p>	<p><b>Workshop How Can a Professional Learning Team (PLT) Be Used to Increase Teacher Knowledge and Use of Feedback?</b> Mrs Kate Copping Wesgirth Primary School, VIC</p>	<p><b>DOMAIN 3 E3</b></p>
5:00 – 6:30pm	Networking Drinks, Bobby McGee's					

Room: Chicago Chorus Line Carousel Phantom 42nd Street

# Conference Timetable Saturday 17 May 2014

## National School Improvement Tool

- Domain 1 An explicit improvement agenda
- Domain 2 Analysis and discussion of data
- Domain 3 A culture that promotes learning
- Domain 4 Targeted use of school resources
- Domain 5 An expert teaching team
- Domain 6 Systematic curriculum delivery
- Domain 7 Differentiated teaching and learning
- Domain 8 Effective pedagogical practices
- Domain 9 School-community partnerships

[www.acer.edu.au/nsit](http://www.acer.edu.au/nsit)

8:30am Registration

9:00am **Keynote 2**  
Reclaiming Teacher Judgement in Tough Times:  
A school improvement community  
Professor Marie Brennan

ACER's School Improvement Community

10:30 – 11:00am Morning Tea

11:00 – 12:30pm **DOMAIN 1**  
**A4**  
Using Technology to Align Curriculum, Pedagogy and Assessment in Senior Secondary Mathematics

Dr David Leigh-Lancaster  
Victorian Curriculum and Assessment Authority, VIC

Miss Karen Reid  
Bendigo Secondary College, VIC

**Podcasting Internationally to Improve Speaking, Listening and Idiomatic Usage When Learning a Foreign Language**

Mrs Carmen Anders  
St Rita's College, QLD

**Teachers Driving Asia Literacy in Australian Schools: What works?**

Dr Eedbal Hessim  
Asia Education Foundation, The University of Melbourne, VIC

**DOMAIN 2**  
**B4**  
Teacher Feedback: Creating a positive culture for reform

Ms Pats Ranieri  
John McElwain Anglican Community School, WA

**Reflective Practice in Classroom Teaching for School Improvement**

Professor Nicholas Sun-Keung Pang  
The Chinese University of Hong Kong, Hong Kong

**Developing Grit, Tenacity and Perseverance in Learning Mathematics**

Ms Linda Shardlow  
Methodist Ladies' College, VIC

**DOMAIN 1**  
**C4**  
Raising the Bar: School Improvement in action

Ms Beth Gilligan, Mrs Selina Kipne, Mr Andrew Pittard, Ms Kate Longey, Mr Fred O'Leary  
Dominic College, TAS

**Closing the Skills Gap: An analysis of a school improvement agenda for incarcerated youth**

Mr Neil Lloyd, Ms Andrea Hayes  
Brisbane Youth Education & Training Centre, QLD

**Teachers' Reflections on Employing Cooperative Learning in the Saudi Classroom**

Dr Abdulrahman Alqarfi  
King Khalid University, Saudi Arabia

**DOMAIN 8**  
**D4**  
School Cultures and School Effectiveness

Mr Matthew Weston  
Guldford Grammar School, WA

**iStar: A whole school language for connected practices**

Mrs Ruth Prosimy  
Western Australian Primary Principals' Association, WA

Mrs Helen Coyle  
Bullbrook, K-12 College, WA

Mrs Cheryl Parkin  
Para Waters Primary School, WA

**Teacher Observations Program in Schools**

Mr Gareth Heron  
Parfield Gardens High School, SA

**DOMAIN 2**  
**E4**  
Workshop  
Developing Rubrics and Guttman Charts to Target All Students Zones of Proximal Development

Miss Holly Bishop  
Westearth Primary School, VIC

Miss Bree Bishop  
Canberra College P-12, VIC

12:30 – 1:30pm Lunch/Exhibitors' Expo/Poster Presentations

1:30 – 3:00pm **DOMAIN 6**  
**A5**  
Changing the Traditional Pedagogical Approach to Mathematics Instruction

Mr Rhys Coulson  
Seymour Primary School, VIC

**Not More But Different: Teachers learning together to engage families in learning**

Ms Michele Sampson,  
Catholic Education Office Melbourne, VIC

Mrs Julie DiNoto  
St. Clare's Primary School Thomastown, VIC

**ACER Session**

**DOMAIN 2**  
**B5**  
Senior Secondary Re-imagined: Improving practice at the Noosa Steiner School

Mr Matthew Cummane, Ms Shelley Davidow  
Noosa Steiner School, QLD

**Avoiding the Intervention Boomerang!**

Mrs Tracy Riley  
Catch Up Ltd, VIC

**New Staff Induction: An intentional focus on teaching and learning**

Mrs Pats Ranieri, Mrs Cheryl Penberthy  
Presbyterian Ladies' College, VIC

**DOMAIN 5**  
**C5**  
Transforming Society Through School and Community Partnerships

Dr Rabia Hos  
Zine University, Turkey

**The Development of a 'Response to Intervention' Based Process to Improve Foundation Year Literacy Outcomes**

Ms Evelyn Terry  
School Academic Support Services, QLD

**Successful Strategies Used to Build the Learning Community from Kindergarten to Year 12 in the Minto Community of Schools**

Ms Alison Millott, Ms Karen Endicott  
Stanh Heilman High School, NSW

**DOMAIN 2**  
**D5**  
Workshop  
Understanding NAPLAN Data-Teachers' Statistical Literacy

Mr Michael Dalton  
VCAA

Mr Roger Wander  
The University of Melbourne

Assoc Prof Robyn Pierce  
The University of Melbourne

**DOMAIN 2**  
**E5**  
Workshop  
Writing Assessment: Using results to plan for improvement

Ms Martina Bovel  
ACER

3:10 – 3:30pm Paper Awards and Conference Close

Room: Chicago  Chorus Line  Carousel  Phantom  42nd Street 



# Research Conference 2014

## Quality and Equity: What does research tell us?

Adelaide Convention Centre | 3–5 August 2014 | Adelaide, Australia

HOSTED BY Professor Geoff Masters AO, CEO, ACER

This conference addresses:

- highly effective pedagogies
- policies and practices that improve learning for all learners
- the link between high expectations and high performance
- what PISA, TIMSS and PIRLS, and NAPLAN data really tell us about learning outcomes

**Sunday 3 August:** Sessions on

- pre-school learning and transition to school
- indigenous issues
- vocational education and training

A highlight of Sunday's program will be a conversation with **Ms Julia Gillard**, first woman **Prime Minister of Australia**, discussing quality and equity issues with conference host Professor Geoff Masters AO.

**Monday 4 and Tuesday 5 August:** Conference speakers include Professor Petra Stanat (Germany) investigating the achievement of immigrants in international testing and Dr Sally Brinkman (Adelaide) on the Australian Early Development Index (AEDI). Dr Petra Lietz, from the Adelaide office of ACER, will lead a panel of researchers discussing literacy and numeracy performance in Australia and internationally.

The conference dinner Monday 4 August features Dr Lynn Arnold AO who will speak on his personal perspectives on quality and equity.

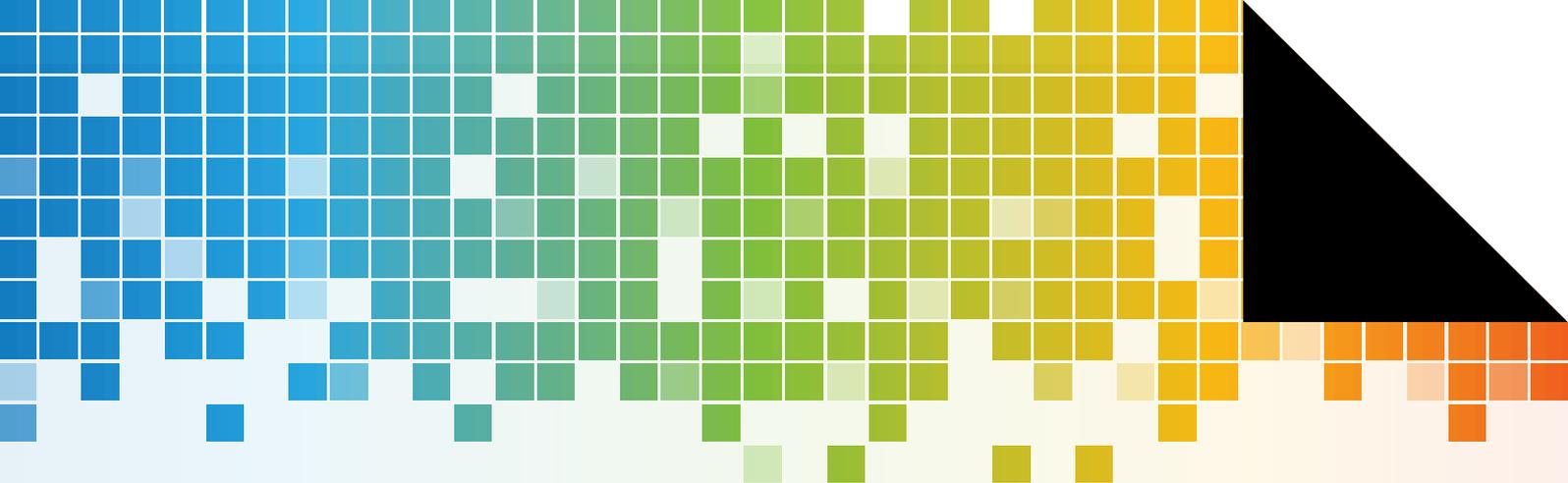
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[www.acer.edu.au/rc](http://www.acer.edu.au/rc)

Australian Council for Educational Research

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# Excellence in Professional Practice Conference

*Improving assessments of student learning*

Thursday, 21 May – Saturday, 23 May 2015  
Novotel Sydney Brighton Beach, NSW

Contribute your knowledge and expertise to a conference  
presented by practitioners, for practitioners.



**Call for papers closes 13 February 2015**

Enquiries and registrations:

**Margaret Taylor**

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[www.acer.edu.au/eppc](http://www.acer.edu.au/eppc)