

# HALT SUMMIT 2017

The annual event for nationally certified  
Highly Accomplished and Lead Teachers

**Novotel Sydney  
Brighton Beach**  
17–18 March 2017

Connecting  
expert teachers

Inspiring  
quality practice



# Welcome to the HALT Summit 2017

Welcome to the second Highly Accomplished and Lead Teacher (HALT) Summit. AITSL is again hosting the Summit to bring together teachers nationally certified as Highly Accomplished and Lead from across Australia to connect, share ideas and to be challenged in their ongoing pursuit of professional excellence.

The Summit theme ***Connecting expert teachers, Inspiring quality practice*** firstly indicates the strength of coming together. Nationally certified teachers will be joined by special guests, including the Minister for Education and Training Senator the Hon Simon Birmingham and Professor Carol Dweck from Stanford University. AITSL Board Directors, Deans of Education, representatives from the certifying authorities, system and sector leaders, and invited school leaders and national certification assessors will also join the event to share their expertise and experiences.

This creates an opportunity for a powerful dialogue on how we can improve the quality of teaching and student outcomes in Australia as a Network, and as individuals. A key outcome of Summit 2017 will be your input into understanding the impact of great teaching and how we can share and spread this to positively affect student progress and achievement across the country.

Quality practice will be shared through provoking keynotes, expert masterclasses and the member sharespace, as well as the unique buzz generated when the best teachers from across Australia come together. It also refers to the challenge before us, that is inspiring others in their journey to continually improve the outcomes for their students. The sessions on growth mindset and coaching will provide strategies and insights to support this.

Building on the success of last year's Summit, AITSL is once again delighted to host this important event and we encourage you to take the opportunities throughout to make new connections, and to challenge and learn from one another. This truly is a unique event and we look forward to welcoming you to Summit 2017.



**Professor John Hattie**  
Board Chair, AITSL



**Lisa Rodgers**  
CEO, AITSL

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# Summit 2017 program

## DAY 1

FRIDAY 17 MARCH—ENDEAVOUR BALLROOM

**9.00am**

### **ARRIVAL AND CHECK IN**

Check in with one of the Summit team, grab your Summit pack and help yourself to fresh pastries and barista coffee

**10.00am**

### **SETTING THE SCENE**

Tracey Ezard, Summit facilitator

### **WELCOME TO COUNTRY**

Uncle Ray Davison, Gadigal Elder

### **HALT NETWORK: ONE YEAR ON**

Lisa Rodgers, CEO, Australian Institute for Teaching and School Leadership

### **MINISTER'S ADDRESS**

Senator, the Hon Simon Birmingham, Minister for Education and Training

### **OUR COLLECTIVE EVIDENCE OF IMPACT**

Professor John Hattie, Board Chair, Australian Institute for Teaching and School Leadership

### **NATIONAL CERTIFICATION: ONE SCHOOL'S JOURNEY**

John Cleary, Principal, and Renez Lammon, Highly Accomplished teacher, Casuarina Street PS (NT)

**12.15–1.15pm**

### **LUNCH**

Buffet lunch will be served in the Baygarden Restaurant and is a great opportunity to connect with colleagues and share ideas

### **GROWTH MINDSET**

Professor Carol Dweck, Lewis and Virginia Eaton Professor of Psychology, Stanford University

### **BUZZ SESSION**

Tracey Ezard, Summit facilitator

## 2.45–3.45pm

### MASTERCLASSES

(The following three masterclasses will run concurrently so please choose one)

- 1.** A deep dive into growth mindset

**PROFESSOR**

**CAROL DWECK**

(BALLROOM 1 AND 2)

- 2.** Understanding and measuring impact

**PROFESSOR**

**JOHN HATTIE**

(BALLROOM 3)

- 3.** Creating the buzz

**TRACEY EZARD**

(EXECUTIVE

BOARDROOM)

### AFTERNOON TEA

We're serving ice cream... so take a minute to recharge and share your thoughts from the masterclasses

### MEMBER SHARESPACE: KNOWING, SHOWING AND SPREADING IMPACT

Check out [page 20](#) for more information on the member sharespace

### DAY ONE WRAP

Lisa Rodgers, CEO, Australian Institute for Teaching and School Leadership

## 5.00pm

### NETWORK PHOTO

After the program wraps, please make your way to the hotel main stairs for the 2017 Network photo

## 5.15pm

### NETWORK CANAPES AND 2016 REPORT

Join us for drinks, canapés and live music performed by students from Campbelltown Performing Arts High School. It's also a chance to catch up on HALT Network actions since the last Summit with a report from HALT Network Steering Group member Tania Crawford

Alcoholic drinks will be available to buy from the bar

**DAY 2**

SATURDAY 18 MARCH—ENDEAVOUR BALLROOM

**7.00am****MORNING JOG (OPTIONAL)**

Join Olympian and current AITSL Deputy Board Chair Chris Wardlaw for an optional morning jog

**8.15am****RECHARGE AND RECONNECT**

Get set for another big day with some barista coffee and pastries while you catch up with colleagues

**9.00am****DAY ONE BIG IDEAS**

Tracey Ezard

**MEMBER SHARESPACE: SHARING EXPERT PRACTICE**

Check out [pages 21–33](#) for more information on the member sharespace

**COACHING: MAKING CONVERSATIONS COUNT**

Jason Pascoe, Growth Coaching International

**11.45–12.45pm****MASTERCLASSES**

(The following three masterclasses will run concurrently so please choose one)

1. Coaching Conversations: creating awareness and responsibility

**JASON PASCOE**

(BALLROOM 1 AND 2)

2. A deep dive into growth mindset

**PROFESSOR  
CAROL DWECK**

(BALLROOM 3)

3. Understanding and measuring impact

**PROFESSOR  
JOHN HATTIE**

(EXECUTIVE  
BOARDROOM)

**12.45–  
1.45pm**

**LUNCH**

**SHARING AND SPREADING EXPERTISE**

Panel discussion featuring Professor Carol Dweck, Professor John Hattie, Jason Pascoe, John Cleary and Renez Lammon

**THE POWER OF EDUCATION**

Riley Bennett, student, University of New South Wales

**3.00pm**

**SUMMIT WRAP**

Lisa Rodgers, CEO, Australian Institute for Teaching and School Leadership

# Enjoying Summit 2017



Both days of the Summit are being held in the Endeavour Ballroom, Level 2 of the **Novotel Sydney Brighton Beach** – a 15 minute ride from Sydney Airport.



**Registration** will open at 9.00 am on **Friday 17 March**. The Summit program will start at 10.00 am.



After registering, head to the **coffee cart** to get your barista coffee fix. Back by popular demand, you'll also be able to order **free barista coffee delivered to your table** throughout the Summit – check the instructions on the tables to place your order.



The Summit **photobooth** is back—with a professional twist! This year you'll have the chance to have a professional headshot taken, which you can then use for Twitter, LinkedIn or wherever else you'd like to share it. Your full colour headshot will be available for free download following the Summit with a black and white version available for a small fee.



**Selfie time!** Grab a colleague and head over to the selfie corner, and don't forget to tweet your masterpieces using **#HALTNetwork** and **#HALTSummit17**.



Want some help **getting started on Twitter**? Our AITS social media whizz Erin Bosanquet will be on hand at the “Selfie corner” to answer your Twitter questions and to help you start tweeting.



**Buffet lunch** will be served on both days in the Baygarden Restaurant on Level 3. You can access the restaurant using the stairs or the lifts.



The **masterclasses** will be offered on Friday and Saturday. These give you a chance to **take a deep dive into the topics** you want to explore further. During each one hour session, three concurrent masterclasses will be offered, so you'll need to pick one to join each day.



Day one will conclude at 5.00 pm with a **HALT Network member group photo**. Please gather on the main staircase to join the photo. Following this, drinks and canapés will be served in the Baygarden Restaurant on Level 3 from 5.15 to 7.00 pm. Live music will be performed by students from Campbelltown Performing Arts High School. Alcoholic drinks will be available to buy from the bar.



The Summit will be facilitated by Tracey Ezard who will also be creating a **graphic record** of the Summit when she's not facilitating. You can find out more about Tracey and all the other guest speakers on [page 16](#).



On the second day of the Summit, join Olympic marathon runner and current AITSL Deputy Chair Chris Wardlaw for an **optional morning jog**. Meet in the hotel foyer at 7:00am with your running shoes.



**Coffee and pastries** will be served on Saturday from 8.30am and the Summit program will start from 9.00 am. Be sure to **allow a bit of extra time** in the morning so you can check out of your room before joining the Summit. The hotel staff can assist with storing your luggage.



**Complimentary WiFi** is available throughout the Summit. To access the WiFi, select the network **Novo-conference** and use **AITSL** as the password. If you're staying at the Novotel you can use the code provided for your room throughout the venue.



Back by popular demand, the **member sharespace** will run twice at Summit 17, once on Friday afternoon and again on Saturday morning. Please check out [pages 20–33](#) for more information on the member sharespace sessions.



Following the Summit videos and photos will be uploaded to <http://www.itsl.edu.au/certification/halt/summit>



The closest train station is Rockdale, a seven minute walk from the Novotel. It takes around 40 minutes to reach the Sydney CBD. Alternatively to travel to the CBD you can take bus 303 from the Grand Parade near Princess Street. The bus to the city takes almost an hour.

Tweet along during the Summit using **#HALTNetwork** and **#HALTSummit17**.

We hope you have a great time. Please chat to any of the AITSL staff or volunteers if you have questions throughout the Summit.

## Venue map



## New HALT Network members

AITSL warmly welcomes the following nationally certified teachers who have joined the HALT Network since Summit 2016.

Elizabeth Alderton  
Jillian Anderson  
Dianne Baker  
Jodi Bennett  
Melissa Brady  
Frances Brown  
Kristy Byrne  
Nicole Cameron  
Chantel Canning  
Leanne Clarke  
Cindy Condon  
Sharon Cramp-Oliver  
Deana Cuconits  
Renee De Rossi  
Michelle Demirel  
Anita Donaldson  
Jenna Edwards  
Vicki Faulkner  
Katharine Finlayson  
Marnie Foster  
Rebecca Garrett  
Philippa Geier  
Dimitra Giannacopoulos  
Carmel Glasgow  
Carrie Gledhill  
Mercurius Goldstein  
David Gove  
Matthew Gowen  
Linda Graham  
Danielle Greig  
Emma Henshaw  
Julie Hepburn  
Evelyn Hoey  
Gillian Huxham  
Kathryn Iles  
Jocelyn James  
Darren Johnstone  
Belinda Judd  
Mary Kallas

Minxy Kannampuzha  
Katherine Elisabeth (Caite) Khan  
Grace Larobina  
Lynne Leach  
Sandra Logan  
Deborah Madgen  
Janine Marcus  
Sueanne Matthews  
Alanna Maurin  
Ian Milligan  
Cheryl Murray  
Lisa O'Halloran  
Melinda Partridge  
Jenny Perry  
Gianna Petris  
Julie Pickering  
Margo Pickworth  
Kerry Pope  
Colleen Porch  
Jo Power  
Anthia Psarras  
Yvonne Quinlan  
Jessica Raeside  
Philippa Reimers  
Rachel Robinson  
Jean Scott  
Melissa Sharman  
Justin Short  
Maria Siwak  
Toni Smid  
Jennifer Symington  
Marion Tame  
Tamsin Thomas  
Suzanne Thomson  
Lynn Venish  
Penny Walden  
Jenni Webber  
Kelly Westlake  
Wendy White  
Sharon Younan

# HALT Network charter

The Highly Accomplished and Lead Teacher (HALT) Network charter draws on the collective expertise of the HALT Steering Group and is intended to inspire, guide and create momentum for Network action.

Although we acknowledge this may change over time as the Network takes shape, it is presented here for your review and reflection throughout the Summit.

## WE ARE EXPERTS

We are nationally certified Highly Accomplished and Lead teachers. Experts at our craft, leaders in our profession, and trusted and respected learning advocates. We know that as individuals we have impact on the young people we teach and on our colleagues. We work with our communities to improve outcomes for all young people.

## WE BELIEVE IN OUR PROFESSION

We believe in our profession and the ability of every teacher to have a positive impact on the lives of the young people they teach. Every day we challenge ourselves and those we work with to achieve their best.

## WE ARE A NATIONAL NETWORK

We come together as like-minded individuals to share expertise and work together to develop the greatness in all teachers. As a network we will have impact on our profession.

We will develop ourselves and others, and collectively grow the expertise of the profession so as to have maximum impact on all young people.

## OUR COMMITMENT

We are the advocates, leaders and owners of the Network.

As a Network we will:

- share our expertise to develop ourselves and others
- celebrate our success and our profession
- work with beginning teachers and induct them to our profession
- encourage and coach our colleagues to become nationally certified.

# Network action

Based on input from the HALT Summit 2016, AITSL worked with the HALT Network Steering Group and certifying authorities to identify priority Network actions for 2016–17.

These are set out in the new **Network Action Plan** and two key actions that will coincide with Summit 2017 are National Certified Teacher Month and the distribution of a pin for nationally certified teachers. Other actions include:

- *Expertise Matters*, a bulletin for HALT Network members with three issues per year circulated to members
- The HALT Network member database for members to find and connect with each other
- an infographic for school leaders so they can understand how they can promote national certification and support certified teachers already in their school (forthcoming)

HALT Network members also provided significant input into the development of a question bank for beginning teachers. The question bank is a part of the AITSL *My Induction* app and provides answers to questions commonly asked by those beginning their teaching careers.

## NATIONAL CERTIFIED TEACHER MONTH

March 2017 is National Certified Teacher Month, a time to recognise, promote and honour the impact of great teaching. Teachers have the largest impact on student performance, therefore it is vital that we recognise, promote and support excellent teaching to improve student learning and outcomes.

### National certified teacher month is a time to:

- recognise and share expert teaching practice to increase quality teaching
- promote the impact of great teaching
- raise the status of teaching within the community
- encourage schools and communities to recognise local nationally certified teachers
- build awareness of national teacher certification as a way to increase expertise within the teaching profession.

**How to get involved:**

- visit <http://www.aitsl.edu.au/certification/halt/halt-network-action> to learn more and to download the supporting resources, including a Champion Toolkit
- order your Champion Toolkit by emailing your name and address to [haltnetwork@aitsl.edu.au](mailto:haltnetwork@aitsl.edu.au)
- share your certification journey with colleagues and help spread the word
- check out pages 9–12 of the champion toolkit for ideas on practical ways to support national certified teacher month, including online resources to share and selfie signs
- get involved on social media through March 2017 using #teachcertau and #myteachimpact.

**NATIONALLY CERTIFIED TEACHER PIN**

Nationally certified teacher pins will be distributed at the event, and following the Summit to those nationally certified teachers unable to attend.

The pin was designed in consultation with the HALT Network Steering Group and like national certified teacher month was an idea proposed at Summit 2016.

**Wear yours with pride!**

# Presenter biographies

**SENATOR, THE HON SIMON BIRMINGHAM** has served as a liberal party senator for South Australia since May 2007 and in September 2015 was appointed to the position of Minister for Education and Training.



Simon grew up near Gawler in Adelaide's north and was educated at government schools before going on to study at the University of Adelaide where he completed a Master of Business Administration.

Prior to entering the Senate, Simon worked for a number of industry bodies, establishing particular experience in the wine, tourism and hospitality sectors – industries that are critical to South Australia's prosperity.

He is married to Courtney and has two young daughters, Matilda and Amelia. Simon is an active supporter of the Parliamentary Association for UNICEF and a proud, but sometimes frustrated, Adelaide Crows fan.

## KEYNOTE (FRIDAY)

**PROFESSOR CAROL DWECK** is one of the world's leading researchers in the field of motivation and is the Lewis and Virginia Eaton Professor of Psychology at Stanford University. Her research focuses on why people succeed and how to foster success.



Professor Dweck has held professorships at Columbia and Harvard Universities, has lectured all over the world, and has been elected to the American Academy of Arts and Sciences.

Her scholarly book *Self-Theories: Their Role in Motivation, Personality, and Development* was named Book of the Year by the World Education Federation. She is the author of the best-selling book *Mindset*, and her TED talk, '[The power of believing you can improve](#)' has over 5 million views. Her work has been featured in such publications as The New Yorker, Time, The New York Times, The Washington Post, and The Boston Globe.

## KEYNOTE (FRIDAY), MASTERCLASS (FRIDAY AND SATURDAY), PANEL DISCUSSION

**PROFESSOR JOHN HATTIE** is Laureate Professor and Director of the Melbourne Educational Research Institute at the University of Melbourne and Board Chair of the Australian Institute for Teaching and School Leadership. His areas of interest are measurement models and their applications to educational problems, and models of teaching and learning. Previous appointments were in Auckland, North Carolina, Western Australia, and New England.



Professor Hattie has published and presented over 550 papers, and supervised 190 student theses.

He was awarded the New Zealand Order of Merit in the 2011 Queen's Birthday Honours, a Gold Medal for contributions to the study of educational administration and leadership by the Australian Council for Educational Leaders in 2011, the Hedley Beare Award for Writing in Education by the Australian Council for Educational Leadership in 2010 and a Distinguished Teaching Award at the University of Auckland in 2010. He is a Fellow of the Australian Council for Educational Leaders and the American Psychological Association.

**KEYNOTE (FRIDAY), MASTERCLASS (FRIDAY AND SATURDAY), PANEL DISCUSSION**

**TRACEY EZARD** is an expert in helping organisations thrive by focussing on building the key pillars of learning intelligence. She builds the capacity of leaders and staff to create an energy buzz about the work and alignment on future plans. She has a background in education and experience in working with businesses in all sectors



Tracey uses interactive visual tools to increase collaboration and gets leaders the momentum they need for improvement.

**SUMMIT FACILITATOR, MASTERCLASS (FRIDAY)**

**JASON PASCOE** is director at **Growth Coaching International**

Jason is an accredited GROWTH Coach and experienced facilitator. He has supported educators in Singapore, UK, and across every state and territory in Australia. Jason's experience encompasses leadership, project coordination, team development, coaching, and extends to university lecturing, national and international conference presentations.



He has recently worked with the Bastow Educational Leadership Institute (VIC), the Queensland Educational Leadership Institute, New South Wales Department of Education and Communities and numerous Catholic School Diocese across Australia.

**KEYNOTE (SATURDAY), MASTERCLASS (SATURDAY), PANEL DISCUSSION**

**JOHN CLEARY** is the principal of Casuarina Street Primary School in Katherine, NT. The school is a 'Northern Territory School of Excellence Award' winner and one of only 14 Independent Public Schools in the NT Department of Education. He has led the reshaping of his leadership structure to embed pathways towards national teacher certification as central to the growth of his team and is an advocate for certification at a regional and system level. He is also currently leading the inaugural 'Northern Territory Learning Commission', with students from across the NT identifying and designing school, region and system wide solutions to ensure both their voice and agency is firmly in action.

**PRESENTATION (FRIDAY), PANEL DISCUSSION**

**RENEZ LAMMON** is a Highly Accomplished teacher at Casuarina Street Primary School in Katherine in the Northern Territory and was named the Northern Territory Indigenous Educator of the Year in 2016. A passionate teacher and an Impact Coach, she influences, mentors and inspires colleagues by showcasing and sharing quality teaching and leads change in promoting the value of national teacher certification within schools.

**PRESENTATION (FRIDAY), PANEL DISCUSSION**

**TANIA CRAWFORD** graduated from the University of South Australia with a Bachelor of Junior Primary/Primary Teaching and a Bachelor of Education. She has more than 24 years' experience as a teacher in government, Catholic and independent schools and has taught various year levels from Reception to Year 7.



For the past six years, Tania has been employed as a teacher at Seymour College. She is passionate about inquiry learning, integrating technology, positive education, helping students excel in the classroom and inspiring other teachers to be their best.

Tania was the first teacher to be certified as a Highly Accomplished teacher in the SA Independent school sector in 2014. Highlights since then have included being invited to be part of the HALT Network Steering Group, accepting the Noel Volk Award for outstanding contribution to the independent sector, becoming a national certification assessor and working with AITSL to review the Classroom Practice Continuum.

#### NETWORK REPORT (FRIDAY)

**RILEY BENNET** is an Indigenous medical student, studying at the University of NSW. He grew up in a small town on the Lower North Coast of NSW. During his time in high school, the statistical expectation for Indigenous students was to leave school at the end of year 10 and start working toward a trade. Whilst completing year 9 and 10, Riley studied baking one day a week at TAFE. The expectation was that Riley would leave high school and become a baker. Eight years, a certificate III in baking and two gruelling preparatory programs later, Riley has become a fourth-year medicine/arts student, undertaking a research project in Indigenous public health.



He aims to improve the lives of his people in the isolated communities of Menindee, western NSW and Barunga, NT. To achieve this, he wants to become an emergency trained GP who can live in the community and manage chronic health conditions as well as be trained in emergency response which would otherwise be a two hour drive to the closest hospital.

Riley aims to be a positive role model advocating for Indigenous excellence in education, raise expectations of young Indigenous students, and rectify the lack of value placed on Indigenous Australian culture and heritage.

#### PRESENTATION (SATURDAY)

**LISA RODGERS** joined AITSL in October 2016 from the New Zealand Ministry of Education. Her most recent role was Deputy Secretary, Early Learning and Student Achievement, with responsibility for raising achievement and improving system effectiveness with school leaders, across education and the wider social sector.



Prior to this, Lisa was the Deputy Secretary, Evidence, Data and Knowledge. In that role Lisa focused on using research and analysis to identify where effort and resources can best help children, young people and students achieve. Lisa held several other significant posts at the Ministry and has a strong public sector background in strategic policy, research and insights analysis with the Ministry of Justice, the University of Wales and the British Army.

#### **OPENING AND CLOSING THE SUMMIT**

# Member sharespace

The member sharespace is time dedicated for members to share expertise. The member sharespace will occur twice during Summit 2017, one on Friday and one on Saturday. Please take a moment to review the information below about the two sessions and decide the tables you'll join for each.

## SESSION 1 (FRIDAY): KNOWING, SHOWING AND SPREADING IMPACT

The first sharespace will focus on impact and you will work in tables to unpack:

- How do we know we are having an impact on students and colleagues?
- How do we show that we are having an impact?
- How do we spread our impact so that more students and other teachers benefit from expert teaching?
- How do we lead work in our schools to understand and measure the impact of teaching on student learning?

This session will be facilitated by Tracey Ezard and tables will be based on expertise. So please review the list to the right to decide which group you'd like to join. If a table fills up, feel free to grab some of your colleagues and move to one of the spare tables.

<b>TABLE 1:</b>	Primary (General)
<b>TABLE 2:</b>	Primary (General)
<b>TABLE 3:</b>	Primary (Numeracy)
<b>TABLE 4:</b>	Primary (Numeracy)
<b>TABLE 5:</b>	Primary (Literacy)
<b>TABLE 6:</b>	Primary (Literacy)
<b>TABLE 7:</b>	Secondary (English)
<b>TABLE 8:</b>	Secondary (English)
<b>TABLE 9:</b>	Secondary (Mathematics)
<b>TABLE 10:</b>	Secondary (Mathematics)
<b>TABLE 11:</b>	Secondary (Science)
<b>TABLE 12:</b>	Secondary (Humanities and Social Science)
<b>TABLE 13:</b>	The Arts (all years)
<b>TABLE 14:</b>	Information technology (all years)
<b>TABLE 15:</b>	Health and physical education (all years)
<b>TABLE 16:</b>	Languages (including EAL/D, all years)
<b>TABLE 17:</b>	Early Childhood
<b>TABLE 18:</b>	Indigenous education
<b>TABLE 19:</b>	Special education
<b>TABLE 20:</b>	School leadership
<b>TABLE 21:</b>	School leadership
<b>TABLE 22:</b>	System and sector representatives
<b>TABLE 23:</b>	System and sector representatives

A **key outcome** from this session will be an understanding of how we evidence and share the impact of nationally certified teachers.

## SESSION 2 (SATURDAY): SHARING EXPERT PRACTICE

Over this one hour session, you'll have the chance to listen to three 15 minute presentations so please make your selection of three choices from the presentations listed on the following pages.

At the conclusion of each presentation you'll be asked to move to the relevant table to listen to your next chosen presentation. **If a table is already full, please consider moving to another table.**

### Table: 1

#### **PRESENTER NAME: MARK CLUTTON**

**School:** Gungahlin College, ACT

**Contact me at:** mark.clutton@ed.act.edu.au

**Title:** Video games as texts in senior English

**Synopsis:** With an increased focus on 'multiliteracy' in the senior English Australian Curriculum, how can we start finding texts that meet these requirements? In 2016 I used video games as texts in place of novels. In this presentation I'll show you what I used, how I used them, and what outcomes we had with the students.

### Table: 2

#### **PRESENTER NAME: EBONE COATS**

**School:** Leanyer Primary School, NT

**Contact me at:** ebone.coats@ntschoools.net; LinkedIn: Ebone Coats

**Title:** The Driver Direction – An inclusive approach to wellbeing and behaviour management

**Synopsis:** How do you embed a whole-school approach to wellbeing and behaviour in a school with a student population of 400 Primary and 72 Preschool students, comprising 26% Indigenous students, 12% special needs and a strong defence family presence? Develop a policy that is inclusive, embraced by colleague ownership, implementing a common, explicit language and extensive classroom resources, clearly defining supportive structures to deal effectively with difficult behaviours and embed a culture of high expectations across the whole school community.

The "Driver Direction" encompasses teaching positive behaviour, developing social emotional learning, exploring cyber safety, 'Closing the Gap' in Indigenous education, and building a united approach against bullying by creating

connections and partnerships with community organisations to support students and families. It is an educational toolbox of wellbeing knowledge and positive behaviour strategies that complies with the National Safe Schools Framework and Safe Schools NT Code of Behaviour.

### Table: 3

**PRESENTER NAME: JOHN COLE**

**Contact me at:** [johndotcole@hotmail.com](mailto:johndotcole@hotmail.com); @4321jc

**Title:** Increasing the profile and supporting the uptake of certification

**Synopsis:** This share space will provide details about a research project examining the accelerating factors for teachers choosing to pursue certification. This session will elicit your response on the factors that helped you consider certification as a valuable aspect of your professional development. Your input will help build pathways for other teachers to consider certification.

### Table: 4

**PRESENTER NAME: ANDREW CORNWALL**

**School:** Catholic Schools Office (Diocese of Maitland-Newcastle), NSW

**Contact me at:** [andrew.cornwall@mn.catholic.edu.au](mailto:andrew.cornwall@mn.catholic.edu.au); @CornwallA

**Title:** eLearning for professional development and training

**Synopsis:** In 2016, the Diocese of Maitland-Newcastle investigated and implemented an eLearning platform for the delivery of professional development and training. This initiative aims to build a platform that will support fully-online and blended learning in an environment built from the ground up for teachers, and fully integrated into existing diocesan systems and services. The environment, known as MNLearn, includes a range of accredited and non-accredited courses, from short 'how to' courses to long collaborative blended programs of professional learning.

**Table: 5****PRESENTER NAME: KATHARINE FINLAYSON****School:** ACT Instrumental Music Program, ACT**Contact me at:** katharine.finlayson@ed.act.edu.au**Title:** Music in the primary classroom - a coaching and mentoring model

**Synopsis:** This presentation will describe the ongoing Coaching and Mentoring in Primary Music program which I lead across a number of primary schools in the ACT Education Directorate. This Kodaly based program is having a significant effect on the capacity of classroom teachers to deliver quality music education, including music literacy, to their students, as evidenced by surveys of teacher response to the program. This program has already reached over 100 classroom teachers and 2000 students, including those with a range of disabilities.

My presentation will include a case study of a totally blind kindergarten child being led to write music notation through the use of specially made resources. Through their google drives, teachers in the program are able to access a collection of songs which have been professionally recorded for their use.

**Table: 6****PRESENTER NAME: ELIZABETH GARY-SMITH****School:** Kapunda High School/DECD, SA**Contact me at:** elizabeth.garysmith874@schools.sa.edu.au; @liz\_gary\_smith; (Facebook) Liz G-s**Title:** Early Career Teachers: from tears and tissues to confidence and competence

**Synopsis:** Starting a career as a teacher can rapidly become overwhelming for early career teachers (ECTs). This session looks at one comprehensive induction and mentoring programme that has supported a number of ECTs by providing regular and ongoing support. This programme covers a wide range of topics that ECTs often need to know about such as reporting and working with families, but also responds to the weekly needs of the ECTs. Stories and feedback from ECTs who have participated in this programme will be included.

## Table: 7

**PRESENTER NAME: JENNIFER GREGORY**

**School:** Westmead Public School, NSW

**Contact me at:** jennifer.gregory3@det.nsw.edu.au; @Jennif81099412

**Title:** Parent engagement through a community learning approach

**Synopsis:** Westmead Public School is a primary school with a high percentage of students from EAL/D backgrounds. In partnership with Western Sydney University our school was challenged to think about the way we engaged with the parent community. Initial surveys revealed certain mindsets and a disconnect between perceived values of teachers and parents towards education leading to student anxiety.

A team of teachers researched different models and finally developed a 'Community learning approach'. This led to a change in the way we delivered information to parents - from passive consumers to active participants. The vehicle initially chosen was Problem Solving in Mathematics. Subsequent surveys revealed an increased parental understanding and engagement with Mathematics in the context of the Australian Curriculum.

The surveys also revealed a change in perception between teachers and parents as well as improved outcomes for students. This model now forms the template for engagement with parents across all Key Learning Areas leading to equity through deepened understanding.

## Table: 8

**PRESENTER NAME(S): GILLIAN HUXHAM, JEMMA RUST**

**School:** Girraween Primary School, NT

**Contact me at:** Gillian.huxham@ntschoools.net

**Title:** Building proficiencies in mathematics

**Synopsis:** Seeing the need from our mathematics data to build reasoning and problem solving proficiencies alongside fluency, our school introduced the 'Number Talks' approach. These 15 minute sessions are about students getting the most out of their mental maths program. Learn more about how this approach was facilitated through instructional leadership that was practical and realistic.

The effect of this approach has been measured through formal walkthroughs and observations across the school showing positive teacher take-up and improved student engagement and achievement.

## Table: 9

**PRESENTER NAME: KATHRYN ILES**

**School:** St Luke's Grammar School, NSW

**Contact me at:** [kiles@stlukes.nsw.edu.au](mailto:kiles@stlukes.nsw.edu.au)

**Title:** Difficult conversations with parents: Rebuilding the trust

**Synopsis:** As teachers accredited at the higher levels (nationally certified), it is often our responsibility to act as a conduit between school and home, even on behalf of our colleagues. In the organic world of teaching and learning, it is inevitable that our relationships with our students' parents will sometimes suffer the effects of abrasion. While all may share the same ultimate hopes for a student, emotions, experiences and divergent ways of thinking can complicate the educational journey.

This presentation will explore practical approaches to successfully engaging in difficult conversations with parents, to rebuild and enhance the professional relationship between school and home, while preventing resentment and restoring trust.

## Table: 10

**PRESENTER NAME: SKYE JONES**

**School:** South Australian School for Vision Impaired, SA

**Contact me at:** [skye.jones207@schools.sa.edu.au](mailto:skye.jones207@schools.sa.edu.au)

**Title:** Professional standards elaborations for specialist teachers (vision impairment)

**Synopsis:** In Australia, Specialist Teachers of Vision Impaired work in a range of educational settings, providing direct and consultative services for students, families and educators across public and private schools.

The Professional Standards Elaborations (2016) have been prepared by members of the South Pacific Educators in Vision Impairment (SPEVI). These standards elaborate on the Australian Professional Standards for Teacher and describe minimum levels of Professional Knowledge, Practice and Professional Engagement for Specialist Teachers of Vision Impaired across all career stages.

## Table: 11

**PRESENTER NAME: BELINDA JUDD**

**School:** Futures Learning, NSW Department of Education

**Contact me at:** <https://education.nsw.gov.au/futures-learning>  
futureslearning@det.nsw.edu.au @FuturesLearning

**Title:** Futures Learning Journey showcase

**Synopsis:** Futures Learning has recently launched the Journeys webpage. The Journeys webpage is a showcase of case studies and supporting resources with a focus on innovative and successful learning and teaching in NSW Department of Education schools. Journeys are hosted on the Futures Learning website.

The Journeys will:

- assist teachers to design and implement new and emerging learning and teaching practices, supported by educational technology, innovative learning spaces and current research; and
- enable the formation of communities of practice.

Showcased school Journeys have a focus on components of successful 21C learning and teaching.

## Table: 12

**PRESENTER NAME: CAITE KHAN**

**School:** Canberra Grammar School, ACT

**Contact me at:** caite.khan@cgs.act.edu.au

**Title:** CAS - Taking those in school, out...

**Synopsis:** CAS (Creativity, Activity & Service) is a requirement of the IB Diploma Program, but its model can be applied in any school or educational setting regardless of whether they offer the IB or not. CAS brings students, staff and the wider public together and allows them to share extra-curricular experiences. It is highly accessible to all students regardless of nationality, race or religion, and is inclusive of all students regardless of ability level. (Standards: 1.4, 1.6, 2.4 & 7.3)

**Table: 13****PRESENTER NAME: INGRID LEES****School:** Parafield Gardens High School, SA**Contact me at:** ingrid.lees89@schools.sa.edu.au; @EmpiriEducator**Title:** Great expectations

**Synopsis:** For both students and teachers, low SES (socio-economic status) schools are sometimes more likely to have lower expectations for students' academic success. It is fundamental to leadership in low SES settings to break through these lower expectations in order to successfully initiate any curriculum or pedagogical strategies that are intended to increase achievement.

At times, teachers and leaders in low SES schools can focus too much attention on raising a 'low floor' (getting more students to pass a subject) rather than raising a 'low ceiling' (getting more students to achieve at the highest levels). My experience as a teacher of a compulsory year 12 subject for the South Australian Certificate of Education (SACE) has led me to work with other teachers to develop measures that have assisted more students to pass and also more students to achieve at the highest levels.

As a leader in a low SES school, I have particularly focussed attention on unpacking the expectations of success that students and teachers have for themselves and their peers. These ideas and strategies (including the use of online forums) can be applied to other subjects and school settings in order to effectively improve student achievement.

**Table: 14****PRESENTER NAME: MAURA MANNING****School:** Diocese of Broken Bay, NSW**Contact me at:** maura.manning@dbb.catholic.edu.au**Title:** Reflective Rounds: Building capacity at the individual, school and system levels

**Synopsis:** This presentation will explore how the Reflective Rounds process can be used to cultivate learning opportunities for teachers and leaders at every career stage. The Reflective Rounds process in Broken Bay is the synthesis of work emerging from Instructional Rounds (City, Elmore, Fiarman & Teitel, 2009), the Spiral of Inquiry (Timperley, Kaser and Halbert, 2014) and Creating Cultures of Thinking (Ritchhart, 2015). In Broken Bay, the process is used between and within schools to deepen and reflect on school improvement initiatives. The process seeks to activate, make visible and distribute the wisdom of the participants and to build their wider sense of collective efficacy to bring about positive change in schools.

**Table: 15****PRESENTER NAME: ALANNA MAURIN****School:** Magill Primary School, SA**Contact me at:** Alanna.Murphy863@schools.sa.edu.au**Title:** Certification through my eyes

**Synopsis:** In this presentation I will give other certified teachers ideas on how to reflect on their certification journey and creatively share their experience in order to encourage others to join the growing body of certified teachers in Australia.

**Table: 16****PRESENTER NAME: MELINDA PARTRIDGE****School:** Tingha Public School, NSW**Contact me at:** melinda.shadlow@det.nsw.edu.au**Title:** Culture of Success

**Synopsis:** Tingha Public is a small rural school comprised of 62 students, with 63% identifying as Aboriginal or Torres Strait Islander. The school is located in the township of Tingha in the Northern Tablelands of NSW which has a population of 887.

As the principal, I have led and inspired improved teaching practice focused on setting explicit, challenging and achievable learning goals for all students (APST 3.1) and providing timely, effective and appropriate feedback to students about their achievement relative to their learning goals (APST 5.2).

In leading this school wide initiative, I have provided professional learning based upon current educational research, engaged in formal and informal professional discussions, undertaken classroom observations and collated evidence from staff to substantiate their implementation of this initiative.

I have identified and developed effective methods for celebrating student achievement with parents/carers. This communication has created opportunities for parents/carers to be involved in the education of their child/ren and facilitated the exchange of information to further support student learning and wellbeing.

This initiative has resulted in an increase in student achievement outcomes and enhanced our “culture of success” at Tingha Public School.

**Table: 17****PRESENTER NAME: MARGO PICKWORTH****School:** Shore Preparatory School, NSW**Contact me at:** mpickworth@shore.nsw.edu.au**Title:** Encouraging certification through professional associations

**Synopsis:** This presentation will explain the collaborative process undertaken by members of the Australian Schools Library Association (ASLA) to gather, publish and share samples of evidence tailored to the teacher librarian context for the Highly Accomplished level of certification. ASLA members from around Australia met online and face to face over a twelve-month period to brainstorm and collate evidence samples that could be used in their highly specialised field. This resulted in the publishing of support documents that are in line with AITSLL support documentation and have been warmly welcomed by teacher librarians considering certification at Highly Accomplished. This session will share the journey and provide some guidelines for other professional associations wishing to encourage certification among members.

**Table: 18****PRESENTER NAME: KERRY POPE****School:** William Clarke College, NSW**Contact me at:** kmp@wcc.nsw.edu.au; LinkedIn: Kerry Pope**Title:** The power of 'living books'

**Synopsis:** The establishment of a well-planned 'human library', linked to the curriculum can have a significant impact on the quality of teaching and learning in our schools. Our 'human library' enriches the curriculum and provides students with an opportunity to connect with diverse members of our school community and beyond, listen to their stories as 'living books', communicate with them, build relationships, explore and learn.

This exciting initiative has provided students with the opportunity to hear stories about our community and its past; an opportunity to visit countries and experience different cultures through those who have lived or travelled there; an opportunity to learn about a variety of sports and recreational pursuits through people actively participating in them; an opportunity to learn from Indigenous students about their culture and an opportunity for students to develop greater awareness of and empathy for people living with disabilities.

Keeping a digital record of presentations enables access to all members of our college community at their point of need, preserves a valuable resource and allows the 'story' to be used in a myriad of ways to support the curriculum. Students are hungry for real life experiences and 'living books' inspire them!

**Table: 19****PRESENTER NAME: MICHELE SHARP****School:** Radford College, ACT**Contact me at:** michele.sharp@radford.act.edu.au**Title:** Differentiation in the modern language classroom

**Synopsis:** “The worst form of inequality is to try to make unequal things equal-Aristotle”. This presentation will share techniques for effective differentiation drawing on examples specific to the modern languages classroom. However, these techniques could be applied in any subject area to cater for student learning needs and level of ability. Differentiated tasks and the opportunities technology provides will be discussed.

Examples include using tools such as OneNote to deliver differentiated content, Adobe Spark to facilitate improved confidence in speaking tasks and assessments, the effectiveness of student choice in engagement with content, and the improved learning outcomes from a lesson planned around the adjusted core and extension model.

**Table: 20****PRESENTER NAME: TONI SMID****School:** Taminmin College, NT**Contact me at:** toni.smid1@ntsschools.net**Title:** Leading teachers of leading learners - Improving outcomes of high achieving students

**Synopsis:** How do we improve the outcomes of our high achieving students without giving them ‘more of the same’? This presentation will share one secondary college’s journey so far. This has included researching best practices, seeking stakeholder feedback and reviewing existing programs.

The presentation will also outline how a professional learning community was established with a group of dedicated teachers who are now working closely together, being led by the school’s first Highly Accomplished certified teacher, to develop a dynamic futures based curriculum.

**Table: 21****PRESENTER NAME: NICKY TAYLOR****School:** Morphett Vale Primary School, SA**Contact me at:** nicky.taylor117@schools.sa.edu.au**Title:** Student voice in co-designing

**Synopsis:** This presentation will share examples of using student voice in co-designing learning to maximise intellectual stretch. The session will include the impact, results and unpacking the use of a student friendly backward learning design.

**Table: 22****PRESENTER NAME: DR TANYA VAUGHAN****School:** Evidence for Learning**Contact me at:** @tvaughanEdu, LinkedIn: dr-tanya-vaughan**Title:** Helping great practice become common practice

**Synopsis:** Evidence for Learning ([evidenceforlearning.org.au](http://evidenceforlearning.org.au)) helps great practice become common practice in education. We help educators increase learning by improving the evidence of what works and why.

As a non-profit entity, operating nationally across all sectors of the Australian education system, we enable and support evidence-informed education practice in Australian schools.

We do this through building, sharing and encouraging the use of evidence to strengthen school decision-making leading to improved educational outcomes for learners.

We build evidence through the Learning Impact Fund. We share evidence through the Teaching & Learning Toolkit (the Toolkit), a free, online, regularly updated summary of international and domestic educational research. We encourage the use of evidence with practical supports and services and building a community committed to developing an evaluative culture.

Evidence for Learning is incubated by Social Ventures Australia (SVA) with the support of the Commonwealth Bank of Australia and the Education Endowment Foundation (UK) as founding partners.

**Table: 23****PRESENTER NAME: DAWN VEARY****School:** Margaret River Primary School, WA**Contact me at:** Dawn.Veary@education.wa.edu.au**Title:** Designing learning spaces for the third millennium

**Synopsis:** This is the story of our school's journey transforming traditional classrooms into learning spaces which reflect inquiry-based learning pedagogy and facilitate 21st Century teaching and learning practices to engage and inspire our students. The changed learning environment promotes collaboration and independent work, caters for diverse learning styles and fosters responsible decision making – all factors which support teachers' capacity to develop 21st century life-long learners.

**Table: 24****PRESENTER NAME: PENNY WALDEN****School:** St Marys South Public School, NSW**Contact me at:** penelope.walden@det.nsw.edu.au**Title:** Differentiated professional development

**Synopsis:** Just as we differentiate the content, process and product for our students to learn effectively at their point of need, so too does this apply for nurturing teacher performance and development. Schools are comprised of educators at various levels of their career pathway, from our early career to highly experienced teachers that require a differentiated approach to their engagement in professional development opportunities.

As lead learners within our schools nurturing and supporting our teachers, the delivery of differentiated professional learning aligned to evidence-based practice, the Australian Professional Standards for Teachers, the Quality Teaching Model and school-wide priorities, is imperative. Through devising timely and effective action plans for professional learning focused on differentiated models of implementation such as instructional leadership, distributed leadership and mentoring, we can build collective expertise and strengthen teacher professional knowledge, practice and engagement, resulting in improved student outcomes.

In this presentation, I will share and promote discourse around strategies to inspire, motivate and cultivate our teachers when we recognise their professional points of need as a change agent within their classrooms and explore strategies for planning and delivering differentiated professional learning that foster collaborative practices to enhance teacher capacity and develop students who are outstanding citizens.

**Table: 25****PRESENTER NAME: RUTH WINFIELD****School:** Department of Education, NSW**Contact me at:** ruth.winfield@det.nsw.edu.au; LinkedIn: Ruth Winfield**Title:** Leading through action research

**Synopsis:** I have had the privilege of mentoring leaders who have started on their Lead accreditation (certification) pathway in the last twelve months. I quickly identified that elements of action research helped leaders design and organise projects. Following this, leaders successfully identified relevant evidence that reflected their developing skills and school context. I will be sharing the process, experiences and feedback resulting from this approach.

## About AITSL

The Australian Institute for Teaching and School Leadership (AITSL) is a national organisation that promotes excellence so that teachers and school leaders have the maximum impact on student learning in all Australian schools.

AITSL develops national policies and high-quality tools and resources to support the further development of expertise throughout the education profession. Key areas of focus for AITSL are initial teacher education reform; high-impact teaching practice; and effective school leadership.

## About the HALT Network

The Highly Accomplished and Lead Teacher (HALT) Network is the first of its kind in Australia, bringing together all teachers nationally certified as Highly Accomplished or Lead.

The Network was launched by the Minister for Education and Training, the Hon Simon Birmingham at the inaugural HALT Summit in March 2016.

This is a new professional network to enable nationally certified teachers to develop expertise with like-minded professionals from across Australia and work together to share the collective expertise of the Network with the broader profession.

The Network is an initiative of the Australian Institute for Teaching and School Leadership (AITSL) as the Australian Government looks to further improve and promote quality teaching across the country.

Further information about the HALT Network is available at  
<http://www.aitsl.edu.au/certification/halt>

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- Campbelltown Performing Arts High School