IGNITE THE SPARK
FUEL THE FIRE
LEADING DIFFERENTIATION
### Day 1

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<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
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<tr>
<td>8:00-9am</td>
<td>CLB Foyer</td>
<td>Registration - Tea and Coffee</td>
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<tr>
<td>9- 9:30am</td>
<td>CLB 7: Welcome</td>
<td>- Welcome to Country by Vic Simms, Bidjigal Man and Community Elder</td>
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<td>- Official welcome by Dr. Margaret Varady AO</td>
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<td>9:30-11am</td>
<td>CLB 7: Leaders Panel</td>
<td>MC – Rachel Powell (Deputy Principal, Sydney Boys High School)</td>
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<td>Panel members (in alphabetical order):</td>
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<td>- Dr Kim Jaggar (Principal, Sydney Boys High School)</td>
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<td>- Lila Mularczyk (Principal, Merrylands High School &amp; President, Secondary Principals’ Council)</td>
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<td>- Natalie See (Principal, Hilltop Road Public School)</td>
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<td>- David Tomlin (Principal, North Sydney Girls High School)</td>
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<td>- Kerry Weston (Instructional Leader, Tregear Public School)</td>
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<td>11-11:30am</td>
<td>CLB Foyer</td>
<td>Morning Tea</td>
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<td>11:30am-1pm</td>
<td>Breakout Session 1:</td>
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<td>CLB 1: Michele Beach, Selda Kocak, Sandeep Narayan: <em>Implementation of the blended learning plan in Greystanes Public School</em></td>
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<td>CLB 2: Dr Susen Smith: <em>The model of dynamic differentiation: scaffolding learning to nurture leaders of tomorrow today</em></td>
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<td>CLB 3: Lila Mularczyk: <em>Genuine leaders expose and lead leaders</em></td>
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<td>CLB 4: Nerissa Rogerson: <em>Creating critical, creative, communicative and collaborative students through conversations</em></td>
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<td>CLB 5: Gretl Willett: <em>Leading differentiation in mathematics</em></td>
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<td>1-2pm</td>
<td>Commerce Courtyard (Outside CLB): Lunch</td>
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<td>2-3:30pm</td>
<td><strong>Breakout Session 2:</strong></td>
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<td><strong>CLB 1:</strong> Ben North</td>
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<td><em>Overcoming obstacles to differentiated teaching practice in schools</em></td>
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<td><strong>CLB 2:</strong> Damien Feneley</td>
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<td><em>Leading differentiation from a whole-school perspective</em></td>
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<td><strong>CLB 3:</strong> Dr Tony Loughland</td>
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<td><em>Mentoring for teacher adaptability to promote differentiation</em></td>
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<td><strong>CLB 4:</strong> Bohdan Balla-Gow &amp; Lynda Lovett</td>
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<td><em>Designing, implementing and evaluating a sustainable district-wide engagement program for gifted students</em></td>
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<td><strong>CLB 5:</strong> Jenny Linklater, Kerrie Shortland</td>
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<td><em>Leading differentiation through growth mindsets</em></td>
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<td>3:30-4:30pm</td>
<td><strong>CLB 7:</strong> Dr. Todd Kettler</td>
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<td><em>The pedagogy of differentiation: moving from strategies to learning design</em></td>
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<td>4:30pm</td>
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**Day 2**

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<tr>
<td>8:30-9am</td>
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| 9-10:30am     | **CLB 7**: Dr David Finnerty  
*Putting kids and their outcomes first: tracing the journey of one school as they build staff capacity to better engage all students* |
| 10:30-11am    | **CLB Level 2**: Morning Tea                                                       |
| 11-12:30pm    | **Breakout Session 3:**  
**CLB 1**: Mark Foley, Emily Glover, Margaret Hurrell, Ivan Luburic, Chloe Williams, Laura O'Keefe  
*Pre-service and early careers teachers discuss – “What their mentors have taught them about differentiation, what was helpful and what was not.”*  
**CLB 2**: Leanne Coningham, Libby Hamilton, Lara Kepitis, Carmela May  
*Creating 21st century emotionally intelligent leaders*  
**CLB 3**: Margaret Turnbull, Gill Pennington  
*Leading differentiation for EAL/D learners*  
**CLB 4**: Stefanie Lia  
*Differentiation through a middle school program*  
**CLB 5**: Susan Tickle  
*Mathematics differentiation in the K - 6 classroom* |
| 12:30-1:15pm  | **CLB**: Lunch                                                                     |
| 1:15 – 1:30pm | **CLB 7**: Kerry Weston  
*Looking at the big picture – summary of the key points of the conference* |
| 1:30-3pm      | **CLB 7**: Dr. Tamra Stambaugh  
*Defining and Redefining Differentiation in Gifted Education* |
| 3pm           | **END OF CONFERENCE**                                                            |
Leaders Panel Day 1 – CLB 7

MC – Rachel Powell, Deputy Principal, Sydney Boys High School

Rachel Powell, BA Hons Oxon PGCE MA, taught for 16 years under the grey skies of Northern England before landing on the sunny shores of Sydney in 2008. In England, she held a range of teaching and leadership positions in inner urban comprehensive schools. This included teaching History, Geography, Media Studies and English and being Head Teacher of History and Head of Humanities. In 2002, as part of the newly established National Program for Gifted and Talented Education, Rachel was uniquely appointed as a non-teaching Gifted and Talented Coordinator at a High School, where she established and coordinated a very successful Gifted and Talented Program. From 2005 to 2008 Rachel was an Assistant Principal and successfully completed the NPQH. In 2010 Rachel was appointed Head Teacher of History at Sydney Boys High School and subsequently took on the role as Debating Coordinator overseeing the growth of the program from 100 to 260 students. Last year Rachel was appointed Deputy Principal.

Panel Members (in alphabetical order):

Dr Kim Jaggar - Principal, Sydney Boys High School
Dr Kim Jaggar has provided outstanding leadership since 1995 to secondary schools that included academically gifted and community-based students in co-educational and single sex settings. He has responded to unique circumstances in two selective schools with initiatives that increased the school cohesiveness and addressed the learning needs of all students. Kim’s management approach is strategic, consultative and encouraging with students, staff and the school community. He has raised academic standards in an expanding enrolment environment by pursuing gifted education strategies and innovative interventions in curriculum organisation, subject acceleration, co-curricular activities and community service. He has enhanced the student experience by increasing opportunities to exercise leadership, by extending the student welfare support structures and by introducing award schemes for student engagement. He has increased community engagement and reorganised the schools’ financial capacity and administration and its internal and external learning environments.
Lila Mularczyk - Principal, Merrylands High School and President, Secondary Principals’ Council

Lila has been Principal at Merrylands High School for 14 years, and is currently also the President of The NSW Secondary Principals’ Council (SPC). Merrylands High School has been recognised at regional, state, national and international level for numerous innovative programs including leadership, values, quality teaching, social harmony, technology-rich teaching and learning, and community participation.

As Deputy Principal in two schools, Lila oversaw a number of acclaimed programs and was an active member of the NSW Deputy Principals’ Association. As an SPC Executive and Senior Executive, Lila has a wide variety of responsibilities including leadership in advancing Public Education and emergent issues. She is the author of numerous Educational Journal articles and Book Reviews. Lila chaired the NSW Digital Education Revolution, has lectured at several Sydney universities and has been recognised as one of Sydney Morning Herald’s 100 most influential people. She has received many awards recognising her work, including a NSW and National Australian Council for Educational Leaders (ACEL) Fellowship and Department of Education Merit Service Award to Public Education. Lila is also a state Board member of ACEL and regional president of ACE (Australian College of Educators) Sutherland/St George area, and was nominated for 2015 Australian of the Year.

Natalie See - Principal, Hilltop Road Public School

Natalie has worked in NSW Public Schools as both a classroom teacher and in leadership positions, including executive teacher, assistant principal, deputy principal and currently, the principal at Hilltop Road Public School. Natalie is passionate about creativity and innovation in learning. She believes relationships and trust are essential for students, teachers, parents and the community, to learn together and promote positive, authentic and engaging learning environments for all. Natalie believes students must actively engage in connected, co-created, personalised and integrated learning opportunities. Natalie ensures staff engage in high level professional learning experiences and are encouraged to develop their knowledge, enthusiasm and vision, to inspire students to explore their individual talents and achieve their personal best. As principal, Natalie is proud that Hilltop Road Public School is held in high esteem by the local community. A strong sense of belonging and pride is evident amongst students, staff and families. A strong partnership exists between parents and staff, characterised by mutual interest, support and cooperation.
David Tomlin - Principal, North Sydney Girls High School
David Tomlin has completed a BA (Hons) Dip Ed at Sydney University and a Graduate Diploma of Education (Computer Ed) at UNSW. He is a career NSW DEC teacher having taught in Western NSW, South Western Sydney, the Eastern Suburbs, the Northern Beaches of Sydney and the Lower North Shore. His range of experience includes a central K – 12 school, a boys’ school, multicultural comprehensive schools, a co-ed academically selective school and an academically selective girls’ school.

He was the Vaucluse Campus Acting Principal during the formation of Rose Bay Secondary College before becoming the Principal of Northern Beaches Secondary College, Manly Selective Campus in 2006. In 2012 he became Principal of North Sydney Girls High School. His experience in regional and state debating, HSC marking and leadership development programs complement his interest in quality pedagogy and conceptual based programs. As an English teacher, he has appreciated the importance of whole school curriculum and co-operative culture in successful schools.

Gifted and talented education and whole school pedagogical improvement have underpinned the ongoing transformation of the learning culture of schools he has led.

Kerry Weston - Instructional Leader, Tregear Public School
Kerry Weston is currently an Instructional Leader at Tregear Public School as part of the Early Action For Success initiative, providing educational leadership to principals, Instructional leaders, executive and teachers. Her role requires identification of teacher professional learning needs, and providing high quality professional learning and in-class support in futures focused classrooms.

Her senior roles as a Relieving School Education Director, School Development Officer, and CEO School Based Assessment and Reporting in the NSW Department of Education, supported schools to implement whole school change within leadership, school planning and strategic planning related to syllabus design and implementation. Her roles also involved supporting principals and schools to engage in 21st century learning, literacy and numeracy. She led the regional strategic development and implementation of the new NSW syllabus for the Australian Curriculum, resulting in a strategic plan that included capacity building, communication strategy, innovative approaches to 21st Century learning, evaluation strategy, professional learning and whole school action planning.

She has a Bachelor and Master of Education, and many years’ experience leading large teams and has been responsible for recognising and building school capacity to develop strong community relationships in learning communities.
Breakout Session 1

Michele Beach, Selda Kocak, Sandeep Narayan
CLB 1

Implementation of the blended learning plan at Greystanes Public School

This presentation will outline the progress of the blended learning team at Greystanes Public School. The school plan details a 3 year plan to implement skills and strategies around blended learning from 2015. Although the plan is in its infancy, the school community has enjoyed many successful innovations led by key members of the team. The inclusion of project based learning, flipped Blooms, flipped classrooms, buddy ICT classes, BYOD, along with innovative classroom environments, have focused strongly on student-centred learning.

The staff has been supported through networks within the school and the Pemulwuy Learning Community. With a limited budget the team has looked towards identifying staff strengths, utilising specific skills in targeted areas. During this workshop participants will have ample opportunity to ask clarifying and probing questions and discuss strategies suitable for both similar and different school settings.

Participants are encouraged to bring a mobile device, preferably an iPad. There will be some iPads available for participants to use during this session.

Michele Beach is currently Assistant Principal and OC class teacher at Greystanes Public School. She leads a dynamic Stage 3 team and the school’s Blended Learning and Gifted and Talented teams. As part of the school’s executive team, Michele has built strong links within the Pemulwuy Learning Community where innovation and collaboration are fostered and supported between schools. She is working to build close ties with Greystanes High School, through teacher observation exchanges and other high school transition innovations. She was previously the Western Sydney Region’s Gifted and Talented Project Officer, working with both primary and secondary schools. A major project during her consultancy was Dreaming on the Riverfarm, in association with UWS Hawkesbury and a number of other consultants. In 2012, Michele co-organised the first Ignite the Spark (Gifted and Talented) conference with her line manager, Zdena Pethers. She is now on the organising committee for the current Ignite the Spark, Fuel the Fire conferences. Michele is also on the Arts Council for the Macquarie Park network. Prior to 2015, she was actively engaged in performing arts as a production team member for PULSE and Schools Spectacular.
Selda Kocak is a teacher at Greystanes Public School, currently teaching a stage one class and is relieving Assistant Principal, part time. She has had extensive training in L3 (Language, Literacy and Learning) and has been incorporating L3 into her teaching for the past six years in ES1 and S1. She has been trained in Accelerated Literacy, TEN and CMIT which has given her a wealth of knowledge to incorporate into her teaching and learning in order to provide students with quality learning experiences. Selda has lead pre-service teachers and has mentored many teachers in the implementation of L3 within their classroom. This year, she will be leading the Numeracy Team and will be a part of the Blended Learning and Gifted and Talented committees. Selda enjoys taking on challenging roles and works collaboratively with staff. She has led the school junior choir group for the past three years and is also leading the school photography group.

Sandeep Narayan is a classroom teacher at Greystanes Public School and has achieved a Masters of Teaching in Primary Education. He has successfully conducted an action research project as part of the ‘Aspiring Leaders Network; Pemulwuy Learning Community’. The project had a focus of leading innovative practice. Sandeep is currently co-leading the Blended Learning action team at Greystanes Public School and is a member of the school's Gifted and Talented team. He has conducted several demonstration lessons for primary school and secondary school teachers with a focus on differentiation and has had experience teaching from Early Stage 1 to Stage 3. Sandeep is a strong advocate of project based learning and has presented to the Pemulwuy Learning Community and Department of Education consultants about project based learning initiatives and innovative teaching practice.
The model of dynamic differentiation: scaffolding learning to nurture leaders of tomorrow today

This presentation will address the question: How can teachers and leaders within schools use scaffolding strategies to nurture prospective gifted learners?

Some gifted children seem to be natural born leaders who relish leading group activities, while others prefer to work alone and rarely seek leadership roles. In the classroom, gifted students are often left to work independently of their same-age peers as they are perceived to need little support within the learning process, finish work early, and might seek to work alone. In fact, gifted students need their work scaffolded to develop skills just as much as their typical peers do. They need to be scaffolded to develop skills such as personal goal-setting, enabling skills, group collaboration, resiliency, self-regulation, inquiry-based learning, and strategies to work independently in a variety of educational contexts. This session will outline a phase of the classroom component of the Model of Dynamic Differentiation that reiterates many underlying principles of effectively differentiating teaching for individual learning needs and strategies for scaffolding learning in today’s diverse classrooms. Examples will be provided of teachers and leaders supporting gifted students in a variety of educational contexts, as well as students as leaders within the teaching and learning process, and how selected strategies could develop leadership skills for the leaders of tomorrow.

Dr Susen Smith has three decades of leadership, teaching and research experience. She has a diverse teaching background, having worked from Pre-K to tertiary, in general, gifted and special education. Educators appreciate her very practical approach to teacher professional learning. She created the Model of Dynamic Differentiation (MoDD) to guide planning and implementing differentiated teaching for diverse student learning for achievers, underachievers, students with learning difficulties, and giftedness. Susen has been a visiting scholar at Columbia University, CUNY, and the Hong Kong Institute of Education, was guest editor for the Australasian Journal of Gifted Education, published and presented internationally, eg. as an invited keynote speaker at the Sino-Australian Gifted Education Forum in China and the Ignite the Spark, Fuel the Fire: Differentiation for Diversity conference. Susen also organized the UNE TalentEd conferences, chaired the inaugural GERRIC Gifted Futures Forum for Talent Enhancement, and is on the organizing committees for the 2016 AAEGT National conference and the 2017 22nd WCGTC Biennial World Conference. She is a Senior Lecturer and GERRIC Senior Research fellow at the School of Education, UNSW. She can be contacted at susen.smith@unsw.edu.au
Genuine leaders expose and lead leaders

We as leaders must value the wisdom and leadership of others with whom we work. An educational leaders’ legacy must be authentic generational leadership. A school community/an educational site must have an identified and frequently referred to wider moral purpose that guides the thinking, practice and leadership of teams and communities. Authentic Leadership relies on values, strategies and qualities of integrity, courage, distributed authority, trust, clarity, purpose, knowledge, strategic contexts, practical and intellectual approaches, visibility, confidence, accountability, fun, humour, challenges and respect to name a few. The coherence of these values, strategies and qualities are what enriches and embeds the underlying principles of active leadership of educational gain.

In my current roles as a school Principal and NSW SPC President, I will explore during this session, the development of others and myself as leaders; building and sustaining of leading teams, strategies and the leadership of such; development of a leading learning culture and embedded consolidation of artful leadership. Throughout my working career I have been committed to empowering those in my professional expert care. I have also been committed to embracing and harnessing the wisdom, experience, practice and knowledge, equally of working colleagues, students, parents, community members and professional networks. Leadership that is intuitive and conscious is exciting, exhilarating and focused for purpose.

Lila Mularczyk has been Principal at Merrylands High School for 14 years, and is currently the President of The NSW Secondary Principals’ Council (SPC). Merrylands High School has been recognised at regional, state, national and international level for numerous innovative programs including leadership, values, quality teaching, social harmony, technology-rich teaching and learning, and community participation. As Deputy Principal, Lila oversaw a number of acclaimed programs and was an active member of the NSW Deputy Principals’ Association. As an SPC Senior Executive, Lila has a wide variety of responsibilities including leadership in advancing Public Education and emergent issues. She is the author of numerous Educational Journal articles and Book Reviews. Lila chaired the NSW Digital Education Revolution, has lectured at several Sydney universities and has been recognised as one of Sydney Morning Herald’s 100 most influential people. She has received many awards for her work, including a NSW and National Australian Council for Educational Leaders (ACEL) Fellowship and Department of Education Merit Service Award to Public Education. Lila is also a state Board member of ACEL and regional president of the Australian College of Educators, Sutherland/St George area, and was nominated for 2015 Australian of the Year.
Nerissa Rogerson
CLB 4

Creating critical, creative, communicative and collaborative students through conversations

This session is designed to assist K-2 teachers and leaders in supporting critical thinking and student agency through whole-class conversations. In K-2, students engage in active listening, communicate clearly and purposefully, and share ideas when engaging effectively in group and class discussions. How can teachers teach these skills in an authentic way that leads students to become critical thinkers and independent learners?

In this session participants will:
- see examples of classrooms that are set up to support student ownership of their learning
- watch videos of K-2 students engaging in conversations, with opportunities to discuss the explicit learning that was needed prior to the conversations and what to do next to further develop the students.
- develop a bank of practical strategies to be able to implement quality conversations within their classroom.

Participants will have an opportunity to engage in discussions about what effective conversation looks and sounds like and how to teach these critical skills to our students. The session will address two main areas:
1. The quality learning environment
2. Explicit teaching of the skills of a conversation

Participants will be shown a range of classroom set-ups that have moved away from the traditional design that foster students to take ownership of their own learning. We will look at the crucial role that the physical environment plays in enabling students to achieve quality conversations. Throughout the session participants will co-create a bank of practical strategies that they will be able to use within their own classrooms.

Nerissa Rogerson has been teaching K-2 in Western Sydney for seven years and working within schools as part of Early Action for Success for the last two. She received her Masters in Special Education in 2012 through a retraining program that was offered by the Department of Education. She is an L3 (Language, Literacy and Learning) and L3 Stage 1 Regional Trainer and within that role she has supported seven schools working towards improved student outcomes focussing on Literacy. She is looking forward to continuing her role as an L3 regional trainer in 2016 and working with a community of schools in her local area.
**Gretl Willett**  
**CLB 5**

**Leading differentiation in mathematics**

Gretl Willett is passionate about the effective teaching of primary Mathematics. She strongly believes in, and is an exemplary practitioner of personalised learning that is delivered through quality classroom teaching. She will outline the Quality Mathematics Block and her ‘High 5 approach’ to Mathematics. The workshop will highlight successful strategies that help improve differentiation, such as, the use of ‘Bump-Up Walls’, ‘Short Sharp Lesson Breaks’ and ‘Must Do Jobs.’ Gretl will explain essential elements for leading quality mathematics in your school; aligning all programs to research-based consistent theory, strategic professional learning aligned with 3 year plans, building consistent quality routines, programming and assessment practices, research-based approaches to mentoring and proactive school protocols.

**Gretl Willett** is an experienced teacher and educator. She has been leading teachers and schools in developing effective mathematics instruction over a number of years. Her love of Maths has led her to engage in academic partnerships, firstly through work with Dr Janice Hall of UWS and then with Associate Professor Joanne Mulligan at Macquarie University, working on middle years initiatives. She has presented at the Newcastle University Quality Teaching launch, at Mathematical Association of NSW conferences and several Department of Education forums. Gretl has co-written journal articles and has completed her Masters degree in Leading Educational Change. She has been an executive for several years, a regional Mathematics Consultant and is currently an Early Action for Success Instructional Leader, where she mentors and coaches teachers K-3.
Breakout Session 2

Ben North
CLB 1

Overcoming obstacles to differentiated teaching practice in schools

“I haven’t got time!”, “Don’t the other kids miss out?”, “But we can’t assess fairly if we differentiate?”, “Parents complain when gifted kids get lower marks because the work is harder”, “How will we work out the Dux prize if gifted kids learn different content?”, “It’s just not fair!”

Differentiation has a long history of success for gifted students in schools, yet it often faces a rocky road of opposition when the ‘D’ word is even mentioned. This presentation will identify some of the common barriers - be they attitudes, sentiments, ideals, policies, or practices - faced by both classroom teachers and school leaders when implementing differentiated teaching in schools. Strategies will be suggested based on experience of successful differentiated practice in classrooms, faculties, and whole schools, as well as a wealth of research supporting successful gifted education practices that are realistic and achievable.

In keeping with the spirit of differentiated practice, participants will take part in a quick online survey that asks them to select the most significant problems or barriers they face in their school or teaching context. The results of this survey will be used to provide focus and priority to content in the presentation. Participants can complete the survey here - http://tinyurl.com/igniteDiffSurvey up until the first 10mins of the session.

Ben North is the Head Teacher of Teaching and Learning at Engadine High school, with responsibilities for leading whole-school gifted & talented and mainstream learning support. Ben submitted his PhD thesis in Gifted Education UNSW Australia at the end of 2015 under the supervision of Susen Smith and Miraca Gross, and also has a Master of Education in Gifted Education from UNSW. He has presented his research at International and Australian conferences, and has worked with a broad range of primary and secondary schools across New South Wales and the world consulting on gifted education school programs. He continues his association with UNSW having tutored and lectured in postgraduate curriculum differentiation and assessment courses, and is involved in research projects with Susen Smith and Andrew Martin on differentiation and gifted students. Ben has been involved in gifted education programs for his entire teaching career, and is a previous recipient of the Director-General's award for Excellence in Teaching and Service to Public Education.
Damien Feneley
CLB 2

Leading differentiation from a whole-school perspective

This presentation will explore the challenges and opportunities that one school has experienced in trying to achieve accurate, consistent, effective, and fair differentiation for all students. It will focus on some of the broader considerations that impact on teachers, students, parents and the management and organisation of the school.

Damien Feneley is in his third year as Principal of Grose View Public School, a relatively small school situated in the beautiful surrounds of the Hawkesbury Valley. In this role, he has brought a strong focus and commitment to future-focused curriculum and pedagogy, having spent a number of years working as a Quality Teaching consultant and being responsible for the development and delivery of a number of very successful professional development courses that focused on 21st century education. Damien is currently closely aligned to the United Nations endorsed Regional Centre of Expertise on Education for Sustainable Development, where he is leading the Education Action Group to deliver a number of authentic learning opportunities and events for schools.

Dr Tony Loughland, University of New South Wales
CLB 3

Mentoring for teacher adaptability to promote differentiation

Why is teacher adaptability important?
Teacher adaptability is a key disposition in the complex working environment of schools and classrooms. Until recently adaptability remained an ill-defined teacher trait that seemed to reside in the larger set of innate skills that teachers either possessed or not. Professor Andrew Martin and his research team at UNSW have now developed an adaptability scale that provides the opportunity for teacher adaptability to become part of the professional learning repertoire for teachers across the career span. Professor Andrew Martin and Post-Doctoral Research Fellow Dr Rebecca Collie have been working on an Australian Research Council research program focusing on defining the construct of teacher adaptability. In this work they have discovered links between teacher adaptability and outcomes of interest to schools, including teachers’ job satisfaction and students’ academic engagement and achievement. Dr Tony Loughland has undertaken the challenge of applying this construct to the classroom observation protocols. What might teacher adaptability look like when used in mentoring for differentiation?
This workshop will explore some of the latest findings from Dr Loughland’s research and explicate how these findings have been applied to the development of a classroom observation protocol for teachers. Initial findings suggest that adaptability might be a worthwhile construct to observe in classroom observations as it allows the teacher to be assessment-centric rather than student-centred or teacher-centred. In other words, adaptable teachers differentiate their instruction based on what they assess students’ understanding to be within the lesson.

**Dr Tony Loughland** is a Senior Lecturer in the School of Education at the University of New South Wales. Prior to this appointment he was the Director of Professional Experience in the Faculty of Education and Social Work at the University of Sydney. Tony has taught in schools and universities in diverse locations across NSW. He likes to work alongside his school based colleagues from their practice to useful theory and back again. In this vein, Tony is currently exploring the worth of the biological concept of epigenesis as a useful analogy to guide teacher professional learning. This analogy has the potential to encompass the power of instructional psychology, adaptability and self-determination theory to inform rigorous and effective instructional design for teacher professional learning.

**Bohdan Balla-Gow and Lynda Lovett**

**CLB 4**

**Designing, implementing and evaluating a sustainable district-wide engagement program for gifted students**

Details will be provided of a collaborative study of gifted students from a partially selective NSW DoE high school and its five feeder public primary schools. The main goals of the program were to: engage and showcase student potential in the core subjects; facilitate networking of executive staff, teachers, parents and students across the schools within the district; encourage student engagement, mentoring, leadership and transition into high school; increase enrolments of gifted students into the local public high school; and ensure the sustainability of the program. Best practice in gifted education was incorporated into the development and implementation of the program with teachers and students, and included staff development, peer support and mentoring, and showcasing of student outcomes of the program. Both qualitative and quantitative evaluative techniques were utilised with all key stakeholders and across all facets of the program. Implications of the study for all key stakeholders are outlined with a focus on continued evaluation, modification, improvement and sustainability.

**Bohdan Balla-Gow** is a Head Teacher Teaching and Learning (Stage 5) who
Leading Differentiation has been Relieving as Deputy Principal Stage 6 for 7 months at a partially selective high school in Sydney’s South West. Bohdan has been a teacher of GAT students for over 12 years in both fully and partially selective NSW high schools, and was fortunate to work for a term in 2011 at the NSW DoE’s Selective Schools Unit. As Gifted and Talented Coordinator with a MEd (gifted), he has authored and implemented GAT Policies in two partially selective high schools, and as a burgeoning leader in gifted education in NSW he has been invited to participate in the UNSW's Gifted Future's Forum in 2014 and 2015. Bohdan has presented papers at state level GATE Conferences and is excited to be able to share his experience and ideas with other educational leaders who work with GAT students.

Lynda Lovett has been an OC teacher for over 20 years. She has also worked in various roles in the Gifted & Talented unit at the NSW Curriculum Learning and Innovation Centre over a period of four years. She has completed postgraduate work at UNSW in gifted education and holds a Masters degree in Educational Psychology. Lynda has designed and led many professional learning opportunities, delivered presentations at conferences and is particularly passionate about advocating for gifted children through mentoring pre-service and early career teachers, not only in the area of gifted education, but also in student engagement and developing an understanding of the needs of diverse students. Along with Bohdan she initiated a GATS network on the Balmain peninsula; the aim of which is to provide local teachers with TPL in gifted education and organisation of an engagement program for gifted Stage 2 - Stage 5 students.

Jenny Linklater and Kerrie Shorthand
CLB 5

Leading differentiation through growth mindsets

To enhance students’ learning outcomes, teachers must know their students and how they learn, and apply effective, evidence-based teaching and learning strategies appropriate to individuals and groups in their context. This is highly complex and time consuming work. Both teachers and students need to believe they can do this and this requires a “Growth mindset”.

This workshop will explore leading a whole school strategy of developing individualised student Growth Plans to help teachers appreciate students’ unique skills, abilities and interests to plan and deliver practical differentiated teaching and learning programs. This aims to increase teachers’ knowledge about students, increase their connection to school and achieve enhanced academic and social outcomes.
Jenny Linklater is an experienced high school teacher and school leader with a Master in Educational Leadership from the University of NSW. Jenny has worked in comprehensive, middle and senior high schools in Western Sydney as well as being a consultant for the Department of Education Classroom Teacher Program and the Positive Behaviour for Learning team.

Kerrie Shortland has a background in Chemistry and was a practising Pharmacist prior to retraining as a high school teacher. She is an experienced Science Head Teacher and Relieving Deputy Principal.

As Deputy Principals at Hawkesbury High School, Jenny and Kerrie are leading a whole-school strategy of developing individual “Growth” Plans for all students. This strategy is based on the “Growth mindset” research by Dr Carol Dweck from Stanford University.

Hawkesbury High School, in partnership with the University of Newcastle is also currently implementing “Quality Teaching Rounds” to help teachers improve their practice.

Kerrie is working closely with Jenny to help teachers understand and respond to student data with practical strategies to help them achieve their potential.
Dr. Todd Kettler, University of North Texas
CLB 7

The Pedagogy of Differentiation: moving from Strategies to Learning Design

The concept of differentiated curriculum began in gifted education, but it has evolved into an educational approach for all students. The broadening of the concept surely has positive implications for all students, but gifted education professionals may lament the loss of a unique identity as those who differentiate learning opportunities. How might we forge a new and better future in gifted education? How might we chart new territory in qualitatively differently learning design particularly suited for gifted and high ability students?

Dr. Todd Kettler is an assistant professor in the Department of Educational Psychology in the College of Education at the University of North Texas where he teaches courses in gifted education, creativity, and child development. He was a contributing author on Using the Common Core State Standards for English Language Arts with Gifted and Advanced Learners (Prufrock Press, 2013), and a co-author on A Teacher’s Guide to Using the Common Core State Standards with Gifted and Advanced Learners in English/Language Arts (Prufrock Press, 2014). His most recent book, Modern Curriculum for Gifted and Advanced Academic Students (Prufrock Press 2016) addresses issues and trends in curriculum and the concept of differentiation.

Dr. Kettler’s research has appeared in Gifted Child Quarterly, Gifted Child Today, Journal for the Education of the Gifted, and Journal of Advanced Academics. In addition to his work as a teacher and researcher at the University of North Texas, he spent 17 years as an English teacher and gifted and talented program administrator. He earned his Ph.D in Educational Psychology from Baylor University.
Morning Keynote - Day 2

David Finnerty
CLB7

Putting kids and their outcomes first: tracing the journey of one school as they build staff capacity to better engage all students.

This keynote presentation will address one of the journeys of reform taking place in a school that David has led. On being requested centrally to take over the school, David found there to be little curricular documentation, a vast lack of process and policy in place, a staff and in particular a union branch in conflict with College administration, and the staff who generally was simply going through the motions and trying to survive each day. Students were largely in control of the school and some staff were fearful of their personal safety.

Dave will speak of the early days of implementation reform and trace that journey from an environment described above to what today sees a cohesive learning community with strong alignment between administration staff and students in a supportive and collaborative environment where trust is considered paramount and experimentation honoured. All curriculum at the College is now fully documented and published with an instructional model in place that is consistently applied and supported across the College. All staff are members of a learning triad with responsibility for the design, development, implementation and review of specific elements of curriculum based around the Hampton Park secondary College learning architecture which is based on the Harvard model of curriculum design.

Whilst this has been a long journey and is only now impacting student learning outcomes, it is nonetheless been a deeply rewarding experience that has seen a never-ending focus on the improvement of student learning outcomes and the building of staff capacity to deliver upon that mission.

Operating a sense high of moral efficacy, David Finnerty has worked as principal in schools south-east of Melbourne for more than 25 years, in low socio-economic, highly multicultural communities, with very high numbers of refugees and more recently, community detainees, making up a large part of the student cohort.

Throughout his Principalship, David has held senior positions at State-wide and Regional levels and, with Jim Spinks, headed up the Department’s research project into underperforming schools, in 2007/2008. Whilst this research has informed his own work in schools, it likewise has informed departmental policy and practice and was one of the factors inherent in the
educational regeneration of the northern and western suburbs of Melbourne. David’s work has centred around building staff capacity and College leadership capacity through a process of change management that sees improvement in student learning outcomes as the critical focus.

David’s approach to change management starts with a recognition that the best asset you have is the staff that you’ve got, and continues working with those staff to build an understanding pedagogical and classroom practices that improve their performance and in turn lead to improved outcomes for students that they teach.
Breakout Session 3

Mark Foley, Emily Glover, Margaret Hurrall, Ivan Luburic, Laura O'Keefe, Chloe Williams
CLB 1

Preservice and early career teachers discuss “What their mentors have taught them about differentiation, what was helpful and what was not.”

Emily Glover is in her final semester of a Bachelor of Arts/Bachelor of Education (secondary) degree, majoring in English and minoring in Drama. She has complete two Professional Experience practicums and is particularly interested in the personality differences in each individual student and how to best accommodate all students in the classroom.

Margaret Hurrell is in her final semester of a Bachelor of Arts/Bachelor of Education (secondary) degree, majoring in English and minoring in Modern History. She has completed two Professional Experience practicums. Her areas of interest include educational policy and the effect of standardised testing on students.

Ivan Luburic has completed a Bachelor of Arts/Bachelor of Education, majoring in Spanish and minoring in Geography. This year, Ivan will be undertaking Honours in the field of gifted education.

Mark Foley graduated with honours first class as a mature-age student in 2007, and is currently a stage 1 classroom teacher at Greystanes Public School. He worked in a variety of classroom and learning support roles on a casual and temporary basis within the Western Sydney Region, prior to his appointment to Greystanes in 2010, where he began teaching on stage 2. He strives to import his philosophic belief in equity of access and inclusivity in education by continually seeking to incorporate innovative student-centered practice. He is currently a member of the school’s Gifted and Talented and Live Life Well at School teams, and has previously led the Aboriginal Education Focus team. Mark oversees the school’s K-2 Enviro Rangers group, coaches the junior and senior PSSA cricket teams and has for the last two years taught the school ukulele group which he instigated.

Laura O'Keefe is currently a Year 2 teacher at Liverpool West Public School. She started her teaching career as a casual teacher in 2012 at Liverpool West Public School where she taught a range of classes from Pre-School to Year 6 which allowed her to have significant experience to begin full time teaching in 2013. For the past 3 years she has taught Stage 1 classes with varying abilities, special education / behaviour needs and new arrival students. She
also coordinated the Stage 2 dance group, after school sports groups and assisted with regional performing arts events. Throughout this time she has been mentored by a range of colleagues, allowing her to begin a successful teaching career.

Chloe Williams is a beginning teacher at Killara High School, currently teaching History and Geography across a range of stages. She is completing a Graduate Certificate of Gifted Education at UNSW to further her knowledge in Gifted Education as the GATS Co-ordinator at her school. Chloe has had training in Visible Thinking by undertaking the Making Thinking Visible Course offered by Harvard ‘s Graduate School of Education online and co-leading a professional learning master class with other NS5 schools. She was involved in a BYOD trial with UTS, exploring effective teaching strategies that use devices, catering to 21st century learners and experimenting with project-based learning. She has choreographed for her school’s musical, is the supervising teacher of the Social Justice Committee and runs the Social Inc program at her school.

Leanne Coningham, Libby Hamilton, Lara Kepitis, Carmela May
CLB 2

Creating 21st century emotionally intelligent leaders

As educators, our challenge lies in preparing students for the future and giving them a deeper understanding of themselves and others so that they become successful life-long learners, confident and creative individuals who can collaborate and sustain positive and enduring relationships. This presentation will provide participants with and emotional intelligence model based on the Australian Curriculum Personal and Social Capability Framework. It will examine the premise that ‘character’ lays the path to successful, purpose-filled, satisfied lives and how to develop resilient students who can thrive in an ever-changing world. St. Ives North Public School Ku-ring-gai Unit for Gifted and Talented students developed ‘Project C’, a program that addresses character, creativity, collaboration and citizenship. We will share our journey of leading students through an awareness of themselves, and awareness of and interaction with others and how our students independently created their own authentic justice projects.

Carmela May – Deputy Principal, St Ives North Public School

Libby Hamilton – Assistant Principal, St Ives North Public School

Leanne Coningham – Year 6 GAT teacher, St Ives North Public School

Lara Kepitis – Year 4 GAT teacher, St Ives North Public School
Margaret Turnbull and Gill Pennington
CLB 3

Leading differentiation for EAL/D learners

Leading pedagogical change requires a shared understanding of differentiation, a culture of sustained collaborative reflection, targeted flexible instruction based on strategic assessment. This workshop integrates EAL/D differentiation into a model of whole school change. Participants explore a number of tools that can be used to lead change and implement effective differentiation for EAL/D students.

Central to effective differentiation is knowing who your students are and how they learn. This session will outline some characteristics of EAL/D learners and then explore the instruments available for identifying their English language proficiency.

Participants will then have the opportunity to develop differentiated responses to students' learning needs through appropriate models of scaffolding, with a special focus on the role of oracy in EAL/D pedagogy.

Gill Pennington (President) and Margaret Turnbull (Vice President) will be presenting on behalf of ATESOL NSW. ATESOL NSW Inc. is an incorporated professional association of people working in the field of TESOL (Teaching English to Speakers of Other Languages) and related areas. The association was formed in 1971 and was known as ATEFL until 1980 when it became the Association of Teachers of English to Speakers of Other Languages NSW. It assumed its current name in March 2002. ATESOL NSW's members come from all education sectors: early childhood, primary, secondary, tertiary, ELICOS, adult and community education. Both presenters are experience educators in the field of English as an Additional Language or Dialect.
**Stephanie Lia**  
CLB 4

*Differentiation through a middle school program*

This presentation will explore a middle school program implemented for Year 7 students. By its very nature, it is designed to allow students from diverse backgrounds, abilities and learning styles to meet syllabus outcomes in a number of subject areas. Differentiation is at the core of this program and applies to summative and formative assessment, programming and lesson sequences.

This session will cover:
- how to lead the implementation of such a program  
- the organisation of subject content to facilitate meaningful knowledge integration across multiple subjects  
- differentiated assessment design  

**Stefanie Lia** is a secondary educator who is passionate about quality teaching and engaging pedagogy. She has presented on a state and international level on a range of subjects including assessment for, as and of learning, literacy and engaging teaching strategies and English pedagogy. In her role as Head Teacher Teaching and Learning she is responsible for leading the implementation of a middle school strategy for Year 7 as well overseeing accreditation and whole school literacy.

**Susan Tickle**  
CLB 5

*Mathematics differentiation in the K - 6 classroom*

This is a whole school model for differentiation in Mathematics and involves working collegially in grade, stage and school teams using the Assessment for Learning Cycle. Rich, differentiated, open–ended pre–tests/tasks are used to guide programming, rather than purely to report to parents. Participants will gain a greater understanding of GAT students and how to effectively assess, group, plan, program and teach through differentiating Mathematics activities.

This action research model has been successfully implemented over the last 5 years, across 2 schools, and ensures all individual student needs are catered for in Mathematics, especially those of GAT students. Student activities are differentiated and the content and pace of the curriculum is modified according to student ability level. Research based practical
strategies are given. Throughout the presentation Susan gives her feedback on improvements and evaluations that have been made to culminate in a successful and practical working model. Examples of programs, assessments and templates are provided for participants.

Quality Teaching & Learning practices are paramount and this presentation focuses on a model of ‘best practice’ to improve educational outcomes and engagement for GAT students through differentiation. It has undergone extensive feedback and evaluation from students, staff and executive.

**Susan Tickle** is Deputy Principal at Killarney Heights PS and has been Gifted and Talented & Mathematics Coordinator. She has completed a Masters Degree in Educational Leadership and a Certificate of Gifted Education from UNSW. Susan has presented annually at the Department of Education GATs Conferences since 2010 and presented at the UNSW **Ignite the Spark, Fuel the Fire: Differentiation for Diversity** conference in 2015.
Afternoon Keynote Day 2

Kerry Weston
CLB 7

Looking at the big picture – summary of the key points of the conference

Kerry will summarise the key points of the conference, helpful messages that participants will take with them to use and share with their colleagues at their schools.

Kerry Weston is currently an Instructional Leader at Tregear Public School as part of the Early Action For Success initiative, providing educational leadership to principals, Instructional leaders, executive and teachers. Her role requires identification of teacher professional learning needs, and providing high quality professional learning and in-class support in futures focused classrooms.

Her senior roles as a Relieving School Education Director, School Development Officer, and CEO School Based Assessment and Reporting in the NSW Department of Education, supported schools to implement whole school change within leadership, school planning and strategic planning related to syllabus design and implementation. Her roles also involved supporting principals and schools to engage in 21st century learning, literacy and numeracy. She led the regional strategic development and implementation of the new NSW syllabus for the Australian Curriculum, resulting in a strategic plan that included capacity building, communication strategy, innovative approaches to 21st Century learning, evaluation strategy, professional learning and whole school action planning.

She has a Bachelor and Master of Education and many years experience leading large teams, and has been responsible for recognising and building school capacity to develop strong community relationships in learning communities.
Dr Tamra Stambaugh
CLB 7

Defining and redefining differentiation in gifted education

Definitions matter. In gifted education we use terms such as depth, complexity, acceleration, abstractness, and even differentiation, but do we really know what these terms mean – especially when applied to gifted learners? How are these terms operationalized in a way that is observable and applicable to curriculum design? In this keynote we will explore these questions, examine an evidence-supported model for differentiating curriculum for gifted learners, and analyze curriculum modifications based on definitions of key differentiation features. Differentiated task examples will be provided and implications for supporting gifted student learning will be discussed.

Tamra Stambaugh is an assistant research professor of special education and executive director of Programs for Talented Youth at Vanderbilt University. She conducts research in gifted education with a focus on students of poverty and curriculum and instructional interventions that support gifted learners. She is the co-author/co-editor of several journal articles, book chapters, curricula, and books including Comprehensive Curriculum for Gifted Learners (2007); Overlooked Gems: A National Perspective on Low-Income Promising Students (2007), Leading Change in Gifted Education (2009), the Jacob’s Ladder Reading Comprehension Program Series (2008, 2009, 2010, 2011, 2012), Practical Solutions for Under-represented Gifted Students: Effective curriculum (2012) and the 2015 Legacy Book Award Winner: Serving Gifted Students in Rural Settings (2015). She has also received several awards including: Early Leader from the National Association for Gifted Children; the Margaret The Lady Thatcher Medallion for scholarship, service, and character from the College of William and Mary School of Education; the Doctoral Student Award from the National Association for Gifted Children; the Jo Patterson Service Award from the Tennessee Association for Gifted Children; and the Higher Education Award from the Ohio Association for Gifted Children. Prior to her appointment at Vanderbilt, she was director of grants and special projects at the College of William and Mary, Center for Gifted Education where she received her PhD.
Conference Exhibitors

AAEGT - Australian Association for the Education of the Gifted and Talented

AAEGT National Gifted Conference
Beyond the Boundaries in Gifted Education
29 September – 1 October 2016

Teachers Mutual Bank
We put you first

Hawker Brownlow Education

ATESOL NSW Inc.
ASSOCIATION FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

#ignitethespark2016
Translating research into practice

In an information rich world, educational leaders have access to a limitless supply of tips and advice for improving practice. Much of this is based on anecdotes and opinion. The Office of Educational Leadership (OEL) offers something different. We provide educators, at all levels and across all systems, with access to the latest research. So whether you are a current leader, aspiring leader, or even just thought of the prospect of a leadership role sometime in the future, the OEL has a range of high quality research driven professional learning programs that can be tailored to suit your unique experiences and aspirations.

Our professional learning programs are all accredited at all levels by BOSTES and are designed to bring the latest research into conversation with practice. These events are also an opportunity to network with others who share similar interests.

The OEL offers three pathways to further engagement:
(Friday, week five of each term)

Scheduled workshops
We offer regular workshops with high-quality facilitators to provide access to the latest research, advice, support and solutions to contemporary challenges of education. Our 2016 workshops focus on implementing professional standards; quality teaching rounds; socially just schooling; and future directions in educational leadership. Workshops are held on the Friday of the fifth week of each term.

Customised programs
Have further interest in a workshop we offer, or want to work with an OEL academic, we can customise and contextualise a program for you according to your individual needs. Contact us to find out more.

Resources
To provide additional support to educators and access to the latest thinking, the OEL offers regular Research Briefs and Policy Briefs developed by its team of world-class researchers. These short two-page documents can be used to stimulate professional discussions in teams and open the prospect of further engagement with OEL staff.

The Office of Educational Leadership

Founded in 2009, the Office of Educational Leadership stands among the leading collection of educational leadership and policy researchers in the country.

Taking a comprehensive and interdisciplinary approach to understanding the leadership and policy of educational organisations, the OEL aims to use innovative thinking to translate research into transformative practices.

The central aspiration of the OEL is to be an internationally recognised leader in research, research training and knowledge translation relating to the leadership, management and administration of educational organisations. Through a portfolio of pure and applied research and a distinctive conceptual framework the OEL seeks to contribute to national, and international, dialogue and debate on educational leadership and policy matters.

For further information see here https://education.arts.unsw.edu.au/about-us/office-of-educational-leadership/professional-learning/ or follow us on twitter @OEL_UNSW
26 February | Leading the implementation of the standards in schools
Dr Glenn Savage (University of Melbourne)

Drawing from 53 case studies conducted as part of the Evaluation of the Australian Professional Standards for Teachers, this workshop aims to utilise these case studies to enhance school leaders’ understanding of current implementation practices and to promote discussion on appropriate approaches for supporting their teachers and school community to support an increased uptake and implementation of the Standards.

The workshop will discuss and, importantly, contextualise effective practical strategies that school leaders can use to support and facilitate the implementation of the Standards at their school. To facilitate such thinking, factors known to facilitate the use of the Standards by teachers such as professional development, resources and examples of practice will be provided and discussed in the session.

Standards: 6.1.4 & 6.2.4

27 May | Leading teaching and learning through Quality Teaching Rounds
Julie Bowe (University of Newcastle)

Quality Teaching Rounds is a specific professional learning approach designed to support teachers in negotiating diverse views about what matters in teaching and learning in a collaborative environment. QT Rounds is an inquiry process that develops skills in describing and diagnosing classroom practice. This development approach involves presenting and observing lessons, participating in a substantive discussion and making judgements supported by observational evidence. Through the use of the QT model’s language system teachers are provided with the direction to assist them in structuring their conversations and negotiating agreement thus providing capacity for ongoing development of practice.

Standards: 6.3.4 & 6.4.4

19 August | Leading socially just schooling
Dr Richard Niesche (UNSW), Dr Greg Vass (UNSW)

In this workshop, the focus will be on how school leaders can understand and engage with the complexity and challenges of leading for social justice in their schools. In recent years, issues of social justice and equity have become increasingly more prominent and school leaders are having to explicitly respond to the needs of diverse groups of students and communities. This seminar will outline the challenges for school leaders and provide key resources and practical solutions to drive transformative change towards more socially just schools.

Standards: 1.3.4 & 6.2.4

11 November | Leading education: Challenges and directions for 2017
Panel including academics from UNSW, and representatives from DoE, CEO and AIS

This workshop will include presentations from UNSW academics and representatives from the major school systems on the challenges and directions for educational leadership in 2017. Significantly, following the initial presentations, the presenters will engage in a dialogue and debate of the issues with each other – facilitated by Professor Colin Evers – and then audience members. This workshop will be much more than a talkfest though as the afternoon session will be dedicated to thinking through strategies for schools and individuals in negotiating the challenges and being an active part of shaping future directions.

Standards: 7.4.4 & 6.3.4

Free public lectures

Our School offers free public lectures delivered by experts in a range of education specialisation areas, many of whom are visiting academics from renowned universities or institutions. These relevant lectures are BOSTES accredited. See education.arts.unsw.edu.au/events to register.

Workshop details

Time: 9am – 3pm
Cost: $310 or $1000 for all 4 workshops
Venue: UNSW Kensington

Register online

Completing these workshops will contribute to 6 hour per workshop of QTC Registered PD addressing Standards stated per individual workshop above for teachers towards maintaining Highly Accomplished Teacher Accreditation in NSW.

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The 2016 AAEGT National Gifted Conference

Hosted jointly by UNSW and the Gifted Families Support Group (GFSG) Inc., the conference will be held from 29 September 2016 to 1 October 2016 on the main Kensington campus of UNSW. The conference welcomes all members of the gifted education community, including researchers, educators, families, health professionals, and gifted individuals.

The theme of the conference is Beyond the Boundaries in Gifted Education. Conference sub-themes include:

• Twice exceptionality
• Diversity
• STEM
• Advocacy
• Underserved populations
• Indigenous groups
• Creativity
• Allied health
• Socio-emotional development
• Curriculum and pedagogy
• Career development
• Other

Keynote Speakers

Professor Paula Olszewski-Kubilius
Director, Center for Talent Development, Northwestern University, USA

Professor Del Siegle
Director, National Center for Research on Gifted Education, University of Connecticut, USA

Date: 29 September – 1 October 2016
Location: UNSW Kensington
Website: https://www.nationalgiftedconference2016.arts.unsw.edu.au/

Register Now Online
https://www.nationalgiftedconference2016.arts.unsw.edu.au/conference-registration-open-now

Completing these workshops will contribute to 6 hours of QTC Registered PD addressing Standards: 1.5.4 & 6.4.4 for teachers towards maintaining Lead Teacher Accreditation in NSW.
Mentoring Workshops

Never Stand Still School of Education

Arts
Social Sciences

Rationale

The third level of the Australian Professional Standards for Teachers requires that Highly Accomplished Teachers be able to demonstrate with evidence that they are able to support and assist less experienced colleagues with all aspects of their professional knowledge, practice and professional engagement. According to the BOSTES professional experience framework (2015), schools and school systems are to:

- promote to all staff the crucial importance of rigorous professional experience supervision
- recognise outstanding teachers who are contributing to the development of future generations of outstanding teachers
- provide school staff with access to professional learning to better prepare them for their role in mentoring and assessing
- provide access for school staff to undertake professional learning in mentoring and assessing

Responsibilities of the supervising teacher include providing both informal advice and more structured written feedback on lessons taught by the teacher education student that provides formative and constructive advice to guide the teacher education student’s ongoing professional learning.

All three workshops draw from a range of resources including research articles, policy documents, pro-formas and video excerpts. The interactive and collaborative tasks allow participants the opportunity to practise the skills of mentoring in an enjoyable learning environment. These workshops can be booked as a series of three (ideally booked a minimum of one month apart).

When booking as a series of three, an added benefit is participants are assigned additional tasks to complete between each workshop (ideally booked a minimum of one month apart). If these tasks are completed, the accreditation with BOSTES hours will increase to 24 hours.

Recognition of learning

Participants are eligible for 6UOC of unspecified credit (one subject or course) towards the Graduate Certificate in Education or Master of Education in Teacher Professional Learning, or related specialisation, in the School of Education, UNSW. To be eligible for credit, participants must complete the designated learning activities between the workshops and submit a final assessed portfolio of material demonstrating their ability to meet the relevant standards, including a reflective statement that draws on appropriate professional and research literature (total 6000 words, to be negotiated with and graded by the Course Coordinator) within 12 months of completing the three PD workshops, and must apply and be accepted into one of the UNSW programs indicated within seven years of completing the assessed work.

Interested participants please contact the School of Education.
<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
<th>Outcomes</th>
<th>Standard Descriptors Addressed</th>
<th>Target Audience</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Mentoring Basics</td>
<td>This first of three workshops in mentoring, provides an introduction to the skill of mentoring for teachers who are supporting both pre-service and beginning teachers. This workshop focuses on the basic skills of mentoring such as developing productive working relationships, using protocols for effective classroom observation, conducting mentoring conversations and using the appropriate standards to annotate evidence for both the mentor and mentee's accreditation requirements.</td>
<td>Context</td>
<td>6.1.3 6.3.3 7.2.3</td>
<td>Teachers with little or no experience mentoring pre-service or early career teachers.</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Mentoring for Adaptability</td>
<td>This second of three workshops in mentoring provides an introduction to the skill of mentoring for adaptability for teachers who are supporting both pre-service and in-service teachers. It builds upon the basic mentoring skills that were introduced in the first mentoring workshop. This workshop focuses on assisting mentors to develop the quality of adaptability in their mentees that will help them to survive the complex and unpredictable nature of teaching in schools. The workshop will examine several lesson observation protocols that aim to develop in mentees the adaptable behaviours, attitudes and thinking that will help them thrive in the complex profession of teaching.</td>
<td>Teacher Adaptability Workforce Adaptability Adaptability Protocols</td>
<td>5.1.3 5.4.3 6.4.3</td>
<td>Teachers who have completed Mentoring Basics or equivalent.</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Mentoring for Improved Student Outcomes</td>
<td>This third of three workshops in mentoring provides an introduction to the challenge of adopting a clinical model of mentoring where the effectiveness of mentoring is assessed by student learning outcomes. Various protocols are used to induct the mentors into the practices of clinical reasoning that draw upon both research and student outcome evidence. This workshop builds upon the basic mentoring skills and mentoring for adaptability that were introduced in the first two mentoring workshops. This workshop focuses on assisting mentors to develop the skills of clinical practice in their mentees so they can evaluate their own practice using student achievement data. The workshop will examine and workshop several collaborative student assessment protocols that aim to develop in mentees the skill of planning their teaching based upon current student achievement.</td>
<td>Clinical Mentoring Student Assessment Protocols Working with Assessment Data</td>
<td>5.1.3 5.4.3 6.4.3</td>
<td>Teachers who have completed Mentoring for Adaptability.</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Completing these workshops will contribute the hours stated above of QTC Registered PD addressing Standards stated per individual workshop above for teachers towards maintaining Highly Accomplished Teacher Accreditation in NSW.

Registration available for a single workshop or the whole workshop series

**Time:** 9am – 4pm  
**Venue:** John Goodsell Building, UNSW, Kensington.  
**Cost:** $250 per day per person or $900 for all four sessions (Light refreshments and a lunch included)

Register online  

**Friday 18 March 2016**  
**Language teachers learning languages**

This workshop is a call for language teachers to develop empathy and language-teaching skills by putting themselves in their students’ shoes. It focuses on teachers *learning* and *reflecting* on learning a second/additional language/s themselves. It examines the basics of First- and Second-Language Acquisition theories and considers contexts, motivations, and practices in formal and informal language learning. Based on and extending from, the book chapter “Talking to strangers: Learning Spanish by using it” (Stanley, 2014), the workshop provides opportunities for teachers to reflect on their own experiences of language learning including any unsuccessful attempts. The workshop also includes a brief unknown foreign language lesson to introduce ideas about affect and ways of ‘doing’ reflection as language learners.

1.2.3 Expand understanding of how students learn through research and workplace knowledge  
1.3.3 Support colleagues in developing effective teaching strategies that address the learning needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds

continued over
Saturday 30 April 2016
Autoethnography and/as reflective practice for teachers

This workshop focuses on autoethnography as a research method for reflecting on practice (as language teachers) and experiences (as language learners). In some ways comparable to action research, autoethnography turns the focus inwards to the teacher’s or learner’s own experience. Autoethnography also necessitates changes to academic writing styles, and this workshop focuses on how teachers can write in ways that democratise education research. The issue of accessibility is discussed, addressing the common complaint that education research is too often far removed (physically, linguistically, and epistemologically) from teachers and what/how they read and think. Based around and extending from the journal article “Writing the PhD Journeys” (Stanley, 2015), the workshop also provides collaborative and performative writing exercises through which participants will gain hands-on experience of thinking, researching, and writing autoethnographically.

3.6.3 Work with colleagues to review current teaching and learning programs using student assessment data, knowledge of curriculum and workplace practices.

6.1.3 Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.

Friday 3 June 2016
Learning language/s as learning culture/s?

This workshop considers how and whether learners acquire intercultural competence through language education, and how we might define ‘culture’ and ‘intercultural competence’. The workshop includes and analyses data excerpts from research on Spanish-language learning in Latin America and English-language learning in Australia (Stanley, 2016; 2015) and provides opportunities for participants to contribute and analyse their own stories, practices, and experiences of crossing cultures in language-education contexts.

2.5.3 Support colleagues in implementing effective teaching strategies to improve students’ literacy and numeracy achievement.

7.4.3 Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.

Saturday 25 June 2016
Criticality, positionality, and politics in language education/research

This workshop problematises the way ‘criticality’ is used in language education and language-education research, particularly the ways in which identity categories may be attributed deterministically to students and teachers. Notions of intersectionality and fluidity of identity are introduced and linked to questions of ‘culture’ more broadly, and discursive constructions of ‘cultural’ identity are examined. The workshop then considers the politics of qualitative research (for teachers in classrooms as well as for education researchers), ideas of centre-periphery power (for teachers and learners in Australia and elsewhere) and the issue of positionality more generally in all research. This workshop draws upon chapter 3 of Shanghaied in Shanghai (Stanley 2013), Superheroes in Shanghai (Stanley 2012), and selected sections of Stanley’s (2016) book on Spanish-language teaching in Latin America.

7.1.3 Maintain high ethical standards and support colleagues in interpreting codes of ethics and exercise sound judgments in all the schools and community contexts.

3.5.3 Assist colleagues in selecting a wide range of verbal and non-verbal communication strategies to support students’ understanding, engagement and achievement.

Free public lectures

Our School offers free public lectures delivered by experts in a range of education specialisation areas, many of whom are visiting academics from renowned universities or institutions. These relevant lectures are BOSTES accredited. See education.arts.unsw.edu.au/events to register.

Completing these workshops will contribute to 24 hours of QTC Registered PD addressing Standards stated per individual workshop above for teachers towards maintaining Highly Accolished Teacher Accreditation in NSW.

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