

Steve Gray - Business Development Specialist
Breakfast and Concurrent Presenter
Delegate Takeaways: Leadership, Emotional Intelligence

Title: Lead and Coach With Ease

Biography

Synopsis of Concurrent

People are the greatest asset of any organisation (unless you have robots...) as such it's important to find elegant ways to lead your people. Often this requires "street smart" and creative approaches so you can develop the ability to do the "right thing at the right time, consistently". Unless your team are led they might just want to do their own thing which may not fit to the vision of the organisation.

This session will explore developing leadership and coaching skills by thinking on your feet, using collective intelligence and creating an action plan which works for you.

Wendy McCarthy - Executive Director, McCarthy Mentoring
Keynote Presenter

Delegate Takeaways: Leadership, Emotional Intelligence

Title: A Teacher's Journey From The Classroom to The Boardroom

Biography

Wendy McCarthy began her career as a secondary school teacher and remains passionate about the power of education. For four decades she has been a teacher, educator and change agent in Australian public life. In 2005 she was nominated by the *Sydney Morning Herald* as one of Australia's Top 100 Public Intellectuals.

She has worked with government, corporations and community based organisations in education, women's issues, public health, heritage, media and waste management and she has held national leadership roles in all of these areas. It is the eclectic combination that gives her a unique profile and network nationally and internationally.

In 1989 Wendy was appointed an officer of the Order of Australia for outstanding contributions to community affairs, women's affairs and the Bicentennial celebrations. In 1996 the University of South Australia awarded her an honorary doctorate and in 2003 she was awarded a Centenary of Federation medal for business leadership.

Synopsis of Keynote

To many people it may seem a long way from the classroom to the board room yet Wendy asserts that teachers have the skills to do this and contribute to the governance of our community.

Her journey took her from the classroom to community education and activism to international governance. The size of the classroom has changed but the teaching experience has always stood Wendy in good stead and remains a key part of her identity.

In this address Wendy will reflect on the challenges faced in changing careers over four decades and share some of the leadership insights and opportunities gained as I learned to keep her head and heart connected.

Graeme Wright - Clinical Exercise Physiologist
Concurrent Presenter

Delegate Takeaways: Leadership, Health and Wellbeing

Title: Balancing Self, Work and Life

Biography

Graeme Wright has been a pioneer in the area of weight and health management in Australia. He managed

one of the first medically based weight management clinics in Australia and has recently developed a series of online profiles and self help modules to help people manage their health.

Graeme has taught in many Tertiary Institutions around Australia. He worked with and set up the initial HBF Health Management Division. Currently he runs his own consultancy company.

Graeme has a Masters Degree from the University of Western Australia and is currently working towards a PhD - looking at the relationship between basal metabolic rates, hormones and weight management.

Graeme is still married to his first wife, has three daughters and wears lycra most mornings.

Synopsis of Concurrent

This presentation will explore health and wellbeing data from around the world, Australia and the teaching profession. It will focus on the health patterns of adults from the last 10 years with a specific focus on the most current data available on school leaders.

The presentation will highlight the data from the on line health and wellbeing data and how it can be used to regain some balance in the lifestyle of the individual, school and your community.

Health risk profiles will be discussed as well as the plans of action that will be required to impact on the trends within key health risk areas. Management strategies will be discussed to show how a prevention based model can impact on health profiles and the bottom line.

The presentation will look at the correlation of the health risk factors and how this data can act as a guide to the implementation of the most appropriate intervention.

Jason Clarke - Mindworks
Concurrent Presenter

Delegate Takeaways: Curriculum, Leadership, Emotional Intelligence, Pastoral Care

Title: Inspiring Creative Thinking in Our Children

Biography

In 1977, Jason Clarke achieved the lowest Year 12 score in the history of his school. Today he is one of the most sought after creative minds in the country, consulting on issues of leadership and innovation to some of Australia's biggest companies and institutions.

He's developed and taught courses in Innovation, Logic and Problem Solving for two of Australia's most prestigious Business Schools, the Australian Graduate School of Entrepreneurship and the Stern Business School of New York.

He doesn't know what he'll be doing in 2020 but he's open to suggestions.

Jason Clarke will repeat his Wednesday session for those who were unlucky enough to miss out.

Synopsis of Concurrent

Einstein said you couldn't solve a problem with the same thinking that caused the problem and he should know. Most of our time is spent fighting 'black hole' problems, so called because the more we put in the less comes out. If your current list of problems includes a few of this type, it's a sure sign a fresh approach is needed. Are you fighting the right problem? In the right way? For the right reasons? Are you sure you really understand what the real problem is? This interactive workshop will offer new techniques to understand your problems and develop effective strategies to solve them.

- Identify what's stopping you from doing great things... and get past it
- Uncover how you got into your current situation and just how many ways out there are.
- Understand your problems and develop effective strategies to solve them.

Wednesday's concurrent repeated on Friday.

Collette Tayler - Early Childhood Specialist
Keynote and Concurrent Presenter

Delegate Takeaways: Leadership, Curriculum

Title: Keynote - Early Years Pedagogy and Instructional Leadership
Concurrent - Leadership for advancing Early Years program outcomes

Biography

Professor Collette Tayler holds the Chair in Early Childhood Education and Care (ECEC) at The University of Melbourne.

Collette's work involves research on diverse topics in ECEC policy, leadership, curriculum and pedagogy and teacher education. Broadly, in studying the evidence of children's learning and development, she addresses the interplay of emotion & cognition, situation, place and time in providing effective learning and development programs. Topics include integrated professional learning networks, access to and engagement in programs; investments in ECEC; program standards and quality; curriculum and pedagogy, leadership and staff engagement; family involvement and program outcomes.

Collette has lived and worked in Queensland, Western Australia and Victoria as well as in the OECD, Paris. She has conducted projects in various countries in Europe and Asia.

She is co-author of the OECD Report Starting Strong II (released in September 2006) reviewing ECEC policy and provision in 20 countries.

Synopsis of Keynote

This paper considers the birth to age eight phase of life, and presents evidence of pedagogies that make a difference to children's social and academic achievement over time. Examples from empirical studies into effective preschool & early school programs will be used to reveal teaching strategies that produce enhanced outcomes effects. The paper also presents a tested leadership strategy for teaching & learning improvement.

Synopsis of Concurrent

This session opens up the idea of Instructional Rounds (City et. al., 2009) and takes theories of action into the Early Years settings (birth-age eight). The approach is designed to focus on the use of evidence and to achieve a collective analytic approach to pedagogy as it is enacted in early childhood settings. This approach is being applied in the Integrated Professional Learning Networks that have been set up to support the Early Childhood Master of Teaching program in the Melbourne Graduate School of Education. The Networks are a partnership between Local Government Authorities and the University of Melbourne.

Thursday's concurrent repeated Friday.

Spencer Kagan - Internationally acclaimed researcher
Keynote and Concurrent Presenter

Delegate Takeaways: Curriculum, Leadership

Title: Excellence & Equity: Proven Instructional Strategies Close the Achievement Gap

Biography

Dr. Spencer Kagan is an internationally acclaimed researcher, presenter and author of over 100 books, chapters, and scientific journal articles. He is a former clinical psychologist and full professor of psychology and education at the University of California. He is the principal author of the single most comprehensive book for educators in each of four fields: cooperative learning, multiple intelligences, classroom discipline, and classroom energisers. His instructional strategies are used in teacher training institutes in many countries.

Dr. Kagan developed the concept of structures; his popular brain-based, cooperative learning and multiple intelligences structures like Numbered Heads Together and Timed Pair Share are used in classrooms world-wide. Dr. Kagan has been featured in the leading educational magazines including *Educational Leadership*, *Instructor*, *Learning Magazine*, and *Video Journal*.

Keynote speech held on Thursday only

Synopsis of Concurrent

Strong data indicates simple instructional strategies called Kagan Structures substantially reduce the achievement gap while increasing overall achievement. By motivating and supporting teachers to use these simple strategies as part of any lesson, instructional leaders are better able to produce both excellence and equity in their schools. Participants experience, process, and become prepared and motivated to share simple instructional strategies that transform any lesson. Participants leave with a fuller understanding of the causes for the achievement gap, principles of effective instruction, ways to meet the unique needs of today's students, and why certain types of instruction engage more learners and reduce the achievement gap. Participants view data demonstrating dramatic increases in achievement and decreases in the achievement gap when teachers use simple, step-by-step cooperative instructional strategies. Participants experience, process, and derive the rationale for fostering the use of these strategies among their faculty as a part of the daily instructional diet in their schools. Participants take notes in a cloze -activity handout, and interact with others to generate adaptations of the instructional strategies and ways to facilitate their use in their own schools. Thursday's concurrent repeated on Friday.