

Spencer Kagan - Internationally acclaimed researcher
Keynote and Concurrent Presenter

Delegate Takeaway: Curriculum, Leadership

Title: Instructional Leadership in a Time of Instructional Revolution (Keynote) Excellence & Equity: Proven Instructional Strategies Close the Achievement Gap (Concurrent)

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*.

Synopsis of Keynote: Instructional Leadership in a Time of Instructional Revolution

Two forces are converging to create an instructional revolution: 1) Advances in brain science and 2) Need to prepare students with 21st Century skills. Traditional instructional methods do not align with how brains best attend to, process, retain, and recall information. Further, traditional instructional methods, while well aligned with workplace skills of the past century, fail to produce employability skills for the future. After detailing the need for an instructional revolution, in this interactive keynote we experience some powerful, proven tools that are well aligned with brain science and 21st Century skills. Kagan Structures are being used successfully in many countries, at all grade levels, and with the full range of curriculum content. Participants review data demonstrating the power of these simple instructional strategies to produce excellence (accelerate achievement) and equity (close the achievement gap). They then explore ways instructional leaders can share these powerful strategies with their school community. We consider also a powerful non-traditional form of coaching teachers; it is far more time efficient, and produces dramatically greater transfer and successful implementation. Finally, we detail the elements of SAM Clubs through which all teachers transform their teaching style without feeling overwhelmed, creating a common school-wide language and a repertoire of instructional strategies aligned with brain-science and 21st Century skills.

Synopsis of Concurrent: Excellence & Equity: Proven Instructional Strategies Close the Achievement Gap

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.

Collette Tayler - Early Childhood Specialist
Keynote and Concurrent Presenter

Delegate Takeaways: Leadership, Curriculum

Title: Keynote - Early Years Pedagogy and Instructional Leadership. Time for Transformation
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 on Friday.

Dr Paul Swan

Concurrent Presenter

Delegate Takeaways: Leadership, Curriculum

Title: Maths is Stuffed

Biography

Paul Swan began his career as a primary school teacher, then taught secondary mathematics and eventually ended up at Univisity teaching in the Kindergarten through primary program at Edith Cowan University. His PhD examined how children make computation choices, that is, how children decide whether to complete a calculation mentally, with paper and pencil, with the aid of a calculator or a combination of methods. He is author and co-author of many books including the best selling Teaching Primary Mathematics. He has recently completed work on some interactive whiteboard software and continues to

write more materials to support teachers to teach mathematics. He is the father of four boys, one at high school and two at primary school so he is well aware of the pressures on teachers, children and parents.

Synopsis of Concurrent

One job description of a teacher is:

Teachers need to:

- Know their stuff
- Know the children they are stuffing
- Know how to stuff them artistically

Nowhere is more important to know your stuff and how to stuff artistically than in the teaching of mathematics. This presentation will focus on the need for teachers to have well developed content knowledge as well as pedagogical knowledge or PCK (Pedagogical content knowledge). Nowhere is this more the case than in the content area of mathematics. Some of the big ideas of mathematics will be tackled in this session along with suggestions for how leaders can support teachers to develop their MPCK (Mathematical Pedagogical content knowledge).

Bernard Salt - Demographer
Keynote Presenter

Delegate Takeaways: Leadership, Emotional Intelligence

Title: The Why Generation: Implications for Primary School Teachers, Students & Parents.

Biography

Bernard Salt is a Partner of KPMG Australia based in Melbourne. Bernard holds Bachelor of Education and Master of Arts degrees and is a Fellow of the Australian Institute of Company Directors. He is a columnist with The Australian and Wish magazine, and is the author of the popular best-selling book 'The Big Shift: Welcome to the Third Australian Culture'; his 2006 release 'The Big Picture' and newly released in 2008 'Man Drought and Other Social Issues of the New Century'.

Synopsis of Keynote

Bernard Salt argues that Australia is at a crossroads in terms of demographic, social and generational trends. He also argues that the future will not be like the past and that this especially applies to the primary education sector. Australia's fast rate of growth is placing pressure on governments to deliver new schools. New ethnic tribes are surfacing in capital cities again placing pressure on education resources. And finally the parents of primary school students are very different to parents of the past. Often involved in complex personal relationships; often both involved in full time work commitments; they sometimes regard the teaching of their children (or child, more likely) as another thing that is outsourced in their lives. Teachers are caught in the middle: dealing at the coalface with stretched resources, a changing ethnic composition in their classroom, and parents who can be either disengaged or continually hovering around their "little emperor". Welcome to the brave new world of delivering primary education services in the new decade. Bernard salt is one the most publicly quoted commentators in Australia today. He is also widely regarded as one of the nation's leading speakers. he is passionate, dynamic and utterly compelling. Do not miss his presentation.



Rob Randall - General Manager, Curriculum - Australian Curriculum, Assessment and Reporting Authority
Concurrent Presenter

Delegate Takeaways: Curriculum, Leadership

Title: The National Curriculum

Biography

Robert Randal, General Manager, Curriculum with the Australian Curriculum, Assessment and Reporting Authority. Prior to taking up this new position with ACARA, Robert was Director of Curriculum K-12 with the NSW Department of Education and Training.

Synopsis of Concurrent

Thursday's concurrent repeated on Wednesday.



Tony McCruther and Mark Campling

Delegate Takeaways:

Title: Fair dinkum, evidence based conversations about my school and its effectiveness in teaching and learning?
Bring it on!

Biography

Mark Campling has been a principal of primary and P to 12 schools across Queensland. In 2009 he was appointed to the position of Assistant Director General (School Performance). Mark has led the Teaching and learning audit process for Education Queensland where in 2010 every state school in Queensland will have undergone an audit and have a report from which to drive school improvement plans. Mark's current role and passion is to build the quality of classroom teaching practice for every child in Queensland through informed and focussed school leadership.

Tony McGruther is a former president of QASSP and of AGPPA and a current Life Member of APPA. He recently resigned from Education Queensland and is now Director of Leadership Projects with the ACER national Leadership Centre. Tony has led the liaison between ACER and Education Queensland and designed and delivered the training package for the auditing team of principals. Tony's current professional interests lie in developing systems that engage school leaders in their own rigorous systems of internal accountability through evidence based reflection and action.

Synopsis of Concurrent

In 2009 Education Queensland contracted ACER to develop a peer driven, system sponsored tool and delivery process for the state wide implementation of teaching and learning audits in all their schools. The tool used the evidence of practice in the international highly effective schools literature to design an instrument that would map the current state of effectiveness of a school. Eight aspects are explored by the team of auditing peer principals who are trained to engage the school in a deep and penetrating conversation on their teaching and learning vision, systems, classroom practice and outcomes.

This session will share the tool, explain its processes and present the results of the audits conducted to date across Queensland. It will be highly interactive and designed to respond to core questions such as:

What is a teaching and learning audit really?

What is a peer led, system driven program?

What evidence?

What is the big picture for this? How does it all happen?

'Audits' are checking systems aren't they...how is that professionally developing?

Participants will leave with knowledge of a system wide process for engaging leaders in real conversations about their school's effectiveness. They will have knowledge of the evidence from which a picture of an outstandingly effective school has been drawn. They will understand the strategic links between such an 'audit' process and significantly improved school, district and system wide outcomes.



Bruce Walker

Delegate Takeaways: Leadership, Emotional Intelligence, Pastoral Care

Title: The Leader in Me

Biography

Before joining Covey Leadership Centre in 1994 (now Franklin Covey), Bruce operated his own Educational and Training Consultancy. He also spent over 30 years with the Victorian Education Department; as a primary school teacher, a school principal and a senior regional manager.

Bruce holds a Master of Educational Administration degree from the University of New England. He also has a B.A. and a B.Ed from Latrobe University and a Graduate Diploma of Management from RMIT University.

Bruce continually strives to 'walk the talk' and emulate the material he is presenting. Participants regularly express appreciation for the positive group learning environment he is able to create through his relaxed and quiet style.

Words to Live By: Be a light, not a judge; Be a model, not a critic.

Synopsis of Concurrent

How do you connect all your students into school? How would you like to put your school and the students on the path to greatness?

The Leader in Me process helps develop the essential life skills and characteristics students need in order to thrive in the 21st century.

The Leader in Me is integrated into a school's core curriculum and everyday language so that it isn't one more thing teachers and administrators have to do. It becomes part of the culture, gaining momentum and producing improved results year after year, benefiting schools and students in the following ways:

- Develops students who have the skills and self confidence to succeed as leaders in the 21st century
- Decreases discipline referrals
- Teaches and develops character and leadership through existing core curriculum
- Improves academic achievement
- Raises levels of accountability and engagement among both parents and staff