Independent Schools Queensland
choice & diversity

JUN

Briefings

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CONTINUING THE REFORM AGENDA

From the Executive Director

Queensland schooling outcomes have improved significantly over the past decade. Our state is recognised as having achieved the greatest gains in student achievement in NAPLAN since national testing began in 2008.

Improvements in Queensland education have been driven by major structural reforms to our schooling system such as the introduction of the Prep Year (2007), adoption of the Australian Curriculum, the transfer of Year 7 to secondary (2015), a focus on early childhood education, an unrelenting spotlight on literacy and numeracy outcomes, and the introduction of "learning or earning" provisions (2006). The reform of Queensland education will continue in the next two years with the implementation of new senior assessment and tertiary entrance procedures.

The reforms have sought to bring Queensland into line with other states and territories and to lift student achievement. Given the significant changes involved, many of the reforms have been challenging for school leaders and the teaching workforce.

Yet Queensland still lags behind its southern counterparts in many areas of student achievement pointing to the need for continued reform and improvement.

The Independent Schools Queensland (ISQ) Issues Paper *Queensland's Education Future: Continuing the Reform Agenda*[1] (June 2017) identifies focus areas for ongoing reform.

Released at the recent ISQ State Forum, the issues paper, is part of ISQ's research-based initiative Our Schools – Our Future, identifies nine areas which can provide a focus for future improvements in Queensland education. In each area, evidence is provided as to "what works"; there are examples of what is happening in the independent schooling sector; current priorities are identified; and future strategies are outlined.

The focus areas are as diverse as ensuring rigorous and high standards of curriculum and assessment in Queensland schools, to timely and cost-effective provision of new schools needed to cater for the estimated 236,000 additional students over the next 20 years.

At the heart of future reforms is a focus on continuous school improvement in terms of student achievement, wellbeing and engagement backed up by meeting the needs of every learner, raising the status of the teaching profession, and a long-term commitment to building the required foundations for successful learning in the early years.

Also recommended is a focus on global connections in schooling and preparing students for technological advancements and a coordinated commitment to STEM education in schools.

Particularly important for the independent sector, the future reform agenda should include continued cross-sector support for choice and diversity in school education to ensure flexible and vibrant education options driven by allowing parents to exercise their fundamental right to choose where to educate their children.

The independent schools sector, which has a long and proud history of strong student outcomes, high standards and values, and supporting student wellbeing, will be an important part of Queensland's continuous school improvement journey.

In this regard, the issues paper highlights that future reforms will need to be undertaken collaboratively with all three schooling sectors. A strong partnership between the State Government and the non-state sectors can provide the required foundations for continuous school improvement. See page 3 for a summary of key actions.

1 Available at www.isq.qld.edu.au

CONTINUING THE REFORM AGENDA

Education spending accounts for 24.15 percent of the State Budget, second only to health expenditure.

It is incumbent on everyone working in education in Queensland to strive for improved student outcomes. Queensland schools are achieving and doing fantastic work with our students, but there is no reason why students in Queensland should not achieve outcomes to a similar level as students in other states and territories. The independent sector will continue to make a significant contribution to doing better for all students.

The 2017–18 State Budget[2], delivered on 13 June, provides a solid foundation for the future of Queensland schooling with record expenditure of $13.7 billion on education. Education spending accounts for 24.15 percent of the State Budget, second only to health expenditure (at 29.5 percent).

Total assistance for non-state schools of $780 million has been allocated in 2017–18 (compared to $752.6 million in 2016–17) confirming the State Government's commitment to supporting choice and diversity in school education. Included in this allocation is total capital assistance of $92.6 million, a timely reminder of the importance of government capital grants in ensuring the continuing provision of school places in the non-state sector.

The State Government announced two new programs in the Budget. A total of $57 million over three years will be provided for maintaining senior secondary curriculum offerings for students in the Prep half-cohort. This group of students, who commenced Prep in 2007, will be entering senior secondary in 2018 and some schools will find it difficult to provide a broad range of curriculum offerings given the smaller numbers involved.

The *Advancing Teaching and Learning Program*, which will commence in 2018–19, has been allocated $150 million over three years. This will replace the current *Teaching and School Leadership Program* which is scheduled to conclude at the end of 2018. Although this new program is welcomed, the funding allocated to non-state schools at about $5 million per year, falls well short of the current allocation of $30 million per annum.

The dominant feature of the education budget for 2017–18 is the substantial capital expenditure on state schools. More than $560 million will be invested into capital works for state schooling. This includes the commencement of a $500 million five-year *Building Future Schools Fund*[3] to address enrolment growth pressures.

The centrepiece of the new fund will be the construction of two new high schools in Brisbane's inner-city at Fortitude Valley and Dutton Park. The high schools will be the first built in inner-Brisbane since 1963.

The provision of additional schooling capacity in the inner-city of Brisbane is of no surprise given the projection of significant increased enrolment growth in the area. *Queensland's Education Future: Continuing the Reform Agenda* called for "timely and cost-effective school provision in areas of demand regardless of sector". The *Building Future Schools Fund* is a missed opportunity for government to work more collaboratively with the non-state sectors to address the provision of required new school infrastructure.

The independent sector could have been a willing partner in providing innovative and cost-effective solutions to the increasing demand for inner-city schooling places, yet the Government will go ahead and expend around $130 million on two new state schools.

Queensland has very solid foundations upon which to build a world-class future education system. Yet we clearly still have a long way to go to achieve a truly collaborative partnership between government and the non-state sectors as visioned in *Queensland's Education Future: Continuing the Reform Agenda*.

DAVID ROBERTSON
Executive Director

2 See Budget details at www.budget.qld.gov.au/budget-papers/
3 See http://statements.qld.gov.au/Statement/2017/6/8/first-new-state-high-schools-to-be-built-in-innercity-brisbane-since-1963

Queensland's Education Future: Continuing the Reform Agenda

Systemic improvement in school education requires a long-term commitment to continuing the reform agenda. All schooling sectors must step up to the challenge and work together for the sake of our children's future. Independent Schools Queensland undertook research through its flagship Our Schools – Our Future program which identified nine areas to continue the school education reform agenda. The full issues paper is available on the ISQ website.

KEY ACTIONS

1 Choice and Diversity

Continued cross-sector support for choice and diversity in school education to provide equity, enhance competition, promote innovation and lead to better student outcomes. Streamlined accreditation processes are needed to remove barriers for non-state schools.

2 Demand for New Schools

Timely and cost-effective school provision in areas of demand regardless of sector. Strong productive partnerships with the non-state school sector will ensure demand is met. All providers to investigate innovative and alternative funding options for new schools. A level playing field for all sectors by continuing to streamline the regulatory framework.

3 School Improvement

Building capacity at the school level, by providing support for tailored evidence-based strategies, will lead to improvement at the system level. Recognition that school leaders are best placed to know what is needed locally, taking into consideration school characteristics and circumstances.

4 Teacher Quality

Raising the status of teaching as a career choice will attract the most suitable school leavers and career change professionals into teaching and they will be retained through a continued investment by all sectors in professional learning and development. Queensland Government to continue the Teaching and School Leadership program.

5 Early Learning

A long-term cross-sector commitment to early education is needed to get the foundation right for all Queensland children. Greater alignment between the Queensland legislation that applies to schools and the national legislation that applies to early childhood education and care will reduce red tape and ensure a smoother transition.

6 Student Outcomes and Personalised Learning

All schools need to ensure that every learners' needs are met to maximise student outcomes. Continued support must be provided for those students with the highest support needs, as currently provided through the Education Adjustment Program.

7 Internationalisation and Global Citizenship

If Queensland is to be globally connected, all school sectors must be equally valued and supported in developing strategic relationships and activities at home and abroad. A coordinated and integrated approach to internationalisation will benefit all students.

8 21st Century Skills and Technologies

If Queensland is to truly prepare students for technological advancements teacher capability needs to be supported through professional development, particularly for digital technology. A coordinated, cross-sector commitment to STEM education in schools is needed with more targeted, ongoing support for teacher upskilling, and long-term industry partnerships instead of short-term projects. Reliable, high-speed internet access is needed for all schools.

9 Rigorous Curriculum and Assessment

All Queensland schooling sectors to engage proactively in the creation of the Australian Curriculum 2020 based on observations and learning from implementation of the current curriculum and the new senior syllabuses. QCAA to meaningfully demonstrate the importance of the General Capabilities in Years 11 and 12, and provide explicit instruction on what to teach for Creativity as it will be tested via PISA in 2018 for global competence.

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THE TROUBLE WITH PROFESSIONAL LEARNING COMMUNITIES: AVOIDING ROADBLOCKS IN TEACHER COLLABORATION

JOSEPHINE WISE
Director (Education Services)

"The power of collective capacity is that it enables ordinary people to accomplish extraordinary things – for two reasons. One is that knowledge about effective practice becomes more widely available and accessible on a daily basis. The second reason is more powerful still – working together generates commitment."

FULLAN, IN McKINSEY & COMPANY

Effective professional learning for teachers is key to school improvement. According to the Organisation for Economic Co-operation and Development (OECD), 97 percent of Australian teachers report near-universal access to development opportunities. However, the OECD also found that, on average, more than 40 percent of teachers reported that they have never taught a class jointly, observed classes or provided feedback to their peers. This is despite increasing evidence that harnessing collaborative expertise of teachers and leaders has the greatest impact on improving student outcomes (Jensen et al. 2016).

Cole, Jane and Suggett have recently investigated the professional learning conversations of more than 1,700 teachers across all sectors and states of Australia and have concluded that "improving the quality of professional conversations in schools is a vital component in enhancing the professionalism of Australian teachers" (2017). AITSL has compiled significant research about the benefits of teacher collaboration in their *Essential Guide to Professional Learning*. In summary, the research states that effective teacher collaboration "creates a community working to achieve a common goal through the sharing of practice, knowledge and problems" and a culture of effective teacher collaboration "encourages ongoing observation and feedback among colleagues. Experimentation and critique becomes commonplace" (2015).

Leading applied researcher on schools as learning organisations, Louise Stoll, states that effective collaboration has "teachers in classrooms focusing on 'authentic pedagogy' – higher quality thinking, substantive conversations, deep knowledge and connecting with the world beyond the classroom" (Stoll, Bolam, McMahon, Wallace & Thomas, 2006).

Hattie states that "one of the major advantages of benefiting from the collective wisdom of all teachers and school leaders in and across schools is that this can reduce the variability in teachers' understanding of challenge and progression for students" (2015).

So, if we understand the impact of collaboration between teachers, why are schools not always achieving the results they are hoping for from collaboration? What kinds of collaboration are most likely to lead to school improvement? And what does effective collaboration between teachers need from school leaders to be successful?

Defining a professional learning community

Whether it is being on a school improvement committee, disability standards moderation team, working in action research teams on formative assessment, or inquiring into a pedagogical intervention; these collaborative activities could be regarded as potential professional learning communities (PLCs).

Stoll notes that "there is no universal definition of a PLC but that the broad international consensus is that they

are a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way" (Stoll et al., 2006). This broad definition means that most schools could probably identify one or more PLCs operating within their faculty or pastoral teams.

PLCs in schools are usually established to provide some form of focused, reflective work around a challenge of practice or goal for achievement. The purpose of the collaboration is to develop participating teachers' capability to address an issue through dialogue. This regular and structured dialogue includes consideration of relevant or provocative research, analysis of student, teacher and/or school data, designing and testing interventions, and reviewing the impact of the interventions by revisiting the data.

Dr Lawrence Invargson (as cited in Earp, 2017) is clear that PLCs are "about the way in which staff members work together normally, it's the habitual ways of working, it's the ordinary way of life. It's not an additional program." While we know collaboration works, it is only when teachers agree that collaborative dialogue is central to their professional practice that PLCs can change practice.

Well managed PLCs are a highly effective mechanism for sustainable school improvement and teacher development. A good example of a highly effective, and well-established PLC is the approach taken to lesson study in Japan. For well over a century, lesson study (jugyou kenkyuu) has been an important part of ongoing teacher professional development. Put simply, the lesson study is when a small team of teachers work together in a systematic cycle of planning, teaching, observing, refining and reviewing specific lessons to examine their practice and improve their impact on student learning.

If we understand the impact of collaboration between teachers, why are schools not always achieving the results they are hoping for from collaboration? What kinds of collaboration are most likely to lead to school improvement? And what does effective collaboration between teachers need from school leaders to be successful?

"In Japan, lesson study is highly valued and regarded as the linchpin of the improvement process. This is because lesson study enables the steady improvement of teachers and teaching, through the gradual improvement of individual lessons and through the knowledge developed and shared during the lesson study process" (Hollingsworth and Oliver, 2005). Professor Yoshinori Shimizu states that "from the outside, lesson study is conceived as a way of professional development but from our Japanese perspective lesson study is a part of teacher's work" (2016). It is the embeddedness and purposefulness of this PLC that drives its impact.

As Jensen et al. state "across high-performing systems, learning communities have emerged as a cornerstone program for effective professional learning. These learning communities are not, however, simply platforms for shallow behaviours, such as preparing termly teaching plans or exchanging teaching materials. Rather, when well organised, learning communities help to initiate a cultural shift towards creating expectations for improvement within schools and teachers" (2016).

There is also a growing interest in the impact of PLCs between school leaders. Collaborative leaders choose, or are directed, to work systematically to review regional and school data, investigate improvement strategies in each other's schools with the goal to inform policies or processes at a system level and provide peer to peer coaching and development to improve each school.

An example of a leaders' PLC is the Community of Learners (CoL) model recently established between school leaders in New Zealand. Dr Linda Bedikson from the University of Auckland's Centre for Educational Leadership states that "CoLs are a structural intervention intended to promote collaboration between schools that will deliver improved achievement on the student outcomes that the CoL has chosen as its achievement challenge." However, Bedikson argues that "a clear theory of improvement needs to be articulated, and widely debated, so all are aware of the dozens of conditions that are needed to bring about the intended outcomes" (2016).

Purposeful and effective PLCs can exist between teachers and leaders; teachers and students; and wider system facilitators like Independent Schools Queensland staff, consultants and staff teams. PLCs can offer all stakeholders the structure and opportunity to work side by side to innovate and drive improvement (Sharratt & Blanche, 2016).

PLCs have a history of strong advocacy, and growing evidence related to their effectiveness (Timperley, 2011). Collective teacher efficacy however, does have a strong research base to indicate its impact. Collective teacher, or school leader, efficacy is a key outcome of an effective PLC.

THE TROUBLE WITH PLCs: AVOIDING ROADBLOCKS IN TEACHER COLLABORATION

In referencing John Hattie's research into the impact of collaborative expertise, Donohoo states that "when teachers believe that together, they are capable of developing students' critical thinking skills, creativity, and mastery of complex content, it happens! Collective teacher efficacy refers to a staff's shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged" (2017).

Donohoo's research is also clear that educators with high collective efficacy show greater effort and persistence, a willingness to try new teaching approaches, set more challenging goals, and attend more closely to the needs of students who require extra assistance.

While other researchers agree that there is no one definition of professional learning community, there is consensus regarding contextual and structural features that will influence the effectiveness and impact of PLCs, and as a result see teacher collective efficacy as a critical outcome collaboration.

Why aren't some PLCs working?

Gathering teachers together does not automatically improve teacher's efficacy and therefore their impact. "Simply setting up different types of professional conversation, without improvement in the underlying culture, will not improve teaching and learning outcomes" (Cole et al., 2017). Stoll states that "in Australia teachers have access to data but are not always asking the right questions" (2015). Too often the lack of alignment between the PLC activity, student need and school strategic planning limits the impact of PLCs. Asking teachers to collaborate without a clear improvement agenda and specific goals for students, for each other and for the school, limits the effectiveness of collaboration within a PLC.

Timperley states "it is not simply the presence of a PLC that determines effectiveness, but rather what happens in them, the expertise that is brought to bear on the participants' deliberations, and the extent to which the processes promote learning and changes to practice in the interests of students" (2011).

School leaders should carefully consider Timperley's comment about expertise before establishing PLCs. It is a leader's role to support and develop participant's dialogic and professional expertise to enable them to engage in rigorous reflective discussions and analysis. School leaders ideally should be actively and deliberately working on establishing a culture of trust and a commitment to improvement. AITSL in their *Essential Guide to Professional Learning: Collaboration* have summarised key barriers to impactful collaboration through PLCs:

- Finding time for teachers to meet and engage in professional learning
- A lack of trust between teaching peers and between teachers and school leaders
- A lack of enthusiasm and support for collaboration amongst school staff
- A lack of focus for the collaborative group results in conversations that have little success in effecting change
- School leader and teaching staff do not understand what collaboration is and why it is important
- Teachers are hesitant to share and encourage feedback on their practice. (2015)

Other international studies into the effectiveness of PLCs identify further barriers to their effectiveness including:

- insufficient access to timely data on which to base instructional decisions
- poor infrastructure (especially lack of scheduled time for teachers to meet, or inefficient use of the limited time available)
- lack of teacher buy-in for the process (perception that the decision to implement a PLC was imposed upon teachers by administrators)
- lack of teacher ownership of the process (perception that administrators dictate what teachers do during their collaborative time)
- a building culture in which teachers tend to compete rather than collaborate. (Education World, 2017).

Research from England into creating and sustaining effective professional learning communities noted other obstacles to successful PLC implementation included "staff resistance to change, central and local policies affecting resources and budgets, and staff turnover, especially at the leadership level" (General Teaching Council for England, 2017).

Ways to increase the success of PLCs

School leaders and teachers considering PLCs must not only consider the topic, issues, or the achievement challenge they are interested in addressing through

collaborative action. They must also consider the conditions and context within which the PLC will exist and intentionally address those barriers that will inhibit effective collaboration.

"PLCs are created, managed and sustained through four key operational processes:

- optimising resources and structures
- promoting individual and collective learning
- explicit promotion and sustaining of the PLC
- leadership and management.

Furthermore, the extent to which these four processes are carried out effectively is a third measure of overall PLC effectiveness." (General Teaching Council for England, 2017).

Darling-Hammond and Richardson summarise the required conditions for effective teacher collaboration in a PLC. They state that all "collaborative work should have a clear focus. This focus should be specific, measurable, simple, informed by data, easy to communicate and linked to teacher and student improvement. It should also be relevant, address an issue that teachers can do something about and be manageable" (2015).

AITSL offer practical advice for school leaders who are seeking to activate PLCs to drive change. They encourage leaders to make goals that are specific and measurable. Subjective words like "better" can make it difficult for people to understand how they can contribute specifically to improving outcomes for students.

AITSL also stresses that collaborative discussion should focus on actions. The most effective professional development emphasises what teacher will be doing differently because of the discussion. "Change will occur as teachers learn to describe, discuss, and adjust their practices according to a collectively held standard of teaching quality" (AITSL, 2015).

Stoll et al. reviewing data collected from 393 schools found that "an effective professional learning community fully exhibits eight key characteristics:

- shared values and vision
- collective responsibility for pupils' learning
- collaboration focused on learning
- individual and collective professional learning
- reflective professional enquiry
- openness, networks and partnerships
- inclusive membership
- mutual trust, respect and support" (General Teaching Council for England, 2005).

To make sustainable and useful PLCs, teachers and leaders need time to meet without interruption, and to be supported by a set agreed protocols, which include monitoring and evaluating the impact or process of the PLC and ensuring follow up action. As John Tomsett, Head teacher from Huntingdon School York states "our greatest resource is our teachers and our most precious resource is their time; it is common sense, then, that we must give our greatest resource the time to learn to become even better teachers" (Sutton report, 2015).

However, it is also clear that for a PLC to operate in a way that will increase teacher efficacy and contribute to improvement, the culture within which it is situated must be understood. If it is not strongly conducive to collaboration, then changes need to be made by leaders for the culture to become so. PLCs will thrive in a professional environment that embraces a focus on student learning, and provides time for ongoing, purposeful collaboration and reflective inquiry (Ingvarson 2017).

In their research into professional conversations, Cole, Jane & Suggett determined that "it is the frequency and quality of social connections in

Enablers to effective collaboration

Be creative in finding ways to provide staff with time to focus on collaboration. Consider the reallocation of existing resources or timetables changes, for example.

Actively show support for collaboration. This can include 'inducting' staff into a collaborative culture and celebrating collaborative efforts and success

Focus on fostering relational trust – start by modelling the critical components of trust daily, for example the recognition of individual capabilities.

Promote the benefits of collaboration with staff. Share research and provide school staff with school staff with training in collaborative approaches.

Create a shared vision where all teachers are personally invested the success of the group. Focus the learning on improving instructional practices and student outcomes.

BARRIERS to effective collaboration

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School leader and teaching staff do not understand what collaboration is and why it is important

Teachers are hesitant to share and encourage feedback on their practice.

Source: Essential Guide to Professional Learning: Collaboration

THE TROUBLE WITH PLCs: AVOIDING ROADBLOCKS IN TEACHER COLLABORATION

schools that create the conditions for other formalised conversation forums to operate successfully." They also found that "in schools with a positive culture teachers have higher expectations of themselves and their colleagues" (2017).

AITSL's *Essential Guide to Professional Learning: Collaboration* summarises the enablers of collaboration in learning communities in the following ways:

- "Be creative in finding ways to provide staff with time to focus on collaboration. Consider the reallocation of existing resources or timetables changes, for example.
- Actively show support for collaboration. This can include 'inducting' staff into a collaborative culture and celebrating collaborative efforts and success
- Focus on fostering relational trust – start by modelling the critical components of trust daily, for example the recognition of individual capabilities.
- "Promote the benefits of collaboration with staff. Share research and provide school staff with school staff with training in collaborative approaches.
- Create a shared vision where all teachers are personally invested the success of the group. Focus the learning on improving instructional practices and student outcomes." (2015)

Most importantly, school leaders need to ensure that PLC participants share an understanding of what they are doing, why they are doing it, and what they expect will change because of agreed actions. It is this theory of improvement or action which guides the outcomes of a PLC.

Conclusion

With an effect size of 1.57, collective teacher efficacy is ranked as the number one factor influencing student achievement (Hattie, 2016). However, schools are not always activating PLCs in ways that will maximise the benefits of collaboration. Whilst schools are prepared to radically change spaces and provide structures to enable students to collaborate, it is worth reflecting on how intentional is the establishment of structures and spaces that enable collaboration and purposeful, productive dialogue between teachers? How willing and able are schools to prioritise and resource purposeful collaboration?

PLCs are formal, professional conversations that will not be successful without time and resources to enable rigorous research and reflection on the needs of students, teachers and the community. Without a clear and shared theory for improvement or action, informed by data and research, collaborative dialogue will struggle to lead to changes in practice that will make a difference. However, PLCs can mature and develop over time. "PLCs change over time. The idea of three stages of development – starter, developer and mature – provides some useful insights into these changes" (The General Teaching Council for England, 2005). PLCs can improve with commitment and investment from leaders and participants.

For PLCs to thrive, the school culture will actively encourage all members to take responsibility for the learning of each other. Teachers and leaders will be open to learning and encouraged to challenge held assumptions and practices in the face of compelling or meaningful data. AITSL's *Charter for the Professional Learning of Teachers and School Leaders* states that a "high quality professional learning culture will be characterised by collective responsibility for improving practice" 2012).

Louise Stoll identified seven processes for effective leadership of PLCs. These include "a student learning focus; distributed leadership; nurturing respectful, trusting relationships; promoting collaborative enquiry; seeking evidence about professional learning community processes and outcomes; ensuring supportive structures; and drawing on external facilitators and critical friends." (Stoll, as cited in Timperley, 2011).

ISQ continues to embed the qualities of effective professional learning communities in programs for schools, including the moderation conversations central to Building Assessment Communities, the action research teams in Research in Schools, the Self-Improving Schools committee and the focused consultation within Great Teachers in Independent Schools: Strategic Performance and Development. Fundamental to these, and other ISQ programs, is supporting collaboration between schools. ISQ is committed to modelling and supporting collaboration that will contribute to the development of school cultures where PLCs can thrive.

The impact of PLCs on school improvement is supported by significant global research. School leaders are responsible for establishing and nurturing the conditions within which PLCs can thrive. ISQ will continue to support school leaders to build the professional climate that enables all stakeholders in a school to participate in collaborative practices with the needs of students at the centre of the professional collaboration.

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Leading Fiercely – Developing others for peak performance

10 AUGUST 2017 | 12.00–6.00PM

This symposium is focused on enabling leaders to support high quality teaching in every classroom by closing the gap between organisational performance and existing potential. To develop the expectation of excellence and growth, participants will explore how decision making can be informed by identity and personal competence.

Steve Vamos, Non-Executive Director for Telstra

Associate Professor Lisa Ehrich (QUT), Author of "Leading Beautifully"

Derek Scott, Principal Haileybury School

FURTHER INFORMATION

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