



Concurrent Presentation, Wednesday, 24th May at 1.45 pm

Location: Kennedy Room

How Satisfied are you as a Leader, Leading with Subjective Well-Being Maintained?

Dr Susan Carter, University of Southern Queensland

Leadership involves many things including leading equity, innovation and engagement. One significant challenge involved in doing this, is simultaneously also maintaining one's own Subjective Well-Being (SWB). Research has highlighted that a person's level of SWB, which essentially refers to how a person cognitively evaluates their own well-being, in terms how satisfied they are with life (Diener, 2006, 2009), can impact their capacity to make good decisions. The SWB of our school leaders should be a central focus as their sphere of influence in the school and broader community can have a very positive impact on the lives of others. Current National and Internal research illustrates that our schools leaders are finding it very challenging to maintain their well-being within the educational topography. This session provides hope and real world knowledge of how some experienced principals have effectually lead their school community and maintained their SWB. The material presented has been developed from scientific research conducted in Australia with experienced principals.

Participants will be presented with practical ways that some principals have used to maintain their SWB and introduced to the theory of MegaPositioning. Feeling competent in the role of leadership, experiencing a feeling of control over one's life and having a strong sense of meaningful work are all important components of MegaPositioning.

Location: Roosevelt Room

Leading Sustainable Culture Change in Schools: The Fast-track Planning tool

Dr Pete Stebbins and Alistair Kerr, High Performance Schools

**This session will be repeated at 2.45 pm*

Change is the only constant in life. Teachers & Administrators are in the epicentre of a rapidly changing world increasingly needing to adapt and adjust education programs to equip students for a changing world. Change fatigue in the form of burnout and poor student outcomes is a rapidly escalating risk.

High Performance Schools have workforce cultures which maximise resilience and flexibility among teaching staff thus maximising their work performance in the midst of change.

In the Leading Sustainable Culture Change in Schools workshop, Dr Pete Stebbins expands on the 3 insights from the key note session (1. Manage the personal impact of change; 2. Avoid the common change management mistakes 3. Learn a powerful evidenced based formula for workplace change) and introduces the Fast-track Planning Tool applying this to a range of school change issues commonly experienced by school leaders as well as break out time to apply onto participant nominated scenarios.



Concurrent Presentation Abstracts, Wednesday, 24th May at 1.45 pm

Location: Lincoln Room

Adopting and Adapting Giorcelli's Co-Teaching Model

Jacqueline Craigie, Corinda State High School

Corinda SHS has been on a school cultural change journey through the implementation of inclusion via co-teaching. Jacqueline Craigie (DP) and her team have developed a workable model that has moved from one co-teaching class in 2015 to 53 co-teaching classes in 2017. Over 100 schools have now accessed the model with success.

With a focus on curriculum excellence based on ACARA Achievement Standards, she will present a workable model and present the factors that were considered in order for the change management process (including difficult conversations, effective communication, high curriculum expectations and knowledge, supportive environment, fiscal management and ways to move to whole-school management).

Location: Westminster Room

Leading Innovation in Specialist Education – What could this look like?

Wayne Wilkinson, Mitchelton Special School

There has been much written about leading innovation and change. Many great people have made good careers out of consulting in this space. Often it is not the quality of ideas that limit innovation but the challenges that sits behind making great ideas become a reality. Shifting peoples' perspectives and beliefs can be hard but shifting organisational culture, policies and practices almost impossible for those within the system. How can we mobilise our collective expertise as specialist educators and lead innovation at both a professional practice and systemic policy level.

If innovation is possible in special education then what could it look like? Are we already achieving the change we want? What new thinking (or old thinking) and ideas are necessary to ensure meaningful progress is made towards improving the quality of education and outcomes for students with an intellectual disability.

This presentation will identify three discussion areas that will be helpful in guiding our explorations and debate in order to define what innovation in Queensland special education could look like.

Firstly, innovation, if at all desirable, must lead to better outcomes for our learners. The purpose of any innovation within our sector must be driven by the fundamental principle of serving the needs of our students better. This requires us to fully understand what those needs are and to ensure that their needs drive our curriculum decisions making.

Secondly, we need to clarify what innovation really means and looks like. What are current trends that we consider to be innovative in our field? What are the buzz words, the fresh narratives and the focus of our PD spending? What types of innovative teaching and learning programs and practices are getting traction and are they achieving improved outcomes? If we do need to do something differently then what is it?



Thirdly what does leadership look like for those wanting to effect change or push the boundaries for reform in our sector? Educational leadership must go beyond educational compliance. If leadership requires us to have vision about a preferred future then lets engage in conversations that can make a difference when we choose to lead and innovate in our world of specialist education.

Location: Washington Room

Leading Innovative Practice in Numeracy: Data, Assessment and Reporting

Natalie Bui, Johan Venter and Eva deVries, Clearmont State Special School

Students with Disabilities often find it difficult to engage in the Mathematics curriculum. It also may be said that many students with disabilities often graduate from school without having acquired basic numeracy skills to support their post-school options and employment (Butler et al. 2001).

In a US review of 'Individualised Numeracy Curriculum for Children with Intellectual Impairment' (Tzananakaki et al. 2014) findings concluded that whilst most research studies were moving away from traditionally teaching students the most basic skills of number recognition and counting to targeting more advanced mathematical skills, such as number operations and problem-solving, best outcomes were evident due to systematic instruction and clearly defined teaching goals. Similarly, Butler et al. (2001) states that successful methodologies were as a result of explicit instruction, frequent feedback and repeated opportunities for practice.

The aim of our presentation is to provide a comprehensive overview for leaders and teaching teams working with students with disabilities in relation to Data, Assessment and Reporting practices: Mathematics, at Claremont Special School.

The presentation will identify how our whole school practices are engaging our students in numeracy activities that stimulate high levels of concentration, interest and enjoyment for Maths. We also aim to share our teaching teams journey about how we continue to build their capacity and understanding about analysing data from diagnostic assessment to identify areas of greatest need and implement interventions.

Our students' successes are greatly contributed to our RoleM Consultant Eva De Vries. Who not only commenced this journey with us but who is continually providing guidance and professional development to the leadership team, Mathematics PLC and teaching team. During the presentation Eva will share her evidence based pedagogical practices that contribute to our students' successes.