

Concurrent Presentation Abstracts, Wednesday, 24th May at 2.45 pm

Location: Kennedy Room

Identify, Learn, Improve – A Collaborative Learning Partnership that uses Pedagogical Coaching and Professional Learning Communities to Improve Student Outcomes

Rachel Dougherty and Amanda Turnbull, Mitchelton Special School

Coaching is the vehicle for change but what does it look like in a special school as a means of improving capability and student outcomes? The collaborative learning partnership at Mitchelton Special School is realised in work that involves learning through cycles of inquiry, the establishment of a school wide Professional Learning Community network and fortnightly feedback cycles. This improvement cycle is based on the research from Jim Knight

(Instructional Coaching) and Richard Dufour (Professional Learning Communities) and aligns with our explicit improvement agenda.

At Mitchelton Special School the coaching cycle is broken down into a multitude of steps that are embedded within three components; Identify, Learn and Improve. This cycle of improvement encompasses fortnightly instructional coaching sessions from a section pedagogical coach, a PLC meeting around student data and feedback cycles using video modelling. Teacher satisfaction surveys and baseline student data collection have assisted with the successful implementation of this collaborative learning partnership.

The evidence informed strategies that encompass this improvement cycle are specifically focussed around literacy and communication development for students with complex communication needs and is supported by the research and work from experts in the field, Erikson, Koppenhaver, Clendon and Farrall. An overview of the specific planning tools and implementation phases as well as data collection for emergent, transitional and conventional learners will be explored during this presentation. Practical checklists and student goal setting documentation will also be shared. The real life interviews from teachers, teacher aides, parents, pedagogical coaches and the leadership team will provide an insight into the implementation of this initiative within a special school context. The presentation will include snapshots of how this model is operationalised within our school context.

At Mitchelton Special School it is our moral imperative and shared vision that this collaborative learning model leads to unmistakable, positive impact on our students' lives.

Location: Roosevelt Room

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

Dr Pete Stebbins, High Performance Schools

**This presentation is a repeat of the 1.45 pm session*

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.

Location: Lincoln Room

Responding to Diversity: From Aspley East to British Columbia and Back Again

Leanne Smith, Aspley East State School

QASELCON 2016 provided an opportunity to listen to interesting and thought-provoking speakers. One that resonated with me was Dr Andy Hargreaves. He spoke of his work around Leading from the Middle, using the power of local solutions to diverse problems, in an environment where schools work with schools to exercise initiative and responsibility for all students' learning and success. He also spoke of the work undertaken with school districts in Canada, a system culture of collaboration involving: engagement, identity and wellbeing. The work the Canadian teams had undertaken was fascinating in terms of where they had got to with making all students feel successful and like they belonged.

From that moment, I craved an opportunity to visit Canada and investigate the work schools and systems were doing in relation to diversity, identity (particularly relevant to their Indigenous peoples), engagement, wellbeing and inclusion. At my school, Aspley East State School, we have a diverse student and community population. One of the strongest attributes of our school is how we celebrate and respond to diversity, whilst constantly striving to improve practice. I could therefore see strong parallels in the work we are doing and some of the work that was undertaken in Canadian schools.

Late last year, I was successful in an application to attend a QASSP study tour to Canada (British Columbia) which occurs in April 2017. BC is the highest performing English speaking jurisdiction in PISA rankings. The focus of the tour is on inquiry based learning communities with a particular emphasis on how this has benefited students from the First National of the northwest.

Coming from a school with a diverse population, where we have implemented inquiry based learning in some year levels, where we have commenced Professional Learning Communities (PLCs) for staff and where we are constantly striving to improve our inclusive practice, I will be reflecting on the school and systemic initiatives and innovations observed in BC that can drive elements of our improvement agenda.

Within the context of our whole of school support model, in this presentation I would like to elaborate on our recent processes (the good, not so good, the celebrations and the ugly). I would then like to summarize my key learnings and observations from BC and link these to our school practice, examining similarities, differences and areas we can focus on for the future.

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Location: Westminster Room

Leading Equity, Innovation and Engagement through Age Appropriate Pedagogies

Sandra Marx and Nerissa McCall, Pine Rivers Special School

Through a Regional Action Research Project, the Early Years team at Pine Rivers Special School are in the process of developing a Pedagogical Approach to curriculum delivery. The Department of Education and Training has identified the need to establish strong foundations for childrens' learning, as they transition from early childhood programs to a school setting. Our team is committed to developing a framework of practice to support opportunities for student engagement in a way that is developmentally balanced and engaging.

This presentation will share the vision, actions and development of how Early Years students are engaging in curriculum here at Pine Rivers through age-appropriate pedagogies. As part of the project, there is a strong leadership focus on building capacity and creating a vision for change. During this session, participants can share in the challenges and successes of action research with the opportunity to discover how age-appropriate pedagogies can influence curriculum delivery across different settings.

Location: Washington Room

Interchangeable Leadership – An Innovative Leadership Model in Practice

Wendy Burton, Heatley State School

This oral presentation explores the development of Leadership at a North Queensland State School with a complex and diverse student population. The collaborative and interchangeable model demonstrates how the role of the Head of Special Education has changed from a separate and, at times, isolated role to a role that is interchangeable with the Principal's role. The model of leadership exemplifies the whole school approach to supporting students by implementing and ensuring the leadership in the school represents all students.

This presentation will also share how the model of leadership has now spread to another school and how the collaborative workings at a leadership, staff and student level has become an integral part of the both schools improvement agenda.