THE 2015 NATIONAL LEADERSHIP IN SCHOOLS CONFERENCE

The National Forum for Australia’s School Leaders
February 26th & 27th, 2015 - Doltone House, Hyde Park

Conference theme:
School Leadership 2020: Reimagining school leadership for a changing world

Keynote Speaker
Rashid Ferrod Davis, Founding Principal, Brooklyn P-TECH

“This country should be doing everything in our power to give more kids the chance to go to schools just like this one.”
President Barack Obama

Keynote Speaker
Kakenya Ntaiya, Founder of the Kakenya Center for Excellence

“I’m helping girls who cannot speak for themselves. Why should they go through the hardships I endured? They’ll be stepping on my shoulders to move up the ladder—they’re not going to start on the bottom.”
The 2015 National Leadership in Schools Conference is Australia’s peak event for school and department leaders across all school sectors. With an array of eminent school leaders and education experts, the Conference provides a unique forum to explore and debate contemporary leadership and management challenges in Australian schools.

The overarching theme is ‘School Leadership 2020: Reimagining school leadership for a changing world’. This theme beautifully captures the Conference’s focus on equipping school leaders to enable their schools to achieve excellent outcomes in increasingly complex and changing times.

Attracting delegates from all states and territories, the Conference provides a wonderful opportunity for school leaders to connect with other leaders from a range of geographical settings and sectors.

Key leadership themes are explored through case studies and real time strategies presented by senior leaders and leadership experts. Essentially, the Conference aims to strengthen the current and emerging generation of Australian school leaders.

**PRESENTATION THEMES**

With the overarching theme in mind, the following sub-themes will be addressed by both Conference presenters and guest speakers:

- **BREAKING THE MOULD**: Understanding the power of student empowerment
- **GENERATING WHOLE-SCHOOL IMPROVEMENT**: The stages of sustained success
- **CORPORATE HIGH**: A look inside Brooklyn’s P-TECH
- **COMMERCIALISATION OR COMMON SENSE?** What of the role of industry in Australian schools
- **FOSTERING LEADERSHIP CAPACITY**: Building great schools through great school leaders
- **KAKENYA NTAIYA**: A girl who demanded school
- **LEADERSHIP AT EVERY LEVEL**: Building a leadership community
- **INTERNATIONALISATION AND EDUCATION**: Opportunities for Australian schools
- **WHY AREN’T WE THERE YET?** Exploring gender equity in school leadership
- **COMFORTABLE WITH THE UNCOMFORTABLE**: Exploring change through Harvard’s Immunity to Change model
AUDDIENCE

Attendees will represent a wide variety of schools and school bodies from all parts of Australia. Attendees will include:

- School Principals, Vice Principals, Assistant Principals or equivalent.
- Senior teaching staff (e.g., year level coordinators).
- School Administration Managers, Business Managers or equivalent.
- Departmental staff (Regional Directors, Regional Managers, Diocesan staff and equivalent).
- Teaching and administrative professionals who aspire to (yet may not presently hold) a formal leadership position are most welcome to attend.
- Other school stakeholders including professional development bodies and key service providers.

CONFERENCE LOGISTICS

Venue: The Conference will be held at Doltone House on Hyde Park
Address: Level 3, 181 Elizabeth Street Sydney
Dates: Thursday 26th & and Friday 27th February, 2015
Start/Finish: Summit registration will commence at 8:30am on Thursday 26th February. Summit sessions will conclude at 3:45pm Friday 27th February

REGISTRATIONS AND ENQUIRIES

To register for the 2015 National Leadership in Schools Conference simply complete the registration form at the back of this brochure. Alternatively, registrations can be made by contacting the NESLI Enrolments Department on 1300 138 037.
Pilot. Doctor. Teacher. These are the answers given by girls at Kakenya’s Center for Excellence in the tiny, rural village of Enoosaen, Kenya, when asked what they want to be when they grow up. These would not be remarkable responses in the Australia, but deep in Maasai country, like so many places around the world, the reality for girls is very different.

The founder of the school, Kakenya Ntaiya, grew up in a hut made of straw, mud, and dung with no running water or electricity. She was born in 1978, but does not know the exact day -- her mother cannot remember. When Ntaiya was five, her parents announced her engagement to a six-year-old neighbor.

“I looked at this boy whose family was even poorer than my own. I looked at all my mother’s anger and pain. I looked at this hopeless future in front of me and I said, NO WAY.”

Kakenya cannot remember a time when she did not work. By age ten Kakenya would come home from school, milk and herd the cows, collect firewood and water, clean, take care of her siblings, and cook dinner. She was expected to endure female genital mutilation (FGM) shortly after reaching puberty, be married by the time she was fifteen, and immediately start bearing children. Her life would then consist of working to maintain her family, starting the same cycle over again for her daughters.

But Kakenya broke the cycle and is now helping hundreds of girls in southern Kenya do the same.

After she graduated from high school, she convinced her village elders to allow her to attend college in the United States. The village helped collect funds for her and she vowed to return and build a school, a maternity hospital, a future for girls. She earned a Doctorate in Education from the University of Pittsburgh and fulfilled her promise. She returned and built Kakenya’s Center for Excellence (KCE), a school that enrols at-risk girls from the community.

KCE is a model for holistically addressing the many challenges facing girls in the developing world. One of the first barriers that must be overcome is entrenched attitudes. In 2006, the local chief said, “girls are for marriage, so there is no need to educate them.” Today he is an enthusiastic member of the Board of Trustees at KCE.

KCE is also a model for ending FGM and early marriage. More than 90 percent of Maasai girls endure FGM, early marriage, and early childbearing -- none at KCE do. School gives them a future and parents can see that keeping them in school has value. If all Maasai girls had access to quality schools, FGM and early marriage might disappear in a generation. Kakenya also educates parents about the dangers of these practices and has them sign a written promise that they will not subject their daughters to FGM or early marriage.

Kakenya and the KCE have more to do. Currently, many girls fleeing FGM and early marriage end up in Kenya’s cities alone and without resources. They face poverty, hunger, and sexual exploitation. A rescue center would give these girls safe harbor and assistance. Kakenya also wants to build a school dormitory so she can accept girls from outside the village, and keep local girls safe from sexual assault by eliminating the long walk home in the dark. And as the first class of 8th graders graduates from KCE this December, Kakenya dreams of being able to provide every qualified graduate with the resources she needs to attend high school.

The girls at KCE accept no boundaries, and neither does Kakenya.
Brooklyn P-TECH has been called the future of vocational education in America. TIME Magazine recently profiled the school’s concept on its cover with the headline, “The Diploma That Works,” and when President Barack Obama recently visited the school he called it “outstanding.”

Global interest in Pathways in Technology Early College High School, or P-TECH, has continued to grow since 2011 after a public-private partnership was unveiled between IBM, the New York City Department of Education and City University of New York, establishing the school in a run-down section of central Brooklyn. At the heart of the model’s design is giving low-income students the chance to earn an Associate’s degree, essentially acquiring two years of free college tuition.

Students attend year-round for up to six years and receive extensive training in science, technology, engineering and mathematics. The effort is designed to instill core job abilities that students are likely to need for entry-level employment and pivot away from more generalized educational approaches.

According to IBM’s Stanley Litow “Youth unemployment rates are at the highest level since the end of World War II”. Litow, a former deputy schools chancellor for New York City, who is now the president of IBM’s philanthropic arm, helped develop the school’s curriculum and has since overseen the creation of similar schools in both New York and Chicago.

College courses begin as early as the 10th grade and instruction consistently shifts between high-school and university-level classes. Graduates are expected to leave with both a high-school diploma and an Associate of Applied Science degree. New York state provides per-pupil funding for all six years.

P-TECH students have the option of majoring in either computer systems technology or electromechanical engineering technology, and they take many of their university level classes on the campus of New York City College of Technology.

Columbia University’s Melinda Mechur Karp has studied a number of early college programs and believes that graduates from P-TECH are likely to be more successful in college than average high-school students, because they are being forced to prepare for university life.

P-TECH is at the vanguard of wider change in the US school system. President Obama has announced a $100 million competitive grant program, encouraging similar partnerships between high-schools, private industry and U.S. universities.

At the 2015 National Leadership in Schools Conference Rashid Davis (Founding Principal of P-TECH) will explain the principles and approaches which underpin the P-TECH model and encourage us to consider new and adaptive ways to create contemporary schools.
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<th>Time</th>
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<td>8.30 - 9.00</td>
<td>Registrations</td>
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<td>9.00 - 9.15</td>
<td>Conference Welcome: Kirk Fisher, Head of School, National Excellence in School Leadership Initiative</td>
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<td>9.15 - 10.15</td>
<td><strong>BREAKING THE MOULD: UNDERSTANDING THE POWER OF STUDENT EMPOWERMENT</strong></td>
<td><strong>Mr Peter Hutton</strong> Principal, Templestowe College</td>
<td>Five years ago, when Peter Hutton was appointed Principal, Templestowe College was on the brink of closure. Since then enrolments have doubled as the school has undergone a remarkably innovative turnaround. Students are largely responsible for their own learning, and choose their curriculum from more than 120 elective subjects. Next year the college will abolish year levels. Peter Hutton will share Templestowe College’s remarkable journey.</td>
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<td>10.35 - 11.35</td>
<td><strong>GENERATING WHOLE-SCHOOL IMPROVEMENT: THE STAGES OF SUSTAINED SUCCESS</strong></td>
<td><strong>Mr Vic Zbar</strong> Author, researcher &amp; expert on leadership for school improvement</td>
<td>Vic Zbar draws on current research to examine how whole-school change and improvement occurs and, perhaps even more importantly, how it can be built upon and sustained. He identifies key stages, including getting in place and ensuring the preconditions for whole-school improvement; building baseline capacity through the use of an instructional model and coaching in triads; and drilling down into classroom practice using theories of action for teaching. He emphasises the crucial role of leadership based on shared values, a disposition to action and a frame of reference, if whole-school improvement is to be achieved.</td>
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<td>11.35 - 12.15</td>
<td><strong>CORPORATE HIGH: A LOOK INSIDE BROOKLYN’S P-TECH</strong></td>
<td><strong>Mr Rashid Ferrod Davis</strong> Founding Principal, Brooklyn P-TECH</td>
<td>Boston’s Pathways in Technology Early College High School (P-TECH) is a New York City public high school that was opened in September 2011. It was developed through a partnership between the IBM corporation and the New York City Department of Education. The school focuses on postsecondary pathways in the area of Information Technology, helping a diverse group of students enter into this highly competitive field. This unique model is attracting interest from around the world and is being replicated rapidly.</td>
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<td>1.10 - 2.40</td>
<td><strong>COMMERCIALISATION OR COMMON SENSE? WHAT OF THE ROLE OF INDUSTRY IN AUSTRALIAN SCHOOLS</strong></td>
<td><strong>Mr Rashid Ferrod Davis</strong> Founding Principal, Brooklyn P-TECH</td>
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<td>3.00 - 3.55</td>
<td><strong>FOSTERING LEADERSHIP CAPACITY: BUILDING GREAT SCHOOLS THROUGH GREAT SCHOOL LEADERS</strong></td>
<td><strong>Mr Murat Dizdar</strong> Executive Director, Public Schools NSW</td>
<td>Australian schools are in the midst of seismic change. With changing societal expectations and fiscal constraints the pressure points for school leaders are many and varied. Against this challenging backdrop, an unprecedented number of school Principals are reaching retirement age. Whilst this change presents many challenges it is also a time of great opportunity across all school sectors. In his role as Executive Director, Public Schools NSW, Murat sees leadership development as a key lever to create optimal outcomes for Australian Schools. Murat will outline his own perspective on the current environment and share the measures he is presently implementing to position leadership as a priority across the 512 schools he oversees.</td>
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<td>3.55 - 4.50</td>
<td><strong>KAKENYA NTAIYA: A GIRL WHO DEMANDED SCHOOL</strong></td>
<td><strong>Kakenya Ntaiya</strong> Founder of the Kakenya Center for Excellence (invited)</td>
<td>Kakenya Ntaiya is an educator and activist who founded the Kakenya Center for Excellence, the first girls’ primary boarding school in her home village of Enosoaen, Kenya. Ntaiya overcame many barriers to education and became the first girl in her village to pursue an education in the United States. While in the United States, she promoted awareness of the challenges Kenyan girls face and was the first youth adviser to the United Nations Population Fund. Ntaiya returned to her village after school and worked with her elders to establish the Kakenya Center for Excellence. She has received many honors, including the Global Women’s Right Award from the Feminist Majority Foundation and the Vital Voices Global Leadership award. Most recently, she was recognized by Women in the World as a “Woman of Impact” and named a Top Ten CNN Hero. Ntaiya will share her extraordinary story.</td>
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SUMMIT AGENDA - DAY TWO

8.40 - 9.00  Tea/Coffee and networking

9.00 - 9.10  Recap on Day 1 and introduction to Day 2

9.10 - 10.00  LEADERSHIP AT EVERY LEVEL: BUILDING A LEADERSHIP COMMUNITY
Donella Beare  Director, St Stephen's Institute, Western Australia (invited)

With almost 3000 students and a staff of 400 St Stephen’s is one of Australia’s largest schools. In 2013 this ground-breaking school launched the St Stephen’s Institute – a dedicated facility to develop and mentor its teachers. The Institute provides the framework in the community for ‘growing teachers’ through wellness and positive psychology techniques, teacher exchange programs, professional development workshops and partnering with other educational institutions around the Indian Ocean Rim. Donella Beare will share St Stephen’s respected model.

10.00 - 10.50  INTERNATIONALISATION AND EDUCATION: OPPORTUNITIES FOR AUSTRALIAN SCHOOLS
Professor Geoffrey Riordan  Dean, Faculty of Education, Science, Technology and Mathematics, Uni Canberra

Increasingly, educational organisations in Australia are operating in an international environment. Examples of the internationalisation in Australian education include the increased use of international comparisons to compare schools systems and student learning outcomes through PISA, TIMMS and other measures; international student numbers are on the rise; more schools are offering the IB and more schools are building international partnerships and student exchanges into their operations. With a particular emphasis on China, Professor Riordan will offer insights into internationalisation in education, provide examples of different approaches that are being employed in different schools and suggest ways that school leaders may effectively engage in these matters.

10.50 - 11.10  Morning tea

11.10 - 12.40  PANEL SESSION

11.10 - 12.40  WHY AREN’T WE THERE YET? EXPLORING GENDER EQUITY IN SCHOOL LEADERSHIP
Ms Donella Beare  Director, St Stephen’s Institute, Western Australia (invited)
Ms Maria Serafin  Director, Public Schools New South Wales
Ms Margaret Collins  Director Schools, Department of Education & Training, Western Australia (invited)
Ms Mary Oski  Assistant Director, Leadership & Learning, Catholic Education Office, Victoria (invited)
Ms Janet Horton  Senior Facilitator & Executive Coach, WLA (Moderator)

Like most other sectors, progress around gender equity in school leadership remains far too slow. The ongoing underrepresentation of women in senior leadership roles means that Australia’s school system continues to draw leaders from a narrow talent pool. It also results in diminished morale and ambition among female teachers and a dearth of female leadership role models for our students. An esteemed panel will unpack the current situation in our sector and discuss possible solutions.

12.40 - 1.30  Lunch

1.30 - 3.30  COMFORTABLE WITH UNCOMFORTABLE: EXPLORING CHANGE THROUGH HARVARD’S IMMUNITY TO CHANGE MODEL
Mr Kirk Fisher  Head of School, National Excellence in School Leadership Initiative
Ms Janet Horton  Senior Facilitator & Executive Coach, WLA

As school leaders, how we approach change is pivotal to how well our schools can adapt and take advantage of opportunities in a rapidly changing environment. According to Harvard Graduate School of Education professors Robert Kegan and Lisa Lahey, when we fail at a goal we’ve set for ourselves, it’s likely that a sort-of emotional immune system is covertly at work, defending us from perceived threats.

To arrive at lasting change, Kegan and Lahey say you must dig deep to identify what may be in opposition to your goal. These hidden competing commitments are rooted in our individual worldviews—our big assumptions about how things operate. And change results from altering the way we think. Through their celebrated work Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization, Kegan and Lahey lay out a respected process for overcoming obstacles.

In working with senior cohorts (both within and outside of school arena) Kirk Fisher and Janet Horton have employed the Immunity to Change model to create powerful developmental experiences. As you digest the many new insights and ideas of the past two days, this Master Class will support you to step into action mode and return to your school environment ready to support the ongoing growth of your school.

3.30 - 3.45  Closing comments
The National Excellence in School Leadership Initiative [NESLI] is proud to have been chosen to host the 2015 National Leadership in Schools Conference. NESLI represents a vast array of school sector stakeholders spanning universities, government agencies and of course, Australian schools.

NESLI directly responds to a critical need for Australian schools - across all sectors - to support the rapid development of dynamic school leaders. Over coming years, through the NESLI partnership, a number of research and development programs will be rolled out to support this goal.

NESLI benefits from a range of academic partnerships and benefits from advice from many of Australia’s leading thinkers and practitioners around school leadership. Some of those parties are listed below.

NSW Department of Education & Communities  
The University of Queensland  
Southern Cross University  
Deakin University  
La Trobe University  
UTAS  
Charles Sturt University  
ACU National  
Flinders University

Curtin University  
RMIT University  
Monash University  
Murdoch University  
Victoria University
The 2015 National Leadership in Schools Conference
Thursday 26th & and Friday 27th February, 2015 - Doltone House on Hyde Park

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**Fees**

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<th>Large Group Rate (6 or more delegates)</th>
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**Totals**

Total delegates ________________ Total registration fees due: $ ________________

**Payment Methods**

☐ Please invoice me

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EFT

*Please email remittance advice to finance@wtaa.edu.au

**Further Details**

Telephone: 1300 138 037 Email: info@wtaa.edu.au Post: PO Box 4079, Melbourne University, VIC 3052

Payment in full must be made prior to event. Submission of this registration form indicates your intent to make full payment. Cancellation Policy – A substitution delegate is always welcome with written notification. Cancellations received up to 6 weeks prior to the event will incur a 50% withdrawal fee. For cancellations received within 6 weeks of the event no refund will be issued. Every effort will be made to contact each attendee should an event be rescheduled or cancelled by WTAA for any reason. If an event is rescheduled or not held for any reason, WTAA’s liability is limited to the event fee only. Indemnity - WTAA reserves the right to change the venue and/or speakers of any event due to circumstances beyond its control. In the event of changes to venue or speakers, or cancellation of the event, WTAA is indemnified against any or all costs, damages, expenses, including legal fees, which are incurred by the attendee/s. In the case of venue change, all reasonable efforts will be made to inform attendees. I understand that by registering myself and/or others as attendees at this event, photos or video may be taken by WTAA of this event, which may be used for marketing purposes.