



Connected leaders, collective action: transforming schools

CEOM LEADERSHIP CONFERENCE • 27–28 NOVEMBER 2014

KEYNOTE PRESENTERS

Professor David Hopkins, Institute of Education, University of London

David Hopkins is Professor Emeritus at the Institute of Education, University of London, where until recently, he held the inaugural HSBC iNet Chair in International Leadership. He consults internationally on school reform and holds visiting professorships at the Catholic University of Santiago, the Chinese University of Hong Kong and the Universities of Edinburgh, Melbourne and Wales.

Previously an Outward Bound instructor, a school teacher, a university lecturer and tutor, David believes strongly in both personalised learning and whole-school designs for school improvement. In his current position as Director of Education for Bright Tribe Academy Trust, he is committed to making Bright Tribe academies and students the best they can possibly be and to placing the Bright Tribe movement at the heart of changes to UK education practice and policy.

David has previously served three Secretaries of State as Chief Adviser on School Standards and as Director of the Standards and Effectiveness Unit. He has also been Professor and Dean of the Faculty of Education at the University of Nottingham and was a member of the team that secured the location of the National College for School Leadership at that university. He is a Trustee of Outward Bound, Executive Director of the new Charity Adventure Learning Schools and is an international mountain guide who still climbs regularly in the Alps and the Himalayas.

David has published close to 50 books on educational issues and has just completed his school improvement trilogy: *School Improvement for Real* (2000), *Every School a Great School* (2007), and *Exploding the Myths of School Reform* (2013).



KEYNOTE PRESENTERS (CONTINUED)

Valerie Hannon, Innovation Unit, United Kingdom

Valerie Hannon is a member of the Board of Directors of the Innovation Unit (IU), UK, of which she is co-founder. Valerie's focus is on supporting and sustaining radical innovation in public services.

With a background in leadership of education systems, research, teaching, and capacity-building, she is now an established thought leader in the field of education innovation. She has been consultant in support of change programs in numerous systems, including the UK, Victoria, British Columbia, Tasmania, South Australia, three US States, Finland, and in other European countries. Valerie is a founding member and Director of the Global Education Leaders Program (GELP), supporting jurisdictions globally to scale their innovation and transform their systems. Valerie is senior consultant to the Organisation for Economic Co-operation and Development (OECD) Innovative Learning Environments program. She leads the IU team supporting the Australian schools innovation initiative, Learning Frontiers, sponsored by the Australian Institute for Teaching and School Leadership (AITSL). She is a regular keynote speaker and facilitator at international conferences and workshops. Valerie's publications include *Learning a Living: Radical innovation in education for work* (2012) as lead author, and *Redesigning Education: Shaping learning systems around the globe* (2013), which she co-authored.



Dame Pat Collarbone, Creating Tomorrow, United Kingdom

Dame Pat Collarbone taught for 28 years in inner London and established a reputation for innovation and achievement during her headship of a secondary school in Hackney. In 1996 she established the London Leadership Centre at the Institute of Education, University of London. She has been Director of Leadership Development Programs at the National College for School Leadership (NCSL) and the Executive Director of the National Remodelling Team (NRT) and the Training and Development Agency for Schools (TDA).



Pat is an acknowledged expert on educational leadership development and workforce remodelling and has advised the Department, NCSL and TDA. In 2000 she led the development of the National Qualification for Headship (NPQH). More recently she has been involved in the design and development of online material for NPQH, Headstart and the Accelerate to Headship program as well as the National Standard for School Principals in Australia. She is the author of the book *Creating Tomorrow: Planning, developing and sustaining change in education and other public services* (2009).

In 2009 she founded Creating Tomorrow Ltd, a consultancy dedicated to the leadership of change in the public sector (www.creatingtomorrow.org.uk). In 2011, the Catholic Education Commission of Victoria Ltd (CECV) entered into an agreement on behalf of all Victorian Catholic schools with Dame Professor Pat Collarbone and Creating Tomorrow Ltd for the provision of a proven structured method for leading sustainable and complex change – Change².

HOUSEKEEPING

Information Hub

The Information Hub is located at the Leadership and Professional Learning window near the Albert St entrance. Your map of the Catholic Leadership Centre will help you navigate your way to various workshops and events over the next two days. If you have any questions, queries or emergencies please visit the Information Hub.

Conference Lanyards

Your conference lanyard includes your personalised conference program for Day 1 and Day 2. **Please remember to bring your lanyard on Day 2 of the conference.**

Filming and Photography

Parts of the conference will be filmed and photographed. As well as photos of key events during the conference, the photographers will also take a number of candid shots of participants working throughout the Catholic Leadership Centre. These photographs may be used for promotional purposes. If you do not consent to your photograph being taken, please notify the photographer.

All videos will be made available on the CEVN website <http://cevn.cecv.catholic.edu.au/> (under *PL Digital Resources*) in the weeks following the conference. Conference participants will be notified when the resources are available.

Special Dietary Requirements

All requests for special dietary requirements have been taken into consideration. Meals will be labelled with your name at the designated station in the dining room.

Water

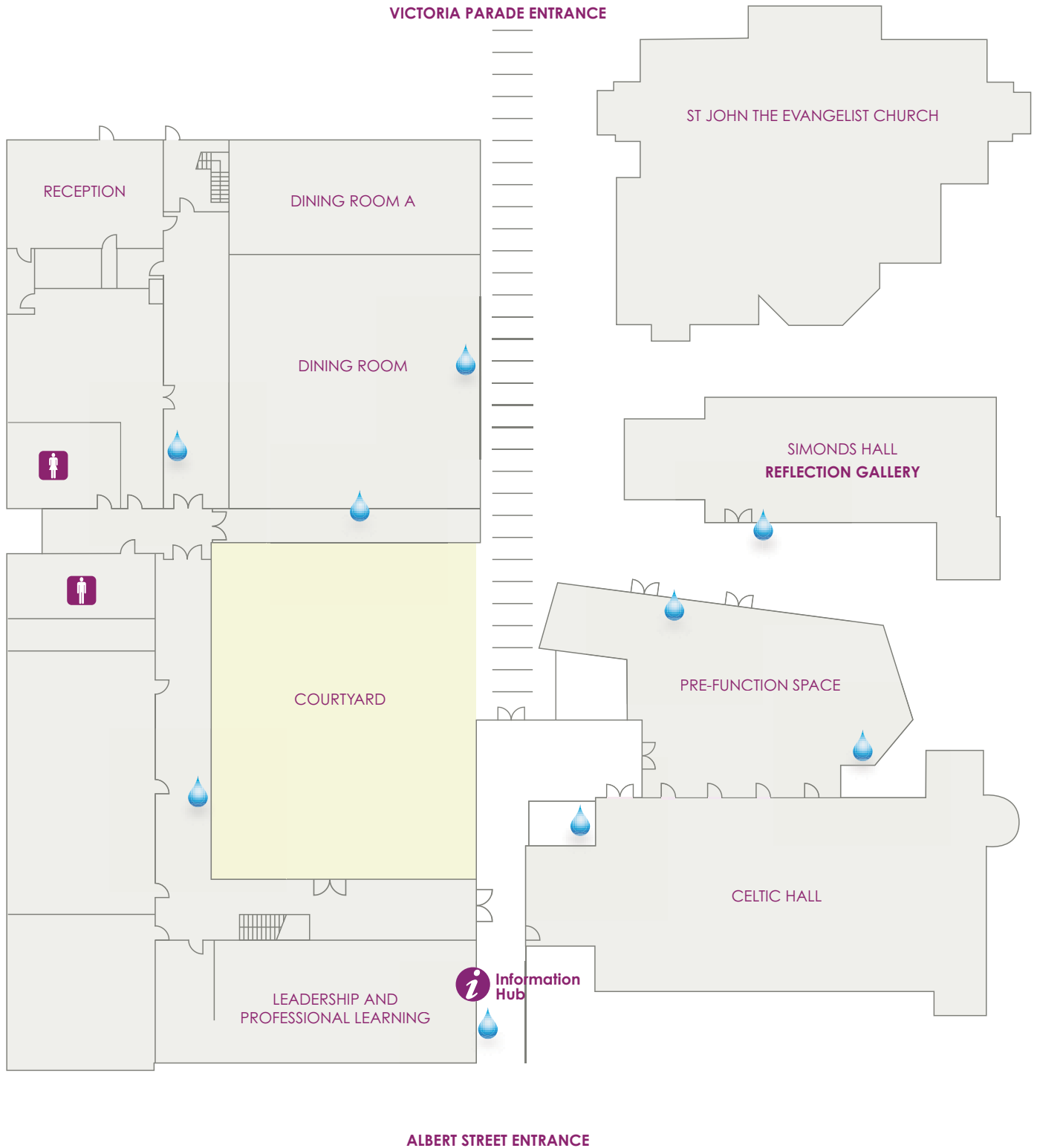
To reduce waste a number of water stations are available to allow participants to refill their conference water bottles. These locations are indicated on the conference map.

Wi-Fi

CLC_Guest offers participants Wi-Fi connectivity. After selecting *Do you need a CLC Guest Wireless account?*, follow onscreen instructions to set up Wi-Fi access for the day.

VENUE MAP

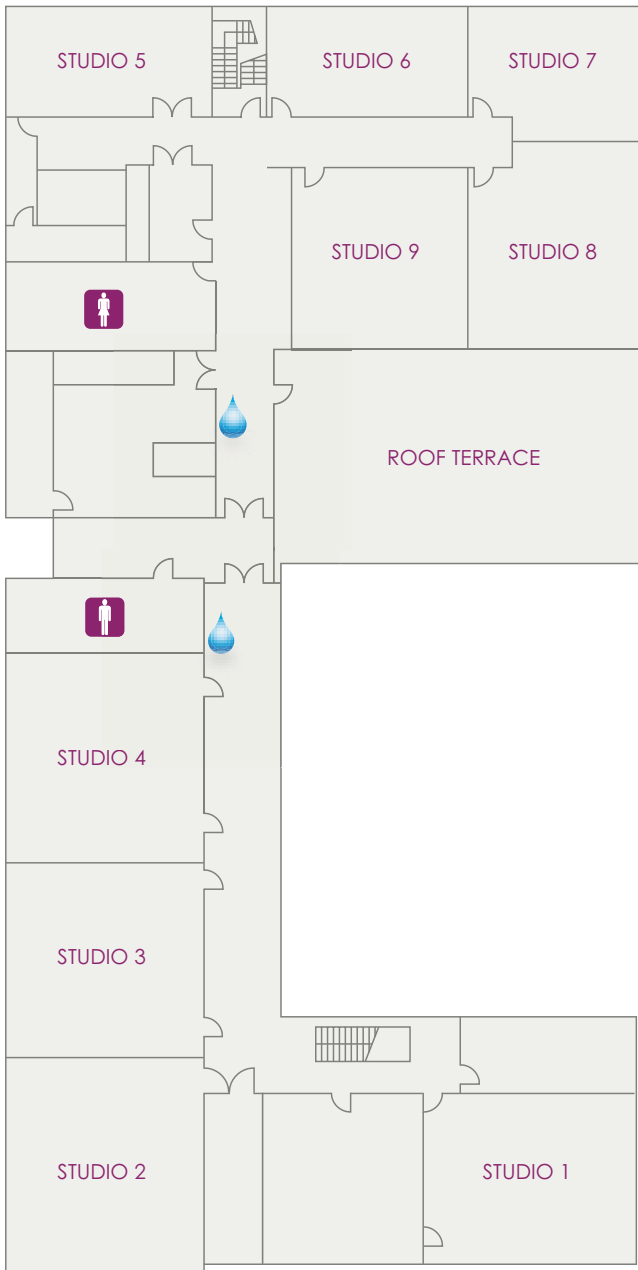
GROUND FLOOR



 WATER STATIONS

LEVEL 1

VICTORIA PARADE



ALBERT STREET

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Scan here to visit the conference web page

www.ceomelb.catholic.edu.au/Leadership-Conference-2014/



The Catholic Leadership Centre is a smoke-free venue.

CONFERENCE FEATURES

Connected Conversations

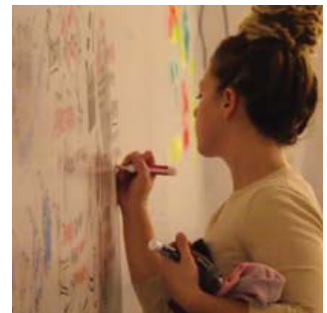
'Connected Conversations' link to and directly follow the 'In Practice' sessions in the same studio. Each Connected Conversation will be generated by big questions, to prompt deeper consideration of the ideas emerging from the preceding 'In Practice' session and the broader overarching conference theme.

Reflection Gallery SIMONDS HALL

The Reflection Gallery will offer a place for independent reflection throughout the conference. It is a comfortable and informal space allowing individuals and groups of colleagues to engage with and exchange ideas around the conference theme in diverse ways. This is where the illustrations of the Conference Graphic Recorder will be hung as each piece is produced and the Conference Twitter Feed will be displayed on large screens. The Reflection Gallery will be open throughout the conference for participants to visit although it will be necessary to limit the number of visitors at times when the conference is 'in session'.

Conference Graphic Recorder

All the keynote presentations and a selection of other conference sessions will be captured by local graphic recorder and illustrator, Jessamy Gee (Think in Colour). As each work is produced it will be transferred to the Reflection Gallery to enable viewing. Graphic Recording is the process of visually illustrating a presentation, conversation or meeting using a combination of images and words to create an illustration of key themes and ideas. It records the themes and ideas from the day in a clear, engaging and easily accessible way. It is, quite literally, the art of listening. Used globally by leading conferences such as TED and SXSW, Graphic Recording is a powerful tool to help audiences further engage in presentations, strengthen comprehension, and improve memory retention.



'ALMOST SUMMER' COCKTAIL FUNCTION

After a full day of sessions, take the opportunity to relax and review the day with other delegates at the conference cocktail function. Network and connect with other leaders at the world-class and award-winning Catholic Leadership Centre.

DATE: Thursday 27 November 2014

TIME: 4.45 pm – 7.00 pm



PROGRAM: DAY ONE

Thursday 27 November 2014

WHEN	WHAT	WHERE
8.00 am	REGISTRATION	
8.45 am	Conference welcome and prayer	CELTIC HALL
9.15 am	OPENING KEYNOTE PRESENTATION	CELTIC HALL
	The big picture of school improvement and system leadership <i>Professor David Hopkins, Institute of Education, University of London</i>	
10.30 am	MORNING TEA	
11.00 am	CEOM CONTEXT FOR SYSTEM LEADERSHIP	CELTIC HALL
	Leadership and learning <i>Dr Mary Oski, CEOM</i> Schools Improving Schools (SIS) Pilot <i>Debra Punton, CEOM</i>	
11.45 am	IN PRACTICE SESSION	
	Bridging schools through transition <i>Sunbury Cluster</i>	STUDIO 7
	Changing leaders' mindset <i>Schools Improving Schools (SIS) Cluster – Northern Region</i>	STUDIO 4
	Continuing the transformation: Connecting to support improvement <i>Transforming Schools Support Network</i>	STUDIO 8
	Great³: Great teams + Great teaching = Great learning <i>Schools Improving Schools (SIS) Cluster – Southern Region</i>	STUDIO 1
	Leading the learning <i>Leading the Learning Cluster</i>	STUDIO 3
	Moving from good to great: Sharing practice in the West <i>Western Secondary Curriculum Forum</i>	STUDIO 6
	Navigating the intersections: Learning & teaching in Catholic schools <i>Navigating the Intersections Network</i>	STUDIO 2
	Schools: Better together <i>Connecting Learning Leaders Cluster</i>	STUDIO 9
12.30 pm	CONNECTED CONVERSATIONS / REFLECTION GALLERY	
1.00 pm	LUNCH	
2.00 pm	KEYNOTE PRESENTATION	CELTIC HALL
	Understanding system leadership <i>Dame Pat Collarbone</i>	
3.05 pm	ROUNDTABLE 1 OR IN PRACTICE SESSION	
	Roundtable 1: Tapping the collective wisdom <i>Elina Raso, CEOM, and Professor David Hopkins, Institute of Education, University of London</i>	DINING ROOM A
	Continuing the transformation: Connecting to support improvement (REPEAT) <i>Transforming Schools Support Network</i>	STUDIO 8
	Leading the learning (REPEAT) <i>Leading the Learning Cluster</i>	STUDIO 3
	Let's engage parents in Secondary learning <i>Family-School Partnerships (FSP) Secondary Network</i>	STUDIO 7
	Moving from good to great: Sharing practice in the West (REPEAT) <i>Western Secondary Curriculum Forum</i>	STUDIO 6
	Navigating the intersections: Learning & teaching in Catholic schools (REPEAT) <i>Navigating the Intersections Network</i>	STUDIO 2
	Online communities of practice: School leaders learning & connecting <i>ICON Education Team, CEOM</i>	STUDIO 4
	Schools: Better together (REPEAT) <i>Connecting Learning Leaders Cluster</i>	STUDIO 9
3.50 pm	CONNECTED CONVERSATIONS / REFLECTION GALLERY	
4.20 pm	DAY ONE CONFERENCE CLOSE	
4.45 pm	'ALMOST SUMMER' COCKTAIL FUNCTION	

SESSIONS: DAY ONE

Thursday 27 November 2014

9.15 am – 10.30 am

OPENING KEYNOTE PRESENTATION

CELTIC HALL

The big picture of school improvement and system leadership

Professor David Hopkins, Institute of Education, University of London

In his opening keynote Professor Hopkins reviews the recent history and successes of Catholic education in Victoria and compares them with the characteristics of other globally successful school systems. From this analysis he proposes a series of interconnected levers that will propel Catholic education to the next level of international performance. Central to this transformation is the concept of system leadership that is defined and elaborated within the context of Catholic education.

11.00 am – 11.45 am

CEOM CONTEXT FOR SYSTEM LEADERSHIP

CELTIC HALL

Leadership and Learning

Dr Mary Oski, CEOM

The Catholic Education Office Melbourne identified leadership development as a significant strategic intent at the beginning of 2005. The publication of the CECV document, *Leadership in Catholic Schools: Development Framework and Standards of Practice*, at the end of 2005 and the implementation of the *School Improvement Framework* in 2006 provided two powerful catalysts for the 10-year leadership journey since that time within the Archdiocese of Melbourne. The focus on system leadership at this stage in the narrative is testament to the achievements and transformation that have occurred over that time. In 2014, what should we take into consideration as we explore the conference theme over the next two days?

Schools Improving Schools (SIS) Pilot

Debra Punton, CEOM

The 'Schools Improving Schools' trial focuses on a system leadership approach where increasingly principals and leadership teams embrace responsibility for system-wide improvement rather than individual school improvement. The trial aims to investigate the characteristics of clustering which ensure impact on leadership practice for improved student learning opportunities and outcomes.

'[The] defining characteristic of a system is that it cannot be understood as a function of its isolated components ... the system doesn't depend on what each part is doing but on how each part is interacting with the rest' (Kofman & Senge, cited in Hopkins 2013, p. 275).

11.45 am – 12.30 pm

IN PRACTICE. CONNECTED LEADERS, COLLECTIVE ACTION: TRANSFORMING SCHOOLS

STUDIO 7

Bridging schools through transition

Sunbury Cluster

Collaborative discussion of data and sharing of pedagogy and practice between primary and secondary teachers are key to improving transition processes and supporting our students' development and growth. In response to predicted growth in the area, the project focus of the Sunbury cluster is to build a common vision which will best support processes and protocols for transition from our primary to our secondary schools. Our shared purpose is to focus on using More Support for Students with Disabilities (MSSD) data, exchanging maths data between the primary and secondary schools to discuss and think about instructional practice in our schools. This presentation demonstrates that, with increased system-level sharing and the collective work of Our Lady of Mount Carmel School, St Anne's School, Salesian College and the CEOM Northern Region Office, a richer perspective and improved relationship between schools is being achieved to build a shared vision for all schools.

STUDIO 4

Changing leaders' mindset

Schools Improving Schools (SIS) Cluster – Northern Region

In the Northern SIS trial four primary schools have been working collaboratively, focused on changing the mindset of leaders in the schools from being concerned solely with the performance of students in their own school to a concern for the performance of students in all four schools.

The leaders have shared data, reflected on practice and harnessed the collective wisdom of the group to discuss, reflect on and evaluate the performance of each school openly and honestly. The cluster has been driven by the common belief that interdependence between each school exists and, if capitalised on, can assist in achieving sustainable school outcomes and improvement in all four schools.

STUDIO 8

Continuing the transformation: Connecting to support improvement

Transforming Schools Support Network

Through the National Partnerships Low Socio-economic Status (SES) strategy, individual schools were supported to develop improvement strategies and structures. In order to continue improvement into the future, our six primary school leadership teams from various regions in the Archdiocese of Melbourne have recently formed a network of 'like' schools to share good practices, successes and challenges so that we can learn from each other. Several weeks into this journey, we have focused on building mutual trust and establishing shared purposes and desired outcomes. This presentation provides an opportunity for us to share with other leaders our endeavours so far and our new learning about the power of connecting and acting collectively to achieve great things for all the schools involved.

STUDIO 1

Great³: Great teams + Great teaching = Great learning

Schools Improving Schools Cluster – Southern Region

The Southern SIS Cluster has focused on strategies and skills to build strong cohesive leadership across four primary schools, with the aim of enabling and empowering teachers to personalise the learning of all students to improve reading outcomes. Principals and literacy leaders have worked collaboratively to analyse data to identify an explicit improvement agenda. This is developing a culture of shared leadership responsibility and accountability to ensure high impact on student learning outcomes, skilled and confident teachers and engagement in the process of reading for all. Strong, strategic, vibrant and collective leadership is being built to achieve the system's critical challenge.

SESSIONS: DAY ONE (CONTINUED)

Thursday 27 November 2014

11.45 am – 12.30 pm

IN PRACTICE. CONNECTED LEADERS, COLLECTIVE ACTION: TRANSFORMING SCHOOLS (CONTINUED)

STUDIO 3

Leading the learning

Leading the Learning Cluster

The Leading the Learning Cluster was established in 2006 by a group of six primary school principals and Catholic Education Office Melbourne personnel from the Northern Region. We came together after a common need was identified to deepen our understanding of personalising learning.

We believed that the group structure could enhance our learning, each of us empowering and supporting the others to facilitate change in our schools. Over the years the group has engaged experts in the field of personalising learning to work with leadership teams and whole staffs. This has also led to conversations and connections between leaders and teachers from the six schools. Each school has undergone change at different levels and in different ways. The overall goal of improving the learning outcomes for our students continues to motivate us in exploring innovative and effective models of learning.

STUDIO 6

Moving from good to great: Sharing practice in the West

Western Secondary Curriculum Forum

How do good schools move to being great schools? In the Western Region secondary curriculum leaders come together to share their teaching and learning practice. This presentation tells their story of the journey over the past 18 months in coming together, visiting each other's schools and developing a climate of trust and collaboration, in which deep learning occurs.

STUDIO 2

Navigating the intersections: Learning & teaching in Catholic schools

Navigating the Intersections Network

'Navigating the Intersections' seeks to better understand learning and teaching in Catholic schools by focusing on student learning and how curriculum design and pedagogy across all areas of the curriculum can support learners to engage in a religious interpretation of the world. The project is not exclusively concerned with religious education, but with how primary and secondary schools support learners to explore big questions and issues of relevance to the world through learning designs and pedagogical choices that integrate hermeneutical approaches to learning. Commencing in 2014, 'Navigating the Intersections' is engaging school and teacher leaders in partnership with a number of CEOM teams – Learning and Teaching, Religious Education and Catholic Identity, and Regional Offices – to explore together an inquiry focus which has significant relevance for all Catholic schools. We look forward to sharing our learning with conference participants and engaging new voices in the inquiry.

STUDIO 9

Schools: Better together

Connecting Learning Leaders Cluster

Our collaborative cluster of three small neighbouring primary schools had its genesis in the Western Learning and Teaching Network where the learning and support found in our informal discussions was so valuable and enriching that we decided to formalise this process and initiate the Connecting Learning Leaders cluster. Principals and teachers from each school are committed to working together to review and improve each other's teaching practice. All schools meet together each term. A professional learning focus not only drives us to reflect on our current practice but leads to our shared understanding of the practice of all schools in our cluster. This then leads to a walkthrough of classrooms where the focus of the observation is the professional learning we have engaged with. A partnership arrangement with Victoria University has also supported professional growth and reflection on practice over time.

12.30 pm – 1.00 pm

**CONNECTED CONVERSATIONS/
REFLECTION GALLERY**

2.00 pm – 3.00 pm

KEYNOTE PRESENTATION

CELTIC HALL

Understanding system leadership

Dame Pat Collarbone, *Creating Tomorrow*

Leadership has never been more important. It's more than knowing what to do, it's knowing why, how and when to do it. Pat will explore the changing context of school leadership using two case studies, one based on the London Challenge program and the other the Melbourne Change² Program.

The London Challenge program focused on improving the quality of school leadership through leaders working together for the benefit of all students. 'While the divide between rich and poor is at its widest in London, the gap has been successfully narrowed when it comes to education. In other words, there's a potential model here for a more equal, socially mobile society' (Steve Munby, Chief Executive, Centre for British Teachers, (CfBT)).

The Change² program provided schools with a structured process of change. 'I would like to think that I'm a very different leader today than I was eighteen months ago' (Deb Egan, Primary Principal Consultant).

Pat will look at what is required of system leaders, how they can be developed and the challenges they face.

3.05 pm – 3.50 pm

ROUNDTABLE 1

DINING ROOM A

Tapping the collective wisdom

Elina Raso (CEOM) & **Professor David Hopkins**
(Institute of Education, University of London)

The CEOM is deeply committed to enhancing the quality of leaders in Catholic education. As we approach 2015, the challenge is to ensure that the CEOM Leadership Learning Plan is renewed and revitalised to meet the current needs of schools. In 2014 a CEOM Leadership Reference Group with key stakeholders from primary and secondary schools, the CEOM and University partners met to shape a revised Leadership Learning Plan. The Roundtable is an opportunity to share the ideas generated with a broader range of principals and leaders, focusing on three identified priority areas in the Plan: Conceptual Frameworks, Within-school and Across-school Development, and Succession Planning. The Roundtable discussion will seek to identify the changes in thinking and practice implied in the plan, and the program designs, resources and models of engagement required to meet school needs in this next phase of leadership growth across Catholic schools.

'When all the distinct but interrelated parts of what we know about school and system improvement are aligned and working together, then all students and schools (as well as the system as a whole) will realise their individual and collective potential' (Hopkins 2013, p. 298).

SESSIONS: DAY ONE (CONTINUED)

Thursday 27 November 2014

3.05 pm – 3.50 pm

IN PRACTICE. CONNECTED LEADERS, COLLECTIVE ACTION: TRANSFORMING SCHOOLS

STUDIO 8

Continuing the transformation: Connecting to support improvement (REPEAT)

Transforming Schools Support Network

Through the National Partnerships Low SES strategy, individual schools were supported to develop improvement strategies and structures. In order to continue improvement into the future, our six primary school leadership teams from various regions in the Archdiocese of Melbourne have recently formed a network of 'like' schools to share good practices, successes and challenges so that we can learn from each other. Several weeks into this journey, we have focused on building mutual trust and establishing shared purposes and desired outcomes. This presentation provides an opportunity for us to share with other leaders our endeavours so far and our new learning about the power of connecting and acting collectively to achieve great things for all the schools involved.

STUDIO 3

Leading the learning (REPEAT)

Leading the Learning Cluster

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We believed that the group structure could enhance our learning, each of us empowering and supporting the others to facilitate change in our schools.

Over the years the group has engaged experts in the field of personalising learning to work with leadership teams and whole staffs. This has also led

to conversations and connections between leaders and teachers from the six schools. Each school has undergone change at different levels and in different ways. The overall goal of improving the learning outcomes for our students continues to motivate us in exploring innovative and effective models of learning.

STUDIO 7

Let's engage parents in Secondary learning

Family-School Partnerships (FSP) Secondary Network

Who says secondary students don't want their parents at the school? The Family-School Partnerships (FSP) Secondary Network is challenging this mindset. Parent engagement in the secondary setting is different to that in primary school but still important. So how do we build relationships with parents and engage them in learning? This presentation focuses on how a cluster of leaders in secondary schools in the Northern and Western Regions have created a network to share learning to deepen understanding of parent engagement in their schools. This is their story so far...

STUDIO 6

Moving from good to great: Sharing practice in the West (REPEAT)

Western Secondary Curriculum Forum

How do good schools move to being great schools? In the Western Region secondary curriculum leaders come together to share their teaching and learning practice. This presentation tells their story of the journey over the past 18 months in coming together, visiting each other's schools and developing a climate of trust and collaboration, in which deep learning occurs.

STUDIO 2

Navigating the intersections: Learning & teaching in Catholic schools (REPEAT)

Navigating the Intersections Network

'Navigating the Intersections' seeks to better understand learning and teaching in Catholic schools, by focusing on student learning and how curriculum design and pedagogy across all areas of the curriculum can support learners to engage in a religious interpretation of the world. The project is not exclusively concerned with religious education, but with how primary and secondary schools support learners to explore big questions and issues of relevance to the world through learning designs and pedagogical choices that integrate hermeneutical approaches to learning. Commencing in 2014, 'Navigating the Intersections' is engaging school and teacher leaders in partnership with a number of CEOM teams – Learning and Teaching, Religious Education and Catholic Identity, and Regional Offices – to explore together an inquiry focus which has significant relevance for all Catholic schools. We look forward to sharing our learning with conference participants and engaging new voices in the inquiry.

STUDIO 4

Online communities of practice: School leaders learning & connecting

ICON Education Team, CEOM

Improving student outcomes is the ultimate goal of all teachers and school leaders, and of the professional learning they undertake. The Catholic Education Office Melbourne is currently involved in professional learning with predominantly primary school leaders through the establishment of Online Communities of Practice. These communities are established to support school leaders to lead professional learning in their own context. The community also serves as a place for knowledge building, where learning becomes public knowledge – knowledge that lives 'in the world' and is available to be worked on and used by other people. Members of the Integrated Catholic Online Network (ICON) Team will share examples of these online communities of practice.

STUDIO 9

Schools: Better together (REPEAT)

Connecting Learning Leaders Cluster

Our collaborative cluster of three small neighbouring primary schools had its genesis in the Western Learning and Teaching Network where the learning and support found in our informal discussions was so valuable and enriching that we decided to formalise this process and initiate the Connecting Learning Leaders cluster. Principals and teachers from each school are committed to working together to review and improve each other's teaching practice. All schools meet together each term. A professional learning focus not only drives us to reflect on our current practice but leads to our shared understanding of the practice of all schools in our cluster. This then leads to a walkthrough of classrooms where the focus of the observation is the professional learning we have engaged with. A partnership arrangement with Victoria University has also supported professional growth and reflection on practice over time.

3.50 pm – 4.20 pm

CONNECTED CONVERSATIONS/ REFLECTION GALLERY

PROGRAM: DAY TWO

Friday 28 November 2014

WHEN	WHAT	WHERE
8.30 am	WELCOME AND PRAYER	CELTIC HALL
9.20 am	Commentary on Day One Themes	CELTIC HALL
9.45 am	CONCURRENT KEYNOTE WORKSHOPS	
	Developing system leaders: Focusing on excellence <i>Dame Pat Collarbone, Creating Tomorrow</i>	STUDIO 3 & 4
	Learning Frontiers: A case study in system leadership of innovation by schools for schools <i>Valerie Hannon, Innovation Unit (IU), UK</i>	STUDIO 8 & 9
	The elephant in the room <i>Professor David Hopkins, Institute of Education, University of London</i>	DINING ROOM A
10.45 am	MORNING TEA	
11.15 am	ROUNDTABLE 2 OR IN PRACTICE SESSION	
	Roundtable 2: Tapping the collective wisdom (REPEAT) <i>Elina Raso, CEOM, and Professor David Hopkins, Institute of Education, University of London</i>	DINING ROOM A
	It takes a village to raise a child <i>Westernport Cluster</i>	STUDIO 6
	Learning and leading collaboratively for system improvement <i>Schools Improving Schools (SIS) – Western Region</i>	STUDIO 7
	Online communities of practice: School leaders learning & connecting (REPEAT) <i>ICON Education Team, CEOM</i>	STUDIO 4
	Partnerships in action: Exploring the boundaries <i>Gifted and Talented Cluster</i>	STUDIO 2
	Schools and system: Building capacity for continual improvement together <i>Sydney CEO (Southern Region)</i>	STUDIO 8
	Strategic alignment of learning to improve learning <i>Schools Improving Schools (SIS) Cluster – Eastern Region</i>	STUDIO 3
	System leadership: What's in it for us? <i>Silverton Primary School</i>	STUDIO 9
12.00 pm	CONNECTED CONVERSATIONS / REFLECTION GALLERY	
12.30 pm	LUNCH	
1.30 pm	KEYNOTE PRESENTATION	CELTIC HALL
	Can transforming education systems be led? <i>Valerie Hannon, Innovation Unit, UK</i>	
2.30 pm	COLLECTIVE CONFERENCE VISION	
3.00 pm	CLOSING KEYNOTE PRESENTATION	CELTIC HALL
	Taking action, leading for the common good <i>Professor David Hopkins, Institute of Education, University of London</i>	
3.45 pm	CONFERENCE CLOSE	

SESSIONS: DAY TWO

Friday 28 November 2014

9.20 am – 9.45 am

CELTIC HALL

Commentary on Day One Themes

Professor David Hopkins, *Institute of Education, University of London*

Professor Hopkins will commence proceedings on Day Two with a brief commentary on Day One themes and emerging points of interest as reflected in conference feedback loops.

9.45 am – 10.45 am

WORKSHOPS

STUDIO 3 & 4

Developing system leaders: Focusing on excellence

Dame Pat Collarbone, *Creating Tomorrow, United Kingdom*

Recent research shows high-performing systems have a collective ambition for all schools to be great and to be led by excellent principals. The most effective leaders see professional learning as central to their lives. They adapt their practice to meet the needs of their community and to reflect the changes taking place in wider society. They recognise that the most powerful learning occurs on the job, and see feedback as critical to their growth and the success of the school. These leaders reflect on their actions and impact, seeking out others from whom they can learn. This workshop will explore the profiles of such leaders, as well as consider a way of structuring powerful learning conversations that provide both support and challenge.

STUDIO 8 & 9

Learning Frontiers: A case study in system leadership of innovation by schools for schools

Valerie Hannon, *Innovation Unit, United Kingdom*

Learning Frontiers is a collaborative initiative that brings together clusters of schools in design hubs to focus on the practices which increase student engagement in learning. This workshop will explore the background and purpose of Learning Frontiers. Valerie Hannon will facilitate an exploration of the challenges and opportunities of working in design hubs. How might these hubs be deployed by schools for improvement and innovation? What are the implications for school leadership teams' development?

DINING ROOM A

The elephant in the room

Professor David Hopkins, *Institute of Education, University of London*

When teachers acquire a richer repertoire of pedagogic practice then students' learning will deepen. In this workshop Professor Hopkins will facilitate a deeper exploration of personalising learning, professionalising teaching, intelligent accountability and the implications for system leadership. Central to this are the 'Theories of Action' for teaching and learning that Professor Hopkins developed recently with principals and teachers of government schools in Melbourne's Northern Region.

'A self-improving school system based on inter-school partnerships has to push the concept and practice of system leadership to a new level ... The next and crucial level is reached when system leadership is also distributed, so that everyone in a partnership shares the values and practices ...' (Hargreaves 2012, p. 16).

11.15 am – 12.00 pm

ROUNDTABLE 2

DINING ROOM A

Tapping the collective wisdom

Elina Raso (CEOM) & Professor David Hopkins
(Institute of Education, University of London)

The CEOM is deeply committed to enhancing the quality of leaders in Catholic education. As we approach 2015, the challenge is to ensure that the CEOM Leadership Learning Plan is renewed and revitalised to meet the current needs of schools. In 2014 a CEOM Leadership Reference Group with key stakeholders from primary and secondary schools, the CEOM and University partners met to shape a revised Leadership Learning Plan. The Roundtable is an opportunity to share the ideas generated with a broader range of principals and leaders, focusing on three identified priority areas in the Plan: Conceptual Frameworks, Within-school and Across-school Development, and Succession Planning. The Roundtable discussion will seek to identify the changes in thinking and practice implied in the plan, and the program designs, resources and models of engagement required to meet school needs in this next phase of leadership growth across Catholic schools.

IN PRACTICE. CONNECTED LEADERS, COLLECTIVE ACTION: TRANSFORMING SCHOOLS

STUDIO 6

It takes a village to raise a child

Westernport Cluster

Our cluster has devoted itself to ensuring that as a community of learners we collaborate, share and engage in a variety of activities. This has allowed us to collectively establish a common platform whereby schools can assist each other in transforming the delivery of curriculum. This presentation demonstrates how, in the cluster's quest to do so, three primary schools and a secondary college have worked collaboratively to develop some outstanding practices and experiences over many years, improving transition and transforming the delivery of curriculum. The success of this collaborative model has encouraged the secondary college's other campuses and their feeder primary schools to develop similar partnerships.

STUDIO 7

Learning and leading collaboratively for system improvement

Schools Improving Schools (SIS) Cluster– Western Region

The Western SIS trial has enabled opportunities for leaders from four primary schools to collaborate to develop a strong collective network targeting leadership for improvement. The trial has focused on a system leadership approach where principals and leadership teams are committed to shared responsibility for improvement across the collective schools, rather than individual school improvement. School leadership teams are engaged in networking opportunities, data analysis, coaching, learning walks within schools and instructional rounds across schools.

SESSIONS: DAY TWO

Friday 28 November 2014

11.15 am – 12.00 pm

IN PRACTICE. CONNECTED LEADERS, COLLECTIVE ACTION: TRANSFORMING SCHOOLS (CONTINUED)

STUDIO 4

Online communities of practice: School leaders learning & connecting (REPEAT)

ICON Education Team, CEOM

Improving student outcomes is the ultimate goal of all teachers and school leaders, and of the professional learning they undertake. The Catholic Education Office Melbourne is currently involved in professional learning with predominantly primary school leaders through the establishment of Online Communities of Practice. These communities are established to support school leaders to lead professional learning in their own context. The community also serves as a place for knowledge building, where learning becomes public knowledge – knowledge that lives ‘in the world’ and is available to be worked on and used by other people. Members of the ICON Team will share examples of these online communities of practice.

STUDIO 2

Partnerships in action: Exploring the boundaries

Gifted & Talented Cluster

A cluster of primary schools has formed a collegial partnership to explore ways to differentiate learning for highly able students. The project is underpinned by the concept of de-privatisation of practice and encouragement of schools to share their professional learning. It exemplifies how change can be generated through a bottom-up approach.

STUDIO 8

Schools and system: Building capacity for continual improvement together

Sydney CEO (Southern Region)

Sydney Catholic Education Office, Southern Region, has responsibility for 33 primary schools across three clusters. This presentation focuses on efforts to strengthen our culture for continual improvement within schools and across clusters of schools through strategic planning, collaboration, networking, and the provision of system services ‘close to the ground’, including the appointment of ‘cluster coaches’.

STUDIO 3

Strategic alignment of learning to improve learning

Schools Improving Schools (SIS) Cluster – Eastern Region

Four Eastern Region primary schools have come together to form a SIS Cluster. As a collaborative learning community we are taking advantage of the potential power of working together to shift teachers’ perceptions of their roles and responsibilities as modern educators, focusing on personalised learning for all students to improve their learning outcomes. The cluster has conducted rigorous action research to deepen understandings and skills for personalising student learning across the curriculum. The project has assisted in shifting teachers’ perceptions and actions to become student-centred and to use evidence of learning to guide and inform ways to continue taking their practice further. For our students, increased engagement, connectedness and enthusiasm for learning have occurred as a result of the strategies and tools developed by teachers. Throughout the project, teachers and students have been positioned as parallel learners and see themselves as active and responsible for their own learning.

STUDIO 9

System leadership: What’s in it for us?

Silverton Primary School

This presentation will focus on a school’s journey in ‘taking down their walls’ to share their practices and to learn from other educators locally, nationally and globally. Silverton Primary School is renowned for its innovative practices underpinned by a focus on personalised learning. Visitors are welcomed frequently to observe the school in action and engage in exploration of learning. What then does Silverton gain from this? In this presentation, the benefits of system leadership will be explored.

12.00 pm – 12.30 pm

CONNECTED CONVERSATIONS/ REFLECTION GALLERY

1.30 pm - 2.30 pm

KEYNOTE PRESENTATION

CELTIC HALL

Can transforming education systems be led?

Valerie Hannon, Innovation Unit

In her 2014 Centre for Strategic Education (CSE) Seminar Series Paper, *Can transforming education systems be led?* (Hannon 2014, p. 4), Valerie Hannon argues that transformation of education systems in developed countries is inevitable because of the exponential growth of digital learning opportunities, new channels for learning, and the poor return on investment from the current system in terms of outcomes. The questions she raises in the paper are, 'Can transformational systemic innovation in education be led?' Or is it an emergent, disruptive and unpredictable phenomenon?

In this keynote presentation, Valerie Hannon, explores

- transformation versus steady-state improvement
- why it's essential to think 'systems' and not just 'schools' or 'settings'
- the qualities of transformational system leaders and how these can be developed
- the idea that a new education ecosystem holds huge promise.

2.30 pm – 3.00 pm

COLLECTIVE CONFERENCE VISION

CELTIC HALL

Pause and celebrate the essence of the conference message. A snapshot experience. Not to be missed!

3.00 pm – 3.45 pm

CLOSING KEYNOTE PRESENTATION

CELTIC HALL

Taking action, leading for the common good

Professor David Hopkins, Institute of Education, University of London

In this conclusion to the conference, Professor Hopkins reflects back the important conversations and themes generated over two days. He will then offer a potential agenda for achieving deeper and more purposeful connectedness and collective responsibility for school transformation through system leadership.

'The achievement of ... transformation demands systemic innovation. What would it take for leaders in the public education services to help bring it about – and what will happen if they don't?' (Hannon 2014, p. 9).

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THANK YOU

Thank you to the representatives of school leadership clusters who have generously shared insights into their collaborative student-focused leadership practice during this conference.

A special thanks to our international keynote presenters, Professor David Hopkins, Dame Pat Collarbone and Ms Valerie Hannon, who have brought depth and expertise to our deliberations, challenging the status quo and inspiring new possibilities for our system to pursue.

To enable continued learning and engagement with the conference theme and content, conference resources including Keynote and 'In Practice' presentations and materials, will be uploaded to the CEOM Leadership Conference webpage at www.ceomelb.catholic.edu.au/Leadership-Conference-2014.

Finally we would very much appreciate receiving your feedback to the Conference via the online feedback survey on MyPL (IPLS).

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