COACHING FOR PERFORMANCE:
The power of coaching for building a performance and development culture
Welcome

Dear Colleagues

Welcome to the 3rd National Leadership Coaching Conference for Educators: Coaching for Performance: The power of coaching for building a performance and development culture. Growth Coaching International (GCI) and the Centre for Strategic Education (CSE) have joined forces to host this unique event and to engage you in a dialogue with national and international colleagues, across sectors and systems, to challenge, explore and contribute to the research and practice on coaching, leadership and learning.

If we are serious about improving schools then we need to look at what coaching is and what it isn’t. There is convincing empirical evidence of the value of coaching in educational leadership. The world’s top school systems are using coaching to build leadership capacity, and in turn, high performing principals spend time coaching other teachers and their teachers in turn have coaching conversations with other teachers – all to the purpose of improving student learning outcomes.

Coaching is beyond ‘flavour of the month’ status. Education leaders attest to its impact on professional growth and performance. But where does it go from here? How can the benefits of individual coaching be extended and contribute to whole school and system improvement?

DAY 1 of the conference will feature two keynote presentations on Coaching for Excellence in Teaching and School Leadership and The Business of Coaching: the power of coaching to maximise individual and organisational performance. Grant O’Sullivan Annette Gray and Jason Pascoe from GCI, will also facilitate a live demonstration of a Solution Focus Coaching Approach throughout the conference. The day will finish with collegiality and networking and an opportunity for delegates to enjoy drinks and canapés while viewing the exhibition.

DAY 2 of the conference will include keynote presentations by Dr Jim Knight, Shaun McCarthy and Steve Moneghetti. These presentations will take you through Instructional Coaching for Enhanced Classroom Practice, The Rise of the Conscious Organisation – Leadership and Culture: the Real Performance Edge and Coaching for Peak Performance: Using an elite athlete’s perspective to develop and improve teacher and student outcomes.

Throughout the conference concurrent workshops will focus on the power of coaching across a wide range of contexts, with a clear intent on strengthening professional practice and will explore a range of applications of a coaching approach at the classroom level through to the impact on organisational culture. There are case studies describing the why, how and so what, behind building a coaching culture at a system, regional, professional association and school level.

We are delighted that this conference has attracted national and international colleagues providing an excellent opportunity for you to interact and share your diverse experiences and expertise with delegates, keynotes and presenters.

Conference Convenors

John Campbell and Grant O’Sullivan       Tony Mackay and Dr Barbara Watterston
Conference Program
# Program

**DAY 1 - MONDAY 27 MAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00am</td>
<td>Registration (Olympic Atrium)</td>
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<tr>
<td>8:45am</td>
<td><strong>Welcome</strong> - Barbara Watterston (CSE) and John Campbell (GCI) (Members Dining Room)</td>
</tr>
<tr>
<td>9:00am &gt; 10:00am</td>
<td><strong>Keynote 1 - Coaching for Excellence in Teaching and School Leadership</strong>&lt;br&gt;Ben Jensen, Director of Education, Grattan Institute&lt;br&gt;Margery Evans, CEO, Australian Institute for Teaching and School Leadership (AITSL)&lt;br&gt;In conversation with Tony Mackay</td>
</tr>
<tr>
<td>10:00am &gt; 10:30am</td>
<td><strong>Solution Focus Approach: Live Coaching Demonstration (Session 1)</strong>&lt;br&gt;Getting on the Platform&lt;br&gt;Annette Gray, Grant O’Sullivan and Jason Pascoe</td>
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<tr>
<td>10:30am &gt; 11:00am</td>
<td>Morning Tea and Exhibition (Betty Cuthbert Lounge)</td>
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<tr>
<td>11:00am &gt; 12:30pm</td>
<td><strong>CONCURRENT SESSION 1</strong>&lt;br&gt;Leadership coaching: how to take your school’s performance to the next level&lt;br&gt;Pam Macklin, Managing Director, Zbar Consulting (Members Dining Room)&lt;br&gt;Introduction to Coaching&lt;br&gt;John Campbell, Director, GCI (Olympic A)&lt;br&gt;Courageous Leadership: The Growth of a Coaching Culture&lt;br&gt;Fiona Gortier, Teacher and Coach, and Craig Glasa, Senior Vice Principal, Haileybury (Jim Stynes B)&lt;br&gt;AITSL Standards and Teacher Performance and Development Framework linked with a coaching approach, to create a culture of teacher quality, feedback and growth. The Comet Bay College Experience, Nancy McNally, Manager Leadership Development, Institute for Professional Learning, Department of Education WA (Jim Stynes A)&lt;br&gt;A Whole School Culture of Feedback&lt;br&gt;Jeremy Beard, Senior Advisor, Department of Education and Early Childhood Development, Victoria, Victorian President, ACEL (Olympic B)</td>
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<tr>
<td>12:30pm &gt; 1:30pm</td>
<td>Lunch and Exhibition (Betty Cuthbert Lounge)</td>
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<tr>
<td>1:30pm &gt; 3:00pm</td>
<td><strong>CONCURRENT SESSION 2</strong>&lt;br&gt;Through a glass less darkly: the role of professional companionship in developing personal capacity in school leaders&lt;br&gt;Dr Leoni Degenhardt, Dean, AIS Leadership Centre (Members Dining Room)&lt;br&gt;Integrating professional learning with coaching and using technology to bridge the distance: The NT experience&lt;br&gt;Karen Cleri, Assistant Director, Centre for School Leadership, Learning and Development, Charles Darwin University (Olympic A)&lt;br&gt;Coaching Supervision: How to support your in school coaches for the long haul&lt;br&gt;Di Henning, Senior Consultant, GCI Tasmania (Olympic B)&lt;br&gt;Coaching for students: Goal setting for success&lt;br&gt;Soni Bailey, Presbyterian Ladies College WA and Jenny Cole, Senior Consultant, GCI WA (Jim Stynes A)&lt;br&gt;A coaching approach as part of the work of Network Leaders within the Tasmanian education system&lt;br&gt;Laurie Andrew, General Manager, and Liz Banks, Deputy Secretary, Department of Education, Tasmania (Jim Stynes B)</td>
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<tr>
<td>3:00pm &gt; 3:15pm</td>
<td>Transition</td>
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<tr>
<td>3:15pm &gt; 4:15pm</td>
<td><strong>Keynote 2 - The Business of Coaching: the power of coaching to maximise individual and organisational performance</strong>&lt;br&gt;Jerry Connor, Founder and Director, Asia Pacific Bridge Partnership and CPD&lt;br&gt;Jane Fraser, Director Australian Consulting, Hay Group&lt;br&gt;In conversation with Tony Mackay (Members Dining Room)</td>
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<tr>
<td>4:15pm &gt; 4:30pm</td>
<td>Q+A</td>
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<tr>
<td>4:30pm &gt; 5:00pm</td>
<td><strong>Solution Focus Approach: Live Coaching Demonstration (Session 2)</strong>&lt;br&gt;Reality and Options&lt;br&gt;Annette Gray, Grant O’Sullivan and Jason Pascoe</td>
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<tr>
<td>5:00pm &gt; 6:00pm</td>
<td>Collegiality with colleagues and sponsors (Betty Cuthbert Lounge)</td>
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</tbody>
</table>
# Program
## Day 2 - Tuesday 28 May

## PROGRAM

### DAY 2 - May 28

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00am</td>
<td>Registration (Olympic Atrium)</td>
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<tr>
<td></td>
<td>iPad for Leaders workshop (Olympic B)</td>
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<tr>
<td>8:45am</td>
<td>Reflections - Setting the scene (Members Dining Room)</td>
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<tr>
<td>9:00am &gt; 9:30am</td>
<td>Keynote 3 - Instructional Coaching for Enhanced Classroom Practice</td>
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<tr>
<td></td>
<td>Dr Jim Knight, Research Associate, University of Kansas Center for Research on Learning and President, the Instructional Coaching Group</td>
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<tr>
<td>10:00am &gt; 11:15am</td>
<td><strong>CONCURRENT SESSION 3</strong></td>
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<tr>
<td></td>
<td>Instructional Coaching: Making it Work</td>
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<td></td>
<td>Dr Jim Knight, University of Kansas Center for Research on Learning and President, the Instructional Coaching Group (Members Dining Room)</td>
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<tr>
<td></td>
<td>A Broad System Approach to Coaching:</td>
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<td></td>
<td>The Brisbane Catholic Education Experience</td>
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<td></td>
<td>Steve Dunne &amp; Michelle Young, Brisbane Catholic Education (Jim Stynes A)</td>
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<tr>
<td></td>
<td>Performance Conversations: A Solutions Focused Coaching Approach</td>
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<td></td>
<td>Grant O’Sullivan, Director Leadership Development, GCI</td>
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<td></td>
<td>(Olympic B)</td>
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<td>Coaching a National Approach: The Tonga Story</td>
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<td>Meleana Tonga, Program Mentor, Tonga Secondary Schools Leadership Program &amp; Dr Kris Needham, Senior Consultant, GCI (Jim Stynes B)</td>
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<td></td>
<td>Coaching and raising student achievement: some New Zealand stories</td>
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<td></td>
<td>Jan Hill, The Education Group Ltd, NZ (Olympic A)</td>
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<tr>
<td>11:15am &gt; 11:45am</td>
<td>Morning Tea (Betty Cuthbert Lounge)</td>
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<tr>
<td>11:45am &gt; 12:30pm</td>
<td>Keynote 4 - The Rise of the Conscious Organisation – Leadership and Culture: the Real Performance Edge</td>
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<td>Shaun McCarthy, Chair/Director, Human Synergistics Australia/NZ (Members Dining Room)</td>
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<tr>
<td>12:40pm &gt; 1:00pm</td>
<td>Solution Focus Approach: Live Coaching Demonstration (Session 3)</td>
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<td></td>
<td>Annette Grant, Grant O’Sullivan and Jason Pascoe</td>
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<tr>
<td>1:00pm &gt; 1:45pm</td>
<td>Lunch (Betty Cuthbert Lounge)</td>
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<td></td>
<td>Transforming Learning with the iPad workshop (Olympic B)</td>
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<tr>
<td>1:45pm &gt; 3:00pm</td>
<td><strong>CONCURRENT SESSION 4</strong></td>
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<tr>
<td></td>
<td>Leadership, Culture and Performance</td>
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<td>Shaun McCarthy, Chairman and CEO, Human Synergistics AUS/NZ (Olympic B)</td>
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<td>CoCoaching: Conversations about teaching practice</td>
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<td>Dr Kris Needham and Di Herling, GCI (Olympic A)</td>
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<td>Team Coaching: Helping teams progress</td>
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<td>Jason Pascoe, Senior Consultant, GCI NSW (Members Dining Room)</td>
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<td>A Coaching Approach to Whole School Community Change</td>
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<td>Chris Pilgrim, Principal, Canberra, ACT (Jim Stynes A)</td>
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<td>Coaching for Impact: the Bastow Experience</td>
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<td>Bruce Armstrong, Director, Bastow Institute of Educational Leadership</td>
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<tr>
<td>3:00pm &gt; 3:15pm</td>
<td>Transition</td>
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<tr>
<td>3:15pm &gt; 4:00pm</td>
<td>Keynote 5 - Coaching for Peak Performance: Using an elite athlete’s perspective to develop and improve teacher and student outcomes</td>
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<td></td>
<td>Steve Moneghetti, Olympian (Members Dining Room)</td>
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<tr>
<td>4:00pm</td>
<td>Conference Close</td>
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</tbody>
</table>
Venue Map

IF YOU ARE COMING TO THE GROUND BY-

TRAIN - RICHMOND STATION
Exit station and cross Punt Road. Walk towards the MCG, along Brunton Avenue, you will see some stairs, go up the stairs and enter through Gate 3

TRAIN - JOLIMONT STATION OR TRAM - FROM WELLINGTON PARADE (TRAM 75 OR 48)
Exit station and walk through the park towards the MCG and enter through Gate 3

TRAM FROM OLYMPIC PARK (TRAM 70)
Get off the tram at Rod Laver Arena stop (stop 7B)

TAXI
Ask the cab driver to drop you off at the corner of Jolimont Terrace and Jolimont Street and enter through Gate 3
Join the Conversation

Use the widget below to keep track of what others are saying

Tweet your thoughts and questions to #NLCC13
Keynote Addresses
Coaching for Excellence in Teaching and School Leadership

DR BEN JENSEN  DIRECTOR OF EDUCATION, GRATTAN INSTITUTE

MARGERY EVANS  CEO, AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP (AITSL)

ABSTRACT

Ben Jensen, Director of Education, Grattan Institute and Margery Evans, CEO, Australian Institute for Teaching and School Leadership (AITSL) – will address the need for a relentless and practical focus on creating a strong culture of teacher education, collaboration, mentoring, feedback and sustained professional development. They will stress the central role of coaching in ensuring that this focus translates into high performing individuals, teams and schools. They will draw on the most recent work from OECD, the Grattan Institute Report on Learning from the Best School Systems in Asia, and on the Ministerial endorsed Australian Teacher Performance and Development Framework. The keynote will take the form of a dialogue with Tony Mackay.

Dr Ben Jensen is the Director of the School Education Program of the Grattan Institute. He is a highly regarded analyst and commentator on school education, continuously working with schools, educators, and policy makers to improve learning outcomes. His recent work at Grattan has focused on: education strategy and effective implementation of education policy; policies and programs to improve school and teacher effectiveness; how to measure school performance; and cost-effectiveness. He has undertaken extensive international comparative work, particularly on high-performing systems in East Asia.

Before joining Grattan, Ben spent 5 years in the OECD Education Directorate, where he analysed effective education policies and programs amongst OECD and non-OECD countries. This focused on policies to increase teacher effectiveness, particularly, teacher appraisal and feedback, school evaluation, teaching practices within schools, and school leadership. He also led an international expert network on measuring school performance and the use of value-added modelling in school education systems. More recently, he wrote an OECD report on the experience of new teachers. Dr. Jensen has a PhD in Economics from the University of Melbourne.

Margery Evans has had a long career in teaching and educational leadership. She has held positions as teacher, school principal, district director and senior system leader in Victoria, South Australian and Western Australia before coming to the Australian Institute for Teaching and School Leadership (AITSL) as inaugural CEO in July 2010. Under Margery’s leadership AITSL has successfully introduced a range of national reforms including teacher and principal standards, consistency in the accreditation of initial teacher education programs, registration and certification processes, and a national performance and development framework and learning charter. These initiatives have made an important contribution to the improvement of teacher and school leader quality in Australia.
Resources

**INTERACTIVE Keynote Addresses.1**
Australian Teacher Performance and Development Framework
AITSL

**INTERACTIVE Keynote Addresses.3**
Australian Charter for the professional Learning of Teachers and School Leaders

**INTERACTIVE Keynote Addresses.2**
Australian Professional Standards for Teachers

**INTERACTIVE Keynote Addresses.4**
Australian Professional Standard for Principals
The Business of Coaching: the power of coaching to maximise individual and organisational performance

JERRY CONNOR FOUNDERS AND DIRECTOR ASIA PACIFIC, BRIDGE PARTNERSHIP

JANE FRASER DIRECTOR AUSTRALIAN CONSULTING, HAY GROUP

ABSTRACT

Jerry Connor and Jane Fraser will share insights from their national and international executive and coaching work in the fields of education and business. In conversation with Tony Mackay they will reinforce the power of coaching for building a performance and development culture, and in turn, achieving individual and organisational success beyond expectations.

JERRY CONNOR

Jerry is one of the founders of Bridge Partnership and has specialised in coaching, change management and leadership development for over 20 years. The author of “Why Work is Weird” he has consulted extensively to both the public sector and many of the top global corporations. Jerry is a chartered fellow and director of Asia for the CIPD.

Since 1997 he has been based in the Asia Pacific region and has built teams and supported projects in countries such as Australia, China, Singapore and Thailand.

Jerry is a keen entrepreneur and has founded organisations in fields that range from development work in Africa to empowering the young. He has published articles in areas such as the future of HR and leadership development.
Jane Fraser

Jane is a Business Studies graduate of Sheffield Hallam University in the UK and has a Postgraduate qualification in Marketing from the UK Chartered Institute of Marketing.

Jane possesses a sound understanding of change leadership, leadership effectiveness including leadership assessment, development and coaching, emotional intelligence and performance management. In addition, she has expertise in the development and implementation of research based competency models. Prior to joining Hay Group, Jane worked for a large UK retailer in a variety of marketing management and project management roles. Before that she worked for Tibbett and Britten – an international logistics organisation – in a training and development role following a period of time managing operational teams.

Jane has consulted to a wide range of organisations in the public and private sectors in both the U.K and Australia. During her eleven years in Hay Group she has undertaken a broad range of consulting assignments. She has spent much of her time advising clients on interventions involving significant organisational and individual transformation.

Jane has made a significant contribution to client engagements including: ANZ, Australian Institute for Teaching and School Leadership, BAE Systems, Caterpillar, NSW Department for Education and Communities, Qantas and Queensland Education Leadership Institute.

Contact Details

Jerry Connor
jerry.connor@bridge-partnership.com
0424 170 140
Instructional Coaching for Enhanced Classroom Practice

DR JIM KNIGHT RESEARCH ASSOCIATE, UNIVERSITY OF KANSAS CENTER FOR RESEARCH ON LEARNING AND PRESIDENT, THE INSTRUCTIONAL COACHING GROUP

ABSTRACT

For more than a decade, researchers at The University of Kansas Center for Research on Learning, have been studying how to support teachers as they improve their instruction. The result of this research, instructional coaching, has been adopted by districts and governmental agencies in 45 US states, and eight other countries including now some schools in Australia. Instructional coaching is a powerful way for professional developers to support teachers as they translate research into practice.

Researchers at the University of Kansas have been completing several studies that clarify (a) effective practices for instructional coaches, (b) the impact of instructional coaching on teaching practices, (c) the characteristics of effective coaches, (d) the principal and system supports that can increase coaches effectiveness, and (e) the differences between instructional coaching and other forms of coaching such as cognitive coaching and content-focused coaching. In this session, participants will hear about the various quantitative and qualitative studies that have been completed and receive several tools they can use to improve the impact of instructional coaching.

DR JIM KNIGHT

Jim Knight, a research associate at the University of Kansas Center for Research on Learning, has spent close to two decades studying professional learning and instructional coaching. He has written or co-authored several books on the topic including Instructional Coaching: A Partnership Approach to Improving Instruction published by Corwin Press & NSDC (2007). Knight co-authored Coaching Classroom Management. He also edited Coaching: Approaches and Perspectives, and his newest book is Unmistakable Impact: A Partnership Approach to Dramatically Improving Instruction also co-published by Corwin Press & NSDC and was chosen as Corwin Press’s book of the year.

Jim has authored articles on instructional coaching and school improvement in publications such as “The Journal of Staff Development,” “Principal Leadership,” “The School Administrator,” “Kappan,” “Educational Leadership,” and “Teachers Teaching Teachers.”

Frequently asked to lead professional learning, Knight has presented and consulted in most states, and eight countries. He has a Ph.D. in Education from the University of Kansas and has won several university teaching, innovation, and service awards. Jim also and hosts Talking About Teaching on the Teaching Channel.

CONTACT DETAILS

DR JIM KNIGHT
@jimknight99
The Rise of the Conscious Organisation - Leadership and Culture: the Real Performance Edge

SHAUN MCCARTHY CHAIR/DIRECTOR, HUMAN SYNERGISTICS AUSTRALIA/NZ

ABSTRACT

“Stand as close to the edge as you can without going over. Out on the edge you see all kinds of things you can’t see from the centre” – Kurt Vonnegut

Top Executives solve problems every moment of the day. Put this in a context where change is happening at the speed of light and you see the challenge facing Executives in moving away from “tried and true” solutions, towards innovative and creative approaches to solving problems that we don’t even yet know exist.

Shaun will present breakthrough research into the relationship between leadership consciousness and the ability of the organisation to truly transform; highlighting the impact leaders have on the organisation’s potential to become genuinely adaptive in the face of rapid and challenging change.

Shaun McCarthy is an internationally respected authority on organisational culture and leadership with more than 30 years consulting experience to an impressive list of companies in Australia, Asia, Europe and North America.

Shaun launched Human Synergistics into New Zealand in 1979 and has expanded the organisation into a dynamic and successful trans-Tasman business with offices in New Zealand (Wellington and Auckland) and Australia (Sydney and Melbourne) and partnership agreements with Singapore and Malaysia.

His innovative approach to organisational culture and change continues to be employed by leaders across sectors including technology, marketing, engineering, agriculture, natural resources, healthcare, transport, banking and finance, retail, government and politics.

Shaun’s extensive consulting work helps organisations build a performance culture by providing leaders with the skills and resources to achieve. These range from strategic planning, problem solving, management development, team building, structural change, organisational diagnosis, performance management and evaluation systems.

As a Director of Human Synergistics NZ Ltd and Human Synergistics Australia Pty Ltd, Shaun is responsible for management of the business in addition to consulting. Shaun plays a key role within Human Synergistics internationally and provides highly valued senior support and strategic advice to Human Synergistics’ network of more than 200 Accredited Consultants.

Shaun is sought after internationally to present his work and research at leading business and industry conferences and seminars.

Shaun has bachelor degree in Marketing and Industrial Psychology from Victoria University (NZ) and has completed graduate studies in Psychology at Massey University (NZ).

CONTACT DETAILS

SHAUN MCCARTHY
shaun@human-synergistics.com.au
(0419) 407454
Coaching for Peak Performance: Using an elite athlete’s perspective to develop and improve teacher and student outcomes

STEVE MONEGHETTI OLYMPIAN

Steve Moneghetti’s presentation will be a comparative analysis from an elite athlete’s viewpoint of methods and processes which lead to success that may be similarly applied to teacher performance and development.

Steve Moneghetti has a degree in civil engineering, a graduate diploma in education (Maths/Science) and an honorary doctorate from the University of Ballarat, 2001. He is a personal development consultant with the Ministry of Education and Chair of the State Review into Physical and Sport Education in Victorian Schools. He was the Chair of the Victorian Institute of Sport (2001 - 2010).

Steve Moneghetti’s success as a marathon runner is legendary.

Steve began athletics in 1976 at age 14. In his first Commonwealth Games in 1986, Steve’s Bronze Medal in the Marathon was the fastest debut by an Australian. His career highlights as a marathon runner included:

- 1986 Commonwealth Games Marathon – Bronze medal
- 1990 Commonwealth Games Marathon - Silver medal
- 1994 Commonwealth Games Marathon - Gold medal
- 1998 Commonwealth Games 10km track - Bronze medal
- He attended 1988, ’92 ’96 and 2000 Olympic Games finishing in the top ten on 3 occasions. In the 1988 Seoul Olympics he was the highest ranked Australian in fifth place.
- Winner of 1990 Berlin Marathon and 1994 Tokyo International Marathon
- Previous holder of 3 World Bests for the Half Marathon (1990, 92, 93)
- Winner of 4 City to Surf races (1989 – 1992) and current race record holder.

During his career he trained twice a day, covering 180 – 200 per week and roughly 8500km a year under the guidance of dual Olympian and Sydney 2000 Athletics Head Coach Chris Wardlaw. Steve ran 22 international marathons and finished in 11th place or higher in 20 of them.

Steve retired after Sydney 2000 Olympic Games but is still heavily involved in running within Australia. His roles have included Mayor of Athlete’s Village for the 2006 Commonwealth Games in Melbourne, National selector for Athletics Australia (2009 – current), Race Director Run for the Kids Fun Run (2006 - current), Ambassador for Nike Australia, Partner in GLO Australia Pty Ltd.....Guidance, Learning and Optimism. In 2010 he was named as the Australian team’s chef de mission for the 2010 Commonwealth Games in Delhi, India.

Steve is still running everyday covering over 100km a week and in 2009 ran a world age record for a forty-six year-old of 29.59mins for 10km on the road. Even now in retirement he still competes in State & National events.

CONTACT DETAILS

stevemona34@gmail.com
Anthony Mackay is CEO, Centre for Strategic Education (CSE) Melbourne, Chair, Australian Institute for Teaching and School Leadership (AITSL), and Deputy Chair, Australian Curriculum, Assessment and Reporting Authority (ACARA).

Tony is Co-Director of the Global Education Leaders Program (GELP) and Chair of the Innovation Unit Ltd, England. He is a consultant advisor to OECD/CERI and is a member of the International Advisory Board of the Center on International Education Benchmarking, NCEE, Washington DC.

Tony is the Immediate Past President of the International Congress for School Effectiveness and Improvement (ICSEI) and is a founding member of the Governing Council of the National College for School Leadership in England.

Tony is an Honorary Fellow in the Graduate School of Education at the University of Melbourne, a Board Director of the Australian Council for Educational Research, the Asia Education Foundation, and the Foundation for Young Australians.

Tony’s policy advice, consultancy and facilitation work focuses on education strategy for Government Departments, Bodies and Agencies, think tanks and leadership teams in Australia, Asia, Europe and North America.
Special Conference Events
Solution Focus Approach: Live Coaching Demonstration

ANNETTE GRAY, GRANT O’SULLIVAN AND JASON PASCOE, GROWTH COACHING INTERNATIONAL

ABSTRACT

View and engage in, a live solution focused coaching process where an expert coach will demonstrate a coaching process over three sessions during the conference. Each demonstration will be followed by a participative debrief involving questions from the audience. This innovative process will also provide you the opportunity to undertake some reflections and leave the conference with clarity, actions and energy.

ANNETTE GRAY

Annette is Director of Coaching at Growth Coaching International. She has over 25 years’ experience covering executive coaching, leadership development, building effective teams, organisational development, facilitation, change management, strategic human resources, teaching and university lecturing.

Annette is an insightful coach and facilitator with the ability to see the underlying issues and address these in a way that opens up new possibilities. Her work in the last 10 years has been focused on coaching leaders (particularly in education) be the best they can be using Appreciative Inquiry, Positive Psychology and Solutions Focused approaches.

GRANT O’SULLIVAN

Grant O’Sullivan is Director, Leadership Development with Growth Coaching International and heads up the work undertaken in WA, SA and the NT and also works with a range of clients in Victoria. He is an experienced and proven leader with a passion and track record of bringing out the best in people. Grant has a career background that has included General Manager, Board Chair, Director of Schools and school principal and is a highly sought after keynote speaker, facilitator and trainer working in both the corporate sector and educational field.

JASON PASCOE

Jason Pascoe is an accredited Growth Coach and experienced facilitator who has run over 450 events and trained more that 10 000 people over the past 6 years. He is committed to supporting and engaging individuals, teams and organisations to reaching their potential.

Jason’s past 15 years experience includes leadership, project coordination, design and facilitation of workshops, team development, health development, teaching, personal training and University lecturing.

Jason’s enthusiasm and ability has been described by leaders as inspirational and motivational. He is passionate about coaching as a strategic component in building the structure of success into organisations.
INTERACTIVE Special Conference Events.1 Solutions Focused - GROWTH Coaching Approach Handout

CONTACT DETAILS

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JASON PASCOE
jpascoe@growthcoaching.com.au
@jpgei
Collegiality with colleagues and sponsors
Betty Cuthbert Lounge
May 28, 2013
5:00pm > 6:00pm

MENU

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
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<tbody>
<tr>
<td>POACHED CHICKEN RICE PAPER ROLL</td>
<td>Lime, palm sugar &amp; rice vinegar caramel (gfp)</td>
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<tr>
<td>LOCAL BEEF BRESAOLA</td>
<td>grilled polenta, radicchio, chilli jam (gfp)</td>
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<tr>
<td>BALSAMIC CHERRY TOMATO TARTE TATIN</td>
<td>baby basil (v)</td>
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<tr>
<td>SALT AND PEPPER VENUS BAY PRAWN</td>
<td>vodka and lima aioli</td>
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<tr>
<td>SLOW ROASTED HIGH COUNTRY PORK BELLY</td>
<td>spiced plum sauce</td>
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<tr>
<td>MINI BEEF AND GUINNESS PIE</td>
<td>tomato chutney</td>
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SPONSOR PRIZE DRAW

May 27, 2013 is our “Sponsor Focus Day” we actively encourage delegates to visit sponsor stands at all conference breaks and at the Collegiate Drinks session.

As further encouragement to delegates, we will be offering the incentive of a special conference passport prize to be drawn towards the end of the Collegiate Drinks session. To qualify for this prize, delegates must visit six or more stands during the day. The prizes will consist of a complimentary place on a GCI Coaching Accreditation Program Phases 1-3 - registration fee only (valued at $1995) and a one-year subscription to the CSE Seminar Series and Occasional Papers (valued at $390). Participants must be in attendance at the drinks session when the prize is drawn to qualify.
Learning with Apple
Apple Learning Lounge (Olympic B)

Learning Lounge

Come to the Learning Lounge to explore how iPad can be used as a tool to enhance teaching and learning.

Workshops

iPad for Leaders
In this interactive session, explore how Apple products can be effective education tools within your school environment. Experience how the iPad can positively impact school leadership from an administration, curriculum and best practice viewpoint.
Breakfast on Day 2 @ 8.00am [45mins]

Transforming Learning with the iPad
See how the iPad can be used to help meet students' individual learning needs. Explore a range of apps and learn how the iPad can increase student engagement and positively impact achievement across a range of subject areas. Teachers and school leaders will gain a better understanding of how Apple products can be used to personalise and enrich student learning.
Lunch on Day 2 @ 1.00pm [45mins]
Leadership Coaching: how to take your school’s performance to the next level

PAM MACKLIN MANAGING DIRECTOR, ZBAR CONSULTING

ABSTRACT

This session builds on Pamela’s CSE paper, Leadership coaching: how to take your school’s performance to the next level (2012), as well as her recent work in schools and is designed to provide leaders with knowledge and successful strategies in the area of leadership coaching based on practice and research.

Participants will be given an overview of successful coaching models, strategies and approaches for leaders to adopt. This interactive session will enable participants to identify potential coaching approaches for developing leaders which would best fit their own context.

Particular attention will be given to the ways in which a cost-effective, sustainable culture of coaching and learning can be successfully embedded across the school. The importance of leadership coaching in driving ongoing school improvement will be explored, along with issues such as when to coach and when not to coach, and success factors in leadership coaching.

Pamela Macklin is the Managing Director of Zbar Consulting, an education and leadership consultancy based in Melbourne, Australia. A former Deputy Chief Executive of both Curriculum Corporation and ACER, she is a qualified and experienced executive coach, teacher and leader. Ms Macklin’s interests lie in leadership coaching, the management of organisational change and improvement, educational policy, curriculum, assessment and school improvement. Her national and international work has focused on education reform and has included the development of policy and implementation strategies in areas such as ICT in education, literacy, numeracy, studies of Asia and gender equity.

RESOURCES

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Mobile: (0431) 717 127
Introduction to Coaching

JOHN CAMPBELL DIRECTOR, GCI

ABSTRACT

This overview session will define and clarify just what constitutes coaching in the workplace. It will explore differences between coaching, mentoring and counselling.

The session will also provide an overview of a coaching framework; include a brief coaching conversation demonstration along with a short coaching practice exercise.

This session is designed for those who are new to the concept of coaching in leadership contexts.

JOHN CAMPBELL

John Campbell is a Director of Growth Coaching International where he specialises in leadership and work team coaching. He has 20+ years of experience in the people development and management consulting arenas having worked as an education consultant, corporate trainer and executive coach. During the last 20 years John has designed and facilitated hundreds of workshops throughout Australia and in New Zealand, Singapore, China, Korea, Philippines, Malaysia, and the United States.

In recent years John has lead a wide range of leadership, team and organisational development projects in both the private and public sectors.

Some of these include:

- Delivering corporate university programs offered by HSBC, leading programs in China, Malaysia, India, Philippines
- Facilitating the Fairfax Media management development program for over eight years within Australia, New Zealand and the United States.
- Leading large scale coach development programs for senior educational leaders in ACT DET, DEECD Victoria and through Queensland Educational Leadership Institute
- Member of executive coach panel for the National Australia Bank
- He is the author of the Team Focus™ workshop and The Team Leadership Coaching Guide. He has also written a regular column on management and leadership issues for Australian Business News

Special Interest Areas:
- Leadership and management development at all levels
- Training and facilitation
- Work team coaching at all levels
- Executive coaching

CONTACT DETAILS

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@JohnGCI

RESOURCES

Some Useful Education Based Coaching Resources...


CONCURRENT SESSION 1

Courageous Leadership: The Growth of a Coaching Culture

FIONA GONTIER TEACHER AND COACH, HAILEYBURY
CRAIG GLASS SENIOR VICE PRINCIPAL, HAILEYBURY
ANNETTE GRAY DIRECTOR OF COACHING, GROWTH COACHING INTERNATIONAL

ABSTRACT

The aim of this workshop is to provide a case study of how a large independent school in Melbourne (Haileybury) together with Growth Coaching International created a reflective coaching culture across the School to improve the quality of teaching and learning for all students.

Hear about how 6 teachers became coaches to other teachers and how over 60 teachers across the School have now been coached over an 18-month period. Now these coaches have waiting lists of teachers who want to “have what others are having”? The key to the success has been that these coaching sessions are private and confidential and enable the teacher to have a safe place in which to be open, honest and reflective about their teaching.

Haileybury’s aim is to create a culture of reflection and continuous improvement where each teacher is supported to be the best they can be for their students, the School and themselves.

FIONA GONTIER

Fiona Gontier commenced her teaching career at Haileybury in 2003. She was previously trained in psychology and employed as a Child Protection Practitioner. In her time at Haileybury Fiona has held a range of positions, including Director of Academic Extension and Head of Humanities. She is currently a teacher of Sociology, Psychology and English and is the writer of the current VCE Sociology Study Design and the Units 3 and 4 textbook. She trained as one of the six coaches at Haileybury. Fiona loves being a teacher and inspiring professional growth and social change.

CRAIG GLASS

Craig Glass joined Haileybury in 2006 as Assistant Principal. In 2007 he was appointed Vice Principal and in 2010 he began his current role as Senior Vice Principal (Education). He is responsible for the School’s curriculum development and its delivery across the three campuses as well as leadership development and coaching.

Previously, Craig has had senior leadership roles in independent schools including Head of the St Kilda Road Campus of Wesley College, Head of Senior School at both the Glen Waverley and St Kilda Road Campuses of Wesley College and Head of Senior School at Carey Grammar School.

His teaching expertise spans all levels of Mathematics with a special interest in the Middle Years.

ANNETTE GRAY

Annette is Director of Coaching at Growth Coaching International. She has over 25 years’ experience covering executive coaching, leadership development, building effective teams, organisational development, facilitation, change management, strategic human resources, teaching and university lecturing.

Annette is an insightful coach and facilitator with the ability to see the underlying issues and address these in a way that opens up new possibilities. Her work in the last 10 years has been focused on coaching leaders (particularly in education) be the best they can be using Appreciative Inquiry, Positive Psychology and Solutions Focused approaches.
**COMMITTEE SESSION 1**

**AITSL Standards linked with a coaching approach: The Comet Bay Experience**

**NANCY MCNALLY MANAGER LEADERSHIP DEVELOPMENT, INSTITUTE FOR PROFESSIONAL LEARNING, DEPARTMENT OF EDUCATION WA**

**ABSTRACT**

Comet Bay College is an Independent Public School in Perth’s south metropolitan region catering for 1200 students in Years 8-12.

This session will provide a case study of how a school has begun to utilise the AITSL National Professional Standards for Teachers and the Teacher Performance and Development Framework to build a culture of teacher quality, feedback and growth.

The session will give practical ideas of how you can use a GROWTH coaching model in the development and review of your school strategic plans (or Business Plans) and annual operational planning, as well as performance management processes. We will examine the GROWTH of Teaching and Learning at Comet Bay College – how a coaching culture is being embedded across the College as a whole school focus on building a professional learning community focused on learning, collaboration and results.

**FURTHER RESOURCES**

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<td>AITSL Standards linked with a coaching approach: The Comet Bay Experience PowerPoint</td>
<td>Australian Teacher Performance and Development Framework AITSL</td>
<td>Australian Professional Standards for Teachers AITSL</td>
<td>Australian Charter for the Professional Learning of Teachers and School Leaders AITSL</td>
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</tbody>
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I NTERACTIVE Concurrent Session 1.9
Comet Bay College Propell Professional Learning Strategy Handout

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Creating a Flourishing 2013 Handout

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I NTERACTIVE Concurrent Session 1.11
Performance and Development Agreement 2013 - 2014

Click Here

I NTERACTIVE Concurrent Session 1.12
Comet Bay College Performance and Development Process

Click Here

I NTERACTIVE Concurrent Session 1.13
Reflective Questions: Support tools for Deans

Click Here

I NTERACTIVE Concurrent Session 1.14
Reflective Questions for Teachers

Click Here

I NTERACTIVE Concurrent Session 1.15
GROWTH Coaching Questions

Click Here
Nancy has been with the Western Australian Department of Education for 23 years; having worked as a secondary teacher, secondary administrator, district Curriculum Consultant, district Curriculum Manager, and Principal Consultant.

Nancy is currently undertaking two roles within the Department:

Manager Leadership Development (Institute for Professional Learning). This role involves the strategic coordination of professional development and support for leadership development at a system level.

- Associate Principal (Comet Bay College). This role involves strategic planning and performance and development with a focus on leading teaching and learning.

Nancy is dedicated to fostering a culture of professional learning, aimed at providing and sustaining high quality teaching, strong leadership and effective support, within the context of a professional learning community.

CONTACT DETAILS

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A Whole School Culture of Feedback

JEREMY BEARD  DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT, VICTORIA

ABSTRACT

Often we do not take full advantage of excellent practices that occur in sections of our school. Many principals and school leaders only consider coaching in relation to performance reviews, difficult conversations and aspiring leaders.

While coaching is a valuable tool in itself, its true value should be seen in the bigger vision of a school – developing a whole-school culture of high expectations. Using a highly interactive presentation style, this workshop will examine the:

• role of feedback and coaching techniques in building a whole school culture of feedback
• crucial role of protocols and decision-making processes and
• inter-relationship between feedback, accountability and high expectations.

When you leave this workshop you will have practical ideas to apply in your school, as well as workshops that you can use with your leadership team or a whole staff meeting.

JEREMY BEARD

Jeremy has been President of ACEL Victoria since mid-2010 and a National Director since 2011. He has been with the Department of Education and Early Childhood Development since 1975. His current role is leading the development of a workforce management strategy service to support the outstanding work of Victorian principals. His last school appointment was principal at Koonung Secondary College. Jeremy has involved in a broad range of curriculum and professional learning initiatives, including instigating Australia’s largest annual teaching and learning conference in conjunction with Elaine Brownlow. As a Regional Network Leader for 52 primary, secondary and special government schools in the Boroondara and Dandenong Ranges local government areas the focus was on school improvement and building the instructional leadership capacity of principals. He has led a consortium of schools focused upon data, assessment and collaborative teacher teams in partnership with the University of Melbourne. He has developed high level skills in analysing school and system data to assist schools in the development of evidence-based strategic plans centred on personalised student learn
ABSTRACT

The National Professional Standard for Principals (AISTL) refers to the crucial role of the principal of a school in the twenty first century. While it is ‘one of the most exciting and significant (roles) undertaken by any person in our society’, it is also one of the most challenging and demanding. For this reason, the National Standard includes the leadership requirement of ‘personal qualities and social and interpersonal skills’ and the Professional Practice of ‘Developing self and others’ as core components. This seminar explores the use of ‘professional companioning’ as a means of assisting principals and aspiring principals to develop these personal and professional capacities and capabilities.

While the popularity of executive coaching has grown rapidly in the corporate sector since the mid-1990s – and more recently in the schools sector - and there is mounting evidence (Sparks, 2002; Reiss, 2007) of its effectiveness - professional companioning is different. As part of the professional companioning journey, a 360° instrument, with a comprehensive theoretical basis and a strong norm-base, is used. The aim is to enable personal and professional growth through the opportunity for insight provided by the instrument, and its compelling correlations of effective ‘personal operating systems’ and organisational effectiveness, together with the empathy and respectful challenge of the professional companioning partner.

DR LEONI DEGENHARDT

Dr Leoni Degenhardt is the inaugural Dean of the AIS Leadership Centre. Her experience spans government, Catholic and independent education sectors in rural, urban and suburban areas, including over sixteen years of principalship, and also system leadership. A Fellow of ACEL, ACE, and the Australian Catholic University, Leoni has worked nationally and internationally in the education and corporate sectors through her own consultancy business, prior to taking up her current role.

Her book Dancing on a Shifting Carpet: reinventing traditional schooling for the 21st century, co-written with Professor Patrick Duignan, was ACEL Book of the Month in February 2010.

CONTACT DETAILS

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Integrating professional learning with coaching and using technology to bridge the distance: The NT experience

KAREN CIERI ASSISTANT DIRECTOR, CENTRE FOR SCHOOL LEADERSHIP, LEARNING AND DEVELOPMENT, CHARLES DARWIN UNIVERSITY

ABSTRACT

The teaching workforce in the Northern Territory is small and geographically distributed over vast distances, making professional learning expensive and time consuming. Social media and electronic communications tools are being adopted by the Centre for School Leadership, Learning and Development (the Centre) to create communities of collaborative learning that bridge distance and provide ongoing support for people to transfer new skills into the workplace.

This session will outline how the Centre applies simple, inexpensive technology to deliver a suite of integrated coaching programs that link participants, broaden learning and maintain motivation.

Via an interactive workshop we will cover the tools used by the Centre and map the challenges, strengths and weaknesses of online communities for professional learning. Live demonstrations, hands on activities, reflection and discussion will enable you to:

• Build confidence in using online tools
• Assemble a system to curate, produce and share online content
• Develop a strategy for effective social media engagement
• Design and participate in an online community that will enhance your learning at the rest of this conference.

Social media also presents the opportunity for conference delegates to engage with each other prior to the workshop. Visit the Technology for Communities of Practice blog to begin the conversation.

RESOURCES

View the presentation at:

Visit the blog at:
http://commtech2013.blogspot.com.au

Karen Cieri is Assistant Director of the Centre for School Leadership, Learning and Development, a joint venture by the Northern Territory Department of Education and Children’s Services and Charles Darwin University. Karen manages the delivery of coaching programs, a major part of the Centre’s professional learning agenda, and has worked in strategic planning and policy roles within the Department since 2000. Previous work includes the development of whole-system change agendas in Indigenous education and initiatives to enhance data-informed decision making. Karen has a bachelor degree in psychology from the University of Queensland and is currently undertaking postgraduate research into organisational leadership and cross-cultural collaboration at Charles Darwin University.

KAREN CIERI
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Concurrent Session 2

Coaching Supervision: How to support your in-school coaches for the long haul

DI HENNING SENIOR CONSULTANT, GCI TASMANIA

Abstract

Considerable resources have been invested in coach training. Typically school leaders undertake training in coaching; varying in length from brief one or two-day ‘introductory’ programs to those that are more substantial in length delivering a depth of coaching knowledge and significant competence in coaching practice.

Almost unquestioning faith is being placed in the initial coach training, but the reality is that leaders who are adopting a coaching approach with their people – whether teachers or other leaders - are operating at the early stages of the competency continuum.

A focus on continual learning and practice of coaching is essential if coaches are going to continue to develop their confidence and competence; thus ensuring that the experience teachers and other school leaders have of coaching is constructive and worthwhile.

This workshop will explore:

- What are some strategies that schools can adopt to support sound coaching practice?
- What approach to coaching ‘supervision’ would be appropriate in schools? How could such a notion as ‘supervision’ work?

DI HENNING

Di Henning is a Senior Consultant and Coach with Growth Coaching International working primarily with the education sector. She has been a School Principal, Project Leader and Leader of Principals’ Learning during a period of transformational change.

She currently works as an Executive Coach, Coach Trainer and Education Consultant specialising in developing organisational cultures which promote professional dialogue and individual learning and growth.

In working with members of school leadership teams Di develops their competence and confidence in using coaching to conduct conversations about teaching or leadership practice. She is particularly concerned with developing their understanding of adult learning and supporting principals in providing ongoing coaching learning and supervision for their ‘coach’ leaders. Furthering the understanding of data collection and feedback amongst leaders and the teachers with whom they work is pivotal to her work with leadership teams.

A recent new direction for Di has been the provision of supervision for a team of coaches providing coaching for Principals and Assistant Principals in DEECD (Vic).

It is a joy and a privilege to be able to be able to work with school leaders who seek to know themselves and to watch them become the great leaders they seek to be, so they in turn can enable their people to be the wonderful teachers and leaders our young people deserve.

Contact Details

DI HENNING
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Can the GROWTH coaching methodology be used by teachers to coach students?

This was the question put to GCI in 2010 and their answer was – of course!

This presentation describes the project undertaken by one school with a cohort of students to assess whether or not coaching can add value to a student’s education. Anecdotally, there was a concern that despite these students being academically bright, from affluent homes which had high expectations of schooling, perhaps students didn’t do as well as one would expect after school.

Growth Coaching International set out to show that the goal setting process could prove as equally powerful for students as it was for adult executives they worked with. It wanted to demonstrate how the 3 Pillars of Coaching could be harnessed by teachers to have conversations with students that elicited a goal which resulted in action. We also wanted to demonstrate that goals could be non academic and be used to develop habits that would promote success throughout their life. This was aligned with the 9 Strengths that Predict School Success (Seligman).

This presentation is a story of the journey undertaken by GCI and the school, including the process by which tutors at the school were trained and supported to coach their students. During the presentation I will describe some of the research from the field of psychology that was used to support this professional learning.
SONI BAILEY

Soni Bailey is the Year 9 Co-coordinator and teacher of MYP Language A: English at Presbyterian Ladies’ College. She has worked in girls’ education for 11 years in both Middle School and Junior School environments. In 2006, Soni graduated as a Master of Educational Management (UWA). Her research titled, ‘Going IB’: Professional Development for teachers undertaking the International Baccalaureate Organisation’s Primary Years Programme had a particular focus in the development of communities of practices within the educational context.

As a Year Co-coordinator at PLC, Soni is responsible for the pastoral care of 150 Year 9 students. In particular, her role involves developing and teaching a pastoral care programme that focuses on the principles of Positive Psychology. The shared aim of the School is to create an environment in which girls are confident and resilient in the face of challenging situations. This has been established at PLC by ensuring that students have an explicit support network within the School community, and as a result, they are better equipped to establish sound strategies to achieve their desired goals.

Currently in her role as Year Co-coordinator, she has been involved, as part of a team, in the implementation of a mentoring programme for Middle School students through the School’s pastoral care programme. The PGs @ PLC (Personal Goals Project) requires the students to set personal goals that are intrinsically motivating and achievable. This programme has been a highly effective strategy to help improve students’ sense of achievement and wellbeing within the school environment, as well as providing skills that may be transferred into other areas of the students’ lives.

JENNY COLE

Jenny is an accredited coach and experienced facilitator. As a coach she is focused on achieving positive results for individuals and to assist clients to achieve personal and organisational goals. Jenny’s warm, engaging manner gives her the ability to connect with people across all levels of an organisation. Her facilitation skills are exceptional ensuring she is in high demand to present to a variety of audiences.

Jenny is the director of her own company, BEAM Consulting as well as a member the
Growth Coaching International team. Previous to establishing her company she was a school principal for 12 years and worked with the most challenging students in special education and mainstream settings.

Jenny is committed to bringing the joy back into schools by focusing on what is already working and by tapping into the positive energy of students, teachers and leaders, which already exists. She is fascinated by the notion of developing coaching cultures in schools; giving teachers the skills to coach other teachers, in order to enhance teaching and learning. She has recently led a pilot program to introduce student goal setting for first year high students to promote self-efficacy.

**Areas of interest and study**

- Solution Focus
- Positive Psychology / Positivity
- Goal Setting for Students
- Mastering challenging conversations
- High functioning teams
- Coaching cultures in schools.

Jenny reads widely from print and the web to satisfy her boundless curiosity and to help connect the dots between what is written and what is reality for her clients.

**Recent Projects and Facilitation**

- Goal Setting for Student — Investing in Yourself
- Solution Focus Performance Conversations
- Introduction to Coaching
- Education Network Strategic Planning Team Days
- Team Coaching Facilitation
- Challenging Conversations
- Co-Coaching for Teacher Performance

Jenny has between 10 and 15 active coaching clients in leadership positions in schools and the private sector at any time.
A coaching approach as part of the work of Network Leaders within the Tasmanian education system

Laurie Andrew
General Manager, Department of Education Tasmania

Liz Banks
Deputy Secretary, Department of Education Tasmania

Abstract

Over the last three years, the Department of Education in Tasmania has embarked on a journey to bring about major improvement and reform in Tasmanian Schools. The challenge has been to achieve a significant paradigm shift to achieve a common shared vision, underpinned by a set of core values with a set of strategic priorities that are fully aligned.

In this session Liz and Laurie will take you on the Tasmanian journey. Liz will focus on the broader system imperatives, the thinking behind the change and structures to support the achievement of the reform agenda, particularly with respect to the role of the Principal Network Leader and the General Manager.

Laurie will focus strongly on the essential role of coaching in the work of Principal Network Leaders and the General Managers of the Learning Services, how this has moved the system and particularly what has changed at the school leadership level. To highlight this session two or three actual case studies will be explored and examples of what has been learned explained.

Laurie Andrew

Laurie Andrew is the General Manager of Learning Services North, Department of Education Tasmania and immediately prior to his appointment to Tasmania he was the Regional Executive Director, Midwest Education Region, Department of Education Western Australia.

Laurie began his career with the Education Department of Western Australia in 1974 as a primary school teacher. Over the course of his career he has been a teacher, deputy principal, principal, Superintendent, Director of Schools, Regional Executive Director, private consultant and coach. His first appointment as principal was in 1977 to the small wheatbelt town of Pithara. Subsequently he has filled senior leadership roles in the Kimberley, Pilbara, Central Office and Albany Region and Mid West Region of Western Australia. He spent two years as the Director of International Education for the Western Australian Department of Education and Training.

He has extensive experience in Vietnam having visited and worked in Vietnam in a variety of fields every year since 1998. From 2004 until 2006 he worked in Vietnam as the team leader - international consultant for a development funded teacher training project located in Dien Bien and Lai Chau Provinces.

He was instrumental in embedding a strong coaching culture with school leadership teams in the Mid West Region of Western and in private organisations. Laurie is a fully accredited Executive Coach and has completed extended training in Moving Towards Mastery in Coaching.

Liz Banks

Liz, currently the Deputy Secretary of Early Years and Schools within the Department of Education Tasmania, has 30 years’ experience in the public education sector.

Liz’s teaching and principalship experience includes working in regional and remote communities such as King Island and Penguin, as well as in urban schools and senior management positions within the Department.

As Deputy Secretary, Early Years and Schools, Liz is currently responsible for leading and coordinating the strategic planning, policy development and implementation of Birth to Year 12 education in Tasmania, developing and implementing data and information systems about school and student performance and overseeing school improvement, performance and accountability processes for schools.
Concurrent Session 3

Instructional Coaching: Making it Work

Dr Jim Knight
Research Associate, University of Kansas Center for Research on Learning and President, The Instructional Coaching Group

Abstract

For more than a decade, researchers at the Kansas Coaching Project at the University of Kansas have studied the components of effective instructional coaching. During this presentation, participants will hear what has been learned from that research. In addition participants will learn of the specific actions of effective coaches and watch video from research studies depicting those actions. This session should be helpful for anyone who is interested in what successful coaches do.

Dr Jim Knight

Jim Knight, a research associate at the University of Kansas Center for Research on Learning, has spent close to two decades studying professional learning and instructional coaching. He has written or co-authored several books on the topic including Instructional Coaching: A Partnership Approach to Improving Instruction published by Corwin Press & NSDC (2007). Knight co-authored Coaching Classroom Management. He also edited Coaching: Approaches and Perspectives, and his newest book is Unmistakable Impact: A Partnership Approach to Dramatically Improving Instruction also co-published by Corwin Press & NSDC and was chosen as Corwin Press’s book of the year.

Jim has authored articles on instructional coaching and school improvement in publications such as “The Journal of Staff Development,” “Principal Leadership,” “The School Administrator,” “Kappan,” “Educational Leadership,” and “Teachers Teaching Teachers.”

Frequently asked to lead professional learning, Knight has presented and consulted in most states, and eight countries. He has a Ph.D. in Education from the University of Kansas and has won several university teaching, innovation, and service awards. Jim also hosts Talking About Teaching on the Teaching Channel.

Contact Details

Dr Jim Knight
@jimknight99

Interactive Concurrent Session 3

Change your Words, Change your World
A Broad System Approach to Coaching: The Brisbane Catholic Education Experience

STEVE DUNNE BRISBANE CATHOLIC EDUCATION

MICHELLE YOUNG BRISBANE CATHOLIC EDUCATION

ABSTRACT

In this workshop participants will hear how coaching has been endorsed for Brisbane Catholic Education staff across schools and office settings. Coaching is seen as a way of working that builds capacity across a range of role holders to enhance performance and development. Michelle and Steve will share how they have worked in partnership with GCI to provide training and resources to support a system wide coaching strategy.

STEVE DUNNE

Steve is a skilled educator with over thirty years’ experience in education and educational leadership and management. He has taught in both public and private education systems and has worked in rural and metropolitan areas of Queensland. Within schools Steve has worked as a class teacher, assistant principal and principal. While his formal qualifications are in the area of Educational Leadership, Steve would say his most important qualification is being the father of three young men.

Steve has worked as an educational consultant within an Educational Support Team providing ongoing development for Teachers, School Leadership Teams and Middle Managers in both Primary and Secondary Schools.

In addition to being an accredited GCI coach, Steve has a particular interest in enhancing the educational leadership capability of leaders through focused performance coaching and mentoring. Steve has a strong belief in the contribution life-balance makes to professional effectiveness.

Steve’s current role as Senior Performance and Development Officer with Brisbane Catholic Education involves providing advice, support and guidance in the area of Performance and Development to the 137 Catholic schools within the Brisbane Area and to Brisbane Catholic Education office managers.

MICHELLE YOUNG

Michelle is an experienced educator with over 25 years’ experience in education and educational leadership and management. Within schools Michelle has worked as a classroom teacher and in Curriculum Support roles and has had experience acting in assistant principal and principal roles. Michelle’s formal qualifications are in the area of Educational Leadership, and she is currently studying Educational System Leadership through ACU.

CONTACT DETAILS

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MICHELLE YOUNG

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Performance Conversations: A Solutions Focused Coaching Approach

GRANT O’SULLIVAN DIRECTOR, LEADERSHIP DEVELOPMENT, GCI

ABSTRACT

OUTCOMES

- Be familiar with the Solution Focused Rating system
- Have a positive and empowering attitude towards performance conversations
- Gain an insight into the skills and process required to lead specific performance conversations with a solution focused coaching approach
- Have an insight into how the Solution Focused Performance Management process integrates with your own organisation’s Performance Management System

OUTLINE

This workshop will explore the old assumptions that sit behind performance management and appraisal and then move into examining a strength based and solution focus coaching approach to conducting performance reviews and appraisals.

A solution focus rating approach will be demonstrated and participants will have the opportunity to try an aspect of this approach, during the workshop. Participants will leave with a resource that will enable them to review their organisation’s current performance management system, in light of the information shared in the workshop.

FURTHER RESOURCES

MOVIE
Concurrent Session 3 May 28, 2013 10:00am > 1
1 Turning Problems into Solutions Video

INTERACTIVE
Concurrent Session 3 M
2 Performance Conversations: A Solutions Focused Coaching Approach PowerPoint
Grant O’Sullivan is Director, Leadership Development with Growth Coaching International and heads up the work undertaken in WA, SA and the NT and also works with a range of clients in Victoria. He is an experienced and proven leader with a passion and track record of bringing out the best in people. Grant has a career background that has included General Manager, Board Chair, Director of Schools and school principal and is a highly sought after keynote speaker, facilitator and trainer working in both the corporate sector and educational field.

In recent years Grant’s work has included:

- Design and delivery of tailored leadership development strategies for a range of corporate organisations and Government departments. The sustained results achieved have led companies to engage Grant over repeated years working with their leadership teams, to build a sustained cultural change.

- Designing and delivering leadership development programs for the West Australian, Victorian, Tasmanian, South Australian and Northern Territory Departments of Education along with Catholic Education WA, AISWA, AISSA and a wide range of public, Catholic and independent schools throughout Australia. There are well over 2000 school leaders across Australia who have attended various programs Grant has delivered.

- Presentations and keynote speaking engagements at large conferences seminars and leading workshop and focus groups.

- Coaching teams and individuals to establish and implement ambitious visions and goals.

CONTACT DETAILS

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Coaching a National Approach: The Tonga Story

MELEANE TONGA PROGRAM MENTOR, TONGA SECONDARY SCHOOLS LEADERSHIP PROGRAM

DR KRIS NEEDHAM SENIOR CONSULTANT, GCI

ABSTRACT

The Tonga Secondary Schools Leadership Development Program, funded by AusAID, aims to build leadership capacity of principals and their leadership teams and has coaching as its primary methodology. A team of coaches works with principals, using the GROWTH model. The coaching supports other modes of delivery and allows the learning to be flexible and personalised. The program also offers the opportunity to generate contextualised learning about leadership development in Tonga than can inform other programs.

This workshop explores ways in which the coaching process is being adapted to work within the codes of Tongan culture, including core values such as respect and reciprocity. Reflection on this process of modification raises questions for all coaches as to the cultural or other values our coachees bring to the coaching partnership and how they might impact on the process.

MELEANE TONGA

Meleane’s role as a Program Mentor with TSSLP involves mentoring, coaching and advising secondary school principals in Tonga to address their leadership challenges. This includes assessing the support and training needs of the principals and their teams and organising, facilitating or delivering training for principals and their leadership teams. Having begun her career in 1983 as a teacher at Queen Salote College in Tongatapu, she has gathered a wealth of experience in teaching and administration over 20 years of teaching. Meleane has also taught at the University of the South Pacific (Tonga Centre) and the Government Community and Development Centre, following which she served as Vice Principal at Tupou High School from 2002-2003. She then joined the United Nations as the UN Volunteer Scheme Advisor in 2004/2005 and went on to be the Program Manager and Lecturer at Tupou Tertiary Institute from 2006-2012.

Born and raised in Tonga, Meleane was herself a student of Tupou High School. She obtained a BA in English at the University of the South Pacific in Fiji in 1987 and an MA from Monash University in 1992 and an MBA from the University of the South.

DR KRIS NEEDHAM

Dr Kris Needham is a Senior Leadership Consultant with Growth Coaching International, Lecturer in Coaching and Mentoring in the University of NSW’s Masters Program in Educational Leadership and School Leadership Specialist with the Tonga Secondary Schools Leadership Development Program. She has been a school principal, education consultant, researcher and adviser. Kris has extensive experience in designing and facilitating professional development for school leaders at all levels. As a person who is vitally interested in the intersection of theory and practice, Kris enjoys exploring the potential of coaching as a professional development methodology that addresses transfer of learning.

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**ABSTRACT**

This is a practical workshop based on stories from schools in New Zealand that are using a school-wide coaching programme to support teachers to improve their practice and raise student achievement. There is an expectation that schools will enable all students to succeed with intellectually challenging curricula and to do this at a time when school populations have never been more diverse. It is no longer sufficient for teachers to work on improving their practice and expect that what is good for them will have a positive impact on outcomes for students. There is strong research evidence that we need to deliberately link developments in schools, including teacher professional development, to learning outcomes for students. How can we make sure that coaching helps achieve these goals?

This workshop will look at:
- Practices that support a school-wide coaching programme and how to make it manageable
- The critical importance of goal setting in making links with student achievement and how to support teachers to do this well
- The skills, in addition to coaching skills, that are critical to the effective coaching of teachers, such as data collection and analysis
- Addressing the needs of teachers for whom coaching may not be enough
- Resolving dilemmas associated with maintaining confidentiality

**Jan Hill**

Jan has an extensive background in teaching and school leadership and is a founding director of The Education Group. Prior to this she worked as an education consultant and researcher at Massey University’s Institute for Professional Development and Educational Research at the Albany Campus. She has directed and facilitated many Ministry of Education contracts and is contracted by schools and other education organisations to work on both development and research contracts. Jan has worked in a wide range of state and integrated primary, intermediate and secondary schools in the Auckland region and nationally, across all the deciles. She works extensively with principals, senior leadership teams, HODs, deans and teachers in the areas of leadership training, coaching and appraisal, including setting up coaching programmes in schools. Over the last 20 years she has been a leadership coach and a professional learning group facilitator for many principals and senior leaders and is involved in communications training and conflict resolution. Jan has extensive governance experience having been the Chairperson of primary, intermediate and secondary school boards and as a governance trainer, facilitator and coach.

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In addition, Shaun will release the new findings on how to create and sustain cultural change from the updated research book, In Great Company, co-authored with Professor Dexter Dunphy.

SHAUN McCARTHY

Shaun McCarthy is an internationally respected authority on organisational culture and leadership with more than 30 years consulting experience to an impressive list of companies in Australia, Asia, Europe and North America.

Shaun launched Human Synergistics into New Zealand in 1979 and has expanded the organisation into a dynamic and successful Trans-Tasman business with offices in New Zealand (Wellington and Auckland) and Australia (Sydney and Melbourne) and partnership agreements with Singapore and Malaysia.

His innovative approach to organisational culture and change continues to be employed by leaders across sectors including technology, marketing, engineering, agriculture, natural resources, healthcare, transport, banking and finance, retail, government and politics.

Shaun’s extensive consulting work helps organisations build a performance culture by providing leaders with the skills and resources to achieve. These range from strategic planning, problem solving, management development, teambuilding, structural change, organisational diagnosis, performance management and evaluation systems.

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(0419) 407 454
**CoCoaching: Conversations about teaching practice**

**DR KRIS NEEDHAM, GROWTH COACHING INTERNATIONAL**

**DI HENNING, GROWTH COACHING INTERNATIONAL**

**ABSTRACT**

An authentic ‘learning conversation’ between peers is one of the most effective ways of developing effective teaching practice. The collaborative coaching model developed by Growth Coaching International provides a context for debriefing on observed practice, such as lesson observation. It is suitable for teacher peers, for in-school instructional coaches, mentors supporting teacher accreditation and others with an interest in or responsibility for working alongside teachers to improve their practice.

The co-coaching model provides a scaffold for reflection and inquiry, based on evidence. At the same time, it ensures the learner is active in the process and the conversation results in further action. This workshop highlights the relationship building and the use of dialogue that underpin the model, with particular reference to Dr Jim Knight’s ‘partnership’ principles. The focus will be on understanding how these key elements can work together to provide enabling conditions for deepening teacher learning.

**RESOURCES**

**INTERACTIVE Concurrent Session 4  M.2 CoCoaching GROWTH Model**

**INTERACTIVE Concurrent Session 4  M.3 Partnership Principles**

**Dr KRIS NEEDHAM**

Dr Kris Needham is a Senior Leadership Consultant with Growth Coaching International, Lecturer in Coaching and Mentoring in the University of NSW’s Masters Program in Educational Leadership and School Leadership Specialist with the Tonga Secondary Schools Leadership Development Program. She has been a school principal, education consultant, researcher and adviser. Kris has extensive experience in designing and facilitating professional development for school leaders at all levels. As a person who is vitally interested in the intersection of theory and practice, Kris enjoys exploring the potential of coaching as a professional development methodology that addresses transfer of learning.
Di Henning is a Senior Consultant and Coach with Growth Coaching International working primarily with the education sector. She has been a School Principal, Project Leader and Leader of Principals’ Learning during a period of transformational change.

She currently works as an Executive Coach, Coach Trainer and Education Consultant specialising in developing organisational cultures which promote professional dialogue and individual learning and growth.

In working with members of school leadership teams Di develops their competence and confidence in using coaching to conduct conversations about teaching or leadership practice. She is particularly concerned with developing their understanding of adult learning and supporting principals in providing ongoing coaching learning and supervision for their ‘coach’ leaders. Furthering the understanding of data collection and feedback amongst leaders and the teachers with whom they work is pivotal to her work with leadership teams.

A recent new direction for Di has been the provision of supervision for a team of coaches providing coaching for Principals and Assistant Principals in DEECD (Vic).

It is a joy and a privilege to be able to be able to work with school leaders who seek to know themselves and to watch them become the great leaders they seek to be, so they in turn can enable their people to be the wonderful teachers and leaders our young people deserve.

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ABSTRACT

“When co-workers fight, team members are not co-operating and change processes get stuck, what usually happens is that the situation is analysed thoroughly and the causes culprits are identified. A lot of meetings are characterized by extensive analysis of the problem.”
Daniel Meier, The Solutions Circle

As problems become more complex and as their solutions require the active participation of diverse perspectives, then team work and collaboration become increasingly necessary and valued. Instead of trying to eliminate deficits in the team, we aim at taking new steps based on existing strengths, competencies and skills.

At GCI we take an approach that is soundly based in solution focused practice.

Using Solutions Focused tool and the GCI 7 Principals of working with teams this workshop will explore the contextual nature and iterated responses that make teams flexible and capable of negotiating their complex environment.

Jason Pascoe is an accredited Growth Coach and experienced facilitator who has run over 450 events and trained more than 10,000 people over the past 6 years. He is committed to supporting and engaging individuals, teams and organisations to reaching their potential. Jason’s past 15 years experience includes leadership, project coordination, design and facilitation of workshops, team development, health development, teaching, personal training and University lecturing.

Jason’s enthusiasm and ability has been described by leaders as inspirational and motivational. He is passionate about coaching as a strategic component in building the structure of success into organisations.

In recent years Jason’s work has included:
- Coordinating the NSW component of a national project and being part of the national team in development of strategic professional learning experiences. This experience has seen him work in every state and territory in Australia
- Developing and facilitating workshops on strategic data informed approaches to organizational health and wellbeing
- Coaching many teams in NSW in strategic health and wellbeing approaches
- Working with Health Service teams across NSW
- Keynote presentations and workshops at conferences
- Working with Indigenous communities to build local community capacity to deliver wellbeing workshops in schools
- Training facilitators in workshop strategies

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A Coaching Approach to Whole School Community Change

CHRIS PILGRIM PRINCIPAL, CANBERRA, ACT

ANNETTE GRAY DIRECTOR OF COACHING, GROWTH COACHING INTERNATIONAL

ABSTRACT

Have you ever walked into a new job where you, as a leader had to make immediate, long lasting change and the odds were stacked against you? This interactive workshop shows how Christine Pilgrim, the new school principal and Annette Gray, from Growth Coaching International, worked in partnership to effect rapid, enduring change for the school in Canberra ACT, within six months! Hear how a Solution Focused approach impacted the community quickly. Learn what worked and what might you do in your organisation to achieve breakthrough results?

What you will get out of this session: To better understand the elements to the success of this project:
• the power of positive leadership and gaining whole system buy-in
• developing trust quickly with many stakeholders and making every conversation count
• being inclusive and allowing every voice to count – parents, students, teachers and the community

CHRIS PILGRIM

Christine Pilgrim is the Principal of Forrest Primary School. She has been a teacher and principal in public education in Australia for the last 30 years. Her strength is her positive approach to change using a Solution Focused approach. She has achieved amazing results in creating positive cultures in many schools in Canberra and still has her mojo!

ANNETTE GRAY

Annette is Director of Coaching at Growth Coaching International. She has over 25 years’ experience covering executive coaching, leadership development, building effective teams, organisational development, facilitation, change management, strategic human resources, teaching and university lecturing.

Annette is an insightful coach and facilitator with the ability to see the underlying issues and address these in a way that opens up new possibilities. Her work in the last 10 years has been focused on coaching leaders (particularly in education) be the best they can be using Appreciative Inquiry, Positive Psychology and Solutions Focused approaches.

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Coaching for Impact: the Bastow Experience

BRUCE ARMSTRONG DIRECTOR, BASTOW INSTITUTE OF EDUCATIONAL LEADERSHIP

ABSTRACT

Bastow has provided a range of coaching programs over the past five years including:

- Literacy and Numeracy Coach training
- Instructional Coach training
- Coaching for leadership teams
- Coaching for assistant principals
- Coaching for new and experienced principals

The suite of coaching programs has employed a variety of methodologies including phone coaching, face to face coaching, situational and site based school coaching and has also been used to support participants in Bastow courses.

These coaching programs have been evaluated and the workshop will provide the opportunity to learn about the impact of these coaching programs in building leadership capability and improved performance.

Bruce Armstrong's career spans twenty-seven years of active contribution to Victorian public education as a teacher, principal and system leader in the Victorian Department of Education and Early Childhood Development (DEECD). He was the recipient of the HSBC Excellence in Educational Leadership award in 2004. Selected for participation in the High Performing Principals' program in 2008, Bruce extended his studies at the Harvard University Summer Institute, Boston USA. He was awarded a Fellowship with the Australian Council for Educational Leaders (ACEL) in 2009 in recognition of his contribution to transformational school leadership. He has recently completed his Master of Education at the University of Melbourne.

Appointed in 2009, Bruce is currently the inaugural Director of the Bastow Institute of Educational Leadership (DEECD). He has led a dedicated team in the establishment of the Institute and has been instrumental in the development of the leadership curriculum which has provided thousands of government educators in Victoria with an unprecedented range of professional learning programs tailored for different stages of development and career. Bruce has presented keynotes and workshops across Victoria, Australia and internationally on leadership, technology, innovation, teacher practice and school transformation. He represented Victoria in the first cohort for the Global Educational Leaders Program.

Bruce’s work is driven by a deep commitment to create learning environments that engage and motivate students in their learning and foster the knowledge, skills and dispositions that will enable all children and young people to thrive in a rapidly changing world.

Bruce is sensitive to the issues facing schools as they seek to improve and cognisant of the challenges facing Principals and schools leaders as they focus on the core work of improving the quality of teaching and learning. He has a high level of motivation to contribute to the learning and growth of all educators charged with this important responsibility.
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