A CEL CONFERENCE 2015
CALL FOR PAPERS

PAUL POTAKA
CELEBRATING A STIMULATING CAREER

SHARED LEADERSHIP
Dr. Ann Briggs

DIGITAL AGE LEADERSHIP
Carolyn Stuart

DIRECTORY Learner Agency
INTERVIEW FLASHBACK: Professor Barry Carpenter
BOOK REVIEW: ENGAGING LEARNERS WITH COMPLEX DIFFICULTIES AND DISABILITIES
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The New Zealand Educational Administration and Leadership Society (NZEALS) promotes and supports quality leadership for learning across all educational sectors. To find out more go to nzeals.org.nz or to join simply click here. Complete your details and pay the subscription online, or download a form if you prefer to make direct debit or cheque payments.
I invite you to read the newly released report from OECD, launched at the International Summit on the Teaching Profession held in Banff, Canada in March 2015. This report synthesises the data from the 2013 Teaching and Learning International Survey (TALIS) and 2012 Programme for International Student Assessment (PISA). Three themes emerged from this work in answer to the question: What do you need to create a responsive 21st century school?

1. Promoting effective school leadership, including:
   - empowering teachers to play a role in decision making at the school level
   - providing opportunities for, and removing barriers to, continuing professional development for principals
   - ensuring that principals receive training in, and have opportunities to assume, instructional leadership;

2. Strengthening teachers’ confidence in their own abilities, by:
   - building teachers’ capacity to provide instruction for all types of learners
   - supporting the development of interpersonal relationships within the school
   - encouraging collaboration among teachers;

3. Innovating to create 21st century learning environments, through:
   - collaboration and communication
   - creating conditions conducive to innovation
   - ensuring coherence.

New Zealand is not included in the report, but there are many interesting country comparisons on principal working times, tasks, strategic work, professional development, demographics and barriers to success.

How can these three emergent themes relate to an organisation other than a school? In what ways is NZEALS a ‘responsive 21st century’ society?

1. Promoting effective school leadership - this is the core business of NZEALS. The organisation exists to empower teachers and leaders; to provide professional learning; and to promote instructional leadership. The conference being held in Sydney in association with ACEL in October is an example of the
quality opportunities provided by NZEALS to our members, and free membership to first-time principals provides an important link to a vital network for those beginning their leadership journey.

2. Strengthening teacher capacity - the new Institutional Membership is one way in which NZEALS encourages school and centre leaders to invite a wider representation from their organisations to learn and collaborate with the wider network. Institutional Members receive the *Journal for Educational Leadership, Policy and Practice (JELPP)*, the *Leading Lights*, and member rates at all branch and national activities. The recent workshop in Auckland with Lynn Sharratt was another opportunity for leadership teams to focus on their capacity to use data in a meaningful way for improving student learning outcomes. Further, the NZEALS LinkedIn monthly dialogues are a powerful way of co-constructing thinking about current educational topics.

3. Innovating to create 21st century learning environments - a current focus on social justice issues in education is driving the work of NZEALS, and will build a nation-wide dialogue on issues of poverty and other social imbalances. A special edition of JELPP, the 2015 Visiting Scholar and the 2016 National Conference will see educators across the sectors collaborating on innovative solutions to national and regional issues around social justice.

If you are a member, do make use of the services provided by NZEALS, and even better, contribute to the work being done at branch and national level. If you are not a member, go to [www.nzeals.org](http://www.nzeals.org) to find out more about a responsive, 21st century organisation and how you can be part of it.

In this edition we congratulate Barry Brooker (pictured), and Dr Paul Potaka, long serving Nelson principal and NZEALS member, on his retirement.

Juliette Hayes
NZEALS President
Juliette Hayes and I have been conducting NZEALS-funded research into educational systems where leadership is shared, both within and beyond the school or Early Childhood Education (ECE) Centre. This has led me to catch up on recent literature from England regarding the leadership of school federations, chains and academies, and the attitudes and strategies needed in situations of shared leadership. What follows is not a formal literature review or a research paper. It is my own observations based upon reports on the leadership of the radically different systems under development in the UK, and thoughts on the potential for shared leadership in New Zealand, based on our research.

In New Zealand, local clusters of schools operate, both within-phase and between-phase, based upon a range of historic Government initiatives. Clusters of schools are currently forming, based upon the current policy of Improving Educational Success (IES). New Zealand also has strong federations and chains of ECE Centres, both publicly funded and private. Yet our research tells us that school leadership is largely focused on the individual school, and that ECE Centres tend to be self-contained, linked by their networked management system. So can we learn from the experience of the more fully shared leadership systems currently developing in England?

**WHY SHARE LEADERSHIP?**

The UK literature tells us that, in addition to Government policy, local catalysts are needed in order for educational leaders to move towards the different ways of working needed under shared leadership. These catalysts may be:

1. **Community development.** Here educational leaders may feel a sense of moral purpose which extends beyond their own organisation, to encompass the needs of a broader community. Groupings may include cross-phase partnerships, which can ease transition for learners and broaden staff understanding of the learning approaches offered in other phases. Partnership may open up career opportunities for the leaders concerned, and offer the chance of system leadership within the group which is working together.

Local catalysts are needed in order for educational leaders to move towards the different ways of working needed under shared leadership.
2. **Opportunity for improvement.** This could be a partnership formed to enable a specific development, for example expanding technology, behaviour management or raising achievement. In other circumstances, a ‘struggling’ school might be linked with a more successful one in order for resources, ethos and teaching/learning strategies to be shared.

3. **School survival.** This can be especially the case where small primary schools are threatened with closure. Operating a shared system enables leadership, resources and staff development to be shared, maintaining the viability and the quality of education in the linked schools.

All of these catalysts exist in New Zealand education system. Yet the concept of maintaining the individuality of schools in particular is powerful: individual ‘strong’ leadership may be what is known and expected - by parents, teachers and community. In ECE, the ethos established within a public or private kindergarten group, together with its shared resources and career opportunities, may be more beneficially collaborative.

**THE SHARED LEADERSHIP CONTEXT**

Leaders in collaborative systems are generally thinkers beyond the current system, risk-takers who will energise those around them to maximize the potential of collaboration. They are both influencers, engaging staff in shared activities which address mutual professional needs, and supporters, maintaining warm, worthwhile developmental relationships. Where principals engage with leading a collaborative system, opportunities arise for deputy and assistant principals and middle leaders to move into new roles within their organization, developing their own leadership potential.

Within a system of shared leadership, schools and centres can take ownership of local problems, analyse them, and devise solutions which are in their mutual interests. They move from being isolated organisations to being a proactive group which seeks to collaborate over shared interests and needs. Together, they may find it easier to meet the needs of individual learners flexibly and quickly, including those with special educational needs and older school students needing access to technical education. The needs of staff may be better met, as there is a more natural availability of staff mentoring, leadership development, succession planning and job opportunity within a partnership. The capacity for innovation and the creation and transfer of professional knowledge is increased across a system, especially in a cross-phase system.

**WHY SYSTEMS MAY FAIL**

The UK literature warns that there are few studies of failed partnerships, though such studies would be useful. A considerable perceived barrier to partnership is competition, which is fostered by Government policy both in England and New Zealand. More subtle difficulties lie in the areas of establishing mutual trust, the time needed to create a meaningful partnership, and the different approaches...
for leading within a partnership, including accepting the leadership of others. Our NZEALS research indicates both that competition can be a significant barrier, stifling collaboration, and that partnership can exist within a culture of competition. The attitude of the participating principals and a shared purpose, based on the needs of the community as a whole, are crucial here, outweighing the interests of individual schools. Trust between leaders is essential, and is often based upon previous experience of working together, and on leaders’ willingness to share areas of vulnerability as well as strength.

**LEADING TOGETHER FOR SUCCESS**

To be successful, leaders in partnership focus upon the system as a whole. They:

1. **Strive for equity and inclusion, through giving communities**
   - a sense of worth and empowerment
2. **Develop professional learning communities across the system**
   - to enhance professional knowledge and mutual understanding.
3. **Understand that each part of the system** impacts upon the others.
   - To make changes in the whole system, each part needs to be involved.
4. **Engage with the organization and evaluation of learning and teaching across the system,** in order to seek overall improvement and meet the individual needs of learners
5. **Measure success within the system both in terms of narrowing gaps and of raising overall achievement**

These attitudes are apparent in the successful leadership of individual schools and centres. Applying these strategies across a system involves respecting the strengths of partner organisations, understanding the potential capacity of the system as a whole, and accepting the leadership of others. Establishing mutual trust and agreeing partnership aims and ways of working takes time, but the potential benefits for schools, centres, their learners and communities are substantial.

**BIBLIOGRAPHY**
ACEL is pleased to invite presenters to submit abstracts for presentations and workshops for the ACEL 2015 National Conference *Setting the Learning Agenda: Courage and Commitment to Lead.*

The ACEL National conference provides a multinational platform to critically articulate the profound challenges and opportunities faced by schools today. In 2015, the conference will commemorate the centenary of the ANZAC spirit, recognising that in the pursuit of excellence, educational leaders are courageous and committed. The conference aims to help educators sustain and renew their commitment to school leadership and the communities they serve.

In 2015, presenters are able to nominate between submitting:
- Practice papers (non-refreed).
- Research papers (refreed/peer-reviewed) for publication in ACEL Journal - Leading and Managing.

The structure of the Conference Program will involve the four themes:
1. Leading Improvement, Innovation and Change
2. Leading Teaching and Learning
3. Leading Community Engagement
4. Leading and Managing Self and Others

Please [click here](#) for full paper submission details. Please note that the deadline for submissions is Friday 22 May 2015.

**SPACES ARE LIMITED SO BOOK EARLY** ACEL member rates are available for NZEALS members.

**CLICK HERE FOR MORE INFORMATION AND REGISTRATION FORM • CLICK HERE TO REGISTER ONLINE**
“The past 30 years have seen more changes to the way in which school education is structured, implemented and evaluated than in the previous hundred years since education in most western societies became compulsory.” - Townsend (2011)

There are many educational leaders in New Zealand who have been involved in teaching and learning for more than 30 years. For these leaders Townsend’s statement could read “since I began my career, there have been more changes to education... than in the previous hundred years...”. Digital technology, as well as our increasing knowledge about how learning occurs, has and will continue to drive unprecedented change in educational institutions across the globe.

When digital technology first began to arrive in educational settings it was common for it to be delegated to an interested staff member. As time has passed and the influence of digital technologies has become more pervasive across nearly every aspect of an educational institution, it is now necessary for senior educational leaders to have a knowledgeable and strategic oversight of this important aspect of the 21st century.

A knowledgeable and strategic oversight does not require educational leaders to become digital technologists. It does however require them to understand enough about information and communications technology (ICT) to lead from an informed position with a clear understanding about how technology can transform learning and what an educational institute needs to do to become digitally competent.

So what does a technologically rich educational institute look like? Shrum and Levin (2012) conducted case study research of technologically rich schools in the United States and they identified the following eight commonalities:

1. **Vision** - there was a clear vision for where technology is headed
2. **Leadership** - schools ensured they had strong and distributed leadership
3. **Technology** - there was good tech support for teachers
4. **Professional Development** - ongoing differentiated professional development was provided
5. **Curriculum and Instruction** - curriculum had been revised to promote 21st century knowledge and skills
6. **School Culture** - there was a focus on making school culture collaborative
7. **Funding** - realistic, sustainable funding sources for technology were identified
8. **Partnerships** - these were forged with families, universities and community businesses

**WHAT IS ICT?**

ICT (information and communications technology - or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning.

ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries.
Interestingly, when this list is shared with experienced educational leaders, the most common observation is that the eight strategies speak more to sound strategic leadership than to digital competency. This is good news. Digital leadership is not about changing the way we lead, it is about infusing technological insight and practice into the things we already do within our organisation. So how might we go about this?

**CHANGE OUR STRATEGIC LENS TO A COMPASS**

In a recent keynote address, Robinson (2015) suggested that in many ways the digital revolution has not even started and that he believes we are heading for an evolutionary change which will occur when human intelligence is merged with computer technology.

In the midst of all this change, educational institutions are asked to plan strategically, with limited resources, to maximise the benefits technology brings, within a continuously evolving learning landscape. It is no wonder we are going to need a compass to keep us heading in the right direction! The old style of a three-to-five year strategic plan no longer serves us, as the ink is hardly dry on these documents before they are out of date. And if a lot of effort has been put into producing these documents, or institutions use them as a way to ‘tick’ the technology box, rather than actually engage with how technology can be used to enhance learning, these strategic plans which look good on paper will actually begin to drive organisations backwards.

So what is the answer? I believe that the place to start is with the visions, values and future-focussed expectations that learning communities hold for their students. We must spend time thinking about how we want the future state of education to look; what is it that we value and what are the skills, attributes and competencies we want to equip our students with so they will experience success both now and in the future? Once we have identified this we can then begin to come up with principles that we use to drive the investment and uptake of technology. And it is these principles that set true north on our institutions’ compasses.

**IMMERSION IN DIGITAL ENVIRONMENTS MATTER**

In the early 21st century the digital immigrant/digital native theory, which linked digital competency with age, found widespread acceptance across the education sector. Prensky (2001) theorised that those born prior to 1980 would always operate as digital immigrants using technology with an ‘accent’. Many educators used this theory as an excuse to not engage with technology believing themselves doomed to failure before they had even started! In recent years research has been carried out to test this theory with Helsper and Eynon (2010) concluding that “…immersion in a digital environment (ie. the breadth of
activities that people carry out online) tends to be the most important variable in predicting if someone is a digital native in the way they interact with technology...” (p.515).

It is important for educational leaders to facilitate conversations within their organisations about how they might use digital technology more and more in their daily lives. Once strategies have been agreed then robust change management needs to be applied, in a highly supportive environment, to ensure that all staff make the required shifts in their practice. This delivers two benefits. Firstly it increases staff competence and confidence with technology, and secondly it gives an insight and understanding about how technology could be used in powerful ways for teaching and learning. Generally you only begin to fully understand the power of a technology after you have started to use it.

KEEP LEARNING
It is a tough gig being an educational leader in such a rapidly changing time. It is now more important than ever to stay well-connected with others who share your space and to stay open to learning about new ways of using digital technology. Think about forming a professional learning group to specifically discuss and grow your technological knowledge. Be smart and invite a technologically savvy colleague to be part of your group and establish a trusted environment where it is safe to talk about things of which you are uncertain.

Times of great change require great leadership. Digital technology will enable educational institutes and students to do more, learn more and achieve more than ever before. Wise leadership in all of the educational institutes has never been more critical. REFERENCES
The question of the implications for leading – now and in the future, as we focus on ‘learner agency’ was promulgated for this discussion. A complex issue and perhaps a non-negotiable change journey for all involved in education. The conversation brought out the following threads as we explored the topic.

As places of learning (schools/centres/higher education institutions) focus on developing their environments or focus on designing learning in state of the art environments, there needs to be a parallel shift in thinking and pedagogy. It is so much more than changing the buildings and putting in new furniture!

The focus, as a teacher in the 21st century (we are in the midst of it), is on engaging learners who make progress and achieve in valued ways. As we focus on flexible learning environments the question is also asked: is the notion of what it means to be a teacher or leader or learner evolving in quite significant ways?

We are talking about a focus on learning where the research is focused on the learning not just on the design of the environment.

We are talking about a mind shift and a change of mind set, linked to understanding what is learning, what it means to be a learner, to learn with and through others, to share, to collaborate, in both informal and formal ways, in and beyond school. It is a shift in ownership; the owning of, the making choices about, learning; a shift in philosophy; a shift in control from teacher to student; a shift in the locus of control.

It is about meeting learner needs within a real, purposeful, engaging, authentic, inquiry-focused curriculum where we focus on how we wish learning to be like, what is powerful to learn, and what is powerful learning. It is about the process of learning, creating engagement with students, parents, whānau, and amongst staff. It is about a collaborative approach to pedagogy where reflection on, and active engagement in learning is paramount. It is about focusing on the why before the what and how.
This focus can create a challenge for teachers and their practice as their beliefs and thinking are deprivatized, in this move from teacher-centred to learning / learner-centred pedagogy. A focus on data and the use of student voice is critical to this challenge to espoused beliefs.

There is a need to develop a language around agency as we focus on the function of places of learning and as we also focus on the form: how this happens for the learner, both younger and older learners. It is about building capacity and capability with our knowledge, skills and dispositions, as learners.

This is where leaders are leading learning by supporting, challenging and facilitating in a focus on the growth of themselves and of others. Learner agency is just that. It belongs to younger and older learners alike: including leaders.

Leaders create conditions where it is safe to take risks; where a collaborative inquiry approach assists in building deep reflection in practice; where inquiry on the impact of agency can occur. This is where scaffolding or supporting shifts happens.

With collaboration within a school, team or department comes collaboration outside, whether it is a face-to-face network, or an existing or new virtual environment. The building of collaborative learning groups both within and outside, builds on what it means to be in relation and in partnership with others. It is about creating and experiencing cultures of relational trust which are high in emotional intelligence.

It is about leaders leading change. Leading deep shifts where people are on a continuum of acceptance of the need to make these changes and where the leader can interchange their capability to be coach, mentor, facilitator, vision-enabler, provocateur, resource-enabler…..

It is about developing our conversational capability as we focus on the future, and are adaptive and responsive. This may mean having a toolbox or kete with protocols or guiding frameworks, which assist facilitating these deep conversations where critical thinking is both sought and valued. The ability to facilitate the conversation focused on about what is meaningful learning is critical in the leader’s toolbox.

We are reminded that leaders are challenged to go about leading differently and perhaps to be different. This may mean locating the silent voices, celebrating diversity (including perspectives and ideology), by valuing the different thinking and the voice of dissent. It may mean pushing boundaries with our collective vision whilst being based firmly on what is valued and by whom. Visions of excellence, high expectations and high standards; visions of connectedness with the local and global community where learning is personalised, seem to be non-negotiable.

It seems to be about leading change; leading the shifts required of everyone, as an awareness of, and focus on, learner agency occurs. It seems to be about creating space for ownership and responsibility-taking by all learners.
Dr. Paul Potaka says he went into teaching for the ‘wrong reasons’ but soon discovered that education was a natural career choice for him.

The long-standing, and outspoken Nelson Central School principal has retired but intends to stay involved in some aspects of education as he still needs ‘that kind of stimulation’.

He took two minutes to speak with The Nelson Leader as he and his wife Lynne planned their travels around the globe to catch up with family.

My philosophy on leadership has been to work in a collaborative way to secure staff ‘buy in’ and to provide assistance to work together towards an agreed vision and strategy.
WHAT ARE YOU MOST LOOKING FORWARD TO DOING IN YOUR RETIREMENT?
I’m really looking forward to doing lots of things but the most important is reconnecting with my immediate and extended family within New Zealand and overseas. As anyone will know, it’s not always easy to do that while one is working. Our intentions may be honourable but practicalities of daily life and work simply get in the way! We intend spending time with our daughters in Singapore and China; our Thai ‘daughter’ in Bangkok; Iwi in Whanganui and, in several other places for example The Philippines, Malaysia, Indonesia, India, Ireland and the Outer Hebrides are also on the list!
In between times we intend dealing with some of the basics like gardening, decluttering, painting and wall papering etcetera. I will stay involved in some aspects of education - I still need that kind of stimulation.

WHAT WILL YOU MISS THE MOST ABOUT TEACHING?
I will miss the atmosphere that is part of the education fraternity, especially staff and students. I will miss the ongoing discussion with staff about student successes and I will miss the beaming smiles I get when children come to me to share their achievements. I will also miss not being a part of plans we have in progress at present. At one stage in my career I worked outside of education but found that I missed the stimulation one gets from working with people who share the same passion - education. I am sure there are other things I will miss.

WHAT INSPIRED YOU TO WORK IN EDUCATION?
Originally, I entered education for the wrong reasons. I was at a boarding school and when an opportunity came to visit a University and Teachers College I went along for the day out. However, as I settled into the profession and came to better know children, I started to enjoy the work. Over the years I saw opportunities to enhance outcomes for children and happily engaged in solving problems concerning how to improve their learning and create opportunities for them. I have to say that has inspired me throughout my career and would have continued to do so had I stayed working.

WHAT HAS BEEN THE BIGGEST CHANGE IN EDUCATION YOU’VE SEEN IN YOUR CAREER?
The biggest shift in education I have seen occurred with the 1989 Education Act and the implementation of Tomorrow’s Schools. Initially that involved a huge shift in thinking about how education and schools ought to be administered and how the people involved should be made accountable for a range of outcomes including student learning. Like an earthquake, the tremors have been going on ever since - curriculum reviews, school reviews, NCEA, National Standards, performance management, property management, annual reporting, health and safety requirements, human relations requirements and so on.
WHAT HAS YOUR PHILOSOPHY ON LEADERSHIP BEEN?
That’s a big question! In simple terms, my philosophy on leadership has been to
work in a collaborative way to secure staff ‘buy in’ and to provide assistance to
work together towards an agreed vision and strategy for the school. A large part of
my job has involved engaging people in discussions about what the details mean
and how we might put them into practice.

WHAT DO YOU THINK NEW ZEALAND GETS REALLY RIGHT WITH ITS
EDUCATION SYSTEM? WHAT COULD IT DO BETTER?
The answer to this question really depends on who you talk to! Years 1-8 education,
the 2007 document. The New Zealand Curriculum (NZC) statement was one thing
New Zealand can be proud of; it provided a useful and flexible statement about
what children ought to learn. A really useful aspect of the document is the flexibility
it offers in terms of what and how teachers teach and what children ought to learn.
Unfortunately, focus on the professional support and development needed has not
been fully implemented. Access to a strong and specialist advisory services should
be available to schools that request it.

IF YOU WERE GRANTED GENEROUS FUNDING TO DO WHAT YOU WANTED
FOR EDUCATION IN NELSON REGION, HOW WOULD YOU SPEND IT?
Like many of my colleagues I think we need to do more around ensuring smooth
transitions between all levels: pre-school and primary school; primary school and
Intermediate; and, intermediate and secondary schools; the transition to tertiary
education; and re-entry into further education. I would begin by ensuring
conversations about the purposes and expectations of respective levels of education;
how to achieve continuity between levels; and, selection of appropriate pedagogy.

IF YOU COULD GIVE PARENTS ONE PIECE OF ADVICE ABOUT HOW TO INSPIRE THEIR
CHILDREN, WHAT WOULD IT BE?
The same advice I have tried to make use of - be a role model for what you want
your children to be; discuss with them your expectations for them; make sure they
know you will support them - every day - even when the going gets tough!

WHAT’S A PIECE OF ADVICE THAT’S STUCK WITH YOU?
Concentrate on your vision and long term goals but make sure you do the
‘housekeeping’ - every day! There is scope for day dreaming and adjusting your
vision but these are only achieved if you make sure the daily tasks upon which
they depend are tended to. A practical example of this can be seen in my own
professional development - almost every course I undertook fed my personal
development as well as helped the teaching and learning decisions I made in
schools and classrooms. At the same time these decisions ensured one qualification
built upon another.
The issues raised in the book *Twelve Thousand Hours: Education and Poverty in Aotearoa New Zealand* are the discussion topic for our collective Visiting Scholars for 2015. Different writers will visit each region, presenting their own perspectives on the issues of education and poverty, as evidenced in their own reading, research and writing.

**NELSON, THURSDAY 25 JUNE**

Dr Vicki Carpenter is an experienced teacher and teacher educator. Much of her 20+ years of teaching has been in low-decile urban and rural schools in Porirua, South Auckland and Tai Tokerau. Her research interests centre on sociological/political/equity issues related to schooling in low-SES communities. Vicki is an education spokesperson for the Child Poverty Action Group. Vicki is the lead facilitator for the Visiting Scholar programme and is the editor of *Twelve Thousand Hours: Education and Poverty in Aotearoa New Zealand*.

Sue Osborne is a Massey University History graduate (Postgrad Dip Arts). She has experience as a union education organiser for the CTU, an ESOL teacher, a copy editor in legal pre-press publishing and (since 2010) in an academic editorial support role for the Faculty of Education at the University of Auckland.

**WAIKATO (HAMILTON), THURSDAY 30 JULY**

Dr Martin Thrupp is Professor of Education at the University of Waikato. His research interests are in education policy sociology with a particular focus on how policy plays out in schools in diverse context, and on the politics of research. His most recent research concerns the enactment of the National Standards policy in New Zealand primary schools.

Dr Vicki Carpenter
AUCKLAND, WEDNESDAY 12 AUGUST: THE PANEL

Associate Professor Peter O’Connor is an Associate Professor and Director of the Critical Research Unit in Applied Theatre in the Faculty of Education at the University of Auckland. In 2013 he was named Griffith University School of Education Alumnus of the Year for his contribution to applied theatre and social justice.

Dr Jennifer Tatebe is a recent graduate of the University of Auckland. Her research interests include issues of equity, social justice, and diversity. She is also a teacher with experience in primary, secondary, tertiary and alternative education settings in the UK, Canada and New Zealand.

Dr Melinda Webber is currently a full-time researcher on the Starpath Project. She is also a Senior Lecturer in the School of Learning, Development and Professional Practice at the University of Auckland, Faculty of Education. Melinda’s research examines the role of race, ethnicity and culture in the lives of adolescents.

Sarah Longbottom’s focus is on developing pedagogical leadership in alternative education, and she continues her innovative work currently as Creative Director of Ngā Rangatahi Toa. An alumnus of the US Department of State IVLP Program, Sarah’s leadership in community cultural development has a growing international reputation. Sarah was a 2013 Vodafone World of Difference recipient.
Shaquelle Maybury is a dedicated educator with over 30 years’ experience in a broad range of educational settings, the last 11 as H.O.D. of Drama and Dance in low-decile secondary schools. Shaquelle is a visionary with a focus on the future, and a driving ambition to maximise student potential.

Dr Andres Santamaria is a researcher with the Starpath Project and a lecturer in the School of Learning, Development and Professional Practice, University of Auckland. His research interests include leadership in schools with students from culturally and linguistically diverse backgrounds.

WELLINGTON, THURSDAY 20 AUGUST

Professor John O’Neill is Professor of Teacher Education at Massey University. His research interests include education policy, teachers’ work and learning, and informal teaching and learning in everyday settings. He is a vice-president of the Quality Public Education Coalition and an education spokesperson for the Child Poverty Action Group.

Michelle Hards  Head of School, SSTS at Manukau Institute of Technology
Louise Green  Principal Khandallah School, NZEI representative

BAY OF PLENTY, WEDNESDAY 9 SEPTEMBER

Rawiri McKinney, Ngā Puhi, is a strong advocate for rangatahi with over 20 years’ experience in education. He has a Masters of Education, has co-written articles on restorative justice, and has developed resources supporting students with addiction issues. He project-managed the national evaluation of Tataiako for the Ministry of Education, and is presently an RTLB.

Dr Vicki Carpenter
Sue Osborne

TARANAKI (NEW PLYMOUTH), WEDNESDAY 23 SEPTEMBER

Professor John O’Neill
Dr Vicki Carpenter

Child Poverty Action Group (CPAG) is an independent charity working to eliminate child poverty in New Zealand through research, education and advocacy. Children thrive when they have the basics: nutritious food; a warm, safe home; medical attention if they are sick and a good education. CPAG speak out on behalf of the thousands of children (285,000) in New Zealand whose meagre standard of living compromises their health, education and well-being.
CANTERBURY (CHRISTCHURCH), THURSDAY 15 OCTOBER

Dr Jane Higgins has worked in youth transitions research since the early 1990s. Two recent projects she has been involved with are Education Employment linkages for Young People and her co-authored book (with Karen Nairn and Jude Sligo) *Children of Rogernomics: a neoliberal generation leaves school*, published in 2012 by Otago University Press.

Dr Vicki Carpenter
Dr Diane Mara

DUNEDIN, TUESDAY 20 OCTOBER • WANAKA, THURSDAY 22 OCTOBER

Dr Karen Nairn is an Associate Professor at Otago University College of Education. Her co-authored book (with Jane Higgins and Jude Sligo), *Children of Rogernomics: a neoliberal generation leaves school*, connects the stories of young people with the wider social and economic stories of New Zealand during the last three decades.

Dr Vicki Carpenter

For details on venues and times of the Visiting Scholar presentation in your region please refer to the NZEALS website.

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SPECIAL OFFER

TWELVE THOUSAND HOURS: EDUCATION AND POVERTY IN AOTEAROA NEW ZEALAND

Young New Zealanders usually attend school from ages 5 to 16, their formal education encompassing at least 12,000 hours. Not all reach their academic potential in that time. There is now substantial evidence linking poverty with poor educational outcomes and lifelong disadvantage. *Edited by Vicki M. Carpenter & Sue Osborne. Foreword by Roger Dale. Published by Dunmore Publishing. 270pp. RRP $39.99.*

SPECIAL OFFER FROM THE PUBLISHER: Get your copy now for just $36.00 by emailing books@dunmore.co.nz and quoting ‘12,000 hours special price’. You will be invoiced for direct payment.
Friend of NZEALS and tireless campaigner for children with complex learning needs, Professor Barry Carpenter, has convened an international team of researchers and practitioners, including New Zealanders, to produce this resource book. The Complex Learning Difficulties and Disabilities (CLDD) project was commissioned by the SSAT, funded by the DfE, and led by Professor Carpenter. From this work has come legislative changes in the UK, as well as guidance and resources for professionals and families involved with young people with disability.

The project built on and synthesized existing expertise in the field while also developing and trialling new approaches for educators. The resources were trialled in special schools in the UK and internationally, including five in New Zealand, and in 12 mainstream schools. The outcome of the project was the development of the Engagement for Learning Framework, and it is this Framework that is unpacked in the book. It is based on the premise that “attention, or engagement, is the most successful predictor of successful learning outcomes for a child, even above IQ”, and that “this book is not about giving children what they like to ‘keep them quiet’ but about how educators can work with children to construct learning readiness” (p. 3).

Chapter Two builds on Carpenter’s extensive understanding that children with CLDD are presenting educators with issues never seen before, and that this is a global issue requiring “sharing of our global wisdom” (p. 7) to resolve. The ‘new generation’ of children with CLDD stems from the effects of poverty, where a child’s limited life chances can impair their developmental progress; medical advances leading to the survival of children born premature and with low birth rates...
(80% of children born at less than 26 weeks’ gestation now survive, with 69% having learning difficulties); children with Fetal Alcohol Spectrum Disorder (FASD); chromosomal abnormalities; and Autism Spectrum Disorders (ASD). The expectation that these children be fully included in education demands “that we remodel our pedagogy and, furthermore, that we generate teaching strategies which will embrace these children as learners” (p. 13). According to this project’s findings, this begins with engagement.

Engagement is defined in Chapter Three as “a connection between a child and their environment” (p. 22), which is fundamental to the child being ready to access learning. This requires teachers to respond to the learner in a “profoundly personalised” (p. 22) way. Chapter Four introduces the Engagements Profile and Scale, an observation and assessment tool to measure engagement, developed by the CLDD project for use by teachers and families. Demonstrated through case studies, the tool shows how the collaborative development of possible solutions can have an impact in the learners’ engagement. The authors remind us that it may take many ideas, many trials and many unsuccessful attempts at making environment modifications for each individual student before finding success. In fact, throughout the book there are frequent reality checks for the reader: “remember time and resource constraints and be realistic about expectations” (p. 39). This reflects the grounding this project has had in practice, and is somewhat reassuring in the face of the daunting task facing educators of CLDD children.

Chapter Five provides a range of case studies where the Engagement Framework was applied through use of the Engagement Profile and Scale. The ages of the children in the case studies range from four to 16, and cover a wide range of CLDD. The strategies that are applied to increase engagement are a testament to the imagination and resilience of the teachers, families and other support specialists working with the children. In reflecting on the case studies this chapter concludes: “so often what a child can do becomes obscured by what they cannot - a kind of ‘educational overshadowing’. As educators we need to push back that shadow by focusing on the child’s interests and strengths so we can reclaim the child for the engaged learner that they can be” (p. 79).

Families as partners in the engagement process are essential, and this element is unpacked in Chapter Six. The realities of facing a diagnosis of a disability and the impact this has on family members makes for some hard-hitting reading. This chapter is highly relevant to educational leaders in particular, as it is the role they play in creating a culture of family inclusiveness and directing resources to being able to partner with families that will have the greatest effect. Leaders are also essential in establishing a culture that leads to collaboration among the professionals working with CLDD children, as discussed in Chapter Seven. Teaching assistants, colleagues, specialist advisors and researchers are all key team members who work together “with the aim of delivering a holistic, child-centred intervention” (p.102) -
called a ‘transdisciplinary approach’. Case studies describe how the Engaging for Learning Framework is applied in transdisciplinary contexts. There are specific examples from New Zealand schools in this chapter.

Chapter Eight is titled ‘Mental health and children with CLDD: a ticking timebomb’, and is introduced with sobering statistics on the link between having a learning disability and developing mental health problems. The research found that there are dual, separate issues to be diagnosed - both the learning disability and the onset of mental health problems; they are not both the same issue. One can be addressed through motivation and engagement; the other is medical. The chapter provides a repertoire of practical strategies for identifying and addressing the onset of mental health problems in CLDD children.

The CLDD project extended into an inquiry model for educators to use so they can keep growing their knowledge and strategies, and take these from intuition to evidence-based interventions. Chapter Nine takes us through the model they developed, the Inquiry Framework for Learning, based on the CLDD project philosophies such as collaboration and personalization.

Chapter Ten concludes the book with reflections from teachers and leaders on their planned next steps for using the framework and tools developed by the project. The extent of New Zealand special schools’ involvement in this project is evident in the inclusion of two local participants’ reflections: Jane Thistlethwaite, a project director, and Neil Jourdan, of Parkside School. The appendices include further guides to the use of the framework and tools, and some very generously shared templates that special schools have generated.

The book is arranged to present the urgency of the issues facing educators, which Professor Carpenter describes as the ‘new generation’ of children for whom teachers are ‘pedagogically bereft’, while also providing practical resources to access the framework. The brave world of the special school educator, the children and the families is exposed to us, and helps to drive this urgency. While it is disconcerting to read chapters written in first-person singular without having the chapter author identified, and the extensive use of exclamation marks, when one reflects on the truly surprising results these educators are seeing in their students these things can be excused. The book concludes that, “engagement can be described as the liberation of intrinsic motivation” (p.160), and it could be said that this is an approach that all teachers and leaders could be taking in our daily work.

In a Leading Lights flashback, we reproduce overleaf an interview with Professor Barry Carpenter in 2012, following the NZEALS conference in Tauranga.
A highlight at NZEALS12 conference was the keynote from Professor Barry Carpenter, a British consultant and specialist in the field of education for children with complex needs. He says a new generation of children with complex learning difficulties and disabilities need a new generation pedagogy.

**WHAT DO LEADERS NEED TO DO DIFFERENTLY TO MEET YOUR VISION?**

Leaders must have an ethic of accommodating all children, where they move beyond this being a philosophy to being a pedagogy. The only way we will effectively include children will be through a pedagogy built on engagement. Ask ‘how do we engage this child’ - whether with gifted, dyslexic, or complex needs - and ask this in all subjects. Without engagement there can be no learning. If children disengage we must reengage them.

**WHAT TRANS-DISCIPLINARY CONNECTIONS NEED TO BE MADE? HOW RESPONSIBLE IS ALL OF SOCIETY FOR THESE CHILDREN? WHAT CONVERSATIONS NEED TO HAPPEN IN NZ SO WE ARE ALL ACTIVE PLAYERS IN DEALING WITH THE COMPLEX NEEDS OF TODAY'S CHILDREN?**

The child and its family need to be at the heart. The family are key contributors as the richest source of knowledge about their child, and we ignore this at our peril. Trans-disciplinary work requires leadership: with many players involved we need a key person leading the connection, but not necessarily in a hierarchical way. A trans-discipline approach will improve engagement through shared goals, shared styles of delivery. We need to operate outside the box sometimes - lead beyond your own discipline. For example, you may be the OT but you can also lead towards the speech therapist’s goals, etc. I’d love to work on leading partnerships with families - families are much more diverse and we need new ways of engaging with them.

**IN YOUR KEYNOTE YOU SHARED SOME SHOCKING DATA ABOUT THE COMPLEX NEEDS WE ARE FINDING IN OUR SCHOOLS AND THE IMPLICATIONS FOR EDUCATION - IS THIS DATA READILY AVAILABLE?**

I’ve made sure it’s come into the education arena. The prevalence rate of foetal alcohol spectrum disorders FASD is thought to be as high as 1:100. There is world leading research being carried out in New Zealand on the effects of premature births on child development, where survival rates are now at 90% for pre-term babies, and in the UK data shows there are over 600,000 children on Ritalin. My book *Educating Children and Young People with FASD* (2012, Palgrave MacMillan) draws on more data and puts it into context.
IN THE 2010 ERO REPORT “INCLUDING STUDENTS WITH HIGH NEEDS” FULL INCLUSION OF CHILDREN CLASSIFIED AS ‘HIGH NEEDS’ IN THEIR SCHOOLING WAS SET AS A BENCHMARK.

HOW DO WE FIND A REALISTIC BALANCE FOR THE CHILD, THEIR FAMILY AND THEIR TEACHERS?

We need a pedagogy for inclusion. It’s not just about placing a child in a mainstream school - they are going there to be educated and they have complex and diverse learning needs that need to be met in a variety of ways, recognising their unique learning patterns. I can say I’ve taught a great lesson, but if the learner hasn’t accessed the lesson - because of their different language or needs then it hasn’t been successful. Inclusive education is about being an active learner, not a bystander watching the learning of others.

IF WHAT IS GOOD FOR COMPLEX NEEDS CHILDREN IS GOOD FOR ALL CHILDREN, WHAT CAN MAINSTREAM CHILDREN LEARN FROM THOSE WHO LEARN DIFFERENTLY?

Empathy, understanding, to value difference. Different modes of communication and how to value those - to sign is not less than to speak, it is an equivalence. To see the person, not the disability, is a lifelong attitude we can learn at school.

WHAT TOOLS ARE AVAILABLE FOR TEACHERS AND LEADERS IN ORDER TO BE EFFECTIVE FOR CHILDREN WITH COMPLEX NEEDS?

There are new teaching tools on the Complex Needs website, such as the Engagement Profile. Because these children demand we ask many questions to create a personalised learning approach - there is an inquiry framework on the website. These children are wired differently so they learn differently. When we know how they are wired then we will better know how to teach differently. New teacher training modules are now online that will be relevant to teachers everywhere - it doesn’t matter what country you’re in, it’s children you’re trying to teach. But if I had one curriculum area I could really focus on improving it would be maths.

LEADERSHIP QUALITIES - WHAT DO WE NEED, HOW DO WE GET THEM?

We need leaders who can nurture a ‘finding out’ culture in schools - teachers should not be afraid to ask questions, and leaders not afraid to say, “I don’t know but let’s find out”. We need leaders who will support personalised pathways for professional learning - how about a teacher with a student with a rare disorder be given a day out of the classroom to meet with the parents and research the disorder.

IS THERE A CORRELATION BETWEEN CULTURE AND FASD AT AN INTERNATIONAL LEVEL AND WHO CAN HELP TO GUIDE NZ IN ADDRESSING THIS?

Yes there is a correlation because female binge drinking in western cultures is on the increase: 38% of women aged 18-25 binge three times a week. Our health education programme must address alcohol awareness — if you don’t know your limits you will damage your unborn child. The damage is lifelong. There is new research that suggests the alcohol might affect the child’s genetics. Regardless, the child who walks through the door deserves to get an education, but we don’t know how to teach them. Now there are resources available and we have to use them.
BIBLIOGRAPHY & REFERENCES

SHARED LEADERSHIP by Ann Briggs; p 5
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DIGITAL AGE LEADERSHIP by Carolyn Stuart; p 9

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If you would like to add new members to your previous membership, please contact Ann Briggs at ann.briggs@ncl.ac.uk
The Editorial Committee would like to encourage you to provide an article for *Leading Lights*, which might outline new policies and programmes, legislation, trends, developments, research or education debates in your own locality.

We are seeking short articles (500-1,500 words) and photos for forthcoming issues of the magazine. Your topic should be relevant, of professional interest to educational leaders in New Zealand, and based on your own area of interest/expertise. You should keep in mind current issues and developments in educational leadership.

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Your target audience is cross-sector leaders throughout New Zealand. A brief outline of the context of your education setting would be useful for readers. Any recommendations you might make to readers, based on your experience, knowledge or research, would be most appreciated.

Articles should be emailed directly to the Editorial Committee at juliette.nzeals@gmail.com as attached Word files or as plain email messages. Please also include a one-paragraph ‘about the author’ section and attach a head and shoulders photo of yourself as a separate file (high resolution jpeg).
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KEYNOTE SPEAKERS Dr. Robert J. Marzano - High Reliability Schools - The Next Step in School Reform; Dr. Ian O. Williamson - Driving an Innovation Agenda: It's More Than Just a Good Idea; Prof. Andy Hargreaves - Leading from the Middle: uplifting the people you serve by uplifting the people who serve them; Prof. Yong Zhao - Fixing the Past or Inventing the Future: Education Changes that Matter; Prof. Alma Harris - Leading Futures: Taking a Global Perspective on Educational Leadership; Prof. Jan Robertson - Learning leadership with moral courage; Cathy Freeman - Her involvement with Youth, Schooling and Education in Indigenous Communities.

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