



**National Association
Principals of Catholic Secondary Schools [NAPCSS]
In association with
Catholic Secondary Principals Australia [CaSPA]**

Whitiwhiti Kōrero

8th – 11th July 2017

Crowne Plaza, Queenstown, NZ

*A sharing of best practice in Trans Tasman Catholic
Secondary Education*

Program at a glance

	SATURDAY 8 th July 2017	SUNDAY 9 th July 2017	MONDAY 10 th July 2017	TUESDAY 11 th July 2017
	Theme:	Special Character	Teaching & Learning	Pastoral
0830-0845		Prayer & Housekeeping	Prayer & Housekeeping	Prayer & Housekeeping
0845-1000	Caspa Board Meeting	Workshops 1 A-C	Workshops 4 A-C	Workshops 7 A-C
1000-1030		Morning Tea	Morning Tea	Morning Tea
1030-1145		Workshops 2 A-C	Workshops 5 A-C	Workshops 8 A-C
1145-1300		Workshops 3 A-C	Workshops 6 A-C	Closing Liturgy
1300	Registration	Lunch	Lunch	Departure
1345-1600		Aust Principals dialogue with CaSPA Board on current issues Free Time Others	NAPCSS Meeting NZ Free Time Others	
1600-1630	Powhiri [Welcome]	Free Time All	Free Time All	
1700-1800	Mass			
1800-1930	Welcome Reception			
1930-	Groups make own Dinner Arrangements			

Concurrent Workshop Topics [Australian lead; NZ lead].

For your convenience when Registering online, you may wish to mark in the far column your preferences for each session: 1 for 1st Option; 2 for 2nd Option.

Date	Time	Code	Title	Pref
Sun 9 Jul	8.45	1A	Catholic Social Teachings in the Curriculum.	
		1B	Building capacity of leaders beyond our leadership team.	
		1C	Sustaining a school's Catholic culture in a secular world.	
	10.30	2A	Charism based Graduate Certificate Units	
		2B	The joy of the Gospel, as seen/experienced in our Catholic Schools	
		2C	Youth Leadership in Catholic Schools - engaging the Parish	
	11.45	3A	What makes a charism student friendly?	
		3B	Manawa Mission (PB4L iteration)	
		3C	SPIRE to inspire - the journey towards connecting staff and student wellbeing to learning	
Mon 10 Jul	8.45	4A	Addressing the needs of diverse learners	
		4B	Combining Sustainability and Hospitality Services - from Garden to Plate ...	
		4C	Community of Learning – Building collaboration	
	10.30	5A	Fostering a culture of contemporary teaching excellence ...	
		5B	Change Leadership: Lessons learnt on our journey of change	
		5C	Leading a Catholic school in those first few years of principalship	
	11.45	6A	Mentoring of Beginning and Early Career Teachers	
		6B	Effective Use of Data in Continuous Whole School Improvement	
		6C	Learning's through Maori achievement	
Tue 11 Jul	8.45	7A	Staff Performance Review and Appraisal processes	
		7B	Leading Strategically - Building an Innovative and Enterprising Culture	
		7C	Achieving Positive Outcomes for Pasifika Students	
	10.30	8A	Leaders With a Life	
		8B	Restorative Practices – The Liston College Journey	
		8C	Culturally responsive schools	

KEY INFORMATION

Conference Venue

Crowne Plaza Queenstown

93 Beach Street, Queenstown 9300, New Zealand

Phone: +64-3-4410095 Email: crowneplaza.queenstown@ihg.com

Accommodation

Delegates are invited to book their own accommodation. There are some rooms at the Conference venue that have been made available at a special rate. Please use the code: **NAPCSS** when booking. Queenstown has a broad range of accommodation available nearby to the conference venue.

Hospitality

There are two social functions planned as part of the conference and are included in the registration fee for delegates – partners and other visitors are welcome to attend and can purchase tickets [\$50 for each function] when you register online:

- Saturday 8 July 6.00pm – 7.30pm Welcome Reception
- Monday 10 July 6.00pm – 7.30pm Cocktail Party

Payment

Delegates are requested to make payment to their local Associations [NZ to NAPCSS; Australia to CaSPA] using direct credit. The cost is \$400 in your local currency [the slightly higher cost to CaSPA principals will cover forex and other charges.] It is essential that you identify your payment by including your SURNAME and INITIAL e.g. **Smith. J** in the Description section of the Direct Credit details. Once payment is made your online registration can then be processed. You will receive confirmation of payment and details of your allotted workshops once Registrations close in early May 2017.

	NZ Delegates	Australian Delegates
Amount to be paid	Conference Registration - \$400NZD [if applicable, Partner tickets to Hospitality - \$50 NZD per function]	Conference Registration - \$400AUD [if applicable, Partner tickets to Hospitality - \$50 AUD per function]
BSB - A/C Number	02-0536-0359695-00	062-786-25808
A/C Name	NAPCSS	CASPA

Online Registration

- Opens: 1 March 2017 and Closes: 1 May 2017
- Each delegate needs to register and pay separately – however those with partners will be able to include partner details and book hospitality on the one registration form
- As part of the registration process you will be invited to indicate your preference for each workshop session, so please read the Workshop outlines and make your choice before commencing the registration
- Click on the URL below or use QR Code for [Online Registration](http://www.eSurveysPro.com/Survey.aspx?id=gbad4691-1a94-4b40-9543-740a6d1c5316)



<http://www.eSurveysPro.com/Survey.aspx?id=gbad4691-1a94-4b40-9543-740a6d1c5316>

WORKSHOP OUTLINES

Sunday 9 July, 8.45 – 10.00am [Please choose one of the following]

[1A] CATHOLIC SOCIAL TEACHINGS IN THE CURRICULUM.

Assisi Catholic College has embarked on a project, in collaboration with Australian Catholic University- Brisbane, that will see the embedding of Catholic Social Teachings (CST) in curriculum areas other than RE. The project has been an extension of Brisbane Catholic Education's Strengthen Catholic Identity Strategy and the BCE Leuven Project.

A group of staff members have trialed units in various subject areas and year levels and Assisi is now moving towards embedding CST into the majority of units developed within the College. A common understanding of CST amongst the staff has been an integral part of the development of this project. This workshop will look at some of the trial classes and the professional development of staff needed to enable quality learning and teaching opportunities.



Michael Laidler, Assisi Catholic College QLD

38 years experience in Catholic Education. 10 years in Victoria. 28 years in Queensland: Principal- Assisi Catholic College (2016-) Principal- St Michael's College (2010-15) Head of Campus- Assisi Catholic College (2009) Deputy Principal- Marymount College (2000-08)

[1B] BUILDING CAPACITY OF LEADERS BEYOND OUR LEADERSHIP TEAM.

In 2016 I challenged members of our leadership team to reflect on the increasing investment of time and money into developing the leadership skills of our staff. Their honest reflections confirmed my belief that we had the experience and skills to create our own dynamic professional learning for our aspiring leaders. In response to this we have developed a five-part leadership series which commences in term two and is available to all staff. The series will explore the skills each staff member has, examine how to develop these skills, develop a shared vision, sustaining relationships, maintain the "course" and look at where their next stage of growth will come from. This workshop is designed to share what is happening at CCW, as well as opening rich conversations about other approaches to leadership development in school across Australia and New Zealand.



Darren Hovey, Catholic College, Wodonga VIC

I am currently in my 4th year as Principal of Catholic College, Wodonga which has 1160 students and 150 staff located in North East Victoria. I have held Deputy Principal positions in two other regional Catholic Secondary Schools, as well as Acting Principal of a Catholic Primary School. I spent 9 years teaching in two Catholic primary schools before moving into secondary education. I live in Wangaratta with my wife Bel and our children.

[1C] SUSTAINING A SCHOOL'S CATHOLIC CULTURE IN A SECULAR WORLD.

The Catholic school system needs to determine how it will respond to the increasingly secular culture in New Zealand and its impact upon the Catholic culture of the school. The safeguarding and enhancing of the Catholic culture was why a Catholic education system was established in New Zealand and it became a crucial aspect to protect when the Catholic system

integrated with the State system in the early 1980's. The current approach towards safeguarding and enhancing the Catholic culture is orientated towards ensuring that there is a critical mass of students, families and staff aligned with the desired values and practices and ideally, they are all active members of their parish community of faith. This community of faith is diminishing in size and active participation and there is a long-term pattern of most students ending their active commitment to Church once they graduate. A long-term consistent failure rate of that magnitude is unlikely to be addressed by doing more of the same. Change is required. This presentation considers trends and possible alternative approaches for a Catholic school. While it has a NZ focus, the questions raised and the alternatives have wider application.



Richard Stanton, Pompallier Catholic College, Whangārei

I have been a teacher of teenagers for 32 years within NZ and Asia. I have for many years, taught and led Religious Education within NZ Catholic secondary schools. Current Principal of Pompallier Catholic College, Whangarei. A husband, father and grandfather with high hopes for salvation but no expectation of canonisation.

Sunday 9 July, 10.30 – 11.45 am [\[Please choose one of the following\]](#)

[2A] CHARISM BASED GRADUATE CERTIFICATE UNITS

Most Catholic Education authorities have prescribed professional learning requirements. In many cases it is the equivalent of Graduate Certificate accredited units. So, in a congregational school setting why not construct a charism based Methodology unit? I have been principal of both a Lasallian and Marist school in recent years and worked on the development of such units. The units were accredited by the University of South Australia. The aim of these courses is to research, explore and apply a range of contemporary educational principles and approaches within the learning environment. The art and science of education is considered from a Catholic perspective, in the Marist and Lasallian traditions, reflecting a specific understanding of the human person. Participants reflect on key learning principles and develop professional practices in the light of these principles. They critically reflect upon the ways in which the Catholic understanding of the human person impacts on learning in their Marist or Lasallian school environment. This workshop will provide an overview of these units which can be used as a possible model for other such courses.



Steve Byrne, Sacred Heart College, SA

2017 will be my fifth year as Principal at Sacred Heart College (Marist Brothers) having been Principal at Sacred Heart College Middle School from 2001-2004. I was Principal at St Michael's (De La Salle Brothers) Henley Beach for eight years in between. I grew up in Bankstown (Sydney) attending a De La Salle school, went to CCE at Castle Hill where I first got to know the Marist Brothers - other than on opposing rugby league teams! My current commitments include a collaboration project with Catholic Education South Australia amalgamating Sacred Heart and Marymount Colleges, the Marist Association Council and I've worked on numerous Commissions, Councils and committees - local, State, National and International. I enjoy reading, coastal walks and SUP surfing. Family time is precious. We live in Hallett Cove on the coast south of Adelaide.

[2B] THE JOY OF THE GOSPEL AS SEEN/EXPERIENCED IN OUR CATHOLIC SCHOOLS

In the Apostolic Exhortation *Evangelii Gaudium* Pope Francis tells us that "true faith in the Son of God is inseparable from self-giving, from membership in the community, from service, from reconciliation with others. "How is "the Joy of the Gospel" experienced in our 21st Century Catholic secondary schools?

This workshop will cover:

- (i) the inspiration of *Evangelii Gaudium* (15 mins)
- (ii) a frank assessment (joyous and challenging) of one New Zealand Catholic boys' boarding school, through inclusion, student leadership, pastoral care, discipline, curriculum and the school's "reputation" (30 mins)
- (iii) an opportunity for korero/discussion (30 mins).



Gerard Tully, St Patrick's College, Silverstream

I am the Rector of St Patrick's College, Silverstream and the current President of the NAPCSS. I have taught in 3 state and 2 state integrated (Catholic) schools in the Wellington area, ranging from decile 1 to decile 10. My teaching subjects were Maths and Physical Education. Was a previous Rector of St Patrick's College Wellington. Also spent two years as Head Teacher of Challenge College, a Catholic 11 pupil alternative education provider.

[2C] YOUTH LEADERSHIP IN CATHOLIC SCHOOLS - ENGAGING THE PARISH

Empowering students to be effective young catholic leaders within the college community is a long term process. It begins when students first join the school community and continues as the students move through into the senior college. It means having a vision of what this looks like for the school community, staff, parents and Parish. It then requires all of these agencies working together. As a College we are on a journey and have had success with the students taking on senior leaderships roles in the senior college. We are now expanding the leadership opportunities the students get across the school community with the senior students mentoring the juniors. At the same time we are seeing an increase in the number of students in both the senior and junior college who have not had the opportunity to complete a sacramental programme, doing so. Our students have the opportunity to participate in the Young Catholic Leaders training and the Marist Leaders Forum in Year 13 however this is at the end of their schooling and our initiative is about providing opportunities for leadership across the school.



Grant Miles, Chanel College, Masterton

I grew up in Marton, a small town in the Rangitikei. I completed teacher training in Auckland returning to teach at Rangitikei College for eleven years, the last 5 as HOD Technology. I moved to Wellington and taught at Petone College and then to St Patrick's College in Wellington. From there I moved to Garin College as a Head of Faculty with additional responsibilities as an Assistant Principal with NZQA and NCEA responsibilities before becoming an adviser for Support Services at Christchurch College of Education. After three years advising I returned to school at Verdon College in Invercargill as Deputy Principal prior to taking up my current role as Principal of Chanel College.

Sunday 9 July, 11.45 – 1.00 pm [Please choose one of the following]

[3A] WHAT MAKES A CHARISM STUDENT FRIENDLY?

What elements of a religious charism resonate best with students, especially boys? After 37 years in Catholic secondary schools under the umbrellas of six different orders' charisms, Martin Chamberlain shares his views on the efficacy of the charism in his present environment. As principal of Francis Douglas Memorial College in New Plymouth, New Zealand, Martin will provide a summary of the charism of St John Baptist de La Salle and some elements of it that are part of the Lasallian education of the 800 boys in his school. He will then invite reaction and discussion in order for participants to share their own effective gems with the group to discern what may be modified for use in their own boys', girls' or co-educational school.



Martin Chamberlain, Frances Douglas Memorial College, New Plymouth

Married with two daughters. Taught in four Catholic secondary schools - all with boarding hostels. The first three appointments were co-ed schools. FDMC is the first single sex school. Privileged to serve under these charisms: Mercy, Rosminian, Dominican, Christian Brothers, Brown Josephites, De La Salle.

[3B] MANAWA MISSION

Sacred Heart Girls' College, Manawa Tapu, is a Year 7-13 Catholic girls' college of 700 students under the RNDM (Religieuses de Notre Dame Missions) tradition. As such, we are called to continue the Mission of the RNDM sisters and to bear witness to the Gospel Values as taught to us by Jesus. Manawa Mission is the Sacred Heart Girls' College, New Plymouth NZ, iteration of the Ministry of Education PB4L SW (Positive Behaviour for Learning - School Wide). Follow the implementation of Sacred Heart's relational and restorative approach to student management from its inception two years' ago in an example of instigating, implementing and embedding institutional change, all the while ensuring charism is inextricably woven in this culturally responsive and inclusive initiative. Punitive responses to student management have been ousted, matrices for positive expectations have been developed; expectations have been explicitly taught and a rewards system established. Instances of hurt or harm are addressed from a restorative perspective. There have been no instances of student suspension and/or exclusion from the college in the time of the present Principal's tenure. Sacred Heart Girls' College Live the Mission through Ako, Manaakitanga and Wāhine Toa. In Living the Mission through Ako, we take every opportunity to learn. In Living the Mission through Manaakitanga, we respect and love one another. In Living the Mission through Wāhine Toa we respect and love ourselves.



Paula Wells, Sacred Heart Girls' College, New Plymouth

Paula is the Principal of Sacred Heart Girls' College, New Plymouth NZ. She is in her third year at the college, following a four-year period as Deputy Principal of Inglewood High School, a co-educational state school in rural Taranaki. Paula has been in education for 16 years, following time spent parenting her three children and having had a former career in the financial sector. She has a passion for assisting adolescents in growing into the best selves they can possibly be.

[3C] SPIRE TO INSPIRE - THE JOURNEY TOWARDS CONNECTING STAFF AND STUDENT WELLBEING TO LEARNING

In our presentation we will Positive Education journey we will outline the challenge in finding a framework that encompassed our desire to link learning and wellbeing in a Catholic context. We will examine the SPIRE Framework and why we chose it over the more established PERMA Framework. We will then examine how it fits in with Sydney Catholic Schools and its strategic directions. Sydney Catholic Schools has launched its new Strategic Priorities with Staff and Student Wellbeing being number three so the direction we were taking need to fit into this direction.

One of the biggest challenges we had was to professionally develop staff in order for staff to be confident enough to deliver the content in real time (any time and/or any place) as we believe that wellbeing and learning should not be separated.

Professional Development of staff was a priority and we undertook a range of workshops.

Stephen Kennaugh and John Dunn, De La Salle College, Ashfield, NSW



Stephen Kennaugh is Principal at De La Salle College Ashfield. It is an all boys school in inner city Sydney with a real commitment to incorporating positive psychology into student learning and wellbeing. Stephen has recently started his EdD in the field and believes that incorporating positive psychology into regular school practice will aid in decreasing anxiety and increasing resilience in our young men and women.



John Dunn is the Director of Faith and Mission at De La Salle College Ashfield. John encompasses wellbeing into all parts of his life and incorporates that into his vocation. John read John Kabat-Zinn's Full Catastrophe Living many years ago which influences greatly his lifestyle and practice.

Monday 10 July, 8.45 – 10.00am [\[Please choose one of the following\]](#)

[4A] ADDRESSING THE NEEDS OF DIVERSE LEARNERS AT MARCELLIN COLLEGE RANDWICK

“Diversity is about all of us, and about us having to figure out how to walk through this world together.” Jacqueline Woodson. Diverse Learning at Marcellin College strives to cater for an array of student learning needs through explicit and embedded programs in all areas of the curriculum. This workshop will outline and explain 3 of these key programs that focus on Enrichment and/or Literacy. We will give a brief context of Marcellin College, a rationale for intervention including reference to contemporary data, a history of the evolution of these programs, an overview of how they are implemented, and most importantly, an evaluation of their effectiveness.

The programs we will look at are: The Newman Enrichment Program - The Newman Program is designed for all Key Learning Areas in Years 7 to 10, offering learning experiences aimed at challenging and enriching student learning. These enrichment opportunities are based on depth, density, diversity and difficulty; Integrated Literacy across all stages and Key Learning Areas – Over time staff expertise has been enhanced by building up resources and producing explicit literacy strategies within subject areas and stages; Year 12 Literacy in preparation for the Higher School Certificate (HSC) - The Year 12 Literacy Program at Marcellin College is a unique initiative that is a team effort requiring support from all senior teachers and Subject Coordinators. The Program enhances our Year 12 students skills by focusing on and preparing for the writing and reading demands of the Higher School Certificate.

A key focus running through the workshop will be the importance of the commitment of College leadership to this area and the necessity of providing substantial professional learning for the teaching staff.



John Hickey and Jenny Dove, Marcellin College, NSW

John is currently in his third year as Principal at Marcellin College Randwick in Sydney. Marcellin is a Catholic school in the Marist tradition and caters for 1,000 boys Years 7-12. Prior to this he was the Head of the Senior Campus at Xavier College, the largest Catholic School in Melbourne. In all, John has held senior leadership positions in Catholic schools in Sydney and Melbourne for the past twenty one years. John has completed post graduate studies in Religious Education and Educational Leadership. He has a particular interest in what is most effective in engaging boys in their learning and the structures that support staff to achieve this.



Jenny currently holds the position of Diverse Learning Coordinator at Marcellin College Randwick in Sydney. In all, Jenny has thirty years experience in Catholic education and for much of that time has been at the forefront of addressing the needs of students at both ends of the academic spectrum.

Jenny, through her interest in diverse learning needs has completed post graduate studies in Literacy, Special Education and Gifted Education. Her current role relies heavily on the expertise she has developed in the integration of subject specific skills based literacy programs to support the variety of student learning needs. Jenny is also the author of a series of subject specific literary resources for secondary schools.

4B] COMBINING SUSTAINABILITY AND HOSPITALITY SERVICES - FROM GARDEN TO PLATE AND BACK

Healthy bodies are the perfect template to create a healthy mind. At Merici College we have created and established a healthy eating and drinking policy, social action and fundraising policy and an amazing canteen that supplies value for money meals and drinks without artificial flavours, colours or preservatives. Ingredients are sourced from our kitchen garden and fruit, meat and vegetables are sourced from local markets. Meals are created by staff and students in our state of the art Trade Training Centre. A variety of plates are served each day, cafeteria style with no packaging. Students also have to sort their scraps into various bins for compost and recycling. This holistic approach ensures students are aware of the impact of paddock and pasture to plate and beyond.



Loretta Wholley, Merici College, ACT

Loretta is the principal of Merici College, an all girls Catholic school in Canberra, ACT and has been there since 2013. Prior to this Loretta worked in System and independent Catholic Schools as a Teacher, Religious Education Coordinator and Deputy Principal in Perth, Western Australia. Loretta holds the qualifications of Bachelor of Arts in Education (ECU), Bachelor of Education (NDA), Masters of Religious Education (NDA) and is currently undertaking a Master of Educational Leadership at ACU.

[4C] COMMUNITY OF LEARNING – BUILDING COLLABORATION

Sharing the learning journey of the development of a Community of Learning (CoL) for a group of Catholic schools on Auckland's North Shore. What are our underpinning beliefs about learning that have guided the formation of this CoL? What are some of the theories behind how we build collaboration and bring about meaningful and sustainable change for improved

learning outcomes for our students? How has these theories worked in practice? While this CoL is still in the early stages of actual implementation, what have been the enablers for this CoL and what have been some of the barriers?



Christine Allen, Carmel College, Auckland

I have been a principal for nearly 7 years and I am currently the principal of Carmel College, a Catholic girls' college on Auckland's North Shore. I am currently appointed to a two year term as the North Shore Catholic Schools CoL leader. I am passionate about the possibilities that a Catholic Community of Learning can offer our Catholic students to build a wider yet more integrated faith community.

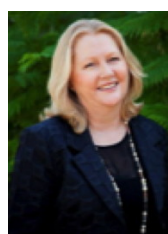
Monday 10 July, 10.30 – 11.45 am [\[Please choose one of the following\]](#)

[5A] FOSTERING A CULTURE OF CONTEMPORARY TEACHING EXCELLENCE

Lourdes Hill College (LHC), an independent Catholic secondary girls' school in Brisbane, is fostering a culture of contemporary teaching excellence through its newly-established Centre for Innovation, Teaching Excellence and Leadership (CiTEL). In this workshop, Principal, Ms Robyn Anderson will outline the development of CiTEL and explore the possibilities for its future.

CiTEL comprises state-of-the-art spaces with leading edge technology where staff can collaborate, research and share practice on campus. The vision for CiTEL is to provide a physical and a virtual presence where educators can meet and collaborate towards advancing teaching excellence. CiTEL's focus on external engagement and developing partnerships with other schools, institutions and universities is also important to extending its educational network. Prior to the official launch of CiTEL as a physical space in February 2017, the Centre conducted its first major project, the 'LHC Learning Futures Project', in 2016. Through consultation and engagement with a wide range of areas of the College community and beyond, this project's primary purpose was to answer "the big question": What will/should/can learning and teaching look like in LHC classrooms and the broader learning environment in the future?

The findings from this study have been used to inform strategic direction for the College, resulting in the development of the new LHC Learning Framework.



Robyn Anderson, Lourdes Hill College, QLD

Robyn has served in Senior Leadership positions within Catholic Education for over 20 years, most recently as Principal of Lourdes Hill College since 2010. During her time as Principal of the College, she has seen the school grow from approximately 700 students to its current population of 1250. Robyn has taught and worked at both co-ed and single sex schools in Queensland including Villanova College, Chisholm Catholic College, Brigidine College and Lourdes Hill College. Robyn has a passion for educating young people and has a focus on inclusion in every school where she has worked. She is also passionate about staying in touch with trends in educational research to ensure the College is at the forefront of best practice.

[5B] CHANGE LEADERSHIP: LESSONS LEARNT ON OUR JOURNEY OF CHANGE

Over the past 8 years we have gone through significant changes at the College that have taken us from a school receiving yearly Education Review Office visits to now being on the 5 Year visit category. We have learnt many lessons along the way, good bad and indifferent and changed the way we look at educating our students for their future. The focus of this presentation is about change leadership rather than change management and tends to follow the Michael Fullan model of Motion Leadership, where you start with the doing rather than theory. Moving an institution forward one group at a time to bring about the sustainable change that really sets up our students to achieve success both in and beyond school. We refer to it as building the aeroplane while actually flying it! It is both exciting and terrifying at the same time!



David Olivier, St Peter's College, Palmerston North

Dave Olivier, MBA, BA, B.Ed. Principal of St Peter's College Palmerston North for the past 9 Years. Have been a Principal of a variety of schools for the past 18 years most of which have been in Catholic Schools both in New Zealand and South Africa

[5C] LEADING A CATHOLIC SCHOOL IN THOSE FIRST FEW YEARS OF PRINCIPALSHIP

I was recently referred to as an 'old hand' having completed just over 3 years of Principalship but I still feel anything but. I don't think I am alone in this. Co presenter Nixon Cooper is also relatively new to this role. So here is an opportunity to share the journey with others and look at such topics as - the best tips that have kept you sane, the impact of Principal Leadership on your own faith journey, - responding to the call of Pope Francis – challenges that come with leading your faith community – is there life outside my office. We are looking forward to facilitating this session of sharing and supporting others as we walk this journey together.



Bernadette Stockman, St Mary's College, Auckland

Bernadette Stockman is Principal of St Mary's College, a Year 7 to 13 girls school of 1000 in central Auckland, a role she took on 3 ½ years ago. She had previously worked as a DP at Baradene College and prior to that taught in a large co-ed high school of 2300 students. Bernadette trained as a primary school teacher at Loreto Hall, Catholic Training College, taught in the primary system and then was a stay at home mum for many years to bring up her family of 4. She has a Bachelor's Degree in Visual Arts and recently completed a Masters in Educational Leadership which she studied part time over the past 8 years while working fulltime. Bernadette is particularly interested in Pastoral Care of staff and students and the use of technology in education.



Nixon Cooper, Rosmini College, Auckland

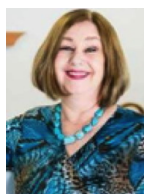
Teaching for 35 years in Auckland except for a brief spell in the UK. Over 20 years in Catholic education. Third year as Principal after having been DP for the previous 12 years.

[6A] MENTORING OF BEGINNING AND EARLY CAREER TEACHERS WORKSHOP

When a new teacher enters a school for the first time following graduation, the uncertainty faced is more extreme than in any other profession, because the new teacher assumes full pedagogical and legal responsibility as soon as they enter the school (Tynjälä & Heikkinen 2011). The drive to move from 'uncertainty' to confidence in one's ability is behind the implementation of the **Mentoring of Beginning and Early Career Teachers Program** at St Margaret Mary's College, Queensland. Participants in this workshop will engage with ideas and strategies to address ways which schools deliver care and support for these new teachers, developing a culture of mutual respect and acknowledgement of the effort, progress and achievement attained by the newest members of staff. It is our hope that this workshop will initiate dialogue around the ways new teachers are supported to belong and fully engage in the profession.

In order for the new teachers to feel confident and competent they need to be sustained by – and be able to sustain – relationships based on mutual trust, respect, care and integrity (Le Cornu 2013).

True to the spirit of **Korero 2017**, the intention is to provide stimulus by way of introducing our program and lead on to a full discussion around how this is achieved in other secondary schools, as well.



Kathleen Park, St Margaret Mary's College, QLD

Principal (2012-Present) – St Margaret Mary's College (Catholic Girls' Secondary School). Principal (2006-2011) – St Patrick's College Townsville (Catholic Girls' Day and Boarding School). Head of Senior School (2001-2005) – St Aidan's Anglican Girls' School (P-12, Independent Girls' School)

[6B] EFFECTIVE USE OF DATA IN CONTINUOUS WHOLE SCHOOL IMPROVEMENT

Research into school effectiveness and improvement is reliant on a policy which gives priority to investing in teacher professional development, especially in teacher quality. Any attempt to improve schools, needs to begin with an understanding of what happens in the classroom. A school culture focused on continuous improvement of student outcomes needs to be underpinned by individual teacher initiatives in improving their classroom learning environment. The use of action research as a tool for improving classroom learning has highlighted the benefits of teachers as researchers focusing on teacher practices and skills in their own classrooms. Teachers' involvement in action research in a collaborative school environment often have a measurable and direct impact on the classroom learning environment, especially in the areas of student achievement, behaviour and equity.

Using a coeducational secondary school in South Australia as a case study, this presentation provides insights into effective strategies for improving learning environments based on teacher professional development. This mixed-methods study involved a three-year whole-school teacher action research project with 2673 students in 171 classes.

Analysis of the data indicated statistically-significant improvements in students' perceptions of the learning environment and their self-efficacy over a three-year period. Qualitative data from classroom observations and discussion groups supported and embellished the quantitative findings.



Paul Rijken, Cardijn College, SA

Paul Rijken is Principal of Cardijn College; a Co-educational Catholic Secondary School located South of Adelaide in South Australia. The College has two campuses with a main campus of 900 students in an academic stream and 155 students at its second campus in a vocational and technical stream. The College has an in-house RTO and also trains 90 apprentices. Paul has worked closely with Curtin University in Learning Environments and presented his major research studies in the area of Project-based Learning and Teacher-Action Research at the annual meetings of the American Educational Research Association in Chicago and Washington. He was awarded the Springer Award for best paper in 2014. He is currently leading research in this field with 15 Catholic Secondary Schools in SA. Paul is a recipient of the ACEL Educational Leadership medal for services to his school and the Catholic sector and was appointed as a Fellow of ACEL in 2013. He is currently the Chair of the Association of Principals Catholic Secondary Schools in SA and a Commissioner of the South Australian Commission for Catholic Schools.

[6C] LEARNINGS THROUGH MĀORI ACHIEVEMENT

Māori underachievement has long been a source of controversy and has generated many different approaches to both understanding and responding to the issue. However, it is more purposeful to approach the issue from a constructive paradigm and identify the factors that enable success for Māori learners. Indeed Māori achievement is a National Education Priority (NEP). So what are the key cultural, social and pedagogical aspects which impact on Māori educational success? Three significant factors underpin Māori success; whānau, teacher and learner factors are the lens into success for Māori learners. Cultural concepts such as Whanaungatanga (relationships), Manaakitanga (respect and hospitality), and Kotahitanga (reciprocal engagement) are pivotal to understanding and making a difference for Māori learners.

A journey shared with a focus on using a framework for improving culturally responsive leadership and teacher practice to ensure that Maori learners enjoy educational success as Maori. We know that what works for Maori students also works for all students, including Pasifika students. Some ideas on engaging with Maori whanau (family) to have purposeful collaboration and work in partnership towards supporting Maori students to succeed.

‘E hara taku toa ite toa takitahi, engari he toa takitini’

My success is not through individual endeavour but rather through collective effort



Steve Bryan, Sacred Heart College, Napier

Steve Bryan, Principal of Sacred Heart College Napier for 11 years. With a 25% Māori roll achievement has a high priority within the school wide goals of the college. Founded in 1867 by the Sisters of our Lady of the Missions, Sacred Heart celebrates its 150th jubilee this year, 2017.



Louise Moore, Sancta Maria College, Auckland

I am passionate about making a difference in the lives of others and what better vocation to do that in through teaching. It has been a journey that has spanned some considerable years now with experience working in both the private and public education system in several countries. This is my third year at Sancta Maria College as Principal and the transition has been both a busy but exciting time. Prior to this move, I was Principal of a state co-educational

school for 12 years and I am enjoying the return to serve in Catholic school education.

Tuesday 11 July, 8.45 – 10.00am [Please choose one of the following]

[7A] Staff Performance Review and Appraisal processes

“Teacher quality is the single most important school variable influencing student achievement” (Organisation for Economic Cooperation and Development [OECD], 2005). Raising teacher performance and developing a teacher’s pedagogy should then be seen as a priority in the work of a school and its leadership team. At Thomas Carr College, Tarneit we look to AITSL which propose three broad phases of school performance appraisal: reflection and goal setting, professional practice and learning and feedback and review. In developing an environment of collegial trust and a culture of striving for school improvement, we also appreciate that effective appraisal only occurs when we get the balance right between assessing performance and assisting personal development.



Andrew Watson, Thomas Carr College, Vic

Andrew was appointed as the third Principal of Thomas Carr College, a Catholic Co-educational College located in Tarneit, a south western suburb of Melbourne Victoria. Prior to this appointment, he was Principal of Mercy Regional College in Camperdown, in regional Victoria for six years.

Andrew's vision for Thomas Carr College seeks to improve learning and teaching and developing the use of technology across all areas of the College. The College is also half way through a \$22 million capital development plan.

Before his appointment as Principal, Andrew held numerous positions of leadership at St Patrick’s College during his 9 years. In 2003 he was appointed the inaugural Head of Senior School.

Andrew commenced his teaching career in Cairns at Trinity Anglican School after completing a Bachelor of Business and a Graduate Diploma of Education. He has since gone on to complete a Master of Education and in 2007 obtained a Doctorate of Education from the Australian Catholic University. His thesis centred on leadership within Catholic Schools. In 2014 he also completed an Executive MBA which was tailored to meet the needs of Catholic Principals. Andrew is a member of the Australian College of Education, is currently serving on the Executive of the Principal’s Association of Victoria of Catholic Secondary Schools and is the Vice President of Catholic Secondary Principals of Australia.



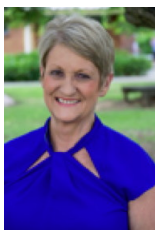
Brigitte McDonald, Thomas Carr College, Vic

Brigitte McDonald has been the Deputy Principal of Thomas Carr College, Tarneit for the last 6 years and has worked to incorporate the elements of the Performance and Development Culture Project within the college to drive school improvement.

Prior to this, Brigitte was Deputy Principal (Student Wellbeing) at Caroline Chisholm Catholic College between 2008 and 2010. During this time, Brigitte also took on the role of Acting Principal and provided leadership to the College. She was responsible for overseeing the pastoral care of 1500 students and for developing an excellent Student Leadership Program. It was her work with students in developing a student voice and student leadership that saw her awarded the Victorian Finalist for the 2011 Australian Secondary Teacher of the Year.

[7B] LEADING STRATEGICALLY – BUILDING AN ENTERPRISING AND INNOVATIVE CULTURE

St Columban's College has earned a reputation as an innovative and leading vocational training provider. This Brisbane Catholic Education mainstream 7-12 school, in the Moreton Bay region of South-East Queensland, encourages all students to participate in the extensive VET program either within the curriculum, or through Australian School-based Apprenticeships. Vocational and Academic go hand in hand in the Columban culture yielding strong academic and credentialed student outcomes. As well as 33 Senior Subjects, St Columban's delivers nationally accredited training in 18 qualifications in 11 industry areas, supports at least 90 school-based apprentices and trainees annually and employs 15 school-based trainees. Qualifications in Hairdressing, Hospitality and Kitchen Operations are offered in the enterprising St Columban's Community Trade Training Centre. Entrepreneurial skills are encouraged with winemaking, café culture precinct, creative arts and a new STEAM centre being developed. The College uses its strategic location to strong advantage, strengthening and expanding training partnerships including a major Health Care Alliance with Caboolture Hospital. This has generated significant employment opportunities for students and benefits for the whole community, matching the direction of society's megatrends. The College's sporting and fitness emphasis links closely in this area. St Columban's received the School Pathways to VET Award at the 2014 Australian Training Awards, having been one of three National finalists in that category in 2012, 2013 and 2016. This presentation explores the journey of establishing changed cultural thinking providing a blueprint for the outcomes.



Ann Rebgetz, St Columban's College, QLD

Currently, Principal of St Columban's College at Caboolture (9 years). Winner Australian Training Awards for School Pathways in VET in 2014 being a National Finalist in 2012, 2013, and 2016 and member of judging panel in 2015. Previously, Co Principal of Bilngual School at Wadeye in NT with over 700 Indigenous students. Always had a passion for work integrated learning and blending of academic and vocational pathways. Was recipient of National Excellence in Teaching award in this area. Currently President of CaSPAQ (Catholic Secondary Principals of Qld) and member of National Board of CaSPA(Catholic Secondary Principals Australia), Vice President of ACSSQ (Association of Catholic Secondary Schools Qld), President Qld ISSNetball. Received Association of Women Educators Award for contribution to Education as a Leader. Member of the 2016 Senior Secondary Assessment Review Task Force in Qld.

[7C] ACHIEVING POSITIVE OUTCOMES FOR PASIFIKA STUDENTS

Both our Colleges have a long history of successful outcomes for Pasifika students through a deliberate focus on the partnerships between home and school. We will each tell our story and offer some practical strategies to ensure Pasifika students are known, valued and feel a strong sense of belonging enabling them to achieve strong academic results. You will have the opportunity to share positive strategies from your own schools.



Neal Swindells, St Patrick's College, Wellington

Neal Swindells was Principal at St John's College in Hastings 1998 - 2013 and moved to St Patrick's College Wellington in 2014. Both these Colleges have a strong Marist Fathers history and charisma. Neal is the Chair of the National Network of Marist Schools in New Zealand.



Mary Curran, St Catherine's College, Wellington

Mary Curran is Principal of St Catherine's College, Wellington. The College is one of five Mercy secondary colleges in New Zealand. Previous to this she was Deputy Principal Curriculum and D.R.S. at St John's College, Hamilton. Mary is also on the Ministry of Education Professional Learning and Development Area Allocation Panel.

Tuesday 11 July, 10.30 – 11.45 am [Please choose one of the following]

[8A] LEADERS WITH A LIFE

'People say they have worked with extraordinary leaders, but not extraordinary leaders with a life.' (Dr Karen Pollock). School leadership is an amazing and transformative role with the potential to profoundly influence many people. It is important for school leaders to enjoy their jobs and, very importantly, to be seen to enjoy them. Finding a healthy balance between work and other aspects of life is not just important for those currently holding these positions but for those who might take up that professional challenge into the future. In this digital age, boundaries between work and 'the rest of life' have become increasingly blurred. There is lots of talk about work-life balance, but what does this mean? How do we promote models of well-being for current and future leaders in a rapidly changing landscape. There is lots of research around well-being, but how do we turn this into practice and show the next generation of leaders how to be good leaders with a healthy life outside school? This workshop will highlight key learning from the Ontario Principals' Council International Symposium – Global Trends for All Generations: Exploring Work-Life Balance and Well-being. Mandy Connor represented Catholic Australian Secondary Principals Australia (CaSPA) at this international gathering of representatives from Principals' Associations.



Mandy Connor, Holy Cross College, WA

Mandy Connor has worked in Catholic Education in Western Australia for over 30 years. Having started her career as a History, English and Religious Education teacher, she has maintained her passion for learning and teaching. Mandy has a Masters in Education (which included a semester of study at Fordham University in New York) and a Masters in Religious Education. As Principal of a new school Mandy has enjoyed the opportunity to 'think outside the box' and to work with staff to explore new pedagogues, supported by digital technologies and contemporary learning environments. Mandy looks forward to continuing a role in educational leadership in this exciting and challenging time as we grapple with the complexities of mentoring staff and growing new leaders to meet the needs of today's learners.

[8B] RESTORATIVE PRACTICES – THE LISTON COLLEGE JOURNEY

In 2010 at the suggestion of the Board Chair, Liston College embarked on a journey to change the approach to dealing with student discipline. The model which was in place was essentially punitive in nature. The most serious sanctions were student stand-downs and suspensions. In the previous five years the average per year was 54 stand-downs and 5 suspensions. At the end of the 2010 year the Board approved two days of Professional Development for the entire staff. Margaret Thorsborne was the facilitator for the two days. The new approach centred on restoring relationships and mirrored the Gospel values of forgiveness and reconciliation. All

teachers new to the school attend a two-day course with Margaret and are expected to manage relationships from a restorative perspective. Some staff have left the College because they were unable/unwilling to meet the expectations of Restorative Practices.

After 6 years of Restorative Practices the average figures for stand-downs is 6 and for suspensions is 1. These statistics only tell part of the success story. The role of the Dean has changed. The overall tone of the school is much more settled and all of the students in the school this year have only known the restorative approach.



Chris Rooney and Rob McKenty, Liston College, Auckland

Chris Rooney has been Principal for the last 17 years. Previously responsible for student discipline/ behaviour management. Committed to Edmund Rice Charism as key element of Restorative Practices. Had to be convinced of the value of Restorative Practice.



Rob McKenty has been the Director of Pastoral Care for the last 15 years. Previously HoD P.E. and Outdoor Education in several schools. Has developed extensive Pastoral Care Network in the College. Was responsible for successful introduction of Restorative Practices.

[8C] CULTURALLY RESPONSIVE SCHOOLS

Over the last four years the College has developed and led school-wide changes in order to improve students' learning experiences and achievement outcomes. This change required the College to first examine their commitment to biculturalism and indigenous ways of knowing and being. The College's journey towards understanding learners of multiple cultures within a Bicultural Aotearoa is something she has been able to draw from her own experience as a learner. Listen to the DP's experience as an educator and lifelong learner to have a deeper understanding of what it means to be culturally responsive. Lee will share the challenges associated with leading culturally responsive pedagogical change from a school leadership perspective as well as her experiences as a learner. Her experiences will resonate with the challenges many educators are facing around cultural responsiveness in today's diverse environments. This workshop will provide ample opportunities to engage and discuss the interesting content on offer.



Lee Nanai-Stewart, Catholic Cathedral College, Christchurch


Lee Nanai-Stewart is the Deputy Principal of a Catholic inner-city, multi-cultural, coeducational secondary school

Conference Sponsors

We are grateful to the following for their support of our Conference:

- Furnware
- Konica Minolta-CSG
- OfficeMax

- Educator Impact

furnware®  OfficeMax®

ei educator
impact

