



2022  
SOSS

# RETHINKING TEACHING AND TEACHER EDUCATION IN A POST PANDEMIC WORLD



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Cover Design by Joy Reynolds

## Acknowledgements

The *Communiqué* Team acknowledges the collaboration and support of members of the Summit Organising Committee who committed their time and expertise along with the team from the School of Education and Professional Studies at Griffith University, to achieve the Summit and this *Communiqué*, which serves as a lasting legacy of the event. Special acknowledgment to: Charlotte Chamier as the Event Planner; Mary-ellen Feldhagen for administrative support; David Noonan for business development support; Shaun Charles for media support; and Joy Reynolds for graphic design.

## Communiqué Citation

Pendergast, D., O'Brien, M., & Reynolds, J. (2022). *Communiqué: Queensland Creating Futures Summit: Rethinking Teaching and Teacher Education in a Post Pandemic World*. Brisbane: Griffith University.



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## The Creating Futures Summit Series

The School of Education and Professional Studies at Griffith University is proud to host the annual Initial Teacher Education (ITE) *Creating Futures Summit Series* with a spotlight on issues related to the teaching profession. This approach to professional learning is relevant, engaging, and proactive and enables Griffith University to deepen collaborations with our valued partners while setting agendas on key issues.

The *Creating Futures Summit Series* format brings together a wide range of stakeholders with an interest in teaching futures. The expanded role of schooling in the education, care and wellbeing of young people has placed increased demands on the teaching profession.

At the heart of the teaching profession is the education of those entering the profession. Initial Teacher Education is core to renewal and regeneration of the teaching profession. Changes to teachers' work and to the very notion of professionalism have been taken up in Initial Teacher Education policies and programs. Each year the *Summit Series* focuses on an issue or topic of importance to initial teacher education.

Host of the *Creating Futures Summit Series* and Dean and Head of the School of Education and Professional Studies Professor Pendergast initiated the *Summit Series* as an annual platform for the co-creation of shared ideas to shape a common vision for quality teacher education on the topic under consideration:

*This event is much more than a conference or a talk fest— it is where informed and creative educators and educational stakeholders come together to shape-shift the work in initial teacher education and support beginner teacher experiences, school leadership initiatives and key stakeholder policy decisions. After the Summit, we then collectively enact the way forward.*

The 2022 Summit was the seventh in the Series, with previous topics related to initial teacher education featured over recent years as follows Table 1:

Table 1 Summit Topics

Year	Topic	Number of delegates
2015	Numeracy	235
2016	Digital Technologies	240
2017	Health & Physical Education	243
2018	Creativity	161
2019	Creating Futures	240
2020-21	Quality Teaching of Reading in the Early Years	601
2022	Rethinking teaching and teacher education in a post pandemic world	466

The number of participants attending the *Creating Futures Summit Series* has ranged from 136 to 600. In 2021 the first hybrid delivery of a Summit occurred with the *Quality Teaching of Reading in the Early Years* Summit which had been postponed in 2020 in response to the COVID context. This hybrid format attracted a record attendance and included, for the first time, international guests. In 2022 the hybrid model was again employed. Data related to Summit delegates is presented in later sections of this report.

The *Creating Futures Summit Series* has established a legacy, with stakeholders and collaborating partners a feature of this model. It also attracts return delegates, as presented in Figure 1, which presents return delegates across the six years following the initial event. 2015 is not shown as that was the first year of the series.

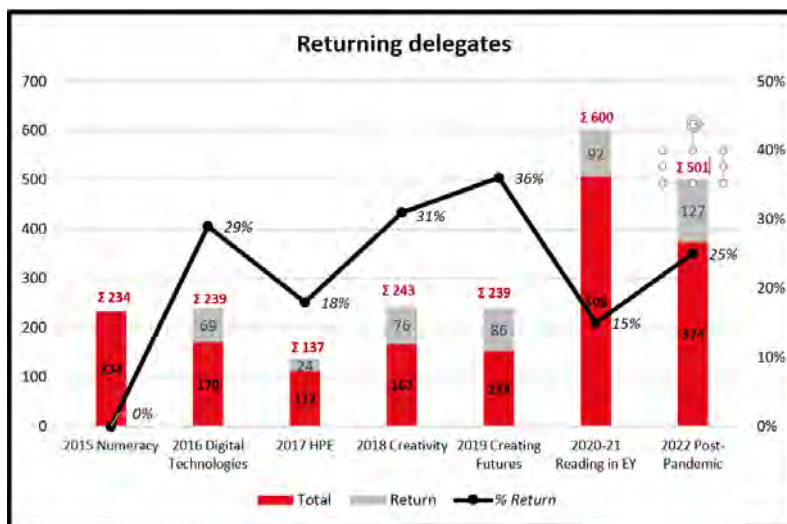


Figure 1 Repeat Delegates

The event results in the production of collateral that is shared widely in the education community, with the *Communiqué* and video resources serving as an ongoing legacy to shape the future of initial teacher education in Queensland and more broadly nationally and internationally.

All Summit collateral is available, free to access, on the School of Education and Professional Studies *Creating Futures Summit* website here: <https://www.griffith.edu.au/arts-education-law/school-education-professional-studies/creating-futures-summit>







Figure 2 Summit Series Communiqué Covers

## 2022 Creating Futures Summit

### Rethinking teaching and teacher education in a post pandemic world



The framing paper was developed by the organising committee (see Appendix A) and utilised as a stimulus to frame the Summit, to facilitate confirmation of stakeholder collaboration and participation, and to encourage participant attendance.

#### ***Framing Paper***

The School of Education and Professional Studies at Griffith University is proud to host the 7th annual Initial Teacher Education (ITE) *Creating Futures Summit Series* with a spotlight on issues related to the teaching profession. The Summit Series provides professional learning that is relevant, engaging, and proactive and enables Griffith University to deepen collaborations with our valued partners while setting agendas on key issues. The *Series* brings together a wide range of stakeholders with an interest in teaching futures.

March 11, 2020 is the day the world as we know it changed with the World Health Organization [WHO] (2020) officially declaring the viral infection emanating from the novel coronavirus COVID-19 a global pandemic. From the outset there was a cascade of wide-reaching effects as the world ground to a halt. Streets, workplaces, schools and public spaces were devoid of human life as physical distancing became the primary weapon to avoid transmission. Human frailty was exposed as anxiety and the threat to survival led to clashes for what we have come to take as normal—access to commodities such as toilet paper and pasta. The world we were preparing young people for changed.

With regard to teachers' work and schooling, 91% of school students worldwide, that is 1.6 billion children and young people, experienced school closure, in some cases for more than 12 months. UNICEF declared that "[T]he numbers are unprecedented, the implications enormous" (Miks & McIlwaine, 2020). Emergency education was invoked, including features such as: learning from home with carers as supervisors; rapid digitisation as staff modified learning to match the learning environment; staff professional learning at an accelerated rate estimated equivalent to 3–5 years to cope with the changes; a rapid progression to digital pedagogical approaches; stripping curriculum to the essential core and reinventing learning programs. A legacy that remains is the ongoing need for mental health programs designed to address burgeoning student and staff

wellbeing and mental health issues (Pendergast & Dobson, 2021) now commonly referred to as *the shadow pandemic* (McGorrie, 2021).

As we emerge from this liminal space, we consider what has been popularly coined the new normal. There is an appetite—and need—to embed innovative learning design that has led to new ways of doing things foregrounding learning and teaching flexibility, the development of 21c student capabilities, and a continuum of learning from schooling to further education and professional learning. As a response, schools are exploring new ways of educating their students creating new learning spaces afforded through blended, online and hyflex teaching contexts. To afford these contexts a shift in classroom pedagogies is needed that requires changes in teacher and student roles, engineering learning design for online engagement, restructuring learning spaces and rethinking discipline.

Professional learning for all staff in schools is critically important, along with ensuring our initial teacher education programs prepare graduates for this different environment. The role of all those that make up the profession—education systems, school leaders, teachers, home carers, initial teacher education providers and preservice teachers continues to draw on new and different skill sets and attributes.

In this moment lies an opportunity to *have conversations that matter*. To collaborate, connect and collectively prioritise our preferred new normal through innovative disruption. Assumptions about initial teacher education can be considered and reframed. Hybridity, flexibility, adaptability, and relational capital, built through collaborations within and between institutions, sectors and key stakeholders during the initial period of disruption, now provides a fertile field for growth and innovation.

While there are questions for which there may not be obvious answers, the Summit will be an opportunity to engage in conversations that matter, considering ways of working, learning and collaborating. Of central concern will be the newly emergent social, psychological and pedagogical needs of young people in schools and the educators who work with them, as they navigate the new normal ahead. Our aim is to discuss, debate and design actions of priority and aspirations of value. Our processes will explore what change is desired, what should be the same, where snapback is to be avoided, and how we can most effectively contribute to a strengthened profession. Our outcomes will point to strategies that ensure initial teacher education continues to flourish, and that graduates are prepared to survive and thrive as future members of the teaching profession.

## **References**

- McGorrie, P. D. (2021). The reality of mental health care for young people, and the urgent need for solutions. *Medical Journal of Australia*.  
[https://www.mja.com.au/system/files/issues/216\\_02/mja251327.pdf](https://www.mja.com.au/system/files/issues/216_02/mja251327.pdf)
- Miks, J., & McIlwaine, J. (2020). *Keeping the world's children learning through COVID-19*. UNICEF
- Pendergast, D., & Dobson, S. (2021). Fears loom for teens undergoing vital brain development during COVID—telling stories might help. *The Conversation*. <https://theconversation.com/fears-loom-for-teens-undergoing-vital-brain-development-during-covid-telling-stories-might-help-155295>
- World Health Organization. (2020). *Listings of WHO's response to COVID-19*.  
<https://www.who.int/news/item/29-06-2020covidtimeline>



### **Podcast and Pre-reading Materials**

The following articles were provided to Summit delegates as background resources.

Edwards, E. J. & Campbell, M. (2022, January 20). Schools can expect a year of disruption. Here are 7 ways they can help support the well-being of students and staff. *The Conversation*. <https://theconversation.com/schools-can-expect-a-year-of-disruption-here-are-7-ways-they-can-help-support-the-well-being-of-students-and-staff-174886>

Edwards, E., Campbell, M. Carroll, A. & Pennell, D. (2021). *Roads to Recovery: Best practice guidelines for wellbeing of staff and students after a disruption in Queensland schools*. Queensland Department of Education. [https://espace.library.uq.edu.au/data/UQ\\_98b178a/Best\\_Practice\\_Guidelines.pdf](https://espace.library.uq.edu.au/data/UQ_98b178a/Best_Practice_Guidelines.pdf)

McKinsey & Company. (2022, April 4). *How COVID-19 caused a global learning crisis*. <https://www.mckinsey.com/industries/education/our-insights/how-covid-19-caused-a-global-learning-crisis>

Phillips, L., & Cain, M. (2020, August 4). 'Exhausted beyond measure': what teachers are saying about COVID-19 and the disruption to education. *The Conversation*. <https://theconversation.com/exhausted-beyond-measure-what-teachers-are-saying-about-covid-19-and-the-disruption-to-education-143601>

Ryan, J. (2021, December 6). We're short of teachers, and the struggles to find training placements in schools add to the problem. *The Conversation*. <https://theconversation.com/were-short-of-teachers-and-the-struggles-to-find-training-placements-in-schools-add-to-the-problem-172486>



## Program

TIME	EVENT
8:45–8:50	<b>Welcome</b> <i>Master of Ceremonies: Sarah Kanowski, Co-presenter of Conversations, ABC Radio</i>
8:50–8:55	<b>Acknowledgement of Country</b> <i>Waveney Yasso</i>
8:55–9:00	<b>Summit Opening</b> <i>Professor Carolyn Evans, Vice Chancellor and President, Griffith University</i>
9:00–10:00	<b>SESSION 1: SEE IT AS IT IS</b>
	<b>Why this moment matters: Innovative Disruption as transformation in teaching and teacher education</b> <i>Professor Donna Pendergast, Host, Dean and Head of School, School of Education and Professional Studies, Griffith University</i>
	<b>Strugglers, Survivors and Thrivers: The importance of nuance in navigating the long road from lockdown</b> <i>Dr Tony Breslin, National Leader of Governance, Department for Education</i>
	<b>Satellites to Mission Control ... Come in Mission Control ...</b> <i>Malcolm Elliott, President, Australian Primary Principals Association</i>
	PANEL 1: Professor Donna Pendergast, Dr Tony Breslin, Malcolm Elliott THINK TANK 1: From your pandemic experience, what was the most challenging? VIDEO 1: Pandemic experiences from school interviews
10:00–10:45	<b>SESSION 2: SEE IT BETTER THAN IT IS</b>
	<b>The whole matters: How global goals like the SDGs could reshape education</b> <i>Professor Ingrid Burkett, Co-Director, Yunus Centre, Griffith University</i>
	<b>Reinventing schools: A practical vision for the future</b> <i>Raya Bidshahri, Founder and Chief Executive Officer, School of Humanity</i>
	<b>The teacher regulator: What can we learn from the pandemic to inform our future?</b> <i>Deanne Fishburn, Director, Queensland College of Teachers</i>
	PANEL 2: Deanne Fishburn, Director, Queensland College of Teachers THINK TANK 1: OUTCOMES
	
10:45–11:10	<b>MORNING TEA</b>

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11:10–12:00 SESSION 3: MAKE IT THE WAY YOU SEE IT

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Teaching: Workforce Challenges and Opportunities

*Edmund Misson, Deputy CEO, AITSL*

Ask yourself, how full is my wellbeing cup?

*Megan Binnie, Regional Wellbeing Coordinator, South East Region Education*

A New Approach to Trauma-informed Strengths-based Schools

*Dr Tom Brunzel, Director of Education, Berry Street*

PANEL 3: Edmund Misson, Megan Binnie, Dr Tom Brunzel

THINK TANK 2: How has the pandemic changed what you do?

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12:00–13:00 SESSION 4: STORIES OF SILVER LININGS

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How we maintained connection and quality education for First Nation students during the pandemic

*Sharyn Ive, Principal, Carinity Education Shalom*

Challenging traditional school audaciously

*Vaughan Cleary & Kendall Aglinskis, Assumption College Kilmore*

Learning Design After School Closures

*Samuel Dudley, Secondary English Teacher, Ormiston College*

Leading a culture of learning

*Liz Foster, Executive Principal, Wavell State High School*

PANEL 4: Sharyn Ive, Vaughan Cleary, Kendall Aglinskis, Samuel Dudley, Liz Foster

THINK TANK 2: OUTCOMES

THINK TANK 3: What are the innovations you would like to keep?

The Children of Yarranlea State School

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13:00–13:25 LUNCH

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VIDEO 2: Silver Linings

THINK TANK 3: OUTCOMES

Pandemic Challenges and Opportunities for Boarding Schools

*Jim Noble, Head of Boarding, Marist College, Ashgrove*

Teacher Induction: Knowledge is Power

*Michelle Gouge, Principal, Riverside Christian College*

Oracy blossoms at St John's: Our Keys to Success through parent engagement

*Deborah Wilson & Ronelle Sanders, Teachers, St John's Anglican College*

COVID: A gift for collaboration

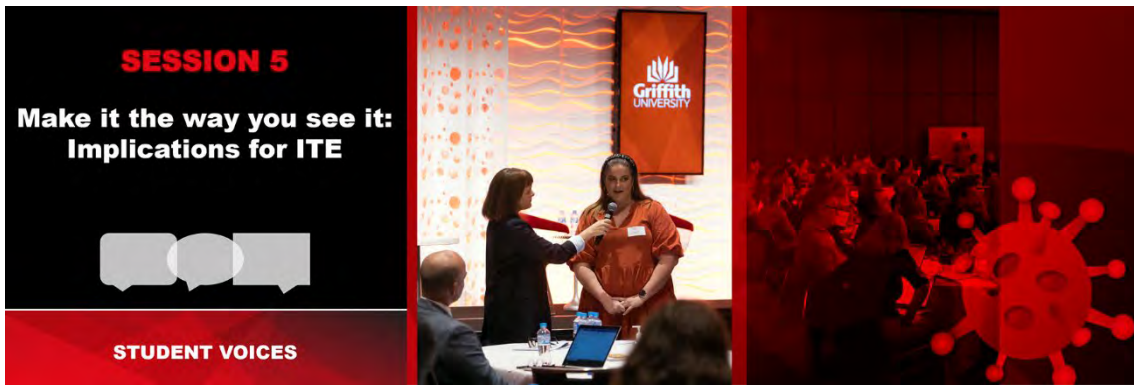
*Vicki Caldrow, Principal, Wellers Hill State School*

Insight into student thinking: Celebrating Silence + Surmounting Silence in digital learning

*Dr Deniese Cox, Founder, TeachingOnline.com.au*

PANEL 5: Jim Noble, Michelle Gouge, Deborah Wilson, Ronelle Sanders, Dr Deniese Cox

THINK TANK 4: What legacy can we create for teachers and teacher education?



14:30–15:00 SESSION 5: MAKE IT THE WAY YOU SEE IT: IMPLICATION FOR INITIAL TEACHER EDUCATION

ITE student voice

Aspirations, accomplishments and APSTs: Leading with our strengths in initial teacher education  
*Dr Mia O'Brien*

THINK TANK 5: How can universities enhance initial teacher education programs to better prepare teachers in a post pandemic world?

15:00–15:20 SESSION 6: MAKE IT HAPPEN: ACTION

PANEL 6: Linda Willis, Jodie McFadden, Andrew Pierpoint, Catrion Mach

THINK TANK 4: OUTCOMES

THINK TANK 5: OUTCOMES

THINK TANK 6: Finish this sentence: I will help reset education by...

15:20–15:30 Synthesis and Communique

*Professor Donna Pendergast, Host,  
Dean and Head of School, School of Education and Professional Studies, Griffith University*

*Close of Summit*



## Summit Delegates

Four hundred and sixty-six delegates attended the hybrid 2022 Summit. 230 attended in person in Brisbane while 236 attended virtually. This hybrid model is a unique feature of the 2022 Summit, having first been trialled in 2021 out of necessity and adopted in 2022 as an innovation. A full list of Summit delegates is provided in Appendix C.

The *Creating Futures Summit Series* was initially designed to build collaboration in Queensland. It has increasingly attracted interstate and in 2022 international attendance. Figure 3 provides a visualisation of the location of delegates, which is centred on Brisbane as the highest concentration of delegate attendees.

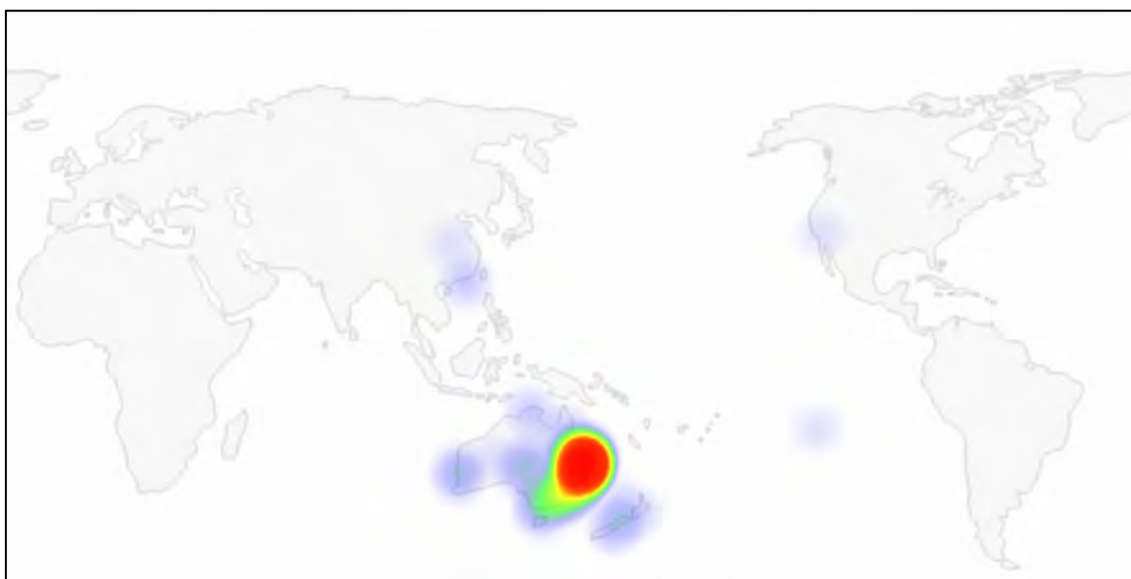


Figure 3 Heatmap of Delegates' Location

Summit delegates provided details of their work affiliations. Table 2 and Figure 4 indicates that attendees were from a range of sectors. Close scrutiny of the delegate list reveals there were participants from every Australian jurisdiction, over 100 stakeholder organisations, and 10 countries. This breadth of participation highlights the interest in the topic and the willingness to invest in Conversations That Matter, the subtheme of the *Creating Futures Summit Series*.





Table 2 Participants' Organisations

Organisation	Participants	%
Academic	176	37.7%
School	140	30.0%
Government	58	12.6%
Professional Associations	34	7.3%
Post-graduate students	20	4.3%
Other	18	3.9%
Pre-service teacher	16	3.4%
University Support	4	0.9%
Total	466	100%

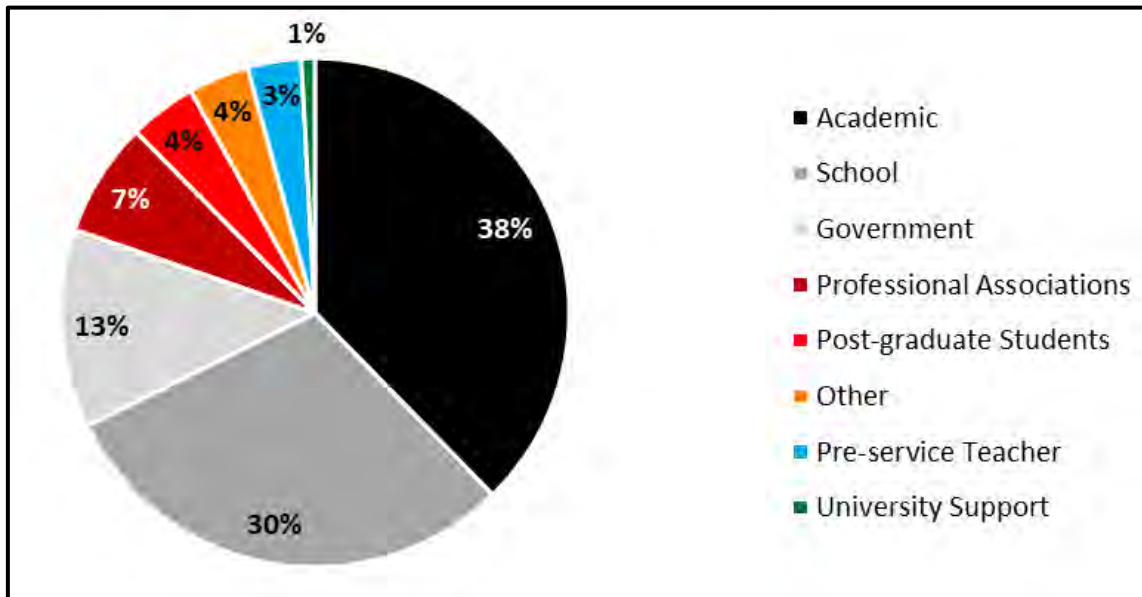


Figure 4 Participants' Organisations



## Think Tank Outcomes

The Think Tank activities were undertaken throughout the Summit at key points to gain insights into the participants views about the provocations being presented to them (see Table 3). There are four stages involved in generating the information that will be presented for each Think Tank. The first stage involved the generation of responses from delegates at six times during the program. This was collected virtually, with delegates provided a prompt to which they entered a response. The raw data generated from this process is presented in full in Appendix D. The second stage involved an expert panel aggregating the responses into thematic statements. Stage three was the re-presentation of the top five themes to the delegates and finally, Stage 4 was the virtual polling of the delegates to determine the frequency of support for the themes. The following section provides the results of the polled data, presented in the order in which the statements were presented (A to E).

Table 3 Placement of Think Tank Provocations

### Program

#### Session 1. See it as it is

- Think Tank 1: From your pandemic experience, what was the most challenging?

#### Session 2. See it better than it is

#### Session 3. Make it the way you see it

- Think Tank 2: How has the pandemic changed what you do?

#### Session 4. Stories of silver linings

- Think Tank 3: What are the innovations you would like to keep?
- Think Tank 4: What legacy can we create for teachers and teacher education?

#### Session 5. Make it the way you see it: implications for initial teacher education

- Think Tank 5: How can universities enhance initial teacher education programs to better prepare teachers in a post pandemic world?

#### Session 6. Make it happen: action

- Think Tank 6: Finish this sentence: I will help reset education by...

## Think Tank 1



Prompt: From your pandemic experience, what was the most challenging?

The polling of Summit delegates revealed a strong focus on the role of the teacher to be the most challenging aspect of the pandemic experience. This was a combined response of over a third citing *supporting teacher and student wellbeing* (35%), another quarter indicating *change in teacher mindset and skillset* (24%), together representing the views of 59% of the delegates responses.

Challenges related to catering for *inequity within society increasingly obvious* (17%) and *teacher care and concern for disadvantaged/disconnected students* (12%) were also prominent, with almost a third of delegates reporting this as their greatest challenge.

The final set of responses reported to be the most challenging aspect of the pandemic experience was a sense that *ITE students felt unprepared* (12%).

Table 4 Think Tank 1 Top Five Statements

Legend	Top 5 Statements	%
	A Change in teacher mindset and skillset	24
	B Teacher care and concern for disadvantaged/disconnected students	12
	C Inequity within society increasingly obvious	17
	D ITE students felt unprepared	12
	E Supporting teacher and student wellbeing	35

Extended responses available in Appendix D Extended Activity Responses.

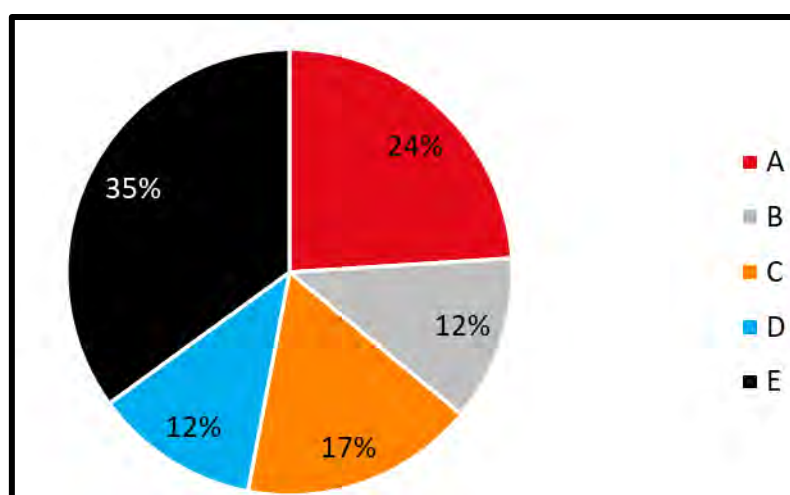


Figure 5 Think Tank 1 Results

# Think Tank 2



Prompt: How has the pandemic changed what you do?

The polling of Summit delegates revealed that almost half reported the pandemic has changed what they do by being *more agile, flexible and adaptable* (47%). Almost a quarter indicated *increased technology usage and availability* (24%). The remaining categories pointed to shifts about *future thinking* (16%), an *appreciation of fundamentals* (8%), and *different ways of working with families* (5%) as being the aspects that have most changed for them most as a response to the pandemic.

Table 5 Think Tank 2 Top Five Statements

Legend	Top 5 Statements	%
	A Increased technology usage and availability	24
	B Appreciation of the fundamental elements	8
	C More agile, flexible and adaptable	47
	D Different ways of working with families	5
	E Future thinking	16

Extended responses available in Appendix D Extended Activity Responses.

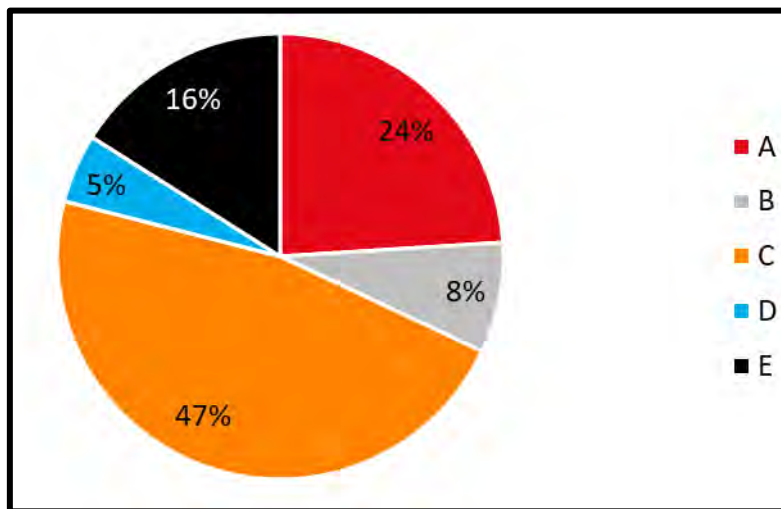


Figure 6 Think Tank 2 Results

# Think Tank 3



Prompt: What are the innovations you would like to keep?

The polling of Summit delegates revealed that the statement that resonated most with respect to the innovations they would like to keep could be summarised by the word *flexibility*. The majority of respondents (71%) indicated they sought *flexibility* in the areas of: *work structures* AND *learning design* AND *space to innovate* AND *connecting beyond the classroom*. The remaining 29% of delegates selected one of these areas as having the most resonance, with roughly equal responses across the four options.

Table 6 Think Tank 3 Top Five Statements

Legend	Top 5 Statements	%
	A Flexibility in work structures	10
	B Flexibility in learning design	7
	C Flexibility to innovate	7
	D Flexibility to connect beyond the classroom	5
	E All of the above	71

Extended responses available in Appendix D Extended Activity Responses.

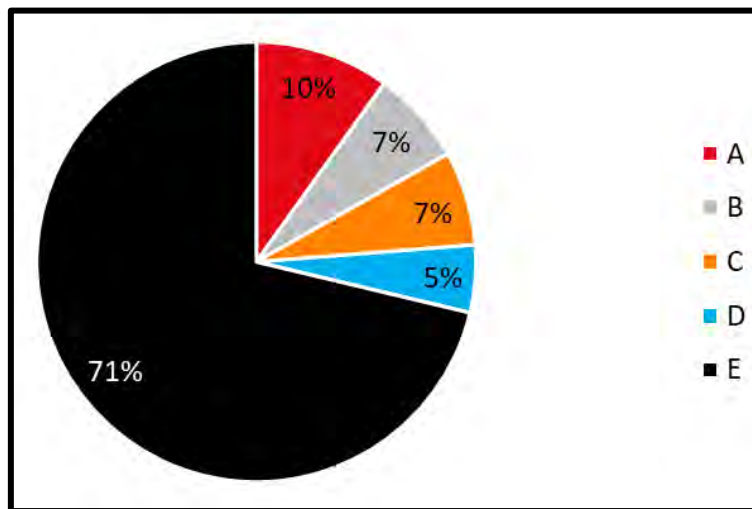


Figure 7 Think Tank 3 Results

# Think Tank 4



Prompt: What legacy can we create for teachers and teacher education?

The polling of Summit delegates revealed that almost one half selected *value in the profession* (44%) as the legacy to create for teachers and teacher education as an outcome of the pandemic response. Qualities of teachers also featured in this Think Tank, with the legacy of *innovative mindset* (18%), *lean(ing) on each other* (14%) and *work life balance* (14%) collectively reflecting the social and emotional aspects of teachers work as being a space for legacy. The remaining category that *the unexpected can be a gift* (10%) points to the silver lining that may come of the disruptive innovation of the pandemic.

Table 7 Think Tank 4 Top Five Statements

Legend	Top 5 Statements	%
	A The unexpected can be a gift	10
	B Work life balance	14
	C Value in the profession	44
	D Lean on each other	14
	E Innovative mindset	18

Extended responses available in Appendix D Extended Activity Responses.

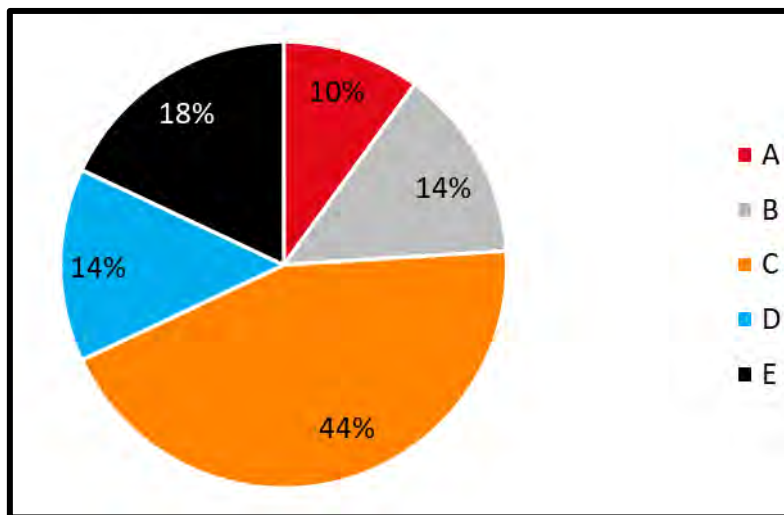


Figure 8 Think Tank 4 Results

# Think Tank 5



Prompt: How can universities enhance initial teacher education programs to better prepare teachers in a post pandemic world?

The polling of Summit delegates in response to the prompt, how can universities enhance initial teacher education programs to better prepare teachers in a post pandemic world, revealed that half selected the statement *more professional experience and relationships* (50%). Other categories were selected in similar frequency, with the *promotion of innovative thinking* (16%) slightly more frequently selected than other categories of *developing coping skills* (12%); *enabling evidence-informed strategies* (12%) and *capabilities to relate to diverse school contexts* (10%).

This feedback provides a roadmap for consideration by initial teacher education providers and key stakeholders.

Table 8 Think Tank 5 Top Five Statements

Legend	Top 5 Statements	%
	A More professional experience and relationships	50
	B Relate to diverse school contexts	10
	C Enable evidence-informed strategies	12
	D Promote innovative thinking	16
	E Develop coping skills	12

Extended responses available in Appendix D Extended Activity Responses.

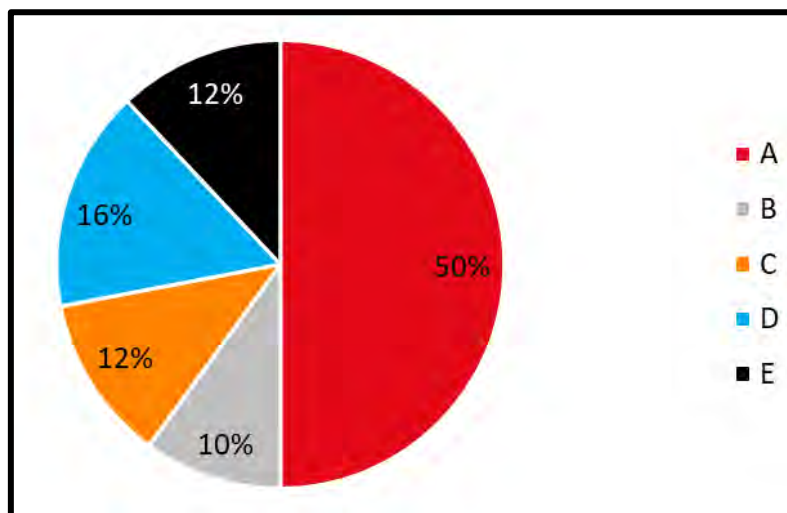


Figure 9 Think Tank 5 Results

# Think Tank 6



Prompt: Finish this sentence: I will help reset education by...

There were 63 responses from the delegates to this prompt, generating a total of 775 words. Words with similar meaning were grouped. For example, the words *advocacy* (1), *advocate* (2), *advocating* (7) were combined into a final group term *advocacy* (10) so that similar concepts would be proportionately sized. The resulting text file was uploaded into WordClouds.com which only used words of 4 letters or more, for a total of 255 unique words, with a length of 5 to 18 characters. WordClouds.com produced the following image (Figure 10). Extended responses available in Appendix D Extended Activity Responses.

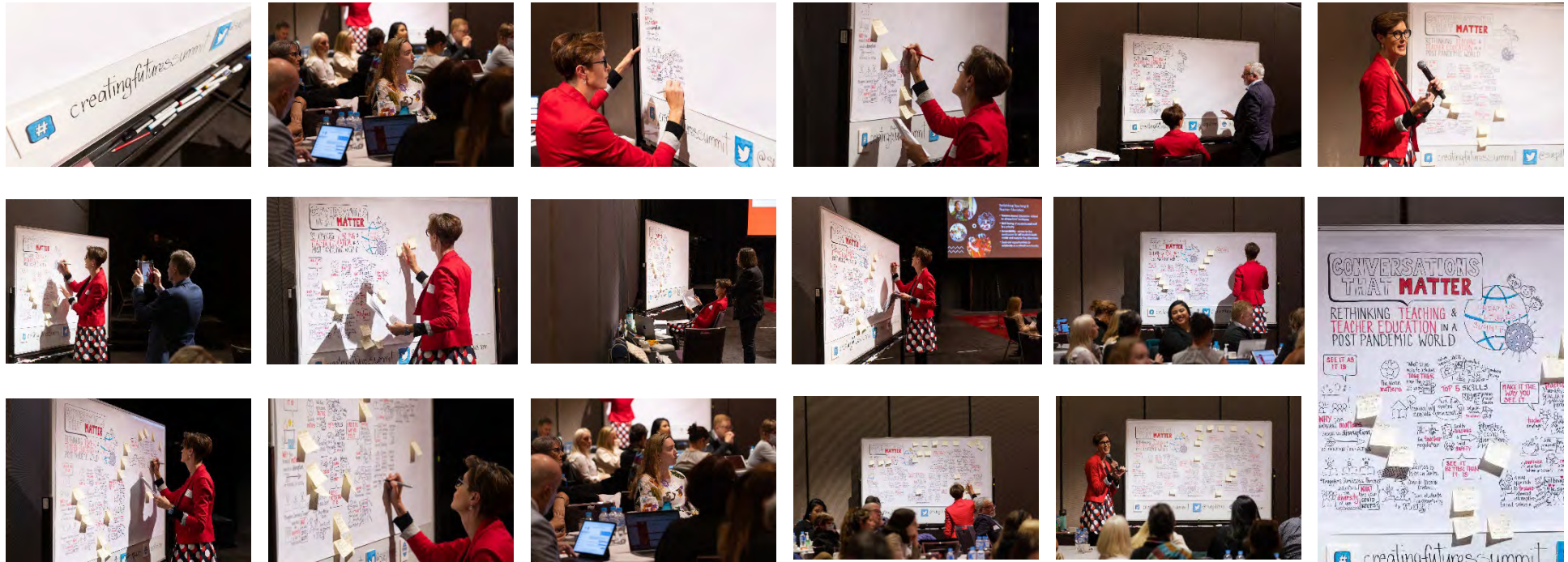


Figure 10 I will help reset education by ...



## Illustrating the Summit

A feature of the Summit is the story telling of the event, captured by Illustrator Sue Pillans



© Artwork by Dr Sue Pillans [www.drsoepillans.com](http://www.drsoepillans.com) . Used with kind permission

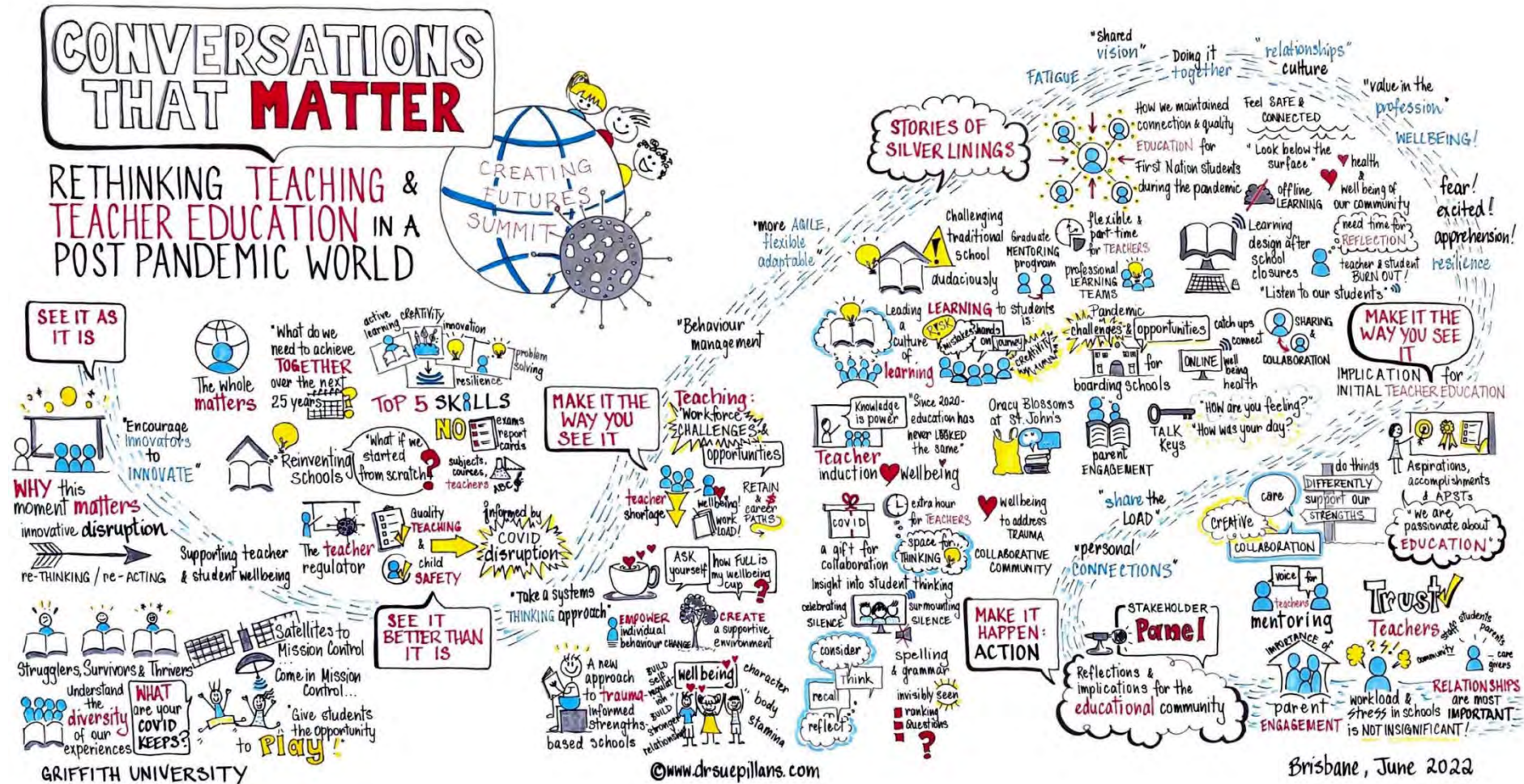


Figure 11 Creating Futures Summit: Picture your ideas.

## 2022 Summit Real-Time Feedback

Participants were surveyed at the conclusion of the Creating Futures Summit event to gauge their immediate feedback from participating in the event. Each of the Word Clouds were created in the same way.

### *Finish this sentence... "Today is important to me because..."*

Participants were invited to finish the sentence "Today is important to me because..." From 158 submissions, there were approximately 2200 words. Words with similar meaning were grouped. For example, the words *connect* (7), *connected* (1), *connecting* (4) and *connections* (4) were combined into a final group *connect* (16) so that similar concepts would be proportionally sized. The resulting text file was uploaded into WordClouds.com which only used words of 4 letters or more, for a total of 908 unique words, with a length of 5 to 14 characters. WordClouds.com produced the following image (Figure 12). The top 15 words were *education* (52), *future* (42), *with* (32), *teacher* (29), *about* (27), *want* (21), *learning* (20), *need* (17), *opportunity* (17), *connect* (16), *learn* (14), *students* (14), *pandemic* (13), *teaching* (13), and *colleague* (13). The frequency of the term is represented by the proportion of the font.



Figure 12 Today is important to me because...

**In ONE word describe what you valued from today**

From the 122 delegates who participated, 70 unique words were stated and appear below in in a word cloud (see Figure 13). The top five words were *collaboration* (11), *honesty* (6), *connection* (5), *ideas* (5) and *disruption* (4). These words combined were nearly half (44%) of the words submitted.



Figure 13 In one word, describe what you valued from today



The data were further analysed via thematic content analysis to collate responses into themes and then into their associated categories by frequency. Words appearing only once were removed and the remaining words clustered into the three main standards delegates identified as important:

- Thinking and acting (58 words, 48%)
- Collaboration (37 words, 30%)
- Personal attributes (27 words, 22%)

The width of the outer ring segments indicates the proportional frequency of the word within that wedge (e.g., *innovative disruption* appears 9 times) while the centre of the graph shows the relative percentage of each cluster group. This is visually represented in Figure 13.

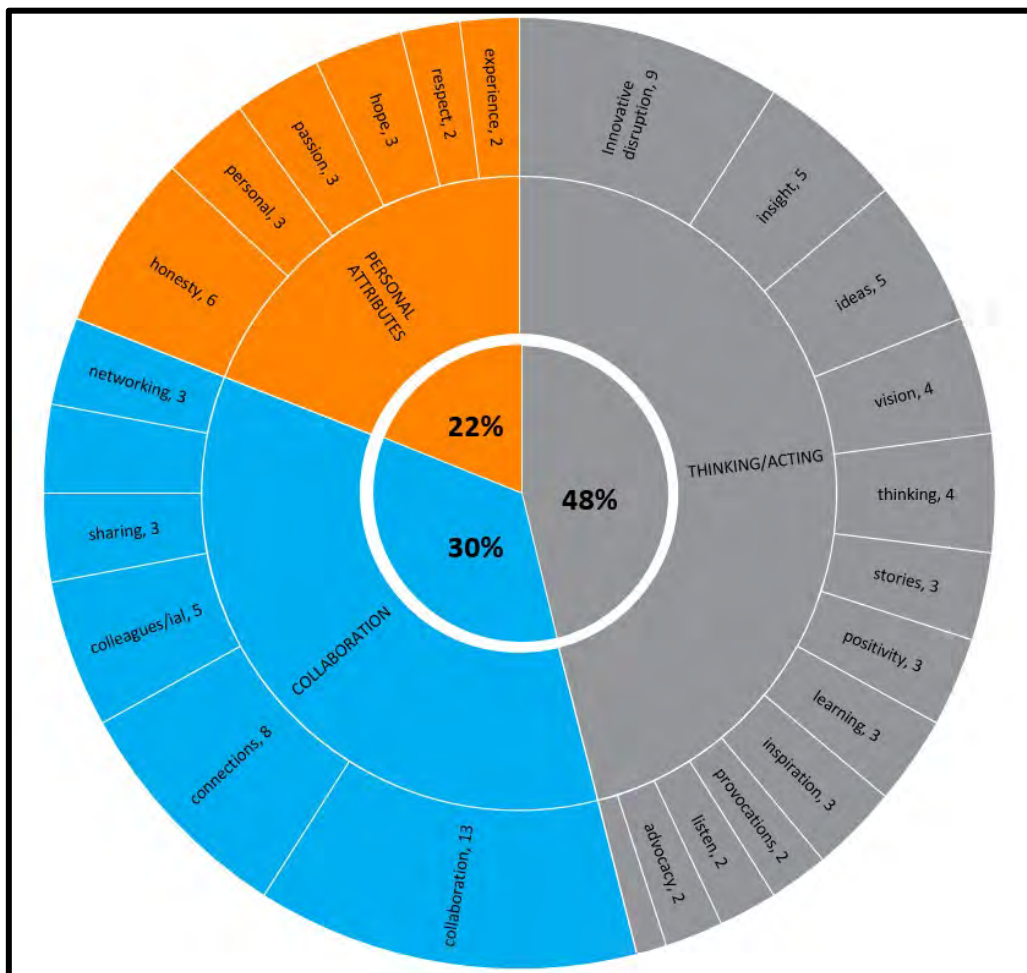


Figure 14 Sunburst graph: In one word, describe what you valued from today

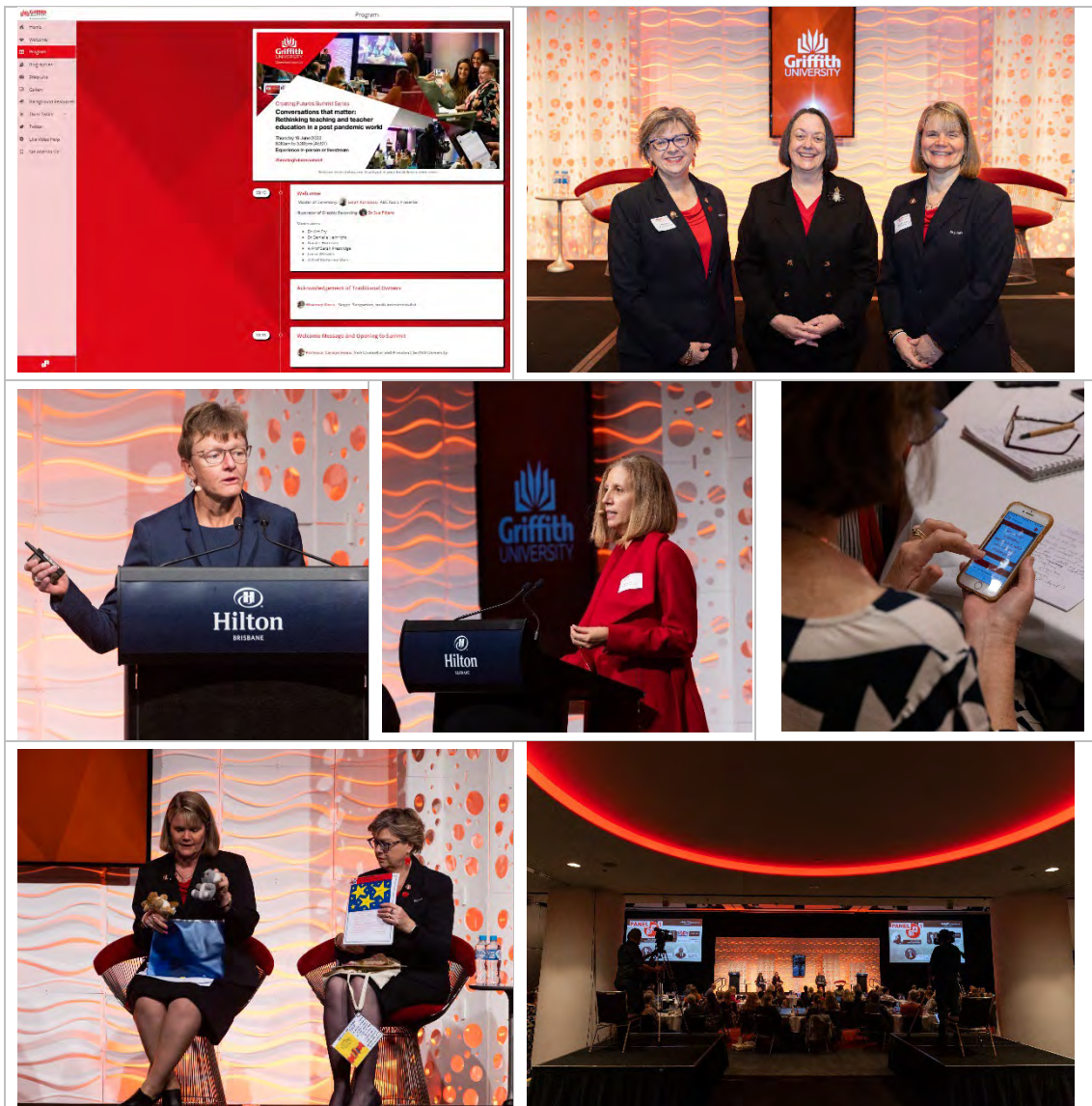
This analysis reveals that almost half of the delegates reported the Summit inspired them to *think/act*, with the strongest association with this sense connected to the concept of *innovative disruption* (9) and *insight* (5) and *ideas* (5), along with *vision* (4), *thinking* (4) the most frequently aligned terms.

*Collaboration* was reported as a key feature by just under a third (30%) of the delegates. It was strongly associated with the keyword of *collaboration* (13), along with *connections* (8) and

colleague/ial (5). The term *collaboration* was the most frequently utilised term by Summit delegates.

Just under one quarter of delegates responses have been represented by the term *personal attributes*, which was strongly associated with the terms *honesty* (6), *personal* (3), *passion* (3) and *hope* (3).

Taken together, the positive, optimistic and hopeful tone of the responses is of importance to note as a Summit outcome. Excel was used to present this data in a Sunburst graph with each word group and category proportionately represented.



## Summit Evaluation

An online survey was administered following the *Summit*. Following is a summary of the key points for each question.

### 1. Overall Rating of Summit

Over 95% of the survey respondents indicated the *Summit* was excellent/very good.

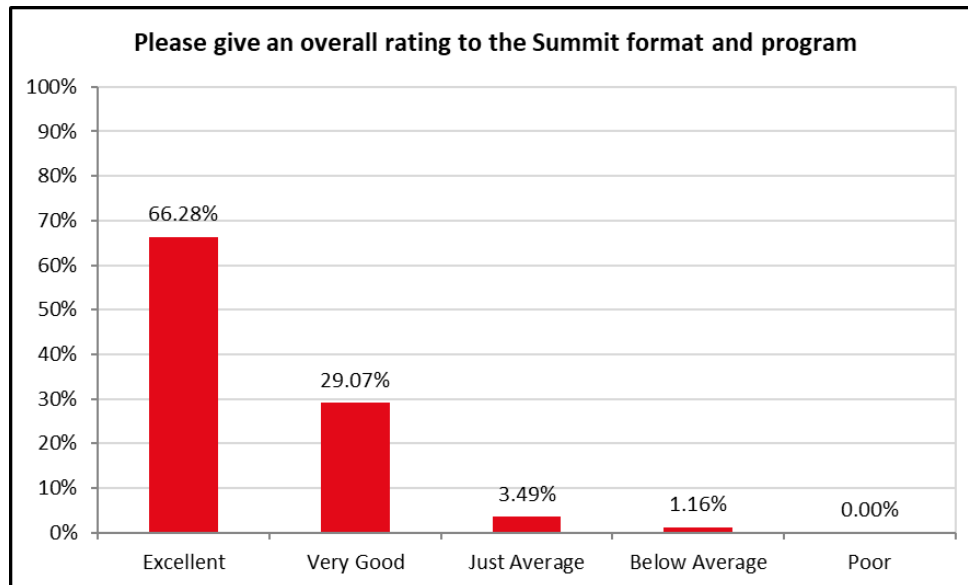


Figure 15 Overall rating of Summit ( $n = 86$ )

### 2. Quality of Summit Speakers and Content

Over 97% of the survey respondents indicated the quality of the speakers and the content covered was excellent/very good.

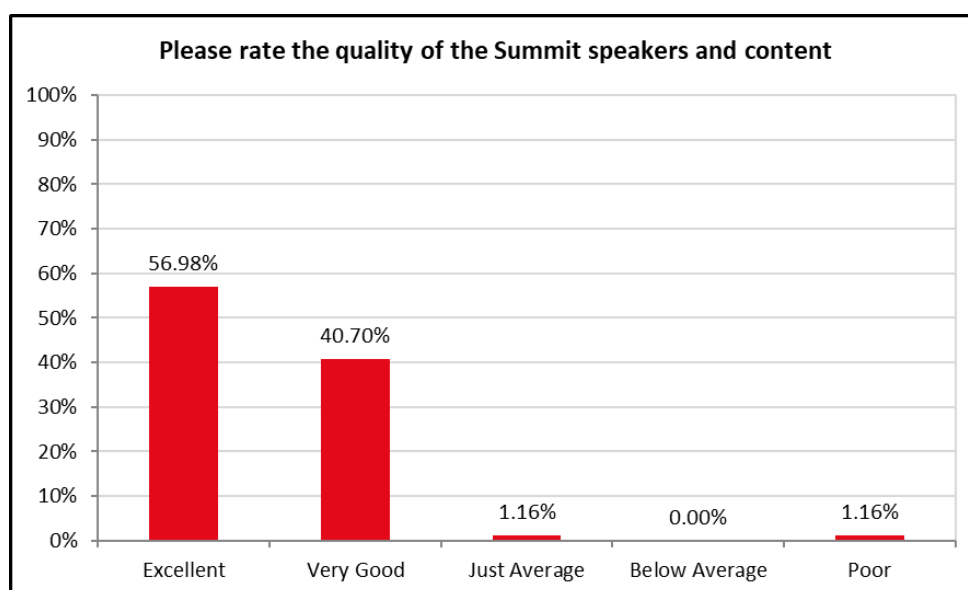


Figure 16 Quality of Summit Speakers and Content ( $n = 86$ )

### 3. Usefulness of Summit

Ninety-two (92) percent of survey respondents indicated they will implement aspects of the *Summit* into their work.

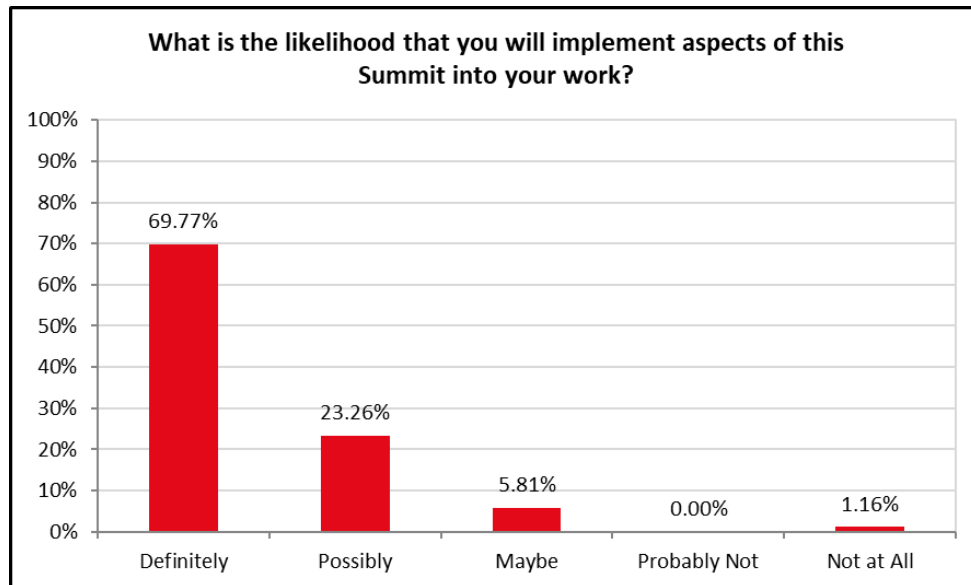


Figure 17 Likelihood of implementing Summit into work ( $n = 86$ )

### 4. Qualitative comments: What was done well

Eighty-four participants provided comments which revealed what delegates regarded were effective aspects of the *Summit*. The quote following captures many of the aspects of these positive affirmations:

*I really like the quick 5mins speakers and panel afterwards. Fantastic set up. The MC kept it moving well. I was going to get there but last minute couldn't get I could watch and participate online. That's fantastic! Griffith really is the best in Education—lovely to hear from past students and current lecturers.*

The positive feedback has been presented in three categories:

- What was done well related to provocations and speakers
- What was done well related to the Master of Ceremonies
- What was done well related to the Summit format
- What was done well related to the hybrid delivery format



### Provocations/speakers

- Speakers were great—diverse ideas and perspectives—lots to think about!
- Fast paced 5 minute snippets
- Quality of speakers, format of the day, hosts and interactions.
- The provocations instead of keynote speakers.
- Range of presenters with different experiences.
- A great mix of inspiring speakers across a wide range of topics.
- diverse range of voices presenting
- 5 min provocations
- Variety of speakers and different perspectives
- Provocateurs that provided conceptual viewpoints, teacher and student-in sharings, videos of students and teachers, the students that performed live
- The variety of speakers who were all passionate about teachers and students and innovative in their practice.
- Speakers are amazing
- The quick, short provocative presentations.
- The flow and organisation of provocations was meaningful. Most of the speakers were brilliant and what they shared resonated with me as an educator.
- Short sharp provocations with time for collaboration
- Pacing of provocations
- Provocations and ideas and the stories of resilience

### Master of Ceremonies

- The hosting was amazing. Good panel questions.
- Sarah K as MC was PERFECT
- Facilitator was terrific—
- MC
- great MC
- excellent MC

### Summit format

- Everything—this was a great format
- Moving the program along so it kept inspiring
- Provoking thought. Synthesising the messages
- Format was great
- The presentation format was excellent.
- The pace and flow of the day.
- Wide variety of perspectives. Future-focused. Action-oriented. Collaborative.
- Length of presentations and the quality of each sessions—links across the presentations
- Short sharp questionnaire presentations

- I loved the interactiveness of the forum. The presentation and then a panel discussion was great.
- Panels and sharing think tank responses
- Professionally hosted, brief presentation, interesting mix of teachers
- Cross section of focal areas and viewpoints
- All the presentations
- I liked the fact that the presentations were short and snappy. This enabled the audience to hear diverse topics, diverse viewpoints
- facilitation/interview , clustering of ideas , diversity of provocations
- pace, interesting speakers

### Hybrid delivery format

- Participation on-line
- The online experience was great although we weren't 'part' of the community.
- Online viewing was seamless!
- The hybrid platform and opportunity to input as well as creative output
- The online option was well worth it. I would not have been able to participate otherwise.
- The online presentation was outstanding and opportunities to participate woven in well.
- The hybrid experience
- Enabling people to connect remotely in a meaningful interactive way

## 5. *Qualitative comments: What needs improving*

Seventy-three participants provided comments which revealed insights into what delegates regarded needs improving. Of these, over half stated that nothing needs to be improved.

The improvement feedback has been presented in four categories:

- Nothing to improve
- Content
- Format
- Hybrid effectiveness

### Nothing to improve

- Nothing (5); NA (2); Nil (3); None (5)
- Nothing—it was so very good!
- Nothing—it was fantastic!
- I thought it was absolutely fantastic, well done!! Sarah Kanowski was brilliant. Very engaging.
- It was great, thank you.

## Content

- Diversity of students not addressed enough
- More voices from the trenches
- While I appreciated the overt positivity, I felt we missed an opportunity to really grapple with some significant issues (eg teacher shortages and retention)
- Will there be access to video to playback some sessions? Slides for attendees to refer to would be appreciated as there were many valuable points that would be good to refer back to.

## Format

- Maybe less presentations
- Some of the presentations
- Sometimes people had shortened their message to the point that it became hard to understand. I wonder if they could also have a one pager that goes with their presentation?
- 5 minutes isn't enough!
- Think tanks should be group activities where discussion is encouraged and group consensus is provided as a response
- The last hour was a little challenging after a big day
- There is a part in the program that has double the amount of presenters. It was a lot at this time and maybe having an energizer in the middle could assist.

## Hybrid effectiveness

- Online lunch and gifts... sounded nice to be there in person :)
- Wish I could have been there F2F
- Possible some more interaction (live) from online people.
- Connection between the online audience—not sure how though
- I would have liked to be able to see the questions and feedback in the online environment
- Connections with those joining online—e.g. Teams breakout rooms
- More panning shots of the audience for those online, particularly when getting/seeing audience reactions to speakers.

## **6. Qualitative comments: Suggestions for the 2023 Summit**

Seventy comments were submitted in response to the prompt What topic of importance to the teaching profession would you suggest for next year's Summit? The suggestions have been grouped around thirteen recurrent themes:

### **Change, innovation and futures**

- More about Hybrid and Hyflex learning
- Preparing for the unprepared
- International innovations in education
- I would be very interested in a re-visit of the digital. The digital came through strongly in the presentations today but I wonder if there is an opportunity to reflect fully on how, the risks and the opportunities into the future
- Shifting National curriculum to allow flexible approach to a futures focused education
- Continue with the theme of "starting from scratch" and grappling with how this can occur in a space of such significant regulation
- Practical strategies for implementing these huge changes from the ground up.
- Build upon this—where is the change happening and what impact is it having?

### **Competency-based learning pathways**

#### **Early Childhood Education**

#### **Equity, diversity and differentiation**

- Equitable access to education
- Differentiation
- Differences we can learn from various schools eg. State, Catholic, Non-denomination, Islamic, Anglican etc. Culture of schools
- Indigenous Perspectives—Reconciliation
- Inclusive education and student diversity

#### **Initial Teacher Education**

- Promoting Pre-service teacher supervision in schools, Supporting Principal well being. Supporting teacher retention.
- Building professional relationships with schools. How can ITE give back to our placement schools?
- Over assessment of pre-service teachers. Their lives have been NAPLAN, core skills test and then finally a LANTITE. What does the Lanier say about the validity of the skills developed in the last 12 year. So they are tested again to be eligible for the 4 yr degree they have just studied.
- ITE—continuing the conversation

## Literacy and numeracy

## Parent Engagement

## Safety

- Cyber safety
- Physical safety
- Psychological safety
- Safe places for Aboriginal and Torres Strait Islander students and their communities
- Safe spaces for LBGTIQ+ students
- Spaces for disengaged youth to take 'safe risks' as they develop
- Safe places for students with disability
- Safe places for student with emotional and/or behavioural disorders

## Spirituality

- Spirit of education
- Spirituality in the curriculum; Race and culture are receiving needed attention... how do we now address spirituality?

## Student voice and choice

## Sustainable development Goals

- Big ideas for learning/more about SDGs in practical terms for schools, examples of practices

## Teachers Work, Retention and Professionalism

- Teacher workloads
- The non-teaching tasks carried out by teachers.
- Retention
- Keeping teachers in the profession
- Reclaiming autonomy

## Wellbeing

- Teacher and student well-being
- Learning spaces, wellbeing and relationships
- Teacher wellbeing and increasing the status of the profession—this was a strong theme today and is clearly the biggest threat to longevity in our profession

## Summit Resources and Video Recordings

A full suite of resources have been collated and are available free to access on the School of Education and Professional Studies *Creating Futures Summit* website. The suite includes:

- The Summit program and presenter details
- The Summit goals
- The 2022 Wrap four-minute video
- Sessions 1 and 2 video recording
- Sessions 3 and 4 video recording
- Sessions 5 and 6 video recording
- Image gallery

<https://www.griffith.edu.au/arts-education-law/school-education-professional-studies/creating-futures-summit/2022>























## IMAGE GALLERY





## Appendix A Summit Committee Members

Members of the Organising Committee were invited to collaborate to create a challenging and exciting conversation about this important topic.

<p><b>Chair of Summit Committee</b>            Professor Donna Pendergast            Dean and Head of School            School of Education and            Professional Studies            Griffith University</p>		<p><b>Co-Chair of Summit Committee</b>            Dr Mia O'Brien            Director, Initial Teacher Education and            Senior Lecturer            Teacher Education, School of Education            and Professional Studies, Griffith            University</p>	
<p><b>Associate Professor Sarah Prestridge</b>            Academic,            School of Education and Professional            Studies,            Griffith University</p>		<p><b>Deb Jones</b>            Senior Manager, Accreditation and            Professional Standards, Queensland            College of Teachers</p>	
<p><b>Charlotte Chamier</b>            Project Manager, School of Education            and Professional Studies, Griffith            University</p>		<p><b>David Noonan</b>            Manager PL Hub, Griffith University</p>	
<p><b>Amy Kim Eun-Ji</b>            Academic, School of Education and            Professional Studies</p>		<p><b>Skyla Stewart</b>            Operations Support Officer, PL Hub,            Griffith University</p>	
<p><b>Associate Professor Katherine Main</b>            Academic, School of Education and            Professional Studies</p>		<p><b>Dr Kym Fry</b>            Academic, School of Education and            Professional Studies</p>	
<p><b>Professor Reyna Zipf</b>            Deputy Dean Learning and Teaching,            School of Education &amp; The Arts,            CQUniversity</p>		<p><b>Emily Wilson</b>            Education Officer, Queensland Catholic            Education Commission</p>	
<p><b>Natalie Horrobin</b>            Education Services Advisor (Teacher            Quality), Independent Schools            Queensland</p>		<p><b>Danielle Heinrichs</b>            Academic, School of Education and            Professional Studies</p>	
<p><b>David Costin</b>            Principal, Yarranlea Primary School            Chair, Brisbane TEIAG</p>		<p><b>Deb Kember</b>            Director, School Improvement,            Department of Education</p>	
<p><b>Leesa Warwick</b>            Senior Education Officer/Pedagogy—            South East Region, Dept of Education</p>		<p><b>Mary-Ellen Feldhagen</b>            Admin Officer and Event Co-ordinator,            Griffith University</p>	

## Appendix B Presenter Biographies



### Summit Host

Professor Donna Pendergast  
Dean & Head of School  
School of Education and  
Professional Studies,  
Griffith University

Professor Donna Pendergast is Dean and Head of the School of Education and Professional Studies at Griffith University. She

commenced her career as a secondary trained classroom teacher. Her expertise includes student engagement and teacher professional learning. Donna led the team preparing Queensland government schools for the shift of Year 7 into secondary in 2015. She is currently working with the South Australian education sectors to do the same for 2022.

Donna works at state and federal levels in education policy shaping including as: a member of the board of AITSL; Chair of the Teacher Education Expert Standing Committee of AITSL; Chair of QELI; Chair of the Qld Council of Deans of Education and Deputy Chair of the Australian Council of Deans of Education.

Donna is thrilled to be hosting the seventh Creating Futures Summit.

### Master of Ceremony



Sarah Kanowski  
ABC Radio Presenter

Sarah Kanowski co-presents Conversations on ABC Radio and podcast. She previously presented Books and Arts on ABC RN and joined the ABC as a producer on Late Night Live.

Sarah won a Commonwealth Scholarship to study English at the University of Oxford, where she wrote a master's

thesis on the Mosley family. She spent time working with the British Council in London, volunteering on a kibbutz in Israel and in schools in Ecuador, before settling back in Australia. In Hobart Sarah edited the literary magazine *Island*, until sun and family beckoned her back to Brisbane where she now lives with her husband, three children, and three chooks.

### Acknowledgment of Country



Waveney Yasso,  
Singer/Songwriter

Waveney Yasso is a Brisbane-based singer/songwriter & a proud South Sea & Aboriginal descendant. After graduating from WAAPA (Perth) in 2014 she moved back home to Brisbane to pursue her career in the arts & has been creating, performing & travelling professionally since then.

Her achievements include performing with world-renowned *Pub Choir* (2016-2022), *Yothu Yindi and the Treaty Project* (Brisfest 2018), *Songs That Made Me* (QPAC 2018), TEDxBrisbane 2017/18; touring her original musical with Queensland Music Festival; *Have You Ever Heard A Wombat Sing?* (2014/15); singing her original music and the national anthem to an internationally televised audience for the 2012 NRL Allstars game; performing at Island Vibe Festival 2017/18 and working as a mentor with Creative Tracks 2016-2020.

Waveney is dedicated to preserving language, songlines & history through art. When away from music she is actively working within communities to maintain culture, language & connection to country.

### Welcome Message and Opening of Summit



Professor Carolyn Evans  
Vice Chancellor and President  
Griffith University

Professor Carolyn Evans is Vice Chancellor and President of Griffith University. Carolyn graduated with degrees in Arts and Law from the University of Melbourne and a doctorate from Oxford where she studied as a Rhodes Scholar. Carolyn taught law at

Oxford and Melbourne Universities. Prior to commencing at Griffith, Carolyn held the positions of Dean of Law, Deputy Vice Chancellor (Graduate and International) at the University of Melbourne. Carolyn works in the areas of law and religion and human rights and was awarded a Fulbright Senior Scholarship in 2010 to work on comparative religious freedom. In 2019, Carolyn was elected as a Fellow of the Academy of the Social Sciences in Australia and became a member of the organisation, Chief Executive Women. In 2020, she became Chair of the Innovative Research Universities and President of the Australian Higher Education Industrial Association. She is also a board member of Open Universities Australia.



**Dr Sue Pillans**  
Live Illustrator

Dr Sue Pillans is a marine scientist, artist and children's author/illustrator who specialises in creative and visual communications.

As a graphic recorder Sue draws out discussions, information and ideas to visually capture and convey your stories. Sue also combines her love of marine science and art by bringing creativity into classrooms as her alter ego Dr Suzie Starfish. As a children's 'authorstrator' her children's picture books also engage, educate and excite children about the wonders of the ocean, making learning and reading visual and fun.

## Presenters



**Kendall Aglinskas**  
Leader of Professional Practice  
Assumption College Kilmore

Kendall Aglinskas is the Leader of Professional Practice at Assumption College Kilmore. She has completed her Masters in Educational Leadership, focusing on change management and the practical application of data within secondary schools.

Kendall is also a part of the inaugural Victorian Teaching Excellence Program in 2022 and has a passion for creating engaging curriculum and coaching peers.



**Raya Bidshahri**  
Founder and Chief Executive  
Officer of the School of  
Humanity

Raya Bidshahri is a serial entrepreneur and award-winning educator. Raya is the Founder and Chief Executive Officer of the School of Humanity, an online high school with an innovative learning model and

interdisciplinary curriculum.

At School of Humanity, learners from over 10 countries across 5 continents develop their skills, mindsets and behaviours by tackling real-world challenges.

Raya has been featured by the BBC as one of the 100 most influential and inspiring women globally. She was the main award winner for the Next Generation Foresight Practitioner's Award, organised by the School of International Futures and supported by the Omidyar network. The awards recognise those whose leadership efforts shape the future and improve lives.



**Dr Tony Breslin FRSA**  
National Leader of  
Governance and Director of  
Transform Education

Dr Tony Breslin's latest book, *Lessons from Lockdown*, was published by Routledge in January 2021 and tracks the experience of teaching, learning and school leadership through the early stages of lockdown in spring

and summer 2020. He has just completed work on the sequel, *Bubble Schools* and the long road from lockdown, which picks up this story from the fall of 2020 and takes us through to Christmas 2021 and is about to embark on the research for the final book in the trilogy, *Reschooling Society after Lockdown* which will be published in 2023. His reports, *A Place for Learning: putting learning at the heart of citizenship, civic identity and community life* (RSA, 2016), and *Who Governs Our Schools? Trends, Tensions and Opportunities* (RSA, 2017) have made important contributions to the debates about the role of Further and Higher Education in a post-industrial age, and the changing nature of school governance.



**Dr Tom Brunzell**  
Director of Education at Berry  
Street

Dr Tom Brunzell (MST, EdM, PhD) has experience as a teacher, school leader, researcher and education advisor. Currently he is the Director of Education at Berry Street and Honorary Fellow at the University of Melbourne Graduate School of Education.

Tom presents internationally on topics of transforming school culture, student engagement, trauma-aware practice, wellbeing and positive psychology, and effective school leadership.

His research at the University of Melbourne investigates trauma-informed strengths-based classroom strategies; and both the negative impacts of secondary traumatic stress and the positive impacts of wellbeing on teachers and leaders working towards educational equity in their communities.



**Professor Ingrid Burkett**  
Co-Director of the Yunus Centre  
Griffith University

We find ourselves at a unique juncture of change, challenge and opportunity. Climate change, technology, the future of work, inequality, environmental strain, social unrest. We need new, holistic solutions, and regenerative change to rise to these challenges and opportunities—and this will fundamentally shift how we learn, educate and teach.



**Vicki Caldwell**  
Principal, Wellers Hill State  
School

Vicki Caldwell has been an advocate for primary school Principals and leaders at all levels of education since becoming Principal at Gargett State School in 1995. Being an instructional leader for her peers and school community is a top priority for Vicki Caldwell

and is needed at this time more than ever before.

Vicki has been instrumental in working with communities to manage change. Her experience includes Deputy Principal at Mansfield State School. Principal at WoodlInks State School in Ipswich, and now as Principal at Wellers Hill State School a large, inner city high performing Japanese Bilingual school. Vicki has used her leadership in change management to work with leadership teams, staff, students and communities to focus on improved outcomes for all students.

Vicki's vast range of leadership positions across the state have been beneficial for her leadership when working with challenging communities and in challenging times such as COVID.



**Vaughan Cleary**  
Deputy Principal Learning & Teaching  
Assumption College Kilmore

Vaughan Cleary is the Deputy Principal Learning & Teaching at Assumption College Kilmore. Vaughan is particularly interested in education reform and is studying a Doctorate of Education focusing on student motivation and engagement.



**Dr Deniese Cox**  
Founder of  
TeachingOnline.com.au

Dr Deniese Cox is an established online education practitioner and researcher, and the founder of TeachingOnline.com.au. She provides professional development for educators who want proven, actionable strategies to achieve a better online experience. With extensive first-hand teaching online experience, a Masters in online learning, and a PhD in online teaching, Denise is well placed to help educators cut through the noise around teaching well online.

As a passionate advocate for supporting educators to become thrivers, not just survivors, of the shift to online, Denise is excited to contribute to our Summit.



**Samuel Dudley**  
Secondary English Teacher at  
Ormiston College

Samuel Dudley is a Secondary English Teacher who has led the research and application of Blended Learning activities at Ormiston College since the onset of the pandemic. Flexibility, feedback, collaboration, and digital literacy form the backbone of

his lesson design.

Samuel wants all his students to become self-regulated learners that could be placed into tertiary education or a digital workplace tomorrow and thrive. He is passionate about professional development and teacher education and helps to manage a learning community for his colleagues. Samuel is also a weekend warrior and runs cross country with students every Wednesday morning.



**Malcolm Elliott BEd MEd**  
Non-Executive Director,  
President of APPA

Malcolm Elliott is president of the Australian Primary Principals Association (APPA).

Malcolm's 43-year career has included teaching from Kindergarten to Year 10 in rural and urban settings in Tasmania; principal of two high schools; and the role of Coordinating Principal in the Glenorchy Cluster of Schools (10 primary and 3 high schools). Malcolm holds Bachelors and Master's Degrees in education from the University of Tasmania.

He has a particular interest in assessment of, and for, learning. His Masters dissertation is titled Class Parliament: an evaluation of a teaching strategy. Malcolm was president of the Tasmanian Principals Association from January 2015 to December 2018 where he represented principals in primary schools, high schools, and secondary colleges. Malcolm was closely involved in the consultation and implementation of Tasmania's new Education Act (2016).



**Deanne Fishburn**  
Director, Queensland College  
of Teachers

Deanne Fishburn is an educational leader focused on the development of quality teachers and teaching practice, committed to collaborating with stakeholders to co-create innovative and sustainable approaches to deliver

excellent outcomes for the teaching profession and students. She leads the teacher regulatory authority in Queensland and contribute to national policy through a range of forums. Her professional life is equal parts regulator and teacher and prior to joining the QCT, she worked as a secondary teacher and Head of Department in rural and urban schools.



**Liz Foster**  
Executive Principal, Wavell  
State High School

Liz, an established leader in education is currently the Executive Principal of Wavell State High School in Brisbane. Over the past 15 years she has served in leadership positions at Ferny Grove State High School, Stretton State College, Kelvin Grove State

College and MacGregor State High School.

As an educator Liz is relentlessly optimistic about the potential of all people and the change that this generation will lead. She values curiosity, community and authentic learning experiences.

Liz has an interest in the development of educational leaders and the building of high performing team cultures. She facilitates with the Metropolitan Leaders Program and mentors both cross sector school and tertiary leaders.

Liz is a member of the Australian College of Educators and the Queensland Executive for the Australian Council for Educational leaders. She continues to advocate for the opportunities and importance of professional organisations which enable us to stretch boundaries in thinking through conversations, research and practice.



**Michelle Gouge**  
Principal, Riverside Christian  
College

Michelle Gouge is the Principal of Riverside Christian College in Maryborough. Hosting nearly 900 students in the Day School and over 900 students in the Distance Education faculty, the school has a unique product offering by being able to cater for

students through flexibility in delivery. The inclusion of flexible learning arrangements with schools both internationally and nationally for both Australian Curriculum and RTO offerings, demonstrate the complex nature and the diversity of the business model underpinning the success of the College. With over 10 years of leadership experience in both the state and independent school sector, Michelle brings to the College a leadership style that empowers people to do their best work by ensuring clarity is at the forefront. Her commitment to workplace wellbeing is evident in the work being presented today.



**Sharyn Ive**  
Principal, Carnity Education  
Shalom

Sharyn Ive is the Director of School Campus at Carnity Education Shalom. She is an experienced educator with expertise in the areas of Curriculum, Indigenous and inclusive education.

During Sharyn's tenure as Head of Curriculum, Shalom was named Australia's most improved school for Year 9 NAPLAN.

She is passionate about discovering innovative solutions to educational barriers and fostering a welcoming, safe environment where all students are championed.

Sharyn's connection with students is the impetus behind her goal to promote justice, equity, and accessibility in education, enabling all young people to dream.

**Catriona Mach**  
Early Career Teachers Voice  
Qld Beginning and Early Career Teachers



After receiving Dean's Honours for her Master of Teaching Degree, Catriona Mach has continued to excel in the classroom, showing extraordinary leadership in her first year of teaching.

The English, Legal Studies and Modern History teacher at Groves Christian College (GCC), which is in the Logan area, has already established a resource bank to support Senior school teachers in the teaching of macro-skills in reading, writing and speaking to English as an Additional Language and/or Dialect (EAL/D) learners.

Catriona has also undertaken extensive professional development, including completing courses in Teaching English to Speakers of Other Languages (TESOL) and on analysing evidence-based data offered by the Harvard University Graduate School of Education, International Open Academy and Cambridge Assessment English.



Jodie McFadden  
Gold Coast Organiser,  
Qld Teachers' Union

Prior to appointment as the Gold Coast Organiser for the Queensland Teachers' Union, Jodie was Head of English at Benowa State high School for eleven years. She has taught in QLD and NSW; at Benowa SHS, Helensvale SHS, Homebush Boys' High and

Ashfield Boys' high School, tutored pre-service teachers at Griffith university and was the QCAZA District panel Chair for Senior English for six years. A passionate advocate for public education, Jodie now works with state school teachers and leaders across the South East Region to promote the profession, improve teaching and learning conditions, and address issues such as workload and occupational violence.

Edmund Misson GAICD, BA (Hons) EMPA  
Deputy Chief Executive Officer of AITSL



Edmund Misson is the Deputy CEO of the Australian Institute for Teaching and School Leadership (AITSL) and is a respected leader in the national education landscape.

Edmund's considerable experience across education research, policy development and policy implementation has seen him successfully lead AITSL's work with all jurisdictions to deliver solutions that promote quality teaching and school leadership across Australia.

Since joining AITSL in 2011, Edmund's focus has been on using evidence to support teachers in all systems and sectors to excel at every stage of their teaching careers.



Jim Noble  
Head of Boarding,  
Marist College Ashgrove

Jim Noble is the Head of Boarding at Marist College Ashgrove where he oversees the boarding program for 170 boys who live and study at the school from all parts of Australia and overseas. Previously, he was the Head of Boarding at Toowoomba

Grammar School from 2011 – 2021 and before that Jim worked as a pastoral and boarding leader at St Joseph's Nudgee College for 13 years. With most of his career spent in the boarding sector, Jim has a passion for the education of boarding students.



Dr Mia O'Brien, Initial Teacher  
Education Director, Senior  
Lecturer,  
Teacher Education, School of  
Education and Professional  
Studies, Griffith University

Mia is the Lead researcher – Positive on Purpose Lab. Committed to bringing teachers, leaders, learners and researchers together to create sustainable positivity for learning and for life. Innovative interdisciplinary research and application of positivity research to real teaching, learning and professional development settings. Inspired by collaborations in positivity, leadership, work integrated learning, teaching and learning in innovative classroom contexts across school, university and workplace settings.



Andrew Pierpoint  
President of the Australian  
Secondary Principals'  
Association (ASPA)

Andrew Pierpoint is President of the Australian Secondary Principals' Association – the peak body for School Leaders across Australia. He previously was President of the Queensland Secondary Principals'

Association for four years.

Andrew has had extensive experience, over 37 years, in High Schools as a science teacher, Head of Department (Science), Deputy Principal and Principal as well as having several system positions in the support of Principals. Throughout his career, Andrew has worked in complex rural and remote communities through to large regional and metropolitan schools. He has led communities and reference groups at district, regional, state and national levels.



Ronelle Sanders  
Early childhood Teacher, St  
John's Anglican College

Ronelle has been an early childhood and primary classroom teacher in both State and Independent School settings and is currently the EAL/D coordinator at St John's Anglican College. Language is her passion, with a key focus on the learning journey of children's oracy skills and the strong interconnection with literacy and numeracy. She continues to be a strong advocate for the explicit development and establishment of engaged, supportive relationships between the home and school. Ronelle has been a finalist in the Australian Education Awards for her work in EAL/D Parent and Community Engagement and is an International Oracy Leader and LEAD teacher.



Dr Linda Willis  
Parent Engagement Expert,  
EPIC Program, Griffith  
University

Linda is an experienced lecturer and researcher working in the higher education sector since 2008. Research focuses include parent engagement, dialogic pedagogies, inquiry curriculum, Humanities and

Social Sciences curriculum, literacy, multiliteracies, interdisciplinary studies, coteaching and cogenerative dialoguing and preservice teacher education.

Deb Wilson  
Early Childhood Teacher  
St John's Anglican College



During her career, Deb Wilson has been a classroom teacher, music teacher and Music Co-ordinator in the State, Independent and Tertiary sectors. Early in her career, she developed a keen interest in the areas of music and learning support and how music can enhance the development of oral language, literacy, numeracy, fine and gross motor skills and social skills in the early years. Deb has been nominated for a NEITA award and a Teach-X award both times for her interest in parent engagement and community involvement. She is currently upgrading her Early Childhood Knowledge and skills at Griffith University and teaches Prep at St John's Anglican College, Forest Lake.

## Appendix C Summit Delegates

### ABC Radio Presenter

Sarah Kanowski, Summit Master of Ceremonies

### ACT Education Directorate

Jantiena Batt, Deputy Principal/Director  
Emma Sculthorpe, Assistant Director  
Abigail Arora, Early Childhood Community Coordinator

### ACT Teacher Quality Institute

Anna McKenzie, Senior Director Professional Standards and Recognition

### Adelaide High School

Meredith Lawson, Teacher

### Adolescent Success Inc.

Angela White, CEO

### Arcadia & Ohana Colleges

Justine Cirocco, Risk|Compliance, Ohana Education

### Association of Heads of Independent Schools of Australia

Beth Blackwood, CEO  
Brenda Barry, President  
Lyndal Wilson, Senior Consultant

### Australian Catholic University

Wade Naylor, Lecturer / Maths & Physics Education, School of Education  
Laurien Beane, Lecturer  
Dr Rafaan Daliri-Ngametua, Lecturer  
Julia Danher, Student  
Aspro Gerard Effenev, Deputy National Head of School of Education  
Amanda Gutierrez, QLD PEX Coordinator  
Kathy Mills, Research Director, ILSTE  
Renee Morrison, Lecturer  
Katie O'Brien, Lecturer in Education  
Louise Puslednik, Lecturer, National School of Education  
Colette Alexander, National Coordinator, GTPA & LANTITE  
Tania Aspland, Executive Dean, Faculty of Education and Arts  
Christine Edwards-Groves, Professor  
Mellie Green, Lecturer, FEA Brisbane  
Marie White, Lecturer

### Australian Catholic University & University of Western Australia

Angela Evangelinou-Yiannakis, ACU-TFA Regional Lead (WA), & Unit Coordinator and Lecturer, The Graduate School of Education, UWA

### Australian Industry Trade College

Ashlee Berry, Teacher

### Australian Institute for Teaching & School Leadership (AITSL)

Edmund Mission, Deputy Chief Executive Officer  
Sally Kelly, Principal  
Amanda Stevenson, Director Evidence and Impact

### Australian Literacy Educators' Association

Narelle Daffurn, State Director—Queensland

### Australian Primary Principals Association (APPA)

Malcolm Elliott, President

### Australian Secondary Principals' Association

Andrew Pierpoint, President

### Avila College

Carmela Marino, Deputy Principal Student Wellbeing

### Avondale University

Sherry Hattingh, Head of School of Education and Science

### Bauer Street Community Children's Centre/Southern Cross University

Kelli-Anne Price, Early Childhood Teacher & Casual Academic

### Benowa State High School

Anj Malhotra Dillon, Science teacher  
Anj Malhotra Dillon, Head of Science

### Berry Street

Dr Tom Brunzell, Director of Education  
Christina Dawson, Senior Manager Program Delivery

### Border Rivers Christian College

Rebecca Montgomery, Principal

### Brandon Park Primary

Nathaniel Swain, Learning Specialist

### Bremer State High School

Tennille Chase, Teacher  
Andrew Shortland, Teacher

### Brigidine College

Melissa Dever, Deputy Principal Curriculum  
Allison Johansen, Assistant to Principal Professional Teach and Learn  
Mellisa White, Head of Operations  
Clare Nelson, Pastoral Leader/Teacher

### Brisbane Boys' College

Sean Riordan, Head of Professional Practice and Partnership

### Brisbane Catholic Education

David Cashman, Area Supervisor  
Kathleen Collin, Senior Advisor Career Pathways  
Carly Millichap, Education Officer  
Kathy Nadenic, Senior HR Advisor—Recruitment Services  
Zoe O'Neill, Guidance Counsellor  
Joanna Parsons, HR Advisor Role Design and Evaluation  
Claire Proberts, Lead Education Advisor  
Jodie Roach, Workforce and Employee Engagement Manager  
Alfina Russo, Education Officer  
Rhiannon Shaw, Education Officer: Languages  
Rachel Whitaker, Education Officer Curriculum Learning and Pedagogy  
Jacinta Wilson, Education officer—curriculum  
Lucy Walker, Education Officer Literacy

### Brisbane Girls Grammar School

Veena Herron, Director of Communications

### Bundaberg Christian College

Paul Thompson, Principal

### Butterfly Wings

Gwen Rayner, Founder

### Cairns School of Distance Education

Christopher McSwiney, Teacher

### Cambridge University Press

Isabella Mead, Commissioning Editor

### Canterbury College

Sunil Naidu, Head of Department/Tutor

### Carnity Education Shalom

Sharyn Ive, Principal

### Catholic Education Office, Diocese of Rockhampton

Sandra Comben, Consultant—Teaching and Learning

### Catholic Education Rockhampton

Deborah Foster, Education Consultant

### Catholic Education Services, Cairns

Silvia Dimarco, Consultant—Workforce Capability

### Centenary State High School

Jo Hughes, Principal

### Central Philippine University

Candelaria Alavata, Instructor



Maredil Ambos, Professor  
 Maria Fe Dequito, Faculty  
 Necil Magno, Bachelor of Physical Education Coordinator  
 Christian Martinez, Faculty  
 Maria Cecilia Sualog, Faculty  
 Lallyn Pama, Faculty  
 Donna Jimena, Assistant Principal

**Charles Darwin University**  
 Claire Bartlett, Director, Workplace Learning  
 Sally Knipe, Associate Professor  
 Toni McCallum, Lecturer  
 Lindsay Parry, Academic  
 Tracy Woodroffe, Lecturer in Teacher Education

**Charles Sturt University**  
 Lorraine Gaunt, Lecturer

**Christian Heritage College**  
 Debra Ayling, Education Lecturer

**Claremont State Special School**  
 Belinda Lott, Teacher

**College of Teacher Registration**  
 Susan Bidinost, Member

**Community Organisation (CCC & CCA)**  
 Brigid Low, Retired Specialist Teacher/Continuing Education

**Consultant**  
 Katherine Hoekman, Educator

**Coomera Anglican College**  
 Tracey Greenwood, Human Resources Manager

**Coomera Rivers State School**  
 Sarah Gatti, Deputy Principal

**Coomera State Special School**  
 Thea Roberts, Special Education Teacher

**Corinda State High School**  
 Andrew Noble, Deputy Principal

**CQUniversity**  
 Angelina Ambrosetti, Head of Course Bachelor of Education Primary  
 William Blayney, Dean of School Education and the Arts  
 Alytia Brown, Lecturer- School of Education  
 Karen D'Aiotti, Lecturer  
 Joanne Dargusch, Lecturer  
 Rickie Fisher, Head of College  
 Hayley Griffin, Associate Lecturer  
 Miriam Ham, Senior Lecturer in Education  
 Lyn Hughes, Lecturer  
 Vincent Mawn, Tutor  
 Nadia Mead, Lecturer  
 Reyna Zipf, Deputy Dean Learning and Teaching

**Curtin University**  
 Sonja Kuzich, Senior Lecturer

**Debra Evans Education Consultants**  
 Debra Evans, Principal Consultant

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 Magdalena Andrews, A/Principal Policy Officer  
 Yasmin Beck, Regional Manager, Teacher Learning Centre  
 Elizabeth Benson, Principal Program Officer—Leadership Development  
 Sarah Brebner, Principal Project Officer  
 Belinda Brown, SEO2 Officer  
 Janet Cochrane, Regional IT Manager  
 Elizabeth Eldridge, Principal Policy Officer  
 Wendy Ennor, Director Workforce Policy  
 Deb Fisher, System Coordinator, Culturally and linguistically diverse inclusion  
 Paula Jarvis-Tracey, Principal Advisor  
 Andrea Jones, Principal Project Officer  
 Deb Kember, Director, School Improvement

Cos Marendy, IT Customer Manager  
 Lauren Milner, Manager  
 Melanie Moreland, Principal Education Officer  
 Sandra Nissen, Manager  
 Donna Pearse, Principal Project Officer  
 Alissa Pritchard, Graduate Officer  
 Cate Whiting, Regional Manager, Metropolitan Teacher Learning Centre  
 Terri Burnet, Principal Ed Officer STEM and teacher  
 Leanne Hixon, Education Officer  
 Wendy McKay, Head of Department  
 Kate Rayner, PDHPE Teacher  
 Paula McMahon, Principal Advisor—Engagement  
 Dana Messer, Capability Manager  
 Nigel Pearn, State Schools Performance  
 Robyn Petersen, IT Manager

**Department of Education NSW**  
 Anette Bremer, Literacy Advisor  
 Sonya Laverty, Curriculum Project Officer  
 Melissa Bennett, Director, Attraction  
 Nirupma Bhardwaz, Teacher  
 Megan Binnie, Regional Wellbeing Coordinator—SER  
 Belinda Finlay, Project Support Officer

**Eastern College Australia**  
 Kevin Muslayah, Director of Education Studies (Secondary)

**Edith Cowan University**  
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**Education ACT**  
 Aimee Hunter, Early Childhood Community Coordinator

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 Natalie Horrobin, Independent Schools Qld (ISQ)

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 Carly Brennan, Teacher

**ENABLE Network**  
 Peta-Anne McNaught, Regional Project Officer

**Fortitude Valley State Secondary College**  
 Cally Nielsen, Acting Principal

**Genesis Christian College**  
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**Global Education Innovations**  
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 Mary-Anne Vale, Deputy Academic Director  
 Daniela Vasco, Research Fellow  
 Rachel Trevarthen, Executive Support Officer  
 Chris Bigum, Adjunct Professor  
 Leonie Rowan, Director  
 Sophiana Bin Subhan, Learning and Teaching Consultant (Curriculum)  
 Francis Ackah, Sessional Academic, School of Education & Professional Studies  
 Sakinah Alhadad, Senior Lecturer, School of Education & Professional Studies  
 Jeanne Allen, Associate Professor, School of Education & Professional Studies  
 Juliet Beattie, PhD student, Education  
 Sue Brown, Tutor and Research Fellow  
 Prof Ingrid Burkett, Co-Director of the Yunus Centre  
 Marilyn Casley, Lecturer  
 Charlotte Chamier, Event Manager  
 Shaun Charles, Coordinator, Professional Learning Hub  
 Sonja Clancy, Lecturer

Josephine Comegna, Preservice Teacher  
Elizabeth Davies, Sessional Lecturer  
Barbara Dundas, Sessional, School of Education & Professional Studies  
Nandini Dutta, PhD Candidate, School of Education & Professional Studies  
Amy Kim Eun-Ji, Lecturer  
Beryl Exley, Deputy Head of School  
Mary-Ellen Feldhagen, Admin Officer and Event Co-ordinator  
Kym Fry, Lecturer  
Kathy Gibbs, Lecturer/Program Director Bachelor of Education  
Michelle Grant-Iramu, Learning and Teaching Consultant  
Peter Grootenboer, Professor  
Sandra Hawken, Master of Education and Professional Studies Candidate  
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Frances Hoyte, Senior Research Assistant  
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Eun-Ji Kim, Lecturer  
Monika Krajcovicova, Sessional Academic  
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Hansol Park, Student  
Prof Donna Pendergast, Dean and Head, School of Education and Professional Studies  
Sarah Prestridge, Associate Professor Digital Pedagogoes  
Caitlyn Rogers, Pre-service Teacher  
Michelle Ronksley-Pavia, Special Education and Inclusive Education Lecturer  
Juanita Shaw, Student Retention and Peer Assisted Study Sessions (PASS) Coordinator  
Georgina Sanger, Learning and Teaching Consultant (Curriculum)  
Parlo Singh, Professor, Education and Professional Studies  
Skyla Stewart, Operations Support Officer  
Jen Taylor, Teacher Education  
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Charni Bloxsom, Graduate Teacher  
David Chessell, Pre-service teacher  
Violet Donnelly, Pre-service teacher  
Tammy Gooch, Student  
Gail Hager, Sessional academic  
Louise Maddock, Senior Learning & Teaching Consultant  
Emma Montgomery, Masters Student  
Shuya Wang, Student  
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#### Groves Christian College

Roshea Buksh, Head of Professional Practice, Profile and Partnerships  
Catriona Mach, Beginning Teacher

#### Helensvale State High School

Belinda Howell, Teacher/Literacy Coordinator

#### Hillcrest Christian College

Christy Gittins, Head of Junior Learning Community  
Susan O'Leary, Organiser

#### Independent Education Union

Nicole Lakidis, Organiser

#### Independent Educational Consultant

Shaz Bailey, Independent Educational Consultant

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Sheridan Fisher, Assistant Director  
Jenene Rosser, Executive Manager (Curriculum and Assessment)  
Anjulee Singh, Manager (Teacher Quality & Certification)

#### Islamic College of Brisbane

Louisa Maritz, Diverse Learning Coordinator  
Susan Scott, Chief Learning Officer

#### James Cook University

Leanne Dalley, Head, Education  
Snowy Evans, Associate Dean Learning and Teaching  
Grace Jefferson, Lecturer  
Peta Salter, Senior Lecturer  
Hyacinth Udah, Senior Lecturer

#### Jindalee State School, Kenmore South State School

Judith Hillman, Classroom Teacher, Numeracy Coach, Beginning Teacher Mentor

#### Kawana Waters State College

Carmen Jones, Arts Specialist

#### Kenmore State High School

Karina Cole, Deputy Principal Teaching and Learning

#### Kids ELC

Kristy Baker, Head of Pedagogy

#### Kingaroy State High School

Sarah Rush, Teacher

#### King's Christian College

Grace Zhang, Mathematics Teacher

#### Kristin School

Jason Gurney, Assistant Principal Teaching and Learning

#### La Trobe University, Melbourne

Judy Garner, Academic Casual—Literacy Tutor

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#### Marist College Ashgrove

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#### Marsden State High School

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#### Metropolitan Region Office, DoE

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Kylie Bradfield, Lecturer

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School of Education

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Janene Sproul, Lecturer

**Nanango State High School**

Will Kok, Head of Department Maths/ELearning

Jade Wager, Deputy Principal

**North Lakes State College**

Kayleigh Warburton, HALT Highly Accomplished Teacher

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Holly Akhurst, PDHPE Curriculum Implementation Officer

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**NSW Education Standards Authority (NESA)**

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Erika Caesar, ESL Teacher

**Ormiston College**

Craig Askin, Head of Learning and Innovation

Samuel Dudley, Secondary English Teacher

**Ormiston State School**

Sally Carmichael, Head of Inclusion

**Our Lady of the Rosary School**

Michael Stewart, Principal

**Parents Network**

Amanda Watt, Communications Officer

**Park Ridge State High School**

Sharon Amos, Executive Principal

Tony Hillas, Deputy Principal

**Pembroke School**

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Susan Cowley, Principal Consultant

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**Qld Teachers Union**

Jodie McFadden, Gold Coast Organiser

Leah Mertens, Deputy General Secretary

**QPS**

Sherry Ho, SCON / DCPC

**Queensland Catholic Education Commission**

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**Queensland College of Teachers**Phoebe Haywood, Principal Policy Officer & Manager,  
Accreditation and Professional StandardsMelissa Watkins, Manager—Accreditation and Professional  
Standards

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Deanne Fishburn, Director

Deb Jones, Senior Manager, Accreditation and Professional  
Standards

Tony Pelusi, Manager, Accreditation &amp; Professional Standards

Petrina Rossner, Executive Manager, Professional Standards

Jane Slattery, Manager, Accreditation and Professional Standards

Leah Vern-Barnett, Manager, Accreditation and Professional  
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Theo Clark, Director, Senior Curriculum and Assessment

Janis McDermott, Principal Project Officer

Angela Pratt, Learning Area Manager (The Arts), Senior  
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Dylan Roche, Manager—Senior Curriculum Unit

**Queensland Teachers' Union**

Natalie Montague-Clarke, Research Officer

Lin Esders, Assistant Secretary—Professional Issues

Craig Wood, Research Officer

**Queensland University of Technology**

Jennifer Alford, Assoc Professor

Jesse Browning, Pre-service Teacher

Lynn Downes, Lecturer

Lesley Friend, Lecturer, School of Early Childhood and Inclusive  
Education

Ainsley Kronk, Initial Teacher Education student

Thiru Sasi Emmanuel, Student Teacher

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**Redeemer Lutheran College**

Jamie Rudd, Teacher

**Riverside Christian College**

Michelle Gouge, Principal

**Rockhampton Catholic Education**

Lauren Roach, Consultant: Teacher Growth and Development

**Royal Melbourne Institute of Technology**

Simone White, Dean

**Samford Valley Steiner School**

Christopher Jack, Teaching Learning Coordinator

Tracey Taylor, School Director

**School of Education,**Melinda Pratt, Course Co-ordinator and PHD Researcher, School  
of Education,**School of Humanity**

Raya Bidshahri, Founder and CEO

**Sheridan Institute of Higher Education**

Susan Conradie, Dean of Education

**Sophia College**

David Gall, Deputy Principal

Sout-East Region Regional Office

Leesa Warwick, Senior Education Officer Pedagogy

Southern Cross University

Simone Blom, Associate Lecturer  
Lauren Brocki, Academic  
Amanda Isaac, Associate Lecturer

Southport State High School

Nigel Hughes, Executive Principal

Springwood Central State School

Nicole Attenborough, Deputy Principal

St Eugene College Burpengary

Colette Bennett, Middle Years Learning Leader  
Sharron Wood, Senior Learning Leader

St John's Anglican College

Megan Pidskalny, Curriculum Leader  
Maria McIvor, Principal  
Ronnelle Sanders, EAL/D Co-ordinator  
Deb Wilson, Teacher Early Years  
Martin Brownlow, Head of Junior School

St Michael's Grammar School

Luke Mandouit, Associate Head: Research, Innovation and Professional Practice

St Peter's Lutheran College

Miriam Bryan, Upper Primary Teacher

Study Gold Coast

Thilinka Wijesinghe, Student Experience Manager

Swinburne University of Technology

Siobhan O'Brien, Lecturer  
Kristina Turner, Lecturer, Primary Education

TAFE Queensland

Cynthia Thomson, Teacher  
Kuini Tuato-McLeod, Teacher

Tasmanian Department of Education

Sally Rowlands, Retired Teacher

Te Herenga Waka Victoria University of Wellington

Jenny Ritchie, Associate Professor

Teda Global Academy

Yvonne Williamson, Primary School Principal

The Creative Collective

Yvette Adams, Director

The Fairfax Family Foundation

Katie Norman, Senior Program Manager

The Gap State High School

Anne McLauchlan, Principal

The NEST Early Education Centre of Excellence

Debra North, Approved Provider/Educational Leader/ ECT

The River School

Sue Attrill, Deputy Principal

The University of Hong Kong

Susan Bridges, Director, Centre for the Enhancement of Teaching & Learning  
Jack Tsao, Associate Director

The University of Queensland

Faisal Alshammari, PhD Candidate  
Naomi Fillmore, PhD Candidate and Research Assistant  
Ian Hardy, Associate Professor, School of Education  
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Nathan Lowien, Lecturer English Curriculum and Pedagogy  
Andrew Misitomu, PhD Scholar, School of Education  
Michelle Ocriciano, Lecturer  
Shiralee Poed, Associate Professor, School of Education  
Simone Smala, Senior Lecturer, School of Education  
Lanting Wang, PhD Student, School of Education

Wen Zhang, PhD Candidate

The University of Western Australia

Tanya Fitzgerald, Dean, Graduate School of Education  
Gemma Scarparolo, Master of Teaching Primary Course Coordinator

TLC Regional Office

Jennifer Ford, Capability Manager

Tokyo

NP Krug, English Teacher

Transform Education

Tony Breslin, Director

Tumut Public School

Donna Reeves, Principal

University of Southern Qld and Southern Cross University

Alison Van Der Graaf, Casual Academic Teacher Education

Universitas Pesantren Tinggi Darul Ulum

uswatun Qoyyimah, Associate Professor

University of Canberra

Matthew Brown, Clinical Associate Professor, Faculty of Education

University of Canterbury

Jane Abbiss, Associate Professor  
Misty Sato, Head of School of Teacher Education  
Sue Wilson, Senior Lecturer Maths Education  
Sandra Williamson-Leadley, Senior Lecturer, Faculty of Education

University of Hong Kong

Gray Kochhar-Lindgren, Professor & Director: Common Core

University of Notre Dame

Jenny Jongste, Lecturer  
Julie Maakrun, Senior Lecturer  
Sean Kearney, Associate Professor  
lauren Stephenson, Professor

University of Otago College of Education

Helen Trevethan, Senior Lecturer

University of Southern Queensland

India Bryce, Lecturer  
Alison Bedford, Specialisation Convenor (ITE)—Secondary  
Katie Burke, Senior Lecturer  
Vicki Christopher, Lecturer, School of Education  
Peter Cook, Deputy Head of School, Education  
Elizabeth Curtis, Senior Lecturer  
Melissa Fanshawe, Senior Lecturer  
Vicki Farwell, Lecturer  
Jo-Anne Ferreira, Dean of Education  
Seyum Getenet, Senior Lecturer  
Karen Glasby, ITE Lecturer  
Nicole Green, Senior Lecturer in Education  
Andrew Hickey, Professor— Communications, School of Humanities and Communication  
Taylah Hoffman, Pre-Service Teacher  
Lisa Jacka, ITE Program Director, School of Education  
Ellen Larsen, Lecturer  
Tania Leach, Associate Dean—Learning Teaching and Student Success  
Karen Peel, Senior Lecturer, School of Education  
Stewart Riddle, Associate Professor (Curriculum & Pedagogy)  
Lisa Ryan, Lecturer, Curriculum and Pedagogy  
Eseta Tualaulelei, Senior Lecturer

University of Sydney

Deb Brosseuk, Lecturer

University of the Sunshine Coast

Emma Heffernan, Sessional  
Sharon Louth, Primary Program Coordinator and Senior Lecturer  
Margaret Marshman, Deputy Head of School learning & Teaching  
Emily Ross, Lecturer, Curriculum and Pedagogy, School of Education & Tertiary Access

Carol Smith, Lecturer

University of Waikato, New Zealand

Wendy Carss, ITE Programme Leader

University of Western Australia

Vaile Dawson, Professor of Science Education

Fiona Mayne, Senior Lecturer

Grace Oakley, Associate Professor

University of Wollongong

Kellie Buckley-Walker, Academic Program Director Masters of Teaching

University of Wyoming

Cynthia Brock, Professor of Literacy

Angela Perquin, Provisionally registered teacher

UNSW Sydney

Carol Barnes, Visiting Fellow

Upper Coomera State College

Tanya O'More, Head of Department—Year Level

Victoria University of Wellington, New Zealand

Stephen Dobson, Professor and Dean of Education

Catherine Hill, Senior Lecturer (Teaching)

Thidaporn Jumpakate, Student

Sara Warnock, Doctoral Student

Anne Yates, Senior Lecturer

Mohammad Khandker Din, PhD Student, School of Education

Victorian Institute of Teaching

Laura Dall'Est, Senior Accreditation Officer

Hannah Galloway, Accreditation Manager

Waikato University and Kaiako Rototuna Senior High School

Philly Burgess, Teaching Fellow

Warrigal Road State School

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Liz Foster, Principal

Kate Samios, Teacher

Amanda Solomon, Head of Department

Marnie McCormick, Deputy Principal

Wellers Hill State School

Vicki Caldow, Principal

Vicki Caldow, teacher

West End State School

Sheree Carr, Deputy Principal

Anastasia Hunter, Deputy Principal

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Brian Cambourne, Principal Fellow

Woodridge State High School

Kathleen Janecek, Principal

Woodridge State School

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Karen Argus, Teacher

Tracey Birks, Admin Officer

Debbie Schirmer, P&F Secretary

Donna-Maree Ware, P&F Treasurer

Rebekah Woelz, Classroom Teacher

Rebecca Zouliou, Prep/1 Teacher

Yugumbir State School

Karen Muller, Relief Teacher

## Appendix D Extended Activity Responses

### Think Tank 1: From your pandemic experience, what was the most challenging?

The most challenging experience was being positive with COVID, being at the hospital alone without my family taking care of me since they were positive too.

Getting students to actively engage online.

Self motivation

Innovating and responding within highly regulated spaces when the needs of members from across our community required rapid flexibility.

Inequity within society increasingly obvious

Change in teacher mindset and skillset

Moving engagement, motivation and student wellbeing online.

I was lucky in the sense that I had the opportunity to attend classes at university for the first 5 weeks, therefore I was able to make personal connections with peers. Through these personal connections we were able to provide and receive support and guidance from our peers with learning and understanding, without the peer connections my learning may have suffered.

Lack of communication from the government and education department. As school leaders to hear the information at the same time as our staff meant we couldn't answer any questions that they had. It meant we were reactive rather than being proactive, this had a tremendously negative impact on staff wellbeing.

The systems from our department were not set up to cope with Learning @ Home and even though we as a school are BYOD, we did not have the access to undertake connectivity through platforms such as Microsoft Teams or the like.

During school and work closures, working from home with young children was difficult to 'teach', organise and support them while working and talking with teachers across different digital platforms and passwords!

Leading staff through having to deal with different rules for the community than they did were experiencing at work in schools.

Heightened concern about students wellbeing and progress, opportunities to play and be connected to peers

Acknowledging that teachers and leaders in schools knew what they could do and were able to do it to suit their own context. It was a lot of work, but celebrating their successes was not happening enough in the system I worked in.

There was an intensification of the personal and professional during the intense lockdown period; the experience over time then was the expression of that diversity of experiences where you're own lived experience is quite individual. Moving even further on, the pandemic becomes a little like the weather, an easy but not necessarily substantive conversation.

Inequity between low socioeconomic learners and their high socioeconomic counterparts re access to teachers, technology, family support and family safety

Long days balancing work, family life and supporting students remotely across Australia with their academic, social, emotional and physical health and wellbeing. Using multiple methods of communication tailored to students' needs.

Lockdown and not being able to connect with family and friends.

From starting my ITE in 2019, I found transitioning to online for the pandemic early 2020 challenging as it was an "unknown" in a possible comparison to others who may have started their degree in 2020 or 2021

managing the constant uncertainty of daily education

coordinating the differing support for students at school and the majority at home

engaging students in their learning

The extreme evidence of intergenerational disengagement from schooling—complete lack of parental support

Trying not to be 'on' 24/7! The necessity to put lessons online, create video lessons and zoom teach alongside marking everything and responding to student questions. We tried to set 'office hours' so students knew that we wouldn't respond immediately to their questions if they emailed between 6pm and 6am!

The fact that some students didn't interact or engage with online learning. The transition back into school after online learning was challenging for many students.

The energy required to regularly reorganise what/how we were working, including engaging all stakeholders in these changes.

For me personally, it was not knowing how best to help people experiencing real trauma. I wanted to support and help but was constrained by distance. I felt helpless.

Those too scared to go with a new, improved way of working/learning. Wanting to run back to what was familiar and safe.

Managing the mental health of myself, staff and students

Student engagement and managing their emotional state—to be able to interact in learning

Novelty turning to anxiety.

I work in a special education setting. I had to teach the parents how to teach before the content reached the students. It was difficult at first to explain pedagogy but it didn't take long for parents to become empowered. The parents began to enjoy the interactions with their children and they gained a new, respectable perspective towards the teaching profession. For those parents who were present and engaged in the process, the family benefitted in multiple ways. My students loved to sit down with mum and dad and has out literacy and numeracy problems. I focused more on the work ethic and this flowed forward to the family.

The most challenging was with parents who did not have internet, did not answer their phones and did not take my assistance. I posted work to their mailboxes yet the Australia Post was heavily delayed. Some received the work weeks later. That was frustrating.

I (teacher educator at uni) found it most challenging to keep pre-service teacher students engaged in lectures and particularly tutorials. While we have all sorts of tools that we can use to replicate group work (like breakout-rooms, padlets etc.), students did not engage in these in the same way as they would sitting together in a room doing groups.

Managing staff in an off campus environment to achieve alignment and success and continuity for students

The broad inequity in our society was highlighted—students, staff and members of the community. Rather than just devices—number and type per family—connectivity to the net was an issue (1 hour from Brisbane—no service )—profound effect on learning

The insights from students and families from diverse cultural backgrounds into the increased isolation—and, for some, discrimination—they experienced and the marginalisation they continue to feel.

The digital divide for our students was absolutely the most significant challenge to maintaining a quality educational experience. Digital divide wasn't just computer access—many homes used post-paid mobile phones as their only source of internet access, meaning students couldn't download materials. Other students had one very old laptop to 3 or more children, plus caregivers trying to work from home.

A secondary challenge was maintaining connection to school for students who were already at risk. A huge time investment from our support team was required, especially when students were able to return. Students found it difficult to return to the structure and formality of mainstream schooling and a range of support plans were needed.

Staff exhaustion

As an arts teacher, it was isolating because the arts is about engagement and tactile learning. Students on return are seeking out the arts as an outlet socially and emotionally and I have students coming to my door all day wanting to create and socialise in a creative space because many of them struggle with friendships after being in lockdown for so long. I find I am more and more a counsellor as well which I don't mind because I really care about my students but there is only one of me so the challenge of balance is always difficult, especially in the Arts where the workload involves teaching and resourcing and cleaning and most importantly caring for students welfare.

Leadership in a communication vacuum

Preparing our pre-service teachers for a effective practice in a ever changing world.....

The initial move from face to face to online instruction was challenging, as was managing other people's anxieties during this time.

Other staff members' anxieties and personal challenges

Initial communication (Mission Control), contact with slow to engage families. Disconnect with relational/personal

Challenged by less collaboration opportunities with colleagues and face to face contact with children. Our families access to technology was a huge issue.

Teaching a limited English speaking student the Science concept of adaptations on a phone and including Goggle translate off an IPAD held up to the phone.

Mediating all communication electronically which requires a different skill set to face to face conversation

Moving to exclusive online learning and losing the ability to interact with students and other teachers/educators in person ... I hated it (even as an 'older' Millennial who loves her phone and all the advantages that the internet brings). It was awful to stare at a screen all day with static PowerPoint slides and ominous voices, and very few people having their cameras turned on. I was thrilled to return to in-person teaching!

I was diagnosed with coeliac disease in June 2019 so I needed to research the medical knowledge, but at the same time the gluten-free expo was cancelled for two years, so I became very isolated in my journey.

Fortunately, I am now meeting many people who are also coeliacs and have discovered the benefits of feta cheese as a fermented product for the gut.

As a teacher a lack of time to develop the resources needed and to learn the technologies required. I don't believed that I've ever worked harder than I did in 2020 as an educator. I was challenges further by school (and daycare) closures which meant that I felt I was attempting to balance job requirements with parenting.

Having to cope for everyone else. Having to have all the answers to all the people. Lockdown fatigue is real. We had to manage wellbeing on all levels.

As a school leader, it was such a challenge to support staff as they had to respond to the needs of the students and families. The workload was overwhelming and they had no time to address their own needs. The impact on the personal and workplace wellbeing of these people has been significant, and there has been no time to recover and reinvigorate.

What were the range ways student teachers had teaching experiences when unable to go into schools?

Adapting my brilliant :) face-to-face teaching experiences into online mode (in Teacher Ed). ii. Ensuring my pre-service teachers still felt connected to their learning community and supported to make their own adjustments to learning in new ways.

How we get to approach innovative disruption

Having to answer questions on a computer!

The wellbeing of students during lockdown.

The inequities in access to education that already existed but that the pandemic really highlighted

Disappearing students in ITE—keeping track of all students and supporting them to stay engaged in course experiences, and then getting them back on campus once lock downs finished".

Influencing up in the school so that DPs and Principals were engaged in and responded to the needs of the whole school community. Our school leaders are good operators in stable times, but lacked the agile leaderships skills and behaviours to effectively help our school community. It was hard to get them out of their office.

Supporting stakeholders, including school leaders through the challenging COVID times whilst also trying to gain an understanding of the climate which we were operating in... Building the plane while you fly it.

Teaching in full to the children who don't have access to computers at home. Those children sometimes left behind. Many if them have no internet at home.

Isolation from community, uncertainty of what was going to change/happen next. The divisive narrative and fear that arose in my community surrounding COVID rules and vaccines certainly affected my mental health. As a uni tutor, working online provided a lot of benefits and freedoms, but I felt it impacted the student's engagement/connection.

The interaction with students in an online environment. Often in synchronous live online sessions it was difficulty to have open a free flowing conversations. Many students would often have blank screens and would not engage even via chat and many did not like the break out rooms where they have to talk to other students

Supporting education leaders and teachers who were having to pivot in new directions daily and who were expected to dig deeper and deeper to make up for the systemic and societal shortfalls

The sudden need to innovate and implement new ways of teaching and learning and the buffers required to stay on course with life.

Leading change of students teachers and educational leader's to pivot to online education.

Managing stress and disadvantage to access to online learning across a disadvantaged region.

The inequality in access and supervision for vulnerable students to access online education. The difficulty for some students to navigate multiple online platforms. Limited support for teachers who were struggling to with work load and their own students learning.

vastly increased workload! Meetings more than doubled: problem solving meetings—planning meetings—student support meetings. Then there was the increased workload of changing to fully online and supporting others to do the same.

Supporting colleagues in rapid pivot to fully online learning and teaching, and maintaining quality in terms of overall experience for students

The inequity encountered by students and families from diverse language backgrounds, especially those from disadvantaged backgrounds, in terms of access to technology, data, appropriate learning materials and support.

The most challenging was to make sure that ITE students were able to have an experience in schools that would prepare them for their future classrooms.

First lockdown came early and we didn't really 'know' our students so it was hard to maintain a connection. Learning from this, it has been great to be able to work on ways to maintain connections through the rest of the lockdowns and into having a consistent online presence.

Maintaining the personal contacts with learners (beyond those good at connecting online).

I was already teaching in a digital environment at the time. The biggest challenge was working in 'partial' isolation, isolation from colleagues. After a few months I craved the physical, face to face interaction.

Younger students returning to social distancing and hygiene protocols in the classroom that clashed with best practice social interactions for learning.

the most challenging thing is adaption to the full virtual context to interact with students.

From the teacher point of view, beside switching to online (Teams) classes—dealing with student uncertainty / anxiety of will there or will there not be another lockdown.

The stress on staff and students

Getting set up a home to work online successfully—internet connection, make and receive phone calls and of course missing having face to face conversations (and laughs) with colleagues.

staying connected with students who were reluctant to engage online and the social impacts on young people, particularly for families with children with disabilities who found online learning challenging

loss of social face to face experiences with students and colleagues

Ensuring that all students were engaged in online learning and that no one was slipping through the gaps—balancing the mental health needs of students (and of staff) with the delivery of rich learning experiences.

Being constrained by the policies and structures imposed by my school and governing bodies. I wanted to innovate and respond to the students' feedback, rather than follow the rules and structures imposed. More flexibility.

Home-schooling my own children! :)

Managing the impact of the pandemic and lockdowns on teacher and student wellbeing; I feel like we are only just starting to see the full extent of the impact of this and that this will be our greatest challenge in terms of the 'new normal' in schools.

to meet the needs of every student and every teacher. Teachers also played Mum and Dad and many managed their own children's learning. Finding support for burnt out people and drawing on every bit of energy to stay positive in a world with no certainty was difficult.

Social dislocation and the mediation of an isolated experience; an effect of relearning how to be social.

Anxiety that radiated from students and finding individual solutions for them.

Keeping students engaged in their learning when their peers were not beside them to encourage and support. Motivation to continue to engage decreased as pre-service teachers were drawn into other issues, e.g., illness amongst their families, work in the more frontline services (e.g., childcare), and just emotional exhaustion.

Establishing / strengthening relationships with students

Teachers having to attend face-to-face when other professionals were removed from heavily populated workplaces

Being a new staff member and developing / improving ITE units solo

Technology

Staff workload and mental health.

Not understanding what was happening at the time and whether these were the challenges pre-pandemic or because of the pandemic.

Being limited. Not wanting to plan too far in advance or dream too big, for fear of something else changing / the goal posts moving again.

The teaching and learning environment being vulnerable for teachers personal health

Losing the face to face contact, the relationships with the students. Not all were willing to engage in online learning for a variety of reasons and live classes often meant being faced with avatars. Being creative in that space was fundamental.

It was difficult to understand and keep a track of all of the changing restrictions and making sure we were following guidelines correctly. Not knowing was going to happen in the future.

Shifting play-based, relational teaching and learning practices to a digital environment to maintain engagement and relevance of learning for our youngest learners in the early years

Inconsistent and unpredictable decisions being made. It was harder coming out of lockdowns due to the overwhelm of having to play catch up on everything that was missed or cancelled.

Reaching the students who had limited access to technology and crowded/chaotic homes where it was hard from the to make a space for engaging with school learning.

The then Australian government treating teachers as babysitters and not valuing them as professional educators.

I found it a bit harder for me to re-learn the new ways of teaching—moving to online. diverse pedagogies to engage learners on digital space. Now, we are faced to incorporate "hybrid" methods of teaching—another challenge for me.

Trying to do it all:

adapt to online pedagogy

lead the team skill-wise and wellbeing wise

inspire and motivate students

teach my own children at-home equally as well as my students

Most challenging was making sure the internet connection to school system was working! Learning about blackboard collaborate, Teams and other tech ways to communicate with teachers and students.

The pivot was the hardest, not knowing how to move quickly to maintain the human relational approach online.... humanising online learning.

Ensuring that as teachers we remain connected. To our students, to our peers and to our community.

Assisting teachers to upskill swiftly to provide face to face and online lessons at the same time and supporting teachers to maintain the energy throughout the period. It was exhausting for them.

Supporting students with learning challenges. Those with diagnosed disabilities etc. in an online environment.

Transforming everything to an entirely new digital platform while in lockdown.

Keeping in touch with staff to make sure they were ok

Students not wanting to participate in attending On line classes and not being able to be on Campus to teach face to face

As a first year teacher in 2020, navigating the online learning setup for students and trying to make it as engaging as possible, and informative as it would be in the classroom environment took a lot of getting used to.

Slowest internet in the state—everyone went online. We were left more remote and isolated than ever.

engaging the students in an online environment; developing online material; keeping up with IT challenges; Rethinking how to present content

Being on maternity leave! In lockdown, new baby, medico spouse exposed to COVID daily... and separated from my work, my class, my colleagues.

Providing for, connecting and meeting the needs of every student in my classroom; across various platforms, online or face to face.

Teachers relying on students' agency, motivation and at-home supervision and the reduced ability to provide nuanced feedback.

Travel restrictions, particularly international



Teaching online when your subject area is rooted in collaborative and embodied pedagogical principles. Trying to constantly find different ways of experimenting with ideas

Balancing PhD and teaching work with caring for children (school aged and younger).

connecting with those who weren't receptive to the connections

Working in partnership with our regulatory body to be in compliant to regulations for teacher education.

Dealing with the conservatism of many to change and pivot and the desperate attempts to return to a broken 'normal'.

Supporting the wellbeing of teachers while they were working in such stressful circumstances

Engaging all students in the learning. Some did thrive, some went missing, some floated somewhere between the two.

Making connections in a new industry in an isolated world.

Brand new leadership team trying to develop norms in a non normal world.

Responding efficiently and keeping communication open

Student socialisation experiences

The uncertainty.

mandates/division

The speed of having to pivot and iterate and pivot again and learn and pivot again!

Being ill prepared technologically for the first 'wave' of school closures and home schooling.

Online teaching

Not having connections of students, staff and the school environment. The community connection and support.

Not being able to do research in schools for very long periods.

Learning new technologies and then making them engaging for students.

maintaining connections with students

Staying connected, the human element was missing and its importance taken for granted

building wide scale competency with digital platforms

Time management disciplines

Isolation and lack of connection

Getting students to engage with OneNote.

Connecting to families who don't have access to online resources

Kids don't have laptops/internet/technology

Addressing student anxiety with limited resources to move to online teaching

The ever changing rules

Ensuring everyone's wellbeing was okay

Assessing and reporting.

Being isolated from family, friends and students.

Connection with family, friends and colleagues who were interstate. Distance felt greater though minimised by valuable tech.

The continued motivation within the Teaching world. From not being in a physical classroom, the relationship with students was affected

The virtual cyberspace, which acted as platform for the office or classroom during the pandemic lockdown, could not really replace the reality. The students who took class online during the pandemic lockdown suffered a lot since they could not focus their attention just as they were in the classroom. Teachers also tended to collapse as well.

Advocating for continued use of online learning tools, after every lockdown and now, in the 'new normal' era.

There were many challenges throughout the pandemic!

## Think Tank 2: How has the pandemic changed what you do? Share up to 3 examples

More interactive activities in synchronous online learning; Virtual Office hours

Made me realise how much technology is already out there that we are not using to personalise learning pathways—I changed my focus accordingly.

I have a lot more zoom meetings now, almost daily.

Talking more to teachers and being shocked about their reporting workloads! This needs to change.

Work from home- flexibility for caring and travel time (3hrs) gained back for family time

Management trusts work is being done due to the deliverables being met

Sharpened focus and desire for change to meet future needs

Much more online work. Teacher meetings can be more efficient and Professional learning more accessible.

Some stronger Student—connections as they are more willing to connect with teachers—online

Managing technology to ensure that staff and students can engage in online learning in a meaningful way.

Managing my mental health in order to be able to support the wellbeing of my staff and students

Innovation using ICTs

Creating warm, inviting and collegial spaces in the online environment

WFH—has led to increased efficiency and educational/work opportunities previously restricted to people who live in capital

cities. I have been able to upskill and present PL/create student resources with far greater reach than in the past.

Embraced a digital-based curriculum across the school

Not requiring in-person attendance. Offering hybrid.

Staying home when unwell.

Less face to face interaction

Challenged pedagogical practices

Altered ways of engagement in learning & teaching

More dual/multiple options for assignments to cater for different contexts and students personal situation.

Simultaneous planning for face-to-face and online options—flexible/dual delivery as the norm

Blended modes of teaching

Much more skilled at digital literacy

Continued use of School box in every lesson—increase in kids independency on computers

Access to missed information for kids not at school.

A greater focus on kids' wellbeing

I was very happy to see the political landscape of Australia transformed as people realised that no-one is immune from life's vicissitudes. They could not just live in a complacent bubble and began to think on a more global scale.

So my optimism for the future of a green world rose as the green vote became more important. Blue transformed to teal.

Zoom has changed the way in which we work, teach and collaborate.

Returning to face to face teaching has allowed us to reconsider what is most important and provided a greater appreciation for being with our students.

Greater awareness of our pedagogical practices.

Move from face to face to online—exploring ways to build relationships with ITE students & teaching team, exploring ways to increase student engagement & discussion online

Made me think about what is sustainable into the future.

New thinking outside the box strategies need to be implemented

Learning to develop meaningful relationships in the Zoom context

Greater appreciation for face to face opportunities

Greater awareness of pedagogical practice—skills v. knowledge v. understanding

Less of the periphery duties

It has broken down geographical boundaries and exposed us to new ways of working.

Teaching strategies

Planning

Co-teaching

The work style; updating with the high tech; managing the time effectively

COVID-Safe practices dominate and impact all social interactions.

Rebuilding community placements with work places if they survived the financial pressures of lockdown.

Being more creative, flexible and mindful of students experiencing disruption in many shapes and forms. Caring for students means

I needed to be more vigilant to their needs and mindful of their wellbeing. The flexibility of online learning helps with that as well.

I am more committed to addressing inequity.

I am engaged with technology and strengthening (keeping) the place of technology in learning.

I am more courageous in advocating for changes our students and our world can't wait for (e.g. global competence).

ICT skills improved

Meetings online and Face-to-face

A greater acceptance of remote working

Flexible work practices, working smarter not harder. Meetings are now run to time.

I left my leadership role to try to effect change from outside of the school system. Getting people to address the issues from inside the system was met with much resistance and fear.

I trust my instincts more and no longer do what I do just because I have always done it that way.

I make much more time available to conduct my own research and offer to mentor others who are struggling.

The to do list is always there, but it focused it more succinctly.

Enabling our parents through engagement not involvement.

Continuing the IT innovations.

Work life balance is probably more blurred due to flexible work arrangements

ITE students on placements had some experiences where they were able to lead the classroom teachers in innovative use of ICT

More understanding of the need to be flexible about home learning for students in Years 11 & 12. Realising the value of collaboration between staff when challenges come up. More communication with parents via online means, phone, etc.

Fewer face to face meetings

Greater acceptance of online learning by students makes this the default, rather than the exception

Easier and more effective to attend international events (where the effort is now put into making virtual attendance more engaging)

It has made me reassess what is important in my teaching—re-finding the foundations of what I do and why I do it. It has also challenged me to think about new ways of assessing my students—haven't got all the answers but I am doing a lot more reflection

Work from home part of the week

Taking more time to live in the here and now, rather than always looking ahead. I guess being reflective and appreciating what I have in any given moment.

Having more empathy for people with mental health issues. I think this is going to increase significantly and needs to be a focus for all educators.

Much less focus on attendance as an eligibility criteria for attendance at school events, and a broader understanding of barriers to educational engagement among all staff. Also, the digital divide for our students and how this exacerbated the pre-existing educational inequities between our most and least advantaged families became starkly clear.

More teams/zoom meetings- less time travelling to meetings

More online professional learning- learning to present via new platforms and still make it interactive

focused more on core work of teaching (reduced meetings, streamlining of admin etc.); focused on deliberately reaching out and connecting with others

Opened up online communication channels for meetings and short (and cheaper) professional learning opportunities with educators across the nation and internationally.

Getting used to having meetings online

Communicating with students via zoom

Thinking teaching activities in a hybrid approach

Learning the discipline of working from home.

Placing even more emphasis on teacher wellbeing when teaching my pre-service teacher students.

Valuing my own wellbeing and creating clearer boundaries on my workload.

Online teaching

Email communication instead of in person

It has changed me in my time schedules. I had more time to be at home while doing my teaching job online.

It has made me more creative in the way I connect with people.

It has educated me more in the area of technology and harnessed my skills in this field.

Creative ways to collaborate and engage with colleagues to share workload

I'm involved in more online work, and more self-directed.

The pandemic was part of a mix of factors that led me to a shift into ITE and this has been accompanied by opportunity for more reflection on the nature of teaching.

Make time to genuinely connect with others no matter how busy

More focus on my wellbeing and awareness on what works for me

Ask for help sooner and not judge myself poorly for doing so

Being less frustrated of things going not the way you would like them to go

Finding an efficient strategy for getting things across

Finding different ways to connect with students

Less fear to try new and different ways of working.

I continue with lesson planning, collaboration etc. on OneNote and lessons on OneNote.

More hybrid engagement with colleagues and teaching (combination of face-to-face and online)

More work from home flexibility with staff

The value of interpersonal relationships and the prioritising them. A desire to prioritise wellbeing. Not going to work sick!

Moved from remote location, took leave and went part-time—improved work-life balance

Selective around where I work to ensure it was a school with strong IT, internet etc.

Champion work-life balance for all teachers—work on changing school culture.

I focus on children's wellbeing NOT their progress and achievement. If they are well, they are learning.

Especially in the early years, the pay and conditions do not reflect the expectations so I now match my hours and effort to the pay and conditions (unapologetically). I am working smarter, not harder... and the world kept turning!

I feel like I'm more compassionate to families and the stressors in their lives. There is always time for kindness and understanding.

Valuing connection with others has refined—

How we schedule and structure meetings to include checking in time...

The way I approach tasks.

Increased use of class notebook, online pedagogy research and implementation

More face-to-face check-ins with staff

Forced breaks

Changed perspective and follow up required for student attendance with a focus on vulnerable students.

Promoted 'out of the box' thinking about lesson presentation and interactions.

It has prompted me to think systematically about online teaching—how to use all available tools and resources, and to carefully consider the reactions and experiences of those on the other side of the screen.

Changed working arrangements—more isolated

Everybody needs to do their part in a 'systemic' approach, yes, however, does this not also include parents & carers? ... Too many students—especially at the secondary level—are now coming to school with little to no manners, disrespectful behaviours and zero sense of self-discipline. Post-pandemic the lines are blurring even more so between what parents & carers should be primarily responsible for versus what teachers are responsible for?

We now have externals and internals in the same classes as we can use online platforms more effectively.

More use of online workshops for external students—have always done this but now in the workload!!

Lots of collaboration regarding use of 'new' technologies—builds a supportive environment.

I plan for the unexpected and try to have a "back up plan" at the ready.

The teaching preparation, presentation and assessment.

I found myself a mindfulness activity and way to practice wellbeing outside of teaching for the first time in my career

I work more efficiently especially online

I appreciate the time in the classroom building relationships less is more

Improved the clarity of instruction.

I have changed to aspirational deadlines, with negotiated changes where needed.

move from face to face to online learning

more opportunities for working from home

I am a more agile learner and teacher.

More focus on mindfulness.

More appreciation for face to face interactions.

Online teaching and learning

Hygiene practices explosion

Consideration of learning spaces and who has access to them—inequities

Allow students time to collaborate and engage with each other to achieve outcomes rather than individualised work.

Increase my knowledge and use of technology

Work on student wellbeing first in order to create ultimate learning environment

It has taught me to be more adaptable to the circumstances, and find different ways to pursue goals. i.e. Home-schooling kids while working full time as a "non-essential" worker, online video conferencing, working anywhere-anytime, schools without walls.

Working from home is now the norm!

Video calling and conferencing now feels normal.

Re-thought how to engage and interact in the online space, personally and professionally.

Far more meetings via zoom.

Planning of events must include COVID policies and procedures.

Greater awareness of washing hands and social distancing.

Dream about travelling far more as it hasn't been possible.

Increase in collaborative communities of practice

Increased IT skills

More online than face-to-face meetings

Take time to ensure our team has lunch together

Be mindful of the good things that came out of the pandemic: reconnection, support for others

Has changed presentation style e.g. on line vs face to face

Provided greater access to professional development opportunities

Think about different ways of running programmes

More flexible. Less able to disconnect.

People are more comfortable participating in online meetings

Focus on quality over quantity.

Questioning the necessity of things I previously took as set in stone.

Clearer values.

I start conversations with "how are you?" and engage with the answer in a genuine and meaningful way

I think about reaching a wider audience through multiple modes of delivery

I consciously reduce to essence, ensuring to keep the main points, and seeking to remove the distractions

Utilization of various new technologies in day to day learning, daily wellbeing check ins with students and the importance of general life skills, not academic excellence as the ultimate level of achievement.

Getting much better at using technology like ZOOM, Teams and Blackboard Collaborate for running online teaching sessions, and students are more familiar with this too, so it's easier to run these types of classes now.

Any event we plan now has a dual offering of online and face-to-face. So much more inclusive!

upskilling myself and staff to keep up

Microsoft teams is my friend

Zooming is my everyday

How can I collaborate more effectively without wasting time

Way we present and think and converse re On line to face to face teaching

It has strengthened my ability to empathise professionally with colleagues

IT skills have increased

Really opened my eyes to the world of wellbeing

Thinking innovatively about what is possible in schools

Much closer working relationship with parents.

Use technology more

Find simple pleasures in life

Link with people and organizations online  
embed technology in teaching and learning, but also need to cater for those students without access to technology  
My work week travels over weekends because of the constant technology connection.  
Changed the way we communicate and involve families in their child's learning  
Solution-focused strategies, philosophical inquiry, industry connections  
Increased the possibilities of what can be done to achieve even better student outcomes  
Forced me to seek outside in a system that cannot support me on the inside.  
Working to ensure online learning is engaging  
Focussing on what is real and important  
Being more supportive of staff wellbeing  
More focus on the flipped classroom.  
It has created a new lens through which to think about the job and work life balance  
My workload has tripled  
Increased my digital literacy and incorporating that into my practice, even during in-person classes  
More effective use of technology  
Consider the modalities of communication that I use.  
It hasn't  
Made more aware with the social welfare issues of students  
Improved use of digital platforms.  
I'm working more with technology—learning more about technology  
It has changed the aim of admin to stripping back processes to the fundamentals  
Looking after my wellbeing so I can be a productive teacher  
My Learning Design  
How I think about and practice wellbeing  
Challenges with leadership and mindsets  
Using Teams meetings to undertake meetings and other activities across our school  
Provision of Learning @ Home program related to the term unit of work so if a child is at home in isolation they can continue the work and if a teacher is away, the relief can step in and use the same work with the class for a period of time.

Engagement with technology  
Management of time  
Provision of agency  
A major transformation—literally and figuratively. Our school had just begun the journey into transformative learning which resulted in a radical shift in my pedagogy and this shift has continued to grow and develop. Online learning challenged this but with the ability to collaborate and reach students as a whole, as small groups and individually we continued to ensure the impetus for change did not diminish. Creatively, collaboration, communication and critical thinking drive everything I do. Student agency has become part and parcel of this with our students now taking part in teacher professional development, facilitating teacher workshops and even presenting at major teacher conferences in the next 2 months. I have embraced my transformation and the pandemic reinforced that human relationships, student voice, creativity, collaboration, communication and critical thinking are fundamental.  
Online meetings—effective, efficient, flexible for all participants  
More recordings of teaching, feedback, etc.  
More communication with students and teachers regarding their wellbeing  
Greater flexibility in my approach  
Understanding that change is sometimes inevitable  
You can never be too organised  
Constant planning of contingencies around teaching and assessing—many of which will never be called upon.  
Modifying assessment cycles and assessment items to cater to the unpredictability of absence from the classroom  
Incorporating a flexible digital platform into my staff's teaching repertoire  
Less communication with colleagues or classmates, more reliance on digital equipment and the Internet, the efficiency affected by the negative emotions  
Greater access to flexible work arrangements (corporate)  
Increased knowledge and understanding of wellbeing  
Increased advocacy for student voice and choice

### Think Tank 3: What are the innovations you would like to keep?

Unpack the DOE's or Australian Learning and Wellbeing Framework to build initial teacher wellbeing literacy and the connection to safety and learning also promote ones own wellbeing literacy and practices.  
Project-based, inquiry model learning and experiences contextualized to a school setting. Team or co-teaching authentic experiences. Best practice coaching and mentoring models to build collective efficacy and positive school cultures.  
Flexible, hybrid ways of working and meeting for staff and students.  
Working from home.  
Easier access to colleagues around the world  
Dress up themes  
Greater flexibility in working arrangements for staff. More time to plan and prepare lessons.  
Flexible learning  
Hybrid blended learning  
flexibility in running online meetings

Dilemma-based situations for ITE students to put learning and/or experience into action.  
Flexible learning & delivery  
Ongoing mindfulness about future L & T prioritise  
Consulting with all stakeholders  
More focus on personalised learning pathways made possible through AI applications  
Smaller classrooms  
A stronger awareness of global problems and how they should drive our educational focus  
The online activities which promote students' engagement  
Entertaining the idea that students might be able to do mixed mode learning.  
The focus on those who are vulnerable and marginalised within education, and how systems can change to redress this.  
Aspirational deadlines. Looms/videos for asynchronous access to learning.  
Engaging with students online when they are stuck/need information.

## Flexible work arrangements

Creative/innovative ways to support students and engage them in learning

International connections and partnerships made possible by digital online platforms

Hybrid model of working and teaching. Allowing workers to create their own timetables while working towards their goals.

## Flexible working

## Creativity

Allow for online teaching/learning options, but NOT at the expense of offering in-person teaching/learning as well. BOTH must be available moving forward so that students AND teachers can both choose to work/learn in the platform that best suits them. This includes within initial teacher education as well ;)

## Flexibility and co-sharing teaching

Collaboration / support of colleagues to problem solve

The technology that could maximize the imitating the real classroom interaction

I think I would like to keep the flexible learning schedules.

Consideration to work more flexibly. e.g. why do staff meetings have to be on site. And the new appreciation and realisation that if teachers are sick they should stay at home.

## Digital skills

## Personalised contact with students

Flexible collaboration time with colleagues. Incorporation of blended learning and opening up of options outside of the walls of the school.

More engagement with parents over different platforms.

expanded opportunities through digital access and online platforms

student work submission through a common portal with enhanced student feedback opportunities

## Virtual PD

## Class notebook

## Flexible working arrangements

Explicit focus on relationships (assumed prior to pandemic)

Those glimpses into what education could be like in the future.

A flexible working day and environment.

## Flexible work time / work from home

More project-orientation to teaching & learning

Regular check-in moments with students using video technology

The learning TV channels provided during the pandemic were helpful to supplement student's learning when they were not engaging with the curriculum.

## Working from home

The ability to innovate and respond through professional autonomy—bring the over-guidance to an end.

The possibility to keep in touch with people far from me.

Providing support both technical, data and access support for disadvantaged students

Focus on wellbeing, having flexibility within the work space.

working online where all can access it whether in class or out.

Reducing calendar events to focus on the core business of learning

Improved connections with all families

Ongoing work with online platforms

Questioning the way we work—making sure it is in best interest of each student

Being able to connect with people in different time zones through zoom etc.

Trying to figure out different time zones. The Americans keep talking UTC time: very confusing.

Flexible learning, blended learning and learning design around engagement and process over product.

Keeping the weekly lesson plans and resources available online for parents and students to access from home if need be.

Online meetings when appropriate

Remote work being ok and more of the norm

Flexibility, hybrid models for things

The use of zoom/teams where it enhances and strengthens communication between all stakeholders in the school community.

## Multimodal delivery

## More personalised learning

More choices of workplaces that allow us to bring in experts from afar quite easily

Communities of practice—sharing and collaborating beyond your own school gate

Putting my wellbeing into the "success" work equation.

Preparedness to rethink what education needs to look like. The actual movement towards innovation is here.

Video conferencing to replace some travel—especially short events. Flexibility. Wellness strategies. Exercise—all things that were part of my personal pandemic response.

## Flexibility &amp; innovations

## Work from home

## Online learning

## Wellbeing vs working

Innovative ways of staying in touch with families

## Blended learning

## Human interactions

The foundation of building the connections with home, connecting learning from school to home more efficiently

I would like to keep my well being strategy and openness to try new things

## Flexibility

Flexible workplaces and ability to work from home

Options to continue offering online professional learning

## Online meetings

## Flexible work arrangements

## Working from home

Blended learning, student voice, more efficient teacher meetings and planning processes.

Innovative ways to respond to and communicate with students

Flexible work—being able to elements of work at home, not just when sick

Keep thinking about how we collectively can improve teacher education

## Flexible working arrangements

The blended model of online and face-to-face as options for individual preference

Videos that were created and can be used for students and parents now.

## Online learning

## Flexible work arrangement

## Flexibility

Self-paced/guided learning environments for the students

Connection with technology, flexible thinking

Project-based learning, connection with industry

Flexibility in work life and curriculum delivery

Engagement with families

Working from home. Flexible working arrangements.

Ways to keep human interactions

Increased use of digital technologies to deliver blended lessons and flexibility for students.  
Flexible learning: blending face to face, online, on paper learning.  
The Flipped Classroom with OneNote and Teams.  
More time with my family and dog and the flexibility to have that time and balance it with work.  
New ways of working—mixed mode with a blend of face to face and online  
Flexible school plans  
Flexible working arrangements for staff  
focus on fundamentals  
Attempting to keep kids who are away from school up to date with the learning  
Continued collaboration to problem  
Solve  
Learning any time  
Flexibility and technology  
Flexible timetabling  
Flexibility of lesson delivery  
IT capability  
Explicit teaching videos for online learning in the Early Years  
Flexible work conditions  
Flexible work arrangements  
Use of digital platforms for more personalised learning programs.  
Ability to work remotely  
Flexibility in presentation to students.  
Personalised flexibility  
Focus on enjoyment

More flexible working and teaching environment  
Flexible learning  
Flexible working hours  
Use of technology in various forms—flipped classrooms  
Flexible work arrangements  
The constant questioning of the status quo  
More flexible workspaces. Different ways of working with students  
Focus on a holistic wellbeing approach within schools.  
The parent teacher connection that allows for parents to be involved in the learning. School providing online digital platforms for parents to connect quickly and see work samples. For example, SeeSaw and Class Dojo.  
More collaboration with students  
Greater focus on wellbeing and community connections & impact  
Expanded use of EDTECH applications and eLearning strategies  
I am not sure we have been innovative enough. Digital learning definitely has changed and now all teachers need to be familiar with whatever digital platform is being used. I don't see this as innovative this is just working within the realms of how students interact socially. They don't need "teaching" anymore. They can find what they need instantly. We need to be facilitating skills.  
Technology enhancement  
Personal agency and self regulation  
Mixed learning methods available to all students, relative to their individual needs, preferences and interests—as well as ongoing teacher, middle leader and senior leader professional learning to ensure mixed learning methods becomes the curriculum delivery standard, while continuing to innovate further.

## Think Tank 4: What legacy can we create for teachers and teacher education?

Give value to the face to face elements of teaching and learning  
Innovative ways to envisage teaching and teacher education.  
Hybrid models can better support a range of PSTs  
Engaging parents and carers—positive communication skills  
Installing strong systems and routines  
Trauma informed practice  
The benefit of working and learning in your pyjamas.  
A workplace that allows balance. Work is not life, it is part of it, yet teachers are constantly pushing through longer hours and work intensification. We need to change our direction and make their job a value add to life, work environments that people want to stay in.  
Ability to pivot  
Future thinking  
Maintaining love for learning  
Focus on what matters...  
Remove the fluff and focus on the importance stuff:)  
Valuing teachers, their opinions and ideas by creating space, time and incentives.  
Being there for your students regardless of how old they are  
Trust in the process of creating robust relationships with your students, colleagues, communities. Enable and respect diverse voices. It's all about inclusion and belonging.  
Focus attention on Building Relationships as a key element of learning and teaching and the programs. This can lead to improvement in all areas—learning, engagement, behaviour management, etc.

A greater awareness of student diversity and disadvantage. A willingness to consider the differing needs of students and to make accommodations for them.  
Emotional wellness skills are foundational to learning. There needs to be a complementary curriculum that outlines the emotional skills and knowledges students need  
Parent engagement  
Continue the valuing of teachers: valuing their creativity and professional capacity to make decisions.  
One where no matter what we create or innovate the students are put first and that fostering relationships leads to better quality learning, whether in class or online. Learning is not all in your head.  
This pandemic has shown us that teachers are deeply creative and innovative professionals. I'd like the legacy to be the sustained confidence of educators in their own abilities and in their professionalism. Teachers are rock stars!  
Remember that teachers have ably demonstrated the professional capacity to respond to and overcome huge teaching challenges, all without centralised control, oversight and management.  
Acting professionally at all times.... Students remember.  
Enduring commitment to positive, proactive support of staff and student wellbeing as a precondition for learning and achievement.  
Online learning resources  
Technology acquired which teachers otherwise may not be willing to learn  
Importance of wellbeing—student & staff. Making connections—staff, parents, students.  
Flexibility with the situation adapting

A culture of respect for teachers coupled with a level of standards expected of teachers.

A profession of choice, that attracts people committed to creating equality of opportunity for all members of the community.

Increased job status—That teachers are not 'sub-professionals', but rather are essential workers with a varied, flexible, and valuable skill set that contribute to society in a meaningful way.

Giving teachers time to build relationships and get to know students so they can personalise learning must be given priority.

A renewed focus on relationships as central to all learning and teaching. This needs space in a crowded curriculum and focus on high-stakes testing.

Encouragement of innovation and creativity in teaching and learning

The focus on well being of teachers as well as students.

Trauma-informed practice to be developed in ITE programs.

Valuing relationships—staff/ students/ community?

Prepare teacher with training in technology and psychological skills to deal with emergent lockdown

Collaboration is key in planning, in working, and in learning and teaching; break down the silos.

Importance of interdisciplinary and holistic approach to teaching

The importance of connection—teacher to student to teacher and staff to staff

Learn from our experiences and not go back to 'business as usual'. COVID has provided an opportunity for change and new ways of thinking, educating and learning.

First principles thinking

Start from scratch

Slowing down—pausing

Agility and the ability to pivot are key!

Connection

Importance of connecting, knowing each other and developing positive relationships.

Working together, not in silos

If we have permission to slow down, and to prioritise care, it benefits everyone: students, families, carers and teachers

Focus on what is important and what makes a difference.

Consider the value of each initiative and activity.

The ability to persevere as a teacher and collaborate and connect

A focus on wellbeing and collaboration underpinned by meaningful relationships

A more sustainable work life balance

Happiness

The importance of the role on social and emotional wellbeing—the impact they have

A legacy of memories of how my teacher treated me and the relationship I had with my teacher

More focus on the person, the student, the staff member. Social and emotional learning. Know yourself, know the learner.

Adaptable and prepared students.

Emphasis on teacher wellbeing

Flexibility and agility, change as a standard, preparing for uncertain futures

Wellbeing and connection is the key

The power of connection

Recognition of the amazing work they do. More respect and gratitude.

Also a pay rise!

Disruption is an opportunity for redesign

More opportunities for innovation in ITE

That the unexpected can be a 'gift'.

Teach trauma informed practice

Find the fun

Support for wellbeing

Teachers are humans too

Lifelong, Innovative Learning and support.

A focus on wellbeing

Innovation is part of your role, make changes so that there is time for teachers to create and innovate.

Professional learning opportunities

Many students of today are the teachers and school leaders of tomorrow.

The legacy would be our value system. Teachers who are committed to do their task regardless of risks involved. He or she is willing to go an extra mile just to reach out to his or her students.

Building teaching practicum into the university course as a first priority rather than an add-on during time at uni. People really don't understand whether they are passionate until they experience a classroom first hand.

Teachers as we know are always adaptable.

Relationships and how to manage different personality types, different learners and understanding that a single class might require 3 or 4 different ways of completing the same learning/activity and with that 3 or 4 different ways of teaching that in one lesson

Flexible schools—start and finish times, on campus, online learning, especially for Year 10–12.

One that continues to have passion as the forefront of our actions and approaches, Teachers and new Teachers should continue demonstrating the qualities they once swore to themselves that they would always possess.

An education system imagined on equity, choice, voice and justice.

## Think Tank 5: How can universities enhance initial teacher education programs to better prepare teachers in a post pandemic world?

Develop radical critical thinkers that challenge the status quo

Supervise pre-service teachers so they receive the proper support.

The teachers should be teaching, not sitting around making carping judgements.

Researchers working with practicing teachers and pre-service teachers in a learning partnership—learn together by researching what is happening in the school—this will give each participant a better understanding of the roles of each.

Spend time and energy into promoting social and emotional teaching and learning

Engage in a meaningful way with schools, although this requires both universities and schools to want to progress the partnerships.

Need more flexibility and scope within accreditation requirements

Practical strategies to:

engage students (ensure students have a voice),

behaviour management,  
trauma informed practices,  
self care/regulation (to minimize burnout) and  
involve and engage parents (may involve conflict management).

Increased time in schools so that they can apply the theoretical learnings from their degree in a practical way. Structured and practical learning about supporting their wellbeing and that of their students. (Also bring back the TECs or a similar-type program/approach (i.e. less elitist) as this could easily have benefits for all!!!)

Support pre-service teachers' engagement with teacher associations that can help them navigate messages from governing bodies, and current debates in thinking around education.

Build stronger links with schools—a reciprocal research and training nexus

Resilience

More prac opportunities!

More training on trauma-informed teaching, behaviour mgmt., and differentiation/adjustments in specific curriculum areas (aka differentiation/adjustments should be taught in curriculum courses, in addition to it being its own standalone course).

In ITE courses that relate to First Australians, teach more about this unique history of Australia and how to teach it, and focus less on preservice teachers' families/family circumstances (this was a big turn off in Griffith's course 7409EDN)

Investment of time

Focus on explicitly teaching trauma informed practice as relevant pedagogy for every student.

Greater experiences in classroom realities—reimagining placements and time in classrooms to experience teaching communities over time

Backward map from assessment. I hear from many ITE students that the assessment simply do not make sense. Learn from QCAA about writing effective assessment e.g. use of cognitive verbs etc. Again modelling for students what they should be doing..

More time on the tools and engaging with students. Teacher aide time allows them to assist in classrooms without the pressures of standing in front of students they don't know and teaching. Relationships need to be made and it would allow them the time to really experience and learn about behaviour management and role modelling before they step into teaching pracs. It would also provide relief to teachers who often struggle to find the time to do resourcing, especially after prep when there are no teacher aides allocated to classrooms. It's a win-win

University should families their students teaching reality what they are going to deal with. Not just how and what to teach.

As stated ITE is the foundation and just the beginning of their journey in understanding the complexities of teaching. Keeping it simple and focussing on the basic and connecting PSTs with passionate educators that can help develop their skills in the future will benefit all ITEs

More opportunities to be in classrooms

Universities can embed digital confidence amongst students and wellbeing strategies for both students and teachers

help them to reflect critically on their practice using different perspectives

Engaging parents and carers- positive communication skills

Recognise the wealth of experiences from diverse staff in ITE programs and develop regular training opportunities

Organisational strategies, as the role is multifaceted. Include training to increase emotional resilience. Mentoring programs that support teacher self worth and development. Focus more on the actual role that they will be required to fill, not just the curriculum that they will teach.

Include units that teach online pedagogy.

Installing strong classroom systems and routines

Model bold, interesting ways of teaching and learning. Shake up traditional assessment and ways of measuring intelligence. Embrace individual intelligences of preservice teachers. Focus on wellbeing in all areas of learning—so that our future teachers integrate wellbeing with all classroom activities.

Ensuring that teacher educators know what is going on in schools. Ensuring that universities innovate, particularly online

make profound research on the impact of the COVID pandemic to create a wide-ranging program in the teacher education course.

Provide initial teachers with observation opportunities for real classes which are delivered in hybrid approach, so that they can have senses about the challenges that they might encounter during the class and know how to cope with that

Get the balance right. What do teachers NEED to be able to do their jobs. They need to know and be able to implement evidence-based practices to connect with, engage and teach their students all areas of their curriculum responsibilities and the elements of school life relevant to their students.

Teaching holistic, character-driven, values-driven, and interdisciplinary education

Provide more opportunities to be flexible, innovative, creative, adaptive.....skills needed in the classroom.

To prepare non-Indigenous Australians to work towards reconciliation—working with our First Nations Peoples.

Focus on things we find from data: behaviour management, managing online learning, appropriate selection of tech tools that support learning, not entertainment per se

Have experienced educators, who not only have a PhD, but also in school teaching experience. Ensure that the lecturers model for the ITE students what they are telling them to do !!

Expose to other ways to teaching across the nation and world. Being connected to other schools and approaches that have been used.

Trauma informed practice

In partnership with and with support from schools, sectors, policy makers, communities and students. We are not separate, we are #oneworld.

Increase digital literacies of teachers and ITEs.

Prepare ITE teacher to be more flexible / think ON their feet.

Allow lecturers/ unit coordinators to make CHANGE when needed / necessary...stop the impediments from 'above' structures.

Closer connection with/understanding of school practices regarding working with families/ planning, presenting, evaluating face to face AND online lessons.

Improve gifted education. Teach them how to remove ceilings and personalise the challenge for gifted learners.

Provide incentives for rural students to attend university and then return to their regional area and stay there for 5 years to provide stability in rural schools

Focus more on developing flexibility, computational thinking, creativity and resilience in ITE students, and less on procedural lesson planning and teacher centred delivery

Negotiate with authorities to move toward hybrid practicum—some face-to-face, some online

Better and closer relationships with schools

Prac much earlier (in their first year)

Tutorials conducted in schools

Better relationships between teacher, preservice teacher and lecturer

Real experiences with real teachers in real schools, but not necessarily more professional experience. Hybrid models need to be explored and in partnership with schools.

Need more Professional Experience that is continued interaction with the young persons world and ongoing professional practice in schools

High quality school placements, ideally with schools that are embracing new ways of working



Digital technologies skills development

Learning engagement skills

Rethink APSTs so this doesn't lock us out of innovation

Developing understanding of students—trauma informed practice, poverty, etc. More focus on developing behaviour management and wellbeing.

Trauma-based training. An apprenticeship and collaboration of real experience.

Time to be flexible, adaptable behaviour management. How to manage your wellbeing? Work/life balance. Curriculum. Pedagogy development. Case studies of schools...the reality.

Focus on their own as well as student well being

How to support trauma in students

Unbundling ITE requires broad-scale discussions with regulators, accreditation stakeholders, governments who have a big say in what we teach and how we teach it. How can this be achieved to address the current crisis?

Ensure teachers have a strong understanding and capacity to embed dynamic and engaging literacy/numeracy opportunities across all leaning areas.

Universities need a greater understanding of the practical complexities of school-land and then backward map, in order to fully and effectively prepare graduates.

Be in classrooms more

Understand the diversity of issues a classroom teacher will deal with that lie outside of traditional teaching roles

Longer prac experiences; so we can see the first day, planning, teaching, assessment, feedback. The whole cycle.

Ongoing partnerships with schools that move beyond teaching placements

Focus on making connections with students, identifying when they are ready to learn and what conditions are needed.

A focus on back-to-basics. Focus on the fundamentals of teaching and learning so that no matter what happens, teachers are prepared.

Providing opportunities for ongoing mentoring

We need to rethink engagement, but also make sure that students understand that engagement underpins learning which is the basis for achievement. In the busy-ness, we need to show that engagement is key. ITE is learning, not a certificate.

The embedment of teachers that currently work in the field to work through real life scenarios and problems—gives more meaning to all the content—practicing teachers bring nuance—even it is just classroom [indistinct]

Provide an internship year at 50% teaching load and 50% study load with a uni and teacher mentor

Give ITEs better critical and conceptual skills—particularly in STEM

1-year internship in a school shadowing a teacher or group of teachers for final year of study.

Payment for preservice teachers to undertake an internship

This will also go someway to supporting the workforce crisis

Focus on building resilience

More prac to experience as much as they can!

Teach them about the importance of connection via whatever platform may work for them.

Get them in schools even more and online with schools even more.

Longer and more pracs

Teach innovative thinking

Include trauma informed practices and wellbeing in courses

Specialist ICT programs.

Include wellbeing components more systematically in the programs.

Work integrated learning and conflict resolution strategies

All students to complete a prac at a special school setting or special education unit.

Using the Literacy and numeracy test as an entry into Uni, rather than later on. It is so essential for Teachers to be literate.

Having prac as a main component of the course, rather than an add-on. Giving students the real experiences at the beginning will assist to provide a true understanding of the role students are working towards.

Paying uni students while they are on prac as a form of an internship.

I believe that re orienting or a sort of debriefing teachers would prepare them in post pandemic world.

That the digital realm is not the be all and end all. Be willing to play with what works and what doesn't.

Internal training on using programs such as OneNote, Teams, rubrics for feedback for formative learning, progression scales, diagnostic testing, effective pedagogy—not all are worth the time/effective for learning, emotional intelligence

More placements and greater diversity in technology advancement

What scope is there for primary and secondary teachers to be part of the design of ITE in tertiary institutions. Often there is a disconnect due to the ITE program meeting government requirements but not what is needed by schools.

Universities are still very much a place of equality rather than equity. Students undertaking B. Ed degrees ought to be able to access and experience differentiation based on their individual needs and interests in the same way they are expected to practice it in their classrooms. At university, this is seen as giving a student or tutorial group a 'leg up' over their peers.

## Think Tank 6: Finish this sentence—I will help reset education by ...

By having the conversation with family, colleagues and community around the exciting future of education post pandemic and being mindful of mental health.

Advocating for educators and improving their working conditions so they can focus on being incredible.

Developing innovative ways to place teacher wellbeing practices at the front line, to use strategies to improve student outcomes. Management of relationships and skills to have authentic professional conversations to improve practice.

Supporting teacher education associations to have a voice.

Continuing to work with leaders and teachers in schools to create learning and teaching experiences that are relevant, real world, relationship building and engaging. To meet the needs of those learners and teachers in that context.

Break the stranglehold of a traditional approach by encouraging students to question and critique the status quo

Having a growth mindset and consistently engaging in professional development to support the learning of our future leaders.

Pushing back on the one size fits all mindset. Advocating strongly for personalised, competency-based learning pathways.

Continuing relationships beyond the ITE year

Share my experience and lessons to offer evidence for preparing the future unexpected .

Continuing to engage proactively in supporting incoming and existing teachers, particularly with regards to their wellbeing.

Building the confidence of my pre-service teachers so that they can challenge those who question their training and professionalism.

With a positive attitude.

Being an advocate for looking after self while providing personalised and meaningful learning for children and their families

Being a good role model to students, pre-service teachers, teachers, staff and the community.

Advocating for innovation in ITE

By being flexible and available

Continuing to build capability of early career teachers and their mentors

Create resources for teachers that support not hinder their work.

creating critical teachers who challenge the systems

Intrinsically motivating students by providing quality lessons that engage and offer multiple ways of learning

Walk the walk and talk the talk even with the hard questions...

Continuing to work collaboratively across schools and different institutions to bring people together to solve the bigger educational problems

... (Re)instilling a sense of self-discipline, self-will and confidence in my students.

Creating opportunity for the learning of oracy to be included as equal to numeracy and literacy.

Continue to be an ally to students who's background doesn't value education

Developing my critical thought, advocacy and activism to promote the kind of profession I want to see exist in the future.

Form collaborative relationships.

Advocating for moving education's systems and structures out of the industrial set up.

Influencing policy by changing the way we think about education

Reflecting on the changes it brought about .. the positive and the negative .. and find a place to continue the positive practices.

Challenging the way in which we do what we do.

Promoting the value of the profession and the amazing job they've done during the pandemic

Advocating interdisciplinary project-based learning.

Staying.

Continuing to challenge the current narrative, making sure all stakeholders are aware that we need to, we must change. Doing everything I can to ensure that this message continues.

continuing to talk about what is important in education and continue to speak up for/value teachers

Giving more time and energy to quality parent engagement initiatives in the knowledge that it will pay dividends

Provide direction and support for young teachers.

Valuing and promoting the profession.

Centring the wellbeing of teachers and students.

Advocating for flexible working environments.

Prioritising wellbeing for all stakeholders

Being the best of best Educators

Prioritising

Advocating more.

Be an agent of change.

Staying in it no matter how far the tide turns

Developing inclusive and innovative teachers.

Continuing to be resilient, innovative and agile.

Focusing relentlessly on wellbeing

Decolonising the curriculum

Promoting enjoyment

Challenging the status quo

Gaining employment

Recognising the capacity of teachers at all levels to be professional leaders in education

Unlearning and relearning

Supporting teachers with evidence-based research on how to use virtual tools for learning.

Implementing Curriculum that will work for a blended educational system. Pandemic has not only changed the system, it has improved it.

Continuing to innovate. Continue to cultivate a climate of communication, creativity, collaboration and critical thinking in my classroom and in my school. Focus on the learning, focus on me as a facilitator—I do not call myself a teacher anymore.

Learning, being agentic, and embracing and stimulating appropriate change in education systems and higher education.

Continuing to show up as my real self. The self that continues to wake up each morning wanting to make positive change in young lives, whilst also maintaining my own health

Continuing to advocate LOUDLY for the de-corporatisation of education, and individualised learning for every student.



