RETHINKING TEACHING AND TEACHER EDUCATION IN A POST PANDEMIC WORLD

Donna Pendergast
Mia O’Brien
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

Contents

Acknowledgements ............................................................................................................................................................ i
Communiqué Citation ......................................................................................................................................................... i

The Creating Futures Summit Series ................................................................................................................................ 1

2022 Creating Futures Summit ........................................................................................................................................... 2
Rethinking teaching and teacher education in a post pandemic world .......................................................... 2
Framing Paper ................................................................................................................................................................. 2
References ....................................................................................................................................................................... 3
Podcast and Pre-reading Materials .......................................................................................................................... 4
Program ........................................................................................................................................................................... 5
Summit Delegates ........................................................................................................................................................... 8
Think Tank Outcomes .................................................................................................................................................. 10
Think Tank 1 .................................................................................................................................................................... 11
Think Tank 2 .................................................................................................................................................................... 12
Think Tank 3 .................................................................................................................................................................... 13
Think Tank 4 .................................................................................................................................................................... 14
Think Tank 5 .................................................................................................................................................................... 15
Think Tank 6 .................................................................................................................................................................... 16
Illustrating the Summit .................................................................................................................................................. 17
2022 Summit Real-Time Feedback .......................................................................................................................... 19
  Finish this sentence... “Today is important to me because…” .................................................................................. 19
  In ONE word describe what you valued from today .......................................................................................... 20
Summit Evaluation .......................................................................................................................................................... 23
  1. Overall Rating of Summit ....................................................................................................................................... 23
  2. Quality of Summit Speakers and Content ...................................................................................................... 23
  3. Usefulness of Summit .......................................................................................................................................... 24
  4. Qualitative comments: What was done well .................................................................................................. 24
  5. Qualitative comments: What needs improving .............................................................................................. 26
  6. Qualitative comments: Suggestions for the 2023 Summit ........................................................................ 28
Summit Resources and Video Recordings .................................................................................................................. 30
Appendices

Appendix A  Summit Committee Members ................................................................. 33
Appendix B  Presenter Biographies ................................................................. 34
Appendix C  Summit Delegates ................................................................. 40
Appendix D  Extended Activity Responses ................................................................. 46

Figures

Figure 1  Repeat Delegates ................................................................. 2
Figure 2  Summit Series Communiqué Covers ................................................................. 1
Figure 3  Heatmap of Delegates’ Location ................................................................. 8
Figure 4  Participants’ Organisations ................................................................. 9
Figure 5  Think Tank 1 Results ................................................................. 11
Figure 6  Think Tank 2 Results ................................................................. 12
Figure 7  Think Tank 3 Results ................................................................. 13
Figure 8  Think Tank 4 Results ................................................................. 14
Figure 9  Think Tank 5 Results ................................................................. 15
Figure 10  I will help reset education by ................................................................. 16
Figure 11  Creating Futures Summit: Picture your ideas ................................................................. 18
Figure 12  Today is important to me because ................................................................. 19
Figure 13  In one word, describe what you valued from today ................................................................. 20
Figure 14  Sunburst graph: In one word, describe what you valued from today ................................................................. 21
Figure 15  Overall rating of Summit (n = 86) ................................................................. 23
Figure 16  Quality of Summit Speakers and Content (n = 86) ................................................................. 23
Figure 17  Likelihood of implementing Summit into work (n = 86) ................................................................. 24

Tables

Table 1  Summit Topics ................................................................. 1
Table 2  Participants’ Organisations ................................................................. 9
Table 3  Placement of Think Tank Provocations ................................................................. 10
Table 4  Think Tank 1 Top Five Statements ................................................................. 11
Table 5  Think Tank 2 Top Five Statements ................................................................. 12
Table 6  Think Tank 3 Top Five Statements ................................................................. 13
Table 7  Think Tank 4 Top Five Statements ................................................................. 14
Table 8  Think Tank 5 Top Five Statements ................................................................. 15
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>
<thead>
<tr>
<th>Year</th>
<th>Topic</th>
<th>Number of delegates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Numeracy</td>
<td>235</td>
</tr>
<tr>
<td>2016</td>
<td>Digital Technologies</td>
<td>240</td>
</tr>
<tr>
<td>2017</td>
<td>Health &amp; Physical Education</td>
<td>243</td>
</tr>
<tr>
<td>2018</td>
<td>Creativity</td>
<td>161</td>
</tr>
<tr>
<td>2019</td>
<td>Creating Futures</td>
<td>240</td>
</tr>
<tr>
<td>2020–21</td>
<td>Quality Teaching of Reading in the Early Years</td>
<td>601</td>
</tr>
<tr>
<td>2022</td>
<td>Rethinking teaching and teacher education in a post pandemic world</td>
<td>466</td>
</tr>
</tbody>
</table>
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](image)

The event results in the production of collateral that is shared widely in the education community, with the *Communique* 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](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 & McIllwaine, 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
Podcast and Pre-reading Materials

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


<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45–8:50</td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td>Master of Ceremonies: Sarah Kanowski, Co-presenter of Conversations, ABC Radio</td>
</tr>
<tr>
<td>8:50–8:55</td>
<td>Acknowledgement of Country</td>
</tr>
<tr>
<td></td>
<td>Waveney Yasso</td>
</tr>
<tr>
<td>8:55–9:00</td>
<td>Summit Opening</td>
</tr>
<tr>
<td></td>
<td>Professor Carolyn Evans, Vice Chancellor and President, Griffith University</td>
</tr>
<tr>
<td>9:00–10:00</td>
<td>SESSION 1: SEE IT AS IT IS</td>
</tr>
<tr>
<td></td>
<td>Why this moment matters: Innovative Disruption as transformation in teaching and teacher education</td>
</tr>
<tr>
<td></td>
<td>Professor Donna Pendergast, Host, Dean and Head of School, School of Education and Professional Studies, Griffith University</td>
</tr>
<tr>
<td></td>
<td>Strugglers, Survivors and Thrivers: The importance of nuance in navigating the long road from lockdown</td>
</tr>
<tr>
<td></td>
<td>Dr Tony Breslin, National Leader of Governance, Department for Education</td>
</tr>
<tr>
<td></td>
<td>Satellites to Mission Control ... Come in Mission Control ...</td>
</tr>
<tr>
<td></td>
<td>Malcolm Elliott, President, Australian Primary Principals Association</td>
</tr>
<tr>
<td></td>
<td>PANEL 1: Professor Donna Pendergast, Dr Tony Breslin, Malcolm Elliott</td>
</tr>
<tr>
<td></td>
<td>THINK TANK 1: From your pandemic experience, what was the most challenging?</td>
</tr>
<tr>
<td></td>
<td>VIDEO 1: Pandemic experiences from school interviews</td>
</tr>
<tr>
<td>10:00–10:45</td>
<td>SESSION 2: SEE IT BETTER THAN IT IS</td>
</tr>
<tr>
<td></td>
<td>The whole matters: How global goals like the SDGs could reshape education</td>
</tr>
<tr>
<td></td>
<td>Professor Ingrid Burkett, Co-Director, Yunus Centre, Griffith University</td>
</tr>
<tr>
<td></td>
<td>Reinventing schools: A practical vision for the future</td>
</tr>
<tr>
<td></td>
<td>Raya Bidshahri, Founder and Chief Executive Officer, School of Humanity</td>
</tr>
<tr>
<td></td>
<td>The teacher regulator: What can we learn from the pandemic to inform our future?</td>
</tr>
<tr>
<td></td>
<td>Deanne Fishburn, Director, Queensland College of Teachers</td>
</tr>
<tr>
<td></td>
<td>PANEL 2: Deanne Fishburn, Director, Queensland College of Teachers</td>
</tr>
<tr>
<td></td>
<td>THINK TANK 1: OUTCOMES</td>
</tr>
<tr>
<td>10:45–11:10</td>
<td>MORNING TEA</td>
</tr>
</tbody>
</table>
11:10–12:00  SESSION 3: MAKE IT THE WAY YOU SEE IT

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?

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

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 Aglinskas, 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 Aglinskas, 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

13:00–13:25  LUNCH

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.

![Heatmap of Delegates' Location](image)

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

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

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

<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1. See it as it is</td>
</tr>
<tr>
<td>• Think Tank 1: From your pandemic experience, what was the most challenging?</td>
</tr>
<tr>
<td>Session 2. See it better than it is</td>
</tr>
<tr>
<td>Session 3. Make it the way you see it</td>
</tr>
<tr>
<td>• Think Tank 2: How has the pandemic changed what you do?</td>
</tr>
<tr>
<td>Session 4. Stories of silver linings</td>
</tr>
<tr>
<td>• Think Tank 3: What are the innovations you would like to keep?</td>
</tr>
<tr>
<td>• Think Tank 4: What legacy can we create for teachers and teacher education?</td>
</tr>
<tr>
<td>Session 5. Make it the way you see it: implications for initial teacher education</td>
</tr>
<tr>
<td>• Think Tank 5: How can universities enhance initial teacher education programs to better prepare teachers in a post pandemic world?</td>
</tr>
<tr>
<td>Session 6. Make it happen: action</td>
</tr>
<tr>
<td>• Think Tank 6: Finish this sentence: I will help reset education by...</td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>Legend</th>
<th>Top 5 Statements</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Change in teacher mindset and skillset</td>
<td>24</td>
</tr>
<tr>
<td>B</td>
<td>Teacher care and concern for disadvantaged/disconnected students</td>
<td>12</td>
</tr>
<tr>
<td>C</td>
<td>Inequity within society increasingly obvious</td>
<td>17</td>
</tr>
<tr>
<td>D</td>
<td>ITE students felt unprepared</td>
<td>12</td>
</tr>
<tr>
<td>E</td>
<td>Supporting teacher and student wellbeing</td>
<td>35</td>
</tr>
</tbody>
</table>

Extended responses available in Appendix D Extended Activity Responses.
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

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

Extended responses available in Appendix D Extended Activity Responses.

![Figure 6  Think Tank 2 Results](image)
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>
<thead>
<tr>
<th>Legend</th>
<th>Top 5 Statements</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Flexibility in work structures</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>Flexibility in learning design</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>Flexibility to innovate</td>
<td>7</td>
</tr>
<tr>
<td>D</td>
<td>Flexibility to connect beyond the classroom</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td>All of the above</td>
<td>71</td>
</tr>
</tbody>
</table>

Extended responses available in Appendix D Extended Activity Responses.

Figure 7 Think Tank 3 Results
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%), *leaning 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

<table>
<thead>
<tr>
<th>Legend</th>
<th>Top 5 Statements</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The unexpected can be a gift</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>Work life balance</td>
<td>14</td>
</tr>
<tr>
<td>C</td>
<td>Value in the profession</td>
<td>44</td>
</tr>
<tr>
<td>D</td>
<td>Lean on each other</td>
<td>14</td>
</tr>
<tr>
<td>E</td>
<td>Innovative mindset</td>
<td>18</td>
</tr>
</tbody>
</table>

Extended responses available in Appendix D Extended Activity Responses.
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

<table>
<thead>
<tr>
<th>Legend</th>
<th>Top 5 Statements</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>More professional experience and relationships</td>
<td>50</td>
</tr>
<tr>
<td>B</td>
<td>Relate to diverse school contexts</td>
<td>10</td>
</tr>
<tr>
<td>C</td>
<td>Enable evidence-informed strategies</td>
<td>12</td>
</tr>
<tr>
<td>D</td>
<td>Promote innovative thinking</td>
<td>16</td>
</tr>
<tr>
<td>E</td>
<td>Develop coping skills</td>
<td>12</td>
</tr>
</tbody>
</table>

Extended responses available in Appendix D Extended Activity Responses.

Figure 9 Think Tank 5 Results
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.
Illustrating the Summit

A feature of the Summit is the story telling of the event, captured by Illustrator Sue Pillans
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 finished 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.
In ONE word describe what you valued from today

From the 122 delegates who participated, 70 unique words were stated and appear below 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.
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.

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.

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.
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)](image)

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.
- Length of presentations and the quality of each sessions—links across the presentations
- Short sharp questionary 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
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.

Chair of Summit Committee
Professor Donna Pendergast
Dean and Head of School
School of Education and Professional Studies
Griffith University

Co-Chair of Summit Committee
Dr Mia O’Brien
Director, Initial Teacher Education and Senior Lecturer
Teacher Education, School of Education and Professional Studies, Griffith University

Associate Professor Sarah Prestridge
Academic,
School of Education and Professional Studies,
Griffith University

Deb Jones
Senior Manager, Accreditation and Professional Standards, Queensland College of Teachers

Chair of Summit Committee
Professor Donna Pendergast
Dean and Head of School
School of Education and Professional Studies
Griffith University

Co-Chair of Summit Committee
Dr Mia O’Brien
Director, Initial Teacher Education and Senior Lecturer
Teacher Education, School of Education and Professional Studies, Griffith University

Associate Professor Sarah Prestridge
Academic,
School of Education and Professional Studies,
Griffith University

Deb Jones
Senior Manager, Accreditation and Professional Standards, Queensland College of Teachers

Charlotte Chamier
Project Manager, School of Education and Professional Studies, Griffith University

David Noonan
Manager PL Hub, Griffith University

Amy Kim Eun-Ji
Academic, School of Education and Professional Studies

Skyla Stewart
Operations Support Officer, PL Hub, Griffith University

Associate Professor Katherine Main
Academic, School of Education and Professional Studies

Dr Kym Fry
Academic, School of Education and Professional Studies

Professor Reyna Zipf
Deputy Dean Learning and Teaching, School of Education & The Arts, CQUniversity

Emily Wilson
Education Officer, Queensland Catholic Education Commission

Natalie Horrobin
Education Services Advisor (Teacher Quality), Independent Schools Queensland

Danielle Heinrichs
Academic, School of Education and Professional Studies

David Costin
Principal, Yarranlea Primary School
Chair, Brisbane TEIAG

Deb Kember
Director, School Improvement, Department of Education

Leesa Warwick
Senior Education Officer/Pedagogy—South East Region, Dept of Education

Mary-Ellen Feldhagen
Admin Officer and Event Co–ordinator, Griffith University
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.

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.

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 kibutz 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.
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.
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 Caldow
Principal, Wellers Hill State School

Vicki Caldow 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 Caldow 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.

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

Malcolm Elliott is president of the Australian Primary Principals Association (APPA). Malcolm’s 42-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).

### 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 education 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, Deniese 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 in any online environment, be it home or 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.
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 it 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.
Appendix B Presenter Biographies

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 Effeney, 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 Dauffurn, 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

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 Ives, 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
Appendix C  Summit Delegates

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

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
Alytie Brown, Lecturer—School of Education
Karen D’Aletti, 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
Nadja Mead, Lecturer
Reyna Zipf, Deputy Dean Learning and Teaching

Curtin University
Sonja Kuzich, Senior Lecturer

Debra Evans Education Consultants
Debra Evans, Principal Consultant

Department of Education, Queensland
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, SEQ Officer
Janet Cochrane, Regional IT Manager
Elizabeth Eldridge, Principal Policy Officer
Wendy Enoor, Director Workforce Policy
Deb Fisher, System Coordinator, Culturally and linguistically diverse inclusion
Paula Jervis-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 McMahone, 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 Bhardwaj, 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
Madura Pathirana, Senior Lecturer

Education ACT
Aimee Hunter, Early Childhood Community Coordinator

Education Services Advisor
Natalie Horrobin, Independent Schools Qld (ISQ)

Emmaus College
Carly Brennan, Teacher

ENABLE Network
Peta-Anne McNaught, Regional Project Officer

Fortitude Valley State Secondary College
Cally Nielsen, Acting Principal

Genesis Christian College
Nichola Welsh, Head of Teaching and Learning

Global Education Innovations
Donna Sheehan, Project Officer

Gold Coast TEIAG
Annette Cooper, Member of TEIAG

Graceville State School
Kaneeshka Prakash, Admin Officer

Griffith University
Josi De Schepper, Lecturer
Mary–Anne Vale, Deputy Academic Director
Daniela Vasco, Research Fellow
Rachel Trevarthen, Executive Support Officer
Chris Bigum, Adjunct Professor
Leonie Rowan, Director
Sophiaan 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 Burket, Co-Director of the Yunus Centre
Marilyn Casley, Lecturer
Charlotte Chamier, Event Manager
Shaun Charles, Coordinator, Professional Learning Hub
Sonja Clancy, Lecturer

Queensland Creating Futures Summit: Quality Teaching of Reading in the Early Years | 41
Appendix C Summit Delegates

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 Groenenoed, Professor
Sandra Hawken, Master of Education and Professional Studies Candidate
Danielle Heinrichs, Lecturer, School of Education & Professional Studies / GIER
Steven Hodge, Senior Lecturer
Chloe Hopkins-Riley, Student Teacher
Frances Hoyte, Senior Research Assistant
Katherine Huth, PhD Candidate
Fernanda Jungueira, EdD Student, School of Education & Professional Studies
Eun-Ji Kim, Lecturer
Monika Krajcovicova, Sessional Academic
Natalie Lazaroo, Lecturer, School of Education & Professional Studies
Zongqiang(Franklin) Li, HDR Student, School of Education & Professional Studies
Katherine Main, Assoc Professor, Lecturer and Program Leader, School of Education & Professional Studies
Evangelie Manassakis, Arts, Education and Law
Brittany McCormack, Lecturer, School of Education & Professional Studies
Sonal Nakar, Lecturer
Tracee Nix, HDR Candidate/Sessional Academic, School of Education & Professional Studies
David Noonan, Manager, Professional Learning Hub
Dr Mia O'Brien, Initial Teacher Education, Director
Hansol Park, Student
Prof Donna Pendergast, Dean and Head, School of Education and Professional Studies
Sarah Prestridge, Associate Professor Digital Pedagogies
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
Jan Taylor, Teacher Education
Christa van Aswegen, Lecturer, School of Education & Professional Studies
Elizabeth Whelely, Education Researcher
Dr Linda Willis, Senior Research Fellow/Adjunct Senior Lecturer
Areej Yousef, HDR Candidate and Sessional Academic
Jason Zagami, Senior Lecturer, School of Education & Professional Studies
Carnen Jones, Arts Specialist
Kenmore State High School
Karina Cole, Deputy Principal Teaching and Learning
Kawana Waters State College
Carmen Jones, Arts Specialist
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
Mackenzie Special School
Kathy Covacin, Deputy Principal
Jenene Rosser, Executive Manager (Curriculum and Assessment)
Jindalee State School, Kenmore South State School
Judith Hillman, Classroom Teacher, Numeracy Coach, Beginning Teacher Mentor
Kings College Ashgrove
Jim Noble, Head of Boarding
Marsden State High School
Jenna Cullen, Head of Department
Massey University
Alison Kearney, Head of School
Mertan State College
Brandie Clucas, Deputy Principal
Mark Seijbel, Head of Campus (Secondary)
Metropolitan Region Office, DoE
Kylie Dann, Guidance Officer
Melanie McDonald, Capability Manager, Teacher Learning Centre
Milton State School
Kylie Dunne, Deputy Principal
Paul Zernike, Principal
Monash University
Kylie Bradfield, Lecturer
Moranbah State High School
Michelle Pole, Principal
Moreton Bay College
Kay Gleeson, Head of Secondary
Appendix C Summit Delegates

Queensland Creating Futures Summit: Quality Teaching of Reading in the Early Years | 43

Moving Learning
Glenn Amezdroz, Director
Mudgeeraba State School
Maria Thompson, Deputy Principal
MultiLit
Monica Wright, General Manager
Murdoch University
Tiffany Banner, Associate Lecturer Inclusive Education
Helen Dempsey, Director of Accreditation
Monique Lukatelli, Casual External Moderator
Chad Morrison, Academic Chair of Professional Experience, School of Education
Veronica Gardiner, Discipline Chair of Teaching and Learning
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
Carolyn Matthews, Curriculum Implementation Officer
Melinda Taylor, Secondary Literacy Advisor/Learning from Home Content Creator
Holly Akhurst, PDHPE Curriculum Implementation Officer
Mandy Dahu, Secondary Literacy Advisor
Renee West, PDHPE Advisor 7-12
NSW Education Standards Authority (NESA)
John Healey, Director, Teacher Education and Accreditation
Geoff Taylor, Senior Policy Officer
Nicholas Trengove, Senior Education Officer
Nundah State School
Travis Stanley, Local Relief Teacher
OHC (Oxford House Centre)
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 Hills, Deputy Principal
Pembroke School
Deborah Green, Senior School Counsellor
Peoplebench
Vicki Cameron, Chief Education Officer
Maria Fe Dequito, Central Philippine University
Picture Your Ideas
Dr Sue Pillans, Illustrator
Pioneer State High School
Lisa Veney, Principal
Playgroup Queensland
Christine Chew, Board member
Pyrmble Ladies' College
Sarah Loch, Director—Research, Pyrmble Institute
Julie Shaw, Deputy Principal
QCAA / Ipswich State High School
Andrew Menon, Principal Project Officer—External Assessment / Mathematics HOD
QELi (Qld Education Leadership Institute)
Susan Cowley, Principal Consultant
Neil McDonald, CEO
Qld Teachers Union
Jodie McFadden, Gold Coast Organiser
Leah Mertens, Deputy General Secretary
QPS
Sherry Ho, SCON / DCPC
Queensland Catholic Education Commission
Lee-Anne Perry, Executive Director
Emily Wilson, Senior Education Officer
Queensland College of Teachers
Phoebe Haywood, Principal Policy Officer & Manager,
Accreditation and Professional Standards
Melissa Watkins, Manager—Accreditation and Professional Standards
Mackenzie Dwan, Media and Communications Officer
Deanne Fishburn, Director
Deb Jones, Senior Manager, Accreditation and Professional Standards
Tony Pelusi, Manager, Accreditation & Professional Standards
Petrina Rossner, Executive Manager, Professional Standards
Jane Slattery, Manager, Accreditation and Professional Standards
Leah Vern-Barnett, Manager, Accreditation and Professional Standards
Queensland Curriculum and Assessment Authority
Theo Clark, Director, Senior Curriculum and Assessment
Janis McDermott, Principal Project Officer
Angela Pratt, Learning Area Manager (The Arts), Senior Curriculum and Assessment
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
Thriu Sasi Emmanuel, Student Teacher
Hugh Shannon, Senior Lecturer
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
Appendix C Summit Delegates

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 McVor, Principal
Ronelle Sanders, EAL/D Co-ordinator
Deb Wilson, Teacher Early Years
Martin Brownlow, Head of Junior School

St Michael’s Grammar School
Luke Mandout, Associate Head: Research, Innovation and Professional Practice

St Peter’s Lutheran College
Miriam Bryan, Upper Primary Teacher

Study Gold Coast
Thilinika Wijesinghe, Student Experience Manager

Swinburne University of Technology
Siobhan O’Brien, Lecturer
Kristina Turner, Lecturer, Primary Education

TAFE Queensland
Cynthia Thomson, Teacher
Kuni 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
Wen Li, PhD Student
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

University of Western Australia
Wen Zhang, PhD Candidate

Transform Education
Tony Breslin, Director

University of Canterbury
Jane Abbiss, Associate Professor
Misty Sato, Head of School of Teacher Education

University of Hong Kong
Gray Kochhar-Lindgren, Professor & Director: Common Core

University of Notre Dame
Jenny Jongste, Lecturer
Julie Maakrun, Senior Lecturer

University of Otago College of Education
Helen Trevethan, Senior Lecturer

University of Southern Queensland
India Bryce, Lecturer

University of the Sunshine Coast
Emma Heffernan, Sessional

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

Tokyo
NP Krug, English Teacher

Transform Education
Tony Breslin, Director

University of Canterbury
Jane Abbiss, Associate Professor
Misty Sato, Head of School of Teacher Education

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

University of the Sunshine Coast
Emma Heffernan, Sessional

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

The Fairfax Family Foundation
Katie Norman, Senior Program Manager

The University of Hong Kong
Gray Kochhar-Lindgren, Professor & Director: Common Core

The University of Queensland
Faisal Alshammari, PhD Candidate
Naomi Fillmore, PhD Candidate and Research Assistant
Ian Hardy, Associate Professor, School of Education
Wen Li, PhD Student
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

University of Western Australia
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
Appendix C: Summit Delegates

Carol Smith, Lecturer
University of Waikato, New Zealand
Wendy Carss, ITE Programme Leader

University of Western Australia
Vaille 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
Jane O’Sullivan, Head of Department

Wavell State High School
Liz Foster, Principal
Kate Samios, Teacher
Amanda Solomon, Head of Department
Marnie McCormick, Deputy Principal

Wollongong University
Brian Cambourne, Principal Fellow

Woodridge State High School
Kathleen Janeczek, Principal

Woodridge State School
Anju Gupta, Teacher

Yarranlea Primary School
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. 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 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 that 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 Google 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 challenged to learn the technologies required. I don't believed that I've ever

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 they 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 surveillance 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 inequality 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.

Queensland Creating Futures Summit: Quality Teaching of Reading in the Early Years | 47
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 not beside them to encourage and support. Motivation to continue to engage decreased as pre-service teachers were not beside them to encourage and support.

Establishing / strengthening relationships with students

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

Be 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

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.

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—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

Lesson planning, collaboration etc. 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

Selectively 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 that 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

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
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

Queensland Creating Futures Summit: Quality Teaching of Reading in the Early Years | 51
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.

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

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

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 & 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 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 TECEs 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 prac. It would also
provide relief to teachers who often struggle to find the time to
cope with 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

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
when teaching in 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

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
when teaching in 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 APS Ts 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.
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 learning 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 prac
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 theITE 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.

Appendix D Extended Response to Think Tank Activities

Queensland Creating Futures Summit: Quality Teaching of Reading in the Early Years | 57
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.