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Meet 53 influencers who are reinventing the education landscape in Australia

LESSONS FROM THE FARM

How Sydney's James Ruse Agricultural High School cultivates self-sufficiency

A CHAT WITH ANTHONY MACKAY

The education leader outlines how schools can meet today's most pressing challenges

LEARNING HOW TO TEACH STEM

Initiatives that help principals introduce meaningful STEM learning

HOT LIST 2018

HOT LIST

In an industry rife with talent and strong leadership, these 53 individuals are truly moving the needle for Australian education

ANOTHER YEAR has passed, and education professionals around the country have continued undertaking outstanding work in the name of ensuring students have the highest-quality educational experiences possible. Determining those whose work merits inclusion in *The Educator's* annual Hot List remains an unenviable task and one that remains virtually impossible without the assistance of readers.

Earlier this year, *The Educator* asked you to nominate the individuals you believe deserve a place on this prestigious list, and

once again, a raft of excellent nominations flooded in from across Australia. On the pages that follow, you'll meet the 53 individuals who made the cut and gain insight into the exceptional work they've done to secure a spot on this year's list, from championing the latest tech innovations to establishing new standards of best practice in Australian education.

This list is by no means comprehensive; if there's another educator you feel should have been included, please send your comments to theeducator_editor@keymedia.com.au.

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HOT LIST 2018

**PAUL TOZER**

Principal

NUMURKAH SECONDARY COLLEGE

Over the last four years, Paul Tozer has led his school community to develop highly engaged students who are connected to their learning, whilst also having a large hand in the improvement agenda of his network. Data from the Student Attitude to Schools Survey, NAPLAN testing and the Staff Opinion Survey shows that Numurkah Secondary College is above the state average across the board and leading in all of these key metrics.

Tozer has developed clinical practice rooms equipped with fish-eye cameras that can record visuals and sound of the entire classroom. He has led his staff on how to use this technology and has coached teachers on how to engage in productive self-reflection and how to be a critical friend for peer observations. By giving staff the ability to focus on a range of areas within the classroom and the capability to review a situation multiple times, the technology has proven to be an outstanding development tool for building teacher capacity.

**ADRIENNE BAUCKE**

Acting principal

PARKMORE PRIMARY SCHOOL

Parkmore Primary School's latest results on the Student Attitudes to School Survey showed growth of more than 20% in the area of student voice and agency. That's largely due to the work of acting principal Adrienne Baucke in the realm of student wellbeing, a topic she has presented on at the Positive Education Schools Association Conference for the past two years. In 2017, her presentation focused on the implementation of positive education in a small government primary school; this year, she shared her successes in increasing student voice and agency.

Baucke was also the only representative from an Australian government primary school to present at the 5th World Congress of the International Positive Psychology Association in Montreal in 2017. At a regional level, she has presented at a number of training days where she has shared her knowledge with teachers from the local area. Baucke's work has also led Parkmore Primary School to be recognised for its achievements in student wellbeing, including as a finalist for Best Student Wellbeing Program at the Australian Education Awards.

**ANNA CROSS**

Deputy principal, middle school

HAILEYBURY

In her quest to develop the world's best middle school program, Haileybury's Anna Cross has spent hundreds of hours researching models based on the future of work. Cross is collaborating with top middle schools around the globe to ensure the program aligns with Haileybury's vision to be "a great world school". The new middle school program is based on developing enterprising and 'work smart' skills, both of which

Cross believes are critical in supporting modern student needs. She is also embedding Haileybury's middle school with a culture of continuous improvement in which research, innovation and creativity are valued.

In her short career, Cross has developed varied knowledge and experiences that incorporate wellbeing, teaching and learning, co-education, and international programs. She has developed new and innovative programs, implemented significant change, and improved academic and wellbeing outcomes, including reshaping the middle school programs at several leading Melbourne independent schools and implementing a VCE program in China.



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**ANNETTE ROME**

Principal

ST MARGARET'S AND BERWICK GRAMMAR SCHOOL

In just 18 months at St Margaret's and Berwick Grammar, principal Annette Rome has already established the Centre for Excellence in Learning and Teaching, which links staff to professional learning and research they can use to make a meaningful impact to teaching and learning. The centre, along with the school's Victorian School for the Performing Arts, hosts the Unicorn Series, which brings together the broader community, academics, students and parents to

discuss topics such as 'What Makes a Good Teacher?' and 'Happy to Learn, Learning to be Happy: Wellbeing and Learning.' This series has prompted a regular appearance on local radio, which has made the educational discussions informative and accessible to the broader public.

As a previous president of the Australian College of Educators (Vic), Rome has supported new teachers through presentations and individual mentoring, all on a voluntary basis. She also has worked with the Principals Australia Institute to refine the principal certification process, which certified the first principals in 2018.

PHIL FITZSIMONS

Principal

FINDON HIGH SCHOOL

Phil Fitzsimons has transformed Findon High School by implementing a student-empowered model of learning in an incredibly short period of time. Through this model, vulnerable young people are engaging in their learning journeys and entering into partnerships with community enterprises and organisations, creating a safety net of support and belonging.

The school held a forum on student-centred learning that included the community and parents, which forged a unity of purpose. Local businesses gave input on the graduate capabilities needed for the workplace, and Findon students acted on this information to develop a learning model that will teach students hands-on skills and put them on a solid path to employment in the industries of the future.

STEPHEN ROBERTS

Director of art

ALL SAINTS' COLLEGE, PERTH

As director of art at Perth's All Saints' College, Stephen Roberts brings artists from all genres into the school environment and then invites the college community and other schools to collaborate. As a result, All Saints' has become a conduit that links the arts industry with students and the wider community; visual artists, theatre groups, orchestras and filmmakers are all invited to work with the students.

Roberts' goal is to empower students, who then become 'experts' to grow in their own schools. The students can talk first-hand about their experiences of working on authentic projects, and media and film students work to create a documentary about the experience. This takes the art experience out of a predetermined course and into a more fluid space.

**BEK DUYCKERS**

Head of Imaginarium

PERTH COLLEGE ANGLICAN SCHOOL FOR GIRLS

Bek Duyckers' role at Perth College isn't easy to find elsewhere. Duyckers heads the Imaginarium, an initiative unique to the school, which caters specifically for gifted girls of very high ability. It's a place where innovation, curiosity and creativity are encouraged, and where rigorous intellectual development occurs. Duyckers has built and grown the Imaginarium to cater for gifted girls in Years 1–9 from any school in Western Australia.

The Imaginarium's approach is unlike anything else available in Australia in that it holistically develops gifted girls' cognitive, social, emotional and vocational domains, in line with empirical research in the field. Positive psychology underpins course content, supporting the positive development of gifted girls' self-efficacy and self-concept and enhancing their overall state of wellbeing.

Over the past year, Duyckers has completed her second masters in education, specialising in gifted education, whilst also continuing to complete her doctoral research with a focus on developing students' intercultural communication competence. Her work has also been published and selected for presentation at international conferences.



BRAD ENTWISTLE

Founding partner

IMAGESEVEN

Brad Entwistle founded Australia's leading school marketing firm, Imageseven, in 1990. The firm services independent and Catholic schools across Australia. Entwistle's long-term vision to bring corporate-level marketing professionalism to the education sector led him to develop a systematic approach to school marketing that has revolutionised the practice and outcomes for Imageseven's clients. His 'insight applied' approach of generating strategic insights that can be translated into meaningful real-world execution has earned respect from school heads around the globe.

Entwistle and his team of 26 marketing professionals have forged successful partnerships with schools by being able to work alongside school heads, school boards, staff and parents. Always preferring to place the client in the foreground, Entwistle has quietly supported heads and school marketing teams through times of change, marketplace disruption and enrolment stress.



ASHLEY GREENE

Year 10 coordinator and science teacher

ORMISTON COLLEGE

Ashley Greene is a role model for other staff and students at Ormiston College. She became the college's fourth staff member to be named an Australian Microsoft Innovative Educator Expert for her leadership in innovative approaches to teaching and learning – in particular, her use of digital tools and methodologies to create, connect and collaborate with students, colleagues, parents and the wider community.

Greene has been a key driver in developing a mixed-reality pathway across the college and is constantly investigating, evaluating and sharing

how this technology can improve student performance in tasks such as spatial understanding, memorisation and mental imagery. Greene has led the use of 3D modelling and mixed reality in her science classes to provide students with authentic learning activities that develop the skills they need to become digital creators.



ELLEN MOFFATT

Head of Year 9

KOROWA ANGLICAN GIRLS' SCHOOL

With seven years of teaching experience under her belt, Ellen Moffatt is developing both a national and an international presence. Her work at Korowa Anglican Girls' School has involved the design and implementation of a school-wide wellbeing curriculum. She has also created an exciting year of challenge and choice for Year 9 students, who enjoy peak learning experiences each term that complement their academic endeavours.

When undertaking her masters of education at the Melbourne Graduate School of Education in 2016, Moffatt developed a

passion for educational neuroscience, particularly the neurobiology of the 'aha' or 'light bulb' moment. She was invited to speak at the 2018 Global Forum on Girls' Education in Washington, DC, where she shared a synthesis of current research on the topic and proposed areas for further research.

Moffatt has also worked with the not-for-profit organisation Try Mentoring for the past two years, where she offers support, guidance and positive role modelling to young people.

HOT LIST 2018

**DAVID ROY**

Lecturer in education

UNIVERSITY OF NEWCASTLE SCHOOL OF EDUCATION

An award-winning educator, teacher and researcher, David Roy uses his research to inform inclusion and equity practices for children across Australia, with a particular focus on children with disability.

Roy works with schools, systems and politicians to develop meaningful and pragmatic means to offer achievement for all in education. He initiated the NSW Parliamentary Inquiry into Education of Students with a Disability and is working with multiple agencies to implement the inquiry's recommendations, whilst pushing for a wider evidence-based royal commission into disability in Australia.

Roy has a passion for the integration of multiple curricular subjects via a polymath approach. He is particularly focused on engaging science and the arts together to encourage students to be creative in preparing for the future challenges. Roy draws on his 17 years of experience as a teacher and 10 years as an academic to engage a wider audience to recognise the important role and status education and schools should have.

**RACHEL SALIBA**

Director

PRACTICALLY LEARNING

As director of education consultancy Practically Learning, Rachel Saliba works to create connections between home and school to help children thrive. She serves as a guide for schools and families to embrace a culture of parent engagement in learning so that together, they can provide the support and encouragement children need to love learning, feel confident and achieve their best.

As part of the national KidsMatter Framework, Saliba was employed by St Mark's Catholic Parish Primary School to develop strategies to build a positive school community and social capital to support parents and carers. Her collaborative and creative approach enabled the school to shift its culture and embrace parent engagement in learning. As a result of her work, the school reported a marked difference in student behaviour and wellbeing. Saliba's work with St Mark's culminated in it being identified as a lighthouse school to showcase the impact of the KidsMatter Framework.

Today, having worked with more than 20 schools and counting, Saliba has developed her own framework that is proving to have significant impact in building sustainable family/school partnerships. She is currently implementing this program in schools around Victoria, including St Joseph's Primary School in Chelsea.

**REBECCA DAO**

Relieving principal

INGLEBURN PUBLIC SCHOOL

Rebecca Dao has spent 20 years in education, including more than 16 years in the special education sector. She has worked across state education systems in both mainstream and special education, and has led specialist teams interstate in developing specific professional development opportunities for staff to enhance inclusive practice with an emphasis on autism, intellectual impairment, speech language impairment, and the gifted and talented domain.

Dao is leading change in education through innovation and entrepreneurship to empower learners to be future-focused global citizens. She has presented at several state and national conferences on Making DREAMS [Dare to Revolutionise Education Authentically across Multi-dimensional Systems] a REALITY [Resilient, Empathetic, Active Lifelong learners to Inspire Tomorrow's Youth].

REBECCA MCCONNELL

Director of learning and innovation

LIVING FAITH LUTHERAN PRIMARY SCHOOL

Rebecca McConnell has been the driving force behind transforming the curriculum at Living Faith Lutheran Primary School. She has introduced a forward-thinking, student-centred curriculum based on 21st-century competencies that supports the

school's move to agile learning spaces. The curriculum includes project-based learning, Daily 5 literacy and a maths program based on Carol Dweck and Jo Boaler's research into growth mindset.

McConnell provides structure and training to support staff through changes, while giving them the freedom to take risks and grow their own practice in directions that excite them. McConnell has also developed a strong culture of risk-taking based on best practice and research through a formal prototyping professional development program.



FRAN REDDAN

Principal

MENTONE GIRLS' GRAMMAR SCHOOL

Principal Fran Reddan has completely turned around Mentone Girls' Grammar to focus on empowering women with innovative curriculum practices and staff development. She has created an enterprise culture for the school, including an Enterprise

Academy where students can create their own businesses, which helps them develop real-world skills and prepares them to thrive in today's fast-paced world.

Reddan has also led the development of a wellbeing curriculum to support students through the challenges girls face throughout adolescence. Mentone Girls' Grammar has created innovative and first-of-its-kind wellbeing journals for students across the school, from the 3-year-olds in the Early Learning Centre to the 17-year-olds in Year 12. The journals include everything from financial literacy and mental health guidance to enterprise skills and wellbeing support, with a planner at the back. The journals are currently being reviewed for issue again in 2019.

GARRY GOLTZ

Principal

GLADSTONE SENIOR HIGH SCHOOL














As the principal at Gladstone Senior High School, Garry Goltz leads Central Queensland's biggest school, which has more than 1,500 students. He took on this role after serving as principal of Toolooa Senior High School from 2014 to 2017, where he led the existing leadership team to continue to refine and improve the positive cultural changes occurring within the school. This resulted in Toolooa

State High School becoming the fastest-improving state high school in Central Queensland.

Prior to that, he led Moura Senior High School to become one of the fastest-improving schools in NAPLAN results across all of Queensland and transformed the school from an environment of disrespect and misbehaviour to one with close community links, strong values and positive behaviour. Goltz also spent six months as assistant regional director within the Central Queensland region in 2017 and was highly effective in leading principals to develop their capacity for school leadership.

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th *	th *			

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SIMON HERD

Principal

MEDOWIE CHRISTIAN SCHOOL

Simon Herd leads Medowie Christian School as a mentor and coach, spending many hours encouraging and growing the leaders around him. His commitment to delegated leadership has seen the school grow by more than 20% in the last year. Herd's empowering leadership style has also allowed him to attract a globally significant leadership team, earning him the respect of politicians and an invitation to share his progressive educational vision with parliamentary leaders.

Herd has also developed strong engagement with the local business community and is exploring ways his internationally certified leadership, coaching and speaking skills can not only bring the broader business community together, but also add value to their operations. Herd has seen the value in establishing a community that embraces difference and has successfully led Medowie Christian School to be accredited to take international students. This approach provides students the opportunity to engage in global education, which Herd believes is a foundation for success beyond school.

JENNIE VINE

Assistant principal

WOORANNA PARK PRIMARY SCHOOL

Jennie Vine has been spearheading transformative practice for the past seven years, igniting passion, purpose and agency with primary-aged students. In doing so, she is spreading the message that positive impact in the world is based on good character, a thirst for learning, grit and tenacity.

Wooranna Park Primary's Enigma Missions program lets students connect with professionals in the field, cross-referencing complex information and creating action projects as their journey develops. Students present their research in learning symposiums attended by parents, peers, secondary college students, professionals and other staff members. Audience members cross-examine each presenter using complex questioning techniques to ensure that the student's learning has been transferred into long-term memory. The program allows students to explore subject matter well outside of the primary curriculum.

KELLY GERVASONI

Middle and senior school teacher

ST ANDREWS LUTHERAN COLLEGE

Kelly Gervasoni is at the forefront of innovation and change for disengaged students at St Andrews Lutheran College. She is currently implementing Wonder Women, a social-emotional learning program that addresses low self-efficacy, low self-esteem and low engagement with middle-school female students. Based on the college's annual student wellbeing survey, which demonstrated an increase in the number of female students who feel a lack of purpose in life and are disengaged with their studies, Gervasoni undertook thorough research via a literature review to investigate what factors influence the implementation of a social-emotional learning program for middle-school girls. The program she developed aims to recognise and assist transitions in physical development, cognitive abilities, emotional modifications and self-esteem that adolescents commonly experience.

**JASON SMITH**

Principal

TAMBORINE MOUNTAIN STATE SCHOOL

To lessen tension between students, parents and the school, principal Jason Smith took the unusual step of banning homework at Tamborine Mountain State School, replacing it with 'work at home' strategies that include philanthropy, entrepreneurship, family time, sports, and cultural and art pursuits. Smith has also transformed the school's staffing and curriculum for the 21st century by employing specialist teachers in STEM, science and digital technologies, which is rare for a primary school.

Smith has also created the Tamborine Mountain Learning Academy partnership. One of the programs born from this partnership is the Young Scholars Program, which identifies high-performing students in Years 4–6, puts them in the same class for two years, and links them with the local high school for further extension and enrichment. Students in the program have experienced two years' worth of growth in one year of learning – a feat the director-general of education called a "game-changer" for the school's students.



KRISTY KENDALL

Principal

TOORAK COLLEGE

Kristy Kendall is a leading voice in education and an expert on educating girls. A regular speaker at education conferences, she was invited to present at the Global Forum on Girls' Education in Washington, DC, earlier this year. Her presentation explored the social, emotional, cognitive and moral developmental periods of girls and how disruption in the form of school transition can have detrimental effects on a student's mental health and academic performance.

Under Kendall's leadership, Toorak College's academic results have increased, and it is now ranked number 22 among primary schools and number 50 among secondary schools in Victoria. Kendall has also expanded extra-curricular opportunities in line with her philosophy of exposing students to a range of challenges and opportunities to inspire them to find their passion, aim high and dream big.



LAURA BAIN

E-learning coordinator and digital technologies teacher

THE SPRINGFIELD ANGLICAN COLLEGE

In the past year, Laura Bain has gone from emerging leader to industry expert in the field of education technology. Her work with digital technologies and STEM in the primary years of education has gained attention around Australia and internationally. Believing that age is not a barrier when

it comes to achieving amazing things with technology, Bain has expanded the school's 1:1 program to commence in Year 3. She combined this with a self-created technology training program that aims to equip students with the skills to be responsible, smart and safe users of technology. Bain, who is recognised as a Microsoft Innovative Educator Expert, has commenced the study of her master of education with a goal to make an even greater impact on the education system in the future.

VANESSA NOONAN

Head of digital pedagogy and innovation

SHELDON COLLEGE

Vanessa Noonan is leading the development of dynamic learning opportunities for students at Sheldon College using state-of-the-art facilities. She has been inducted in the area of digital media, technology and ICT integration by international leaders such as Ian Jukes, Stephen Heppell and Alan November. Her latest project is centred around ArtScapes, a cutting-edge digital arts facility that allows students to work with digital media tools and virtual- and mixed-reality platforms that have never previously been used in Queensland schools. Well respected for her drive, knowledge and resourcefulness, Noonan also led the development of the Sheldon College Learning and Innovation for a New Queensland [LINQ] Precinct, a world-class facility of interdisciplinary project-based teaching and learning.



HENRY GROSSEK

Principal

BERWICK LODGE
PRIMARY SCHOOL

In response to the need for better-trained teacher aides to support the educational needs of children with special needs, Henry Grossek developed a multi-faceted course that not only enhances the teaching support skills of prospective aides, but also provides units of training in first aid, library administration and office administration. The course develops multi-skilled aides who can consequently provide school principals with greater flexibility to deploy aides across a variety of roles within the school. It also keeps teacher aides from being vulnerable to losing their jobs when the students they are allocated to move to other schools.

JANE MUELLER

Principal

LIVING FAITH LUTHERAN PRIMARY
SCHOOL

As principal at Living Faith Lutheran Primary School, Jane Mueller encourages the development of contemporary soft skills from preschool to Year 6 to allow students to develop critical thinking, collaboration, empathy, resilience, grit, innovation and entrepreneurship. Mueller has been recognised as a highly effective principal who enables and supports change while creating a culture that recognises the need to redefine schooling to enable students to be productive and happy in the contemporary world. This has resulted in many visits from educational leaders from around the world, for whom Mueller has created an innovative series of highly sought-after in-school symposiums.

HOT LIST 2018

**SARAID DOHERTY**

Principal

YARRA PRIMARY SCHOOL

During Saraid Doherty's stint as principal of Parkmore Primary from 2016 to 2018, the school was named to *The Educator's* Innovative Schools list three times and was a finalist at the Australian Education Awards for Best Student Wellbeing Program. Doherty was recently appointed principal of Yarra Primary School in inner-metropolitan Melbourne. A speaker at national and international conferences, Doherty is building a reputation for her expertise and success in positive educational leadership and is a passionate advocate for strengths-based approaches to build resilient and thriving school communities.

**PATRICK INNES-HILL**

Principal

EMMANUEL COLLEGE, JOSIAH COLLEGE

Patrick Innes-Hill is a principal who's not afraid to push the boundaries of education to enable all students to learn and thrive. After much research and planning, Australia's first purpose-built school for children with autism opened its doors in 2018 under Innes-Hill's leadership. The school, Josiah College, forms part of the prestigious Emmanuel College, one of the leading private schools in Gold Coast. It was built from the ground up in close consultation with specialists from the Bond University Centre for Autism Spectrum Disorder, with every detail planned according to the specific needs of the students, from the architecture to the use of colours and even the movement of the school's fans.

**A FRANCIS**

CEO

HAPPY SCHOOL

Steve Francis is an expert in leading effective change processes in schools. More than 600 schools subscribe to receive Francis' weekly Happy School articles and use them to boost staff morale and wellbeing. This year, Francis launched a 12-month, self-paced professional development program called WELL Productivity, designed to support teachers to improve both their wellbeing and effectiveness. More than 30 schools across Australia and New Zealand have implemented the program.

Francis also led the development of the Survey My School instrument to assist schools in measuring and improving school culture. In recognition of the need to encourage and develop positive and supportive school cultures, Francis developed a process for assessing and certifying schools that meet certain criteria as Employers of Choice. This year, Francis has worked with schools to increase student voice and ensure teachers are receiving formative feedback from their students using the Survey My Class instrument he developed.

REID SMITH

Head of curriculum, assessment and instruction

BALLARAT CLARENDON COLLEGE

Reid Smith's leadership has been instrumental in guiding teachers at Ballarat Clarendon College to make conscious and deliberate choices that bring greater alignment between evidence-based pedagogical theory and their own classroom practice. Helping teachers to reimagine key elements of their work – such as the nature of

lesson planning – requires painstaking effort. Smith has contributed the patient yet tenacious leadership necessary to trial and embed evidence-based practices in the everyday work of the college's staff.

Seeking to understand more about the way children's background knowledge might impact their comprehension of a text, Smith began a PhD earlier this year to investigate the interplay of a child's domain knowledge with their level of textual understanding. He hopes his research will make a substantial contribution to literacy education in Australia.

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**MIA PINNINGTON**

STEAM specialist teacher

COOMERA RIVERS STATE SCHOOL

Mia Pinnington's STEAM classroom is an innovative space. Having secured several government grants, Pinnington has improved not only student learning outcomes, but also teachers' professional development. Year 6 students in Pinnington's STEAM specialist lessons participate in her myDesign Solutions program each year, which has led to an increase in student participation in science, technology, engineering, arts and mathematics aligned with the Australian Curriculum.

Pinnington also created the iDesign program, which allows participating schools to attend a teacher PD session, access weekly lessons and resources to use with their students in their own schools, and then select high-performing students to participate in a Day of Excellence design challenge in four different digital learning events.

As a member of Coomera Rivers' school council, Pinnington has developed a common commitment with community stakeholders around student learning and has influenced the whole-school explicit improvement agenda.

**JACK PINCOTT**

Dean of activities

ORMISTON COLLEGE

The growth of e-sports over the past few years has been staggering; by 2020, the industry is estimated to be worth US\$1.4bn. By bringing e-sports into the school environment, Jack Pincott has provided Ormiston College with a unique opportunity to develop its own digital literacy component to the program. This includes compulsory targeted lessons each week focusing on teamwork, peer-to-peer learning, resilience and good sporting play behaviours in online environments. Through Pincott's leadership, initiative and drive, the college is not only at the forefront of e-sports programs in the high school setting, but also seizing this opportunity to further develop students' positive online footprint.

**ROS CURTIS**

Principal

ST MARGARET'S ANGLICAN GIRLS SCHOOL

Ros Curtis has increased St Margaret's focus on literacy and numeracy, which has landed the school in the top 15 Queensland schools across all four categories for NAPLAN (in Years 3, 5, 7 and 9). An academic advising model for Years 9–12, introduced earlier this year, has successfully increased students' engagement with their learning, leading to more self-reflection and self-management.

Under Curtis' leadership, the school developed and successfully implemented the St Margaret's Framework of Quality Teaching and Learning. She has developed and promoted both internal and external professional development programs, and 52% of her teaching staff either have or are pursuing a masters degree. In addition, Curtis' two former deputies are now principals at excellent schools, and a former dean is a deputy principal.



JAKE PLASKETT

Director of learning innovation

RUYTON GIRLS SCHOOL

Jake Plaskett's recent accomplishments at Ruyton Girls School include designing authentic signature programs and experiences that engage the local community and are underpinned by future-focused pedagogies; reimagining the current elective model and introducing a new structure and timetable amendment to allow more student choice and voice in Years 6–10; co-constructing learning that matters through an authentic semester-long internship program for students in Years 9 and 10; and engaging professionals to share their work experiences and education journeys through Power Lunch programs.

Plaskett's ambition is to inspire change across the educational landscape, not just in Australia but globally. He recently founded a profit-for-purpose organisation called the Significant Learning Institute [SLI], which serves to provide learner-centred online professional learning to everyone, everywhere. SLI currently offers seven online courses and is in beta-testing across 16 schools in Australia, pending NESA accreditation for NSW teacher professional learning. The topics covered range from Project-Based Learning to Flipped Learning, from Leading Learning Innovation to Co-Constructing Assessment that Matters.



CARRI CAMPBELL

Year 9 coordinator

FAITH LUTHERAN COLLEGE

Carri Campbell is the brainchild behind her school's Hot Shots Robotics program, a concept that started three years ago with a vision, strong leadership and seven enthusiastic students, and eventually led to a funding grant to successfully establish robotics in the school. The program has now grown to more than 32 students who professionally compete at a national forum.

Campbell is also the driver behind Faith Lutheran's International Women's Day event, which engages female Year 9 students to prepare and serve a shared meal for Year 10–12 female students, staff and guests. This year, the group participated in a panel discussion surrounding the theme of parity and what this means to women in 2018, which inspired the school's women and girls to #pressforprogress by motivating and uniting friends, colleagues and communities to think, act and be gender inclusive by challenging stereotypes and bias.



MICHELLE DENNIS

Head of digital learning and innovation

STRATHCONA BAPTIST GIRLS GRAMMAR SCHOOL

Michelle Dennis has presented at both in-house and external professional learning forums in the area of educational technologies and has been a key driver in the implementation of new technologies that drive the learning environment and program at Strathcona Baptist Girls Grammar. She has redesigned the Strathcona Year 7 and 8 interdisciplinary project to be focused around digital technology, including coding, and gave it the new name #CoLab to evoke the program's technical and collaborative aspects. Dennis has also supported many staff in their teaching, including the use of virtual reality in the classroom. She has developed and introduced the studies of Digital Futures at Year 8, Creating New Worlds in Virtual Reality at Year 10 and VCE VET Creative Digital Media for students from Years 10–12, which have sparked considerable interest from students in their elective choices.



MARK SAVERY

Head of e-learning (P-12), STEM and social innovation coordinator

EMMANUEL COLLEGE

This year, Mark Savery has played a critical role at Emmanuel College as an advocate for education transformation, using virtual, augmented and mixed reality to bring engagement and a deeper learning experience to students. With a focus on students being creators of content, not just viewers, Savery has inspired students to use available tools like Microsoft's Paint 3D and game-based software like Minecraft to create their own 3D models and export them into the VR environment. Students work collaboratively and individually to engage in the design process, then share their projects in virtual and augmented reality or by 3D-printing their creations. Savery continues to encourage the use of technology to the college's executive staff.

HOT LIST 2018

**JESSICA HALL**

Teaching and learning leader

AVE MARIA COLLEGE

Jessica Hall is a leader in the field of innovation in educational leadership

excellence. Hall's learning and leadership disposition is evidenced by strong strategic insight, exemplary change management and collaboration skills, as well as a tenacious capacity to deliver.

At Ave Maria College, Hall has introduced CHALK, an interactive online portal that supports growth and development in teaching practice. Her leadership in this role has ensured that staff, students and senior leaders can effectively offer feedback on teacher practice, celebrate achievements and ensure an efficient mechanism for staff professional learning on a semester basis.

Hall has also been responsible for the successful implementation of the school's learning management system, which has been widely applauded by staff, students and parents.

**JOANNE TURNBULL**

Teacher librarian

VALENTINE PUBLIC SCHOOL

In a single year, Joanne Turnbull took Valentine Public School's traditional library space and turned it into a high-powered media centre. Her efforts have led to a significant improvement in student engagement and greater confidence among teachers in embedding technology into their teaching. The new state-of-the-art media centre enriches class content learning through the explicit teaching of the general capabilities and cross-curricular priorities. The space also ensures that students engage with literacy learning that supports future-focused skills. Within this space, students work collaboratively with an emphasis on becoming the architects and creators of technology, rather than merely consumers of it.

**LIV PENNIE**

Co-founder and CEO

BECOME EDUCATION

Rather than join the quest to predict the future, Liv Pennie's postgraduate research led her to a robust evidence base in the fields of vocational and educational psychology. Evidence shows that students who have an idea for their future that excites them and confidence that they'll be able to navigate towards it demonstrate short- and long-term benefits such as increased academic and community engagement, decreased anti-social behaviours such as delinquency and truancy, and better academic and vocational outcomes. Pennie and her company, Become Education, have used this research to transform career education by empowering young people with the skills to explore, design and navigate their future. Pennie has created a unique workshop solution that is being automated and turned into an app that can be used all over the world.

KERRIE BRADLEY

Sports coordinator

CALLAGHAN COLLEGE, WARATAH TECHNOLOGY CAMPUS

Kerrie Bradley has built strong links with Sports Australia to introduce new ways to improve physical activity programs and practices at Callaghan College. Serving as a role model for her students by staying fit and encouraging good, healthy eating habits, Bradley imparts knowledge

and advice to her peers and students in a way that helps them feel a sense of achievement. Her enthusiasm and encouragement have had a noticeable impact on school athletics and swimming carnivals, as well as specific sports events. Student numbers have risen, and their hunger to compete and win is much stronger; several of Bradley's students have competed at the international level. In addition, by staying in contact with student carers, Bradley has been able to receive and implement feedback.



MATT LEWIS

Principal

LIDCOMBE PUBLIC SCHOOL

Matt Lewis' leadership, social awareness and keen sense of what students need have led him to introduce growth mindset training for staff and parents at Lidcombe Public

School, allowing students to build resilience and prepare them for real-world success.

Lewis also oversees Literacy, Language and Learning [L3], a program in operation since 2011, which teaches reading to students in the early years. Under Lewis' leadership, the results of the L3 program have been so outstanding that Lidcombe is one of only two schools that has the capacity to train other schools in L3, currently impacting upon 15 other schools.



MARY-LOU O'BRIEN

Chief digital officer

MELBOURNE GIRLS GRAMMAR

Mary-Lou O'Brien has made leaps and bounds in the effective use of technology for the girls at Melbourne Girls Grammar School [MGGS]. She led one of the first full-choice 'bring your own technology' programs, which frees students from technology constraints, enabling them to choose their own device for learning.

O'Brien also has a major focus on role modelling for girls in STEM. In 2011, she created a small networking group of independent school e-learning leaders that still meets once per term. She also co-created the Centre for Educational Enterprise at MGGS, a community hub that unites world educators through shared knowledge, success strategies, research and global partnerships, with the goal of progressing outstanding practice in education. O'Brien regularly shares her thoughts, visions and passion with others within the education community, which holds her in very high esteem with her peers.



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HOT LIST 2018

**CHRIS RAMSDEN**

Education consultant

ACCELIUM/MIND LAB

Chris Ramsden often hears that his work is “amongst Australia’s best-kept secrets”; others say he was ahead of time when introducing the first iterations of Mind Lab some 11 years ago. Throughout his career, Ramsden has demonstrated resilience, dedication and foresight whilst training teachers in the art of metacognition and transference. Ramsden’s high-quality, evidence-based and evidence-generating game-based methodology has forged purposeful and positive partnerships with more innovative schools throughout 2018.

Accelium/Mind Lab’s body of research has recently been mapped to the Social Venture -Evidence for Learning toolkit, which Ramsden supports with a strong commitment to grow and assess aspects of critical and creative thinking and personal and social capabilities. Throughout 2018, Ramsden has shared his work in conference workshops, keynotes and industry roundtables, discussing, amongst other topics, agile learning in the

ESTHER HILL

Dean of teaching and learning

ALL SAINTS’ COLLEGE, PERTH

Esther Hill is the passionate promoter and director of the Beyond Boundaries Institute at All Saints’ College. A future-focused hub, the Institute has developed student-run Propeller Industries, operated from a ‘hangar’ on the college grounds, which includes a pop-up shop selling goods students have made on-site and enterprises where they redistribute other goods.

The second stage of the college’s Creative Industries program is where students work with service partners such as disabled surfing, aged care, dementia charities, Anglicare for the homeless, and Teach Learn Grow for Indigenous work and projects in India. Organisations pitch their problems to the students, who then have the opportunity to solve real-world issues.

TIM KNOWLES

Principal

CIRE COMMUNITY SCHOOL

As principal of Cire Community School, Tim Knowles takes the rough diamonds of his local community and gives them every opportunity to shine. The multi-campus school works with youth at risk of disengaging from education, many of whom come from families where parents have had poor school experiences. Twice a year, the school conducts compulsory engagement interviews for every student, along with a significant adult in their lives, to activate their personal learning plan for the next six months. This process has resulted in close to 100% engagement. The significant increase in school attendance for some of the school’s most vulnerable young people is a marked difference from their experience in a mainstream school environment.

**JEN MCVEITY**

Creator and CEO

SEVEN STEPS TO WRITING SUCCESS

In creating the Seven Steps to Writing Success program, Jen McVeity has helped raise the literacy levels of more than a million children. The program improves not only NAPLAN scores, but also school data to track real student literacy. Aggregate data of 1,500 students in F-6 shows an 11% increase in writing skills on the NAPLAN band in just six to 10 weeks. The program has also been shown to improve student engagement within a matter of weeks.

McVeity says the Seven Steps’ simplicity and verbal collaboration are key to making students feel engaged and confident. “They want fast lessons and quick gains – and they love the improvement,” she says. Teachers have reported that since implementing the program, their writing classrooms have transformed from quiet, serious places into “buzzing hives of creativity and excitement”.



PETER ALLEN

Director of teaching and learning

SCOTCH COLLEGE

At Scotch College, Peter Allen and his team have created genuine change that they have yet to see replicated in schools elsewhere. Scotch College runs two curriculums in Year 11 and 12 across two single-sex schools by having cross-campus classes and a bus that ferries students between every lesson.

Allen says the college has “thrown the Australian Curriculum in the bin” in a Year 9 and 10 STEM elective, for which three teachers teach in an open space with no content, no assessment and no reporting – and it remains the college’s most popular elective.

Scotch College has also partnered with a local creative agency, FORM, to

establish the Art of Creative Learning program, which sees teachers work with artists to redefine how they teach subjects like maths and science to encourage creativity.

GREGORY MILLER

Principal

ST LUKE'S CATHOLIC COLLEGE

As part of the Catholic education system of Parramatta, Gregory Miller’s mission is to design and establish a new normal for pre- to post-school education. Miller has partnered with the University of Technology in Sydney, using an online platform to understand how learning activities can translate into general capability expressions.

Throughout their secondary years, students at St Luke’s increasingly get time back for self-paced learning, self-developed courses and to engage with community partners. Ultimately, students will map their own personalised learning plan in consultation with their parents and learning mentors, and with the support of life coaches. The student achievements are validated in real time with an approach of ‘catch them doing good’. The focus is on community and how students relate to one another, not how they measure themselves against others.



RACHEL GRIEVE

Dance coordinator

GRACE ACADEMY, GRACE LUTHERAN COLLEGE

Rachel Grieve is one of the most respected dance teachers in Queensland and is changing the shape of dance as a subject across the state, including creating a unique new curriculum for use in dance classes throughout Australia. Grieve’s work has the potential to transform the way dance is taught in Queensland by including contextual, analytical information and practical elements in a production that is readily viewable by mass audiences. She has personally designed a curriculum on the company’s production of *Cinderella* that is now being used in classrooms across Queensland. Her work is likely to be used for decades to come by schools in Australia and potentially across the globe.

Grieve sits on the district panel for review and moderation of all assessable dance work in the region’s schools and has personally designed the curriculum used in several schools. She is accredited as a leader within the Lutheran Church of Australia and its schools. She also uses her skills to influence the next generation of teachers and is regularly sought out as a mentor and guide.

HOT LIST 2018

**SIMON MCINTOSH**

Mathematics leader

PARKMORE PRIMARY SCHOOL

Making his second consecutive appearance on *The Educator's* Hot List, Simon McIntosh has continued to promote a Jo Boaler-inspired 'math revolution' in the Riversdale Network, located in the inner east of Melbourne. In 2018, McIntosh developed an attitudinal survey for students participating in Parkmore Primary's Mathematical Mindsets program to begin to track the impact of the modern curriculum structure on student growth and mindset development. By sharing the school's discoveries with other schools in the network's professional learning community, Parkmore Primary has continued to drive its 'math revolution' beyond the strengths identified in its own classrooms.

For 2019, McIntosh is vying to present his work on Parkmore's Mathematical Mindsets to the International Positive Psychology Conference in Melbourne, continuing Parkmore's efforts to be at the forefront of positive education.

**RYAN GILL**

Head of teaching and learning, Years 7–12

MASADA COLLEGE

Ryan Gill is a key figure in the development of Cultures of Thinking and Flipped Learning pedagogies across Australia. Having taught and held leadership positions in the UK and Australia, Gill's current role has developed to focus on the pedagogies and practices of teaching and learning, actively promoting a learning environment in which collective and individual thinking is valued, visible and actively promoted. He regularly facilitates at conferences and educational institutions, including the highly acclaimed Masada College Think Centre. Gill also serves as a coach for the online Creating Cultures of Thinking course at Project Zero and as a fellow at the Project Zero Classroom at Harvard University.

MURRAY JAMES

Director of ICT

SHELDON COLLEGE

Murray James has developed a positive culture to lead change within the realm of ICT and digital pedagogies across Sheldon College by inspiring others to think beyond the visible possibilities. James has led the development of the school's Learning and Innovation for a New Queensland [LINQ] Precinct, which uses interdisciplinary project-based teaching and learning to focus on the cross-disciplinary implementation of media, business, design and technologies.

James' latest project is ArtScapes, a cutting-edge digital arts facility that allows students to work with digital media tools in virtual- and mixed-reality platforms, allowing them to access resources that are only often found in industry and universities. James' approach to teaching and learning offers creative classroom training across various and constantly evolving media disciplines, coupled with participation in regular master classes and industry experiences.

TIM RUSSELL

Dean of student wellbeing

ALL SAINTS' COLLEGE, PERTH

Tim Russell strategically planned and implemented the Heads, Hearts and Hands service learning program at All Saints' College. He has creatively embedded ethics and justice into the curriculum from pre-kindergarten to Year 12 and has expanded the college's outreach program and collaborated with its Creative Industries unit to have service providers, such as the Salvation Army, disabled surfers and Disability Services, meet with the Creative Industries class to share real-world problems. The students then employ their design thinking skills to come up with and pitch solutions to the providers.

Additionally, Russell has actively engaged the alumni and families in the college's outreach program so that the entire community is now actively involved in the Heads, Hearts and Hands approach to making a difference in the wider community. In total, Russell has developed 40 service programs for the college. 