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The Centre for School Leadership, Learning and Development (the Centre) acknowledges all Indigenous and Torres Strait Islander Traditional Owners, elders and people of the land and seas of Australia. We are working with Northern Territory Indigenous people for our shared future.
Highlights

We are increasing the reach of the Centre by delivering more professional learning and development programs to leaders and teachers across the Northern Territory.

The number of leaders and teachers that attended professional and development learning programs delivered by the Centre in 2012 doubled from 2011.

Figure one: Participant numbers in all Centre programs 2011 and 2012 (including conferences, 12 month programs and short courses)

We are reaching Northern Territory teachers in even the most remote locations.

47% of the Centre’s school-based participants were from remote and very remote areas.

Figure two: Percentage of Centre participants from remote or very remote locations compared to the Northern Territory population

We are ensuring access to professional learning right across the Northern Territory.

60% of our participants were from outside the Darwin region.

Figure three: Percentage of spread of total number of participants in Centre programs according to region
Report from the Chair

It has been a great pleasure to take up the Chair of the Advisory Board for the Centre for School Leadership, Learning and Development (the Centre), following on from my predecessor Professor Jonathan Carapetis. The Centre has made significant progress in 2012, bedding down the essential, extended programs the Centre offers, while looking to new and innovative ways of providing high quality professional learning opportunities for principals, aspiring leaders and teachers in the Northern Territory.

The Advisory Board continues to support the partnerships the Centre has been able to develop with other organisations and agencies. The core relationship that underpins the work of the Centre is the partnership agreement between Charles Darwin University and the Northern Territory Government through the Department of Education and Children’s Services. This relationship continues to be sustained and fostered and provides a sound basis from which the Centre is able to offer professional learning programs and services.

Relationships beyond the Northern Territory have been actively fostered in 2012. External relationships established and sustained during 2012 include undertaking collaborative projects with Queensland University of Technology to support Indigenous learning communities; organising the National Teachers’ Common Orientation Conference on behalf of the National Alliance for Remote and Indigenous Schools; working collaboratively with the Australian Institute for Teaching and School Leadership; and developing relationships with officers in the Ministry of Education in Anhui Province, China. Furthermore, three school principals were supported to attend a leadership program run by the National Institute for Education in Singapore in 2012. Each of these partnerships has contributed to and continues to enrich the work of the Centre.

During 2012, the research work of the Centre also increased with several staff presenting peer-reviewed papers at conferences and publishing book chapters. These publications represent good early steps in building the research profile of the Centre. In addition, supporting participants to undertake ‘change challenge’ action research projects as part of the extended programs offered by the Centre, has enabled the development of a Territory-wide evidence base that informs future work of the Centre. As such, linking professional learning and research has been an important achievement for the Centre in 2012.

On behalf of the Advisory Board, I would like to congratulate the staff at the Centre, who are ably led by Professor Kathryn Moyle. I am confident that the vision and directions being pursued by the Centre will see it continue to build its credibility and experience success throughout 2013.

Professor Alan Cass
Chair
Director, Menzies School of Health Research
During 2012 the Centre for School Leadership, Learning and Development (the Centre) continued to build its programs, research work and reputation within the Northern Territory and beyond, against a backdrop of considerable change. These changes included personnel arrangements, changes in the ways of working, and broadening of the program offerings the Centre provided.

Overall the Centre’s work grew during 2012 and the staff grew to accommodate the extra work. Personnel changes included farewelling the Senior Director Ms Susan Bowden and the inaugural Chair of the Advisory Board, Professor Jonathan Carapetis. In their place we welcomed Ms Liz Veel as the incoming Senior Director, and Professor Alan Cass (Director of Menzies School of Health Research) as the incoming Chair of the Advisory Board. Both Ms Veel and Professor Cass have made considerable contributions to the work of the Centre during 2012.

In May 2012 the Advisory Board engaged in a strategic planning day to determine agreed ways of working in order to deliver the requirements of the Centre’s Operating Agreement. This activity led to the publication of the Centre’s Strategic Plan 2013-2016, which can be downloaded from the Centre’s website. The Centre also hosted a workshop to discuss opportunities for collaborative research projects that could be undertaken with other education and training agencies in the Northern Territory. This workshop has laid the groundwork for negotiating future research initiatives.

Indeed, the Centre continued to undertake small research projects in collaboration with the Teachers Registration Board of the Northern Territory and the Australian Institute for Teaching and School Leadership. In 2012 this research project focused on identifying the types of support required by new teachers in remote locations, to move from the graduate to the proficient career stages of the Australian Professional Standards for Teachers.

The Centre also continued to offer its core suite of programs to principals, aspiring school leaders and teachers. In addition to these extended programs, in 2012 the Centre introduced short courses that ran alongside of the extended programs. These short courses were well received and have extended the reach and reputation of the Centre.

In closing, I wish to thank Professor Kevin Gillan (Charles Darwin University-Northern Territory Government Partnerships) and Professor Giselle Byrnes (Pro Vice Chancellor, Law Education, Business and Arts) for their support within Charles Darwin University during 2012. Through the shared focus between the Department of Education and Children’s Services and Charles Darwin University, it can be seen in this report that the Centre has made a difference to the quality of professional learning available to teachers across the Northern Territory, and has contributed to the education and research work at Charles Darwin University.

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Professor Kathryn Moyle
Professor of Educational Leadership and Executive Director
Centre for School Leadership, Learning and Development
Overview of the Centre for School Leadership, Learning and Development

The Centre for School Leadership, Learning and Development (the Centre) is an important joint venture between the Northern Territory Government and Charles Darwin University. The focus of this partnership is to build the capacity of school leaders to drive school improvement that delivers improved outcomes for students. The Centre is contributing to the ongoing development of education leadership in the Northern Territory through the provision of high quality professional programs, services and research. Located at Charles Darwin University, the Centre has access to excellent facilities and to productive relationships.

Vision

To be a well-respected, responsive, and collegiate professional learning centre, that undertakes research to inform the conduct of the school leadership and teacher professional learning and development programs that are offered by the Centre.

Aims

The Centre for School Leadership, Learning and Development seeks to:

• Offer a suite of high quality, relevant and motivating learning programs that help build the capacity of teachers, aspiring leaders, principals and educational staff to lead the improvement of student experiences, outcomes and learning environments in the Northern Territory.

• Undertake high quality research about school improvement and school leadership that informs policies, educational leadership practices, pedagogies and the content and delivery of professional programs in the Northern Territory.

• Align our learning programs, where relevant, with the Australian Professional Standard for Principals and the Australian Professional Standards for Teachers.

• Build partnerships with school and education agencies across Australia and overseas to enhance our ability to offer quality, relevant and motivating professional learning programs.

Functions

The Centre delivers programs and consultancies tailored to meet the learning and development demands of education leaders in schools. The Centre offers expertise in:

• Preparing educators to succeed in complex contexts: schools in urban as well as geographically isolated areas, Indigenous communities, socioeconomically disadvantaged schools, and for students for whom English is not their first language, or have low levels of English literacy.

• Developing principals and leadership teams to use literacy and numeracy data to inform classroom practices and educational leadership approaches.

• Developing Indigenous educators to increase their representative proportion in Territory Schools.

• Supporting critical awareness and innovations in the use of technologies for professional learning and in school leadership.

• Creating communities of practice, enabling educators to learn, innovate and have a positive influence on school improvement.

• Conducting research and providing advice about innovative leadership and professional learning approaches that are responsive to workforce capacity demands in the Northern Territory.
• Embedding the Australian Professional Standard for Principals and the Australian Professional Standards for Teachers in programs.
• Developing expertise in the field of ‘school leadership’ by building research capacity and capability.

The Centre operates from a business enterprise base to identify, develop, implement and market niche learning and educational leadership programs for clients in Australia and overseas in the government and non-government schooling sectors, on a negotiated or fee for service basis. The Centre is committed to providing opportunities for Indigenous staff to undertake professional learning. Indigenous school leaders are participating in the Centre’s programs through the Centre’s efforts to identify, support and mentor Indigenous leaders, teachers, early childhood practitioners and assistant teachers.

Staff

Professor Kathryn Moyle PhD, M.Ed, B.Ed, MACE, GAICD
Executive Director and Professor of Educational Leadership

Prior to taking up leadership of the Centre, Professor Kathryn Moyle was an Associate Professor in the Faculty of Education and Community Studies at the University of Canberra. Professor Moyle has held a range of teaching, policy development and research positions. Professor Moyle is an Adjunct Professor at the University of Canberra and an Adjunct Research Fellow at the University of South Australia. Professor Moyle’s research focuses on leadership, policy and practice issues and on the relationships between leadership and teaching and learning with technologies in schools.

| Senior Director | Liz Veel |
| Assistant Director | Susan Bowden |
| Principal in Residence | Karen Cieri |
| Business Manager | Jill Vanda |
| Program Delivery | Development Program for High Performing Principals |
| | Maree Bredhauer |
| | Early Career Principals |
| | Maree Bredhauer |
| | School Leaders in the Making |
| | Maree Bredhauer |
| | Highly Accomplished and Lead Teacher |
| | John Sarev |
| | Elizabeth Mountford |
| | Leading Literacy and Numeracy Improvement |
| | Linda Dawson |
| | Preparation for School Leadership |
| | Nicky Honan |
| | Louise Knights |
| | Jenna Perry |
| | High Potential School Leaders |
| | Donna Murray |
| | Leaders’ Conference |
| | Donna Murray |
| | Principal Orientation |
| | Donna Murray |
| | Arriving and Thriving in the Territory |
| | Anna Pohl |
| | Jenna Perry |
| | National Alliance of Remote Indigenous Schools |
| | Laurie Zio |
| | Donna Murray |
| | Melissa Nixon |
| | Cultures of Collaboration |
| | Suzie Peckham |
| | Coaching |
| | Karen Cieri |
| | Meg Clarke |
| | Master Classes |
| | Donna Murray |
| | e-Learning |
| | Leigh Blackhall |
| | Jon Mason |
| | Emma Duff |
| | Centres for Excellence |
| | Steve Sjoberg |
| | Dynamic Teacher Seminar Series |
| | Melissa Nixon |
| | Northern Territory More Early Childhood Teachers Scholarships |
| | Anna Pohl |
| | Kathy Gardenal |
| | Higher Education Participation and Partnerships |
| | Jon Mason |
| | Teaching Schools Project |
| | Yvonne Darcey |

Table one: Summary of all staff who worked at the Centre at any time in 2012
Our Partner Organisations

Charles Darwin University

Charles Darwin University is a modern, multi-campus, multi-sector tertiary institution with over 23,000 students and a long history of delivering value through education, research and engagement to the Northern Territory. Charles Darwin University is enriched by the social, cultural and natural endowments of the Northern Territory, and committed to advancement and prosperity of the region. Charles Darwin University enables staff and prepares students to be creative thinkers and effective contributors in a complex changing world.

Charles Darwin University is the only Australian university to offer the full spectrum of education options from senior secondary, through to vocational education and training, undergraduate and post graduate degrees. Charles Darwin University continues to attract students from around the world. Over 8,000 students are from interstate or overseas. Charles Darwin University delivers courses at eight campuses and centres, and at more than 170 other locations around the Northern Territory. The University’s adaptive and altruistic culture has allowed it to not only survive, but thrive in a changing world.

- A five-star rating for research from the Good Universities Guide acknowledges Charles Darwin University’s place on the world stage.
- Thomson Reuters ranks Charles Darwin University as 48th in the list of 100 universities in the world under 50.
- Times Higher Education ranks Charles Darwin University in the top 4% of universities in the world.
- Reuters ranks Charles Darwin University in the top four in Australia and NZ for research quality in Environmental Science.
- Each year Charles Darwin University teaches over 4,000 Indigenous students in over 150 locations across the Northern Territory.
- Reuters ranks Charles Darwin University in the top four in Australia and New Zealand for research quality in Ecology.

Northern Territory Department of Education and Children’s Services

The role of the Northern Territory Department of Education and Children’s Services (DECS) is to provide educational and training options for Territorians from the early years to adulthood. In fulfilling this role, DECS has a range of strategic policy, regulatory, delivery and support responsibilities. Specifically DECS is responsible for:

- Ensuring quality early learning and development programs.
- Delivering high quality education services through government and non-government schools to maximise student learning.
- Providing pathways for school aged students aligned with their further education and work or career aspirations.
- Providing a regulatory function over the operation of early childhood services and non-government schools.
- Supporting Northern Territory institutions delivering tertiary education.
- Vocational Education and Training in Schools.

The delivery of childcare centres is the responsibility of the Federal Government although the department does fulfil a regulatory role.

- DECS employ about 4,500 people across the Northern Territory, including about 3,800 teachers, principals and other school staff.
- Every school day, DECS provides public education to about 33,000 students in about 150 schools.
- Education services are also delivered to about 40 Homeland Learning Centres. Homeland Learning Centres are small remote sites delivering education services to small groups of students who are unable to attend the central school in their area.
- Of the 188 government and non-government schools in the Northern Territory, 85 schools have nearly 100% Indigenous enrolment. 95 schools have Indigenous enrolments of over 80%, which accounts for about 23% of all students.

1 *This report will use this title which superseded Department of Education and Training part way through 2012*
Governance

The Centre is supported by an Advisory Board that is comprised of representatives from DECS, Charles Darwin University, the Association of Northern Territory School Educational Leaders and the Northern Territory Joint Council of Professional Teaching Associations. These representatives have been selected to help ensure the work of the Centre meets the leadership, learning and development needs of the school education workforce in the Northern Territory.

The role of the Centre’s Advisory Board is to:

- Provide advice and guidance to the Centre on its work and program of activities.
- Make recommendations to the Vice-Chancellor of the University and the Chief Executive of DECS about annual budgets and priorities for the Centre.
- Approve progress reports.
- Approve key publications to go to schools.

The Advisory Board met four times in 2012. This included a Strategic Direction Planning meeting with invited stakeholders on 15 May 2012. The purpose of the planning day was to review the work of the Centre and to consider approaches to the future work of the Centre. This meeting helped to shape the Centre’s Strategic Plan 2013-2016.

Chair*

Professor Alan Cass
Director, Menzies School of Health Research
Professor Cass is a leading kidney specialist with particular interests in Indigenous health, chronic disease and community-based health. He undertakes research aiming to develop, implement and evaluate strategies to address the growing burden of complex chronic diseases. As Menzies Director he works with communities, health services and governments to improve health outcomes for Indigenous Australians.

Ms Eva Lawler*
Deputy Chief Executive, School Education and Training Operations, DECS
Ms Lawler has been a DECS employee since 1983 starting her career as a teacher and working as a classroom teacher for 15 years before moving into curriculum writing and implementation. Ms Lawler then returned to schools to work as an Assistant Principal and then Principal. This was followed by working as the Education Adviser to two Northern Territory Ministers of Education. Ms Lawler was appointed as the Deputy Chief Executive, School Education and Training Operations in April 2012. Ms Lawler highly values her time spent working in the regions and the opportunities it has given her to work collaboratively with non-government organisations and other agencies to address the complexities of life in remote Territory communities.

* In mid 2012 Professor Jonathan Carapetis resigned from the position of Chair of the Advisory Board and Professor Alan Cass accepted the position in late 2012.

* Ms Lawler replaced Ms Vicki Baylis as one of the DECS nominees on the Advisory Board in mid 2012.
Professor Giselle Byrnes
Pro Vice-Chancellor, Faculty of Law, Education, Business and Arts, Charles Darwin University

Professor Byrnes came to Charles Darwin University in 2011 from a role as Pro Vice-Chancellor (Postgraduate) at the University of Waikato, in New Zealand, where she also held the posts of Professor of History and Director of the Public History Research Unit. Professor Byrnes was the Fulbright Visiting Professor in New Zealand Studies at Georgetown University in Washington in 2006. Professor Byrnes also served as national president of the New Zealand Historical Association.

Professor Peter Kell
Head of School of Education, Charles Darwin University

Prior to accepting an appointment with Charles Darwin University in 2011, Professor Kell was the Director of the United Nations Educational, Scientific and Cultural Organisation - International Centre for Technical and Vocational Education and Training Centre at the Hong Kong Institute of Education 2009-2010. Professor Kell’s research interests include adult and vocational education, transnational and global markets in education and training, the sociology of diversity, reform and schooling in the Asia-Pacific region. Professor Kell has recently co-authored international publications entitled International Students in the Asia Pacific (2012), Global Student Mobility in the Asia Pacific (2010) and Higher Education in the Asia Pacific (2007).

Professor Michael Christie
Professor of Education, School of Education, Charles Darwin University

Professor Christie is a linguist, educator and researcher and fluent in Yolngu languages. Professor Christie worked with Yolngu elders to establish the Yolngu studies program at Charles Darwin University which won the Prime Minister’s prize for Australia’s best university teaching program in 2005. In 2008 Professor Christie was appointed a National Fellow of the Australian Learning and Teaching Council, where he developed a program for enabling Yolngu elders in remote homeland communities to teach their languages and culture to students around the world using remote digital technologies. Professor Christie was the 2010 Northern Territory Australian of the Year and is located in the Northern Institute.
Mrs Fathma Mauger
Principal, Alawa Primary School
Mrs Mauger has lived in Darwin for 35 years and is a graduate of Charles Darwin University, completing her Diploma in Teaching, Bachelor of Education, Master of Education (Honours) and a Graduate Diploma in Public Sector Executive Management. Mrs Mauger has worked in the Northern Territory education system for 26 years as a class teacher, Teacher of Exemplary Practice Level Three, Assistant Principal and Principal. Mrs Mauger has a strong interest in the areas of literacy, leadership and school improvement.

Ms Maree Bredhauer
President, Association of Northern Territory School Educational Leaders
Ms Bredhauer is President of the Association of Northern Territory School Educational Leaders. Ms Bredhauer has over 30 years of experience in education as teacher, curriculum consultant and Principal. Prior to election as Association of Northern Territory School Educational Leaders President, Ms Bredhauer was Principal of Girraween Primary School in the Northern Territory. Ms Bredhauer has presented at the World Learning Conference and the International Confederation of Principals Conference. Ms Bredhauer has completed a Master of International Management and a Master of Education. Currently Ms Bredhauer is a consulting principal at the Centre for School Leadership, Learning and Development and has a strong interest in leadership development, school improvement and sustainability.

Ms Penny Whiley
Nominee, Northern Territory Joint Council of Professional Teaching Associations
Ms Whiley is based at Centralian Senior College where she teaches English and Philosophy. In 2010, Ms Whiley won the Microsoft Innovative Teachers Award for the Northern Territory for her development of an innovative virtual community to teach philosophy to students across the Northern Territory. Ms Wiley has published a poetry and short story anthology titled Green Umbrella and is currently working on a Palm Oil free recipe book.
Program Highlights in 2012

The Centre offered a suite of high quality programs for teachers, aspiring leaders in schools as well as for new and experienced principals. Programs varied from orientation workshops and short courses, to master classes, in-depth capacity building programs and conferences. Delivery modes included face-to-face and eLearning platforms and a blend of the two. All programs were designed to enable individuals and groups to connect, converse, reflect and access the resources necessary to learn and innovate to have a positive influence on school improvement and performance in the complex contexts of the Northern Territory.

All of the Centre’s programs were designed to ensure that they met the needs of education leaders in remote schools and those with students of low socioeconomic status. Of the Centre’s school-based participants 32% were from disadvantaged schools and 47% were from remote or very remote schools, while 53% of the Centre’s participants were from remote urban schools in the six regions across the Northern Territory.

The programs that were delivered over six months or longer provided extended learning opportunities for participants. These programs placed an emphasis on learning within the workplace to ensure that the programs take into account the contexts and needs of schools. Regular online discussions were combined with intensive face-to-face sessions.

A key priority of the CDU Strategic Plan 2012-2014: Maximise educational opportunity and participation through innovative, flexible and high-quality local, distance and blended learning offerings.

Leadership and succession management, especially in very remote schools is a key commitment in the DECS Strategic Plan 2011-2014.
School Leadership Development Programs

The Centre prepared new generations of high potential leaders for school principal roles as well as enhancing the skills of whole leadership teams to drive school improvement and deliver improved outcomes for students.

Preparation for School Leadership for Teachers Program

The Preparation for School Leaders Program was conducted in each region with 67 participants completing the Program.

This Program was designed for teachers and senior teachers who wished to further their leadership capabilities in a school context. One half of the successful participants were from remote or otherwise socially disadvantaged schools. The content of the Program was adapted for staff in these school settings and provided participants with the opportunity to engage in both practical and theoretical concepts of leadership to develop their capabilities within their own workplace environments. Nine of the participants from 2011 continued their leadership development by supporting the 2012 participants as Fellows (one or two in each region). 40% of participants achieved career progressions.

Participation in the Program was recognised for credit for the equivalent of two units in a Master of Education at Charles Darwin University.

Participant feedback

“This program has given me the inspiration, motivation and tools to make a committed approach to improving my personal thinking and interpersonal communication.”

“I have formed a vibrant and extremely supportive network to work with in the future.”

“I am more mindful of the leadership skills and strategies employed by others. Often I see in other leaders the strategies that they have used and consider the effects of these.”

“The highlight of the program for me was all of the ‘light bulb’ moments where I was able to reflect on my own practice and can now work towards continuous improvement.”
Development Program for High Potential School Leaders

The Development Program for High Potential School Leaders was an 18 month leadership program that provided professional learning to enhance leadership capacity for high potential school leaders aspiring to roles as principals. The Program commenced on October 2010 and concluded in June 2012. There were eight participants, of whom 40% were from remote or otherwise socially disadvantaged schools. Participation in the Program is recognised for credit for the equivalent of two units in a Master of Education at Charles Darwin University.

The Centre collaborated with the Centre for Strategic Education to deliver a study tour in Melbourne that has been a highlight of the course. The participants helped design the tour to include schools and experts to meet their own interests and to provide exposure to a variety of school instruction leadership approaches.

The Program provided time and space to have conversations and learn with like-minded colleagues. Leadership has many elements and the Program exposed participants to recognised national and international educational thought leaders.

Six of the eight participants have been appointed to principal positions since completing the Program.

All of the participants from the Development Program for High Potential School Leaders and three DECS Directors of School Performance participated in a 360 degree feedback as part of their development program.

School Leaders in the Making Program

School Leaders in the Making Program is a 12 month leadership program designed to build participants’ skills and knowledge to lead effective schools that improve student learning outcomes. It was open to teaching principals, assistant principals, senior teachers and Highly Accomplished and Lead Teachers who desired to enhance their leadership capacity as aspiring principals.

The Program commenced in October 2011 and continued in 2012 with 19 participants, 54% from remote and/or socially disadvantaged schools. The diversity amongst the cohort provided opportunities for great learning, mentoring and collaboration, strengthening communities of practice across the Northern Territory. 38% of participants achieved career progressions.

Through their involvement in this Program participants become familiar with, critically examine and reflect upon the implications of the Australian Professional Standard for Principals for their respective work contexts. This Program built on the Development Program for High Potential School Leaders.

The Program content was designed by personnel at the Centre and delivery included a combination of external and Centre facilitators. The Program was a combination of face-to-face, online learning sessions and an action research project.

Participants undertaking a group task as part of the School Leaders in the Making Program
Cultural Competencies Development

The Centre has incorporated cultural understanding across all of its leadership programs in an articulated approach from raising cultural awareness to developing cultural competence.

The Cultures of Collaboration Program is a unique, flexible approach to individual and collective learning and development that assists people to enhance their cultural competence and transform their workplace cultures. In 2012 there were 142 successful participants, 40% of whom were Indigenous.

The Program provides a number of professional learning opportunities to meet schools’ needs and is offered in a variety of flexible modes to accommodate all school staff and community members. The one-day taster program designed specifically for school operational staff, Aboriginal and Islander education workers, teachers, assistant teachers and support staff are offered for individuals, small groups and whole teams. Individuals are strongly encouraged to be accompanied by a colleague to maximise the benefit of the Program to the workplace. The Program is the product of ground work in three major DECS initiatives (Emerging Leaders Program, Essentials of Leadership Program and Indigenous Leaders Network).

Cross-cultural competency training for all school staff is a key commitment in the DECS Strategic Plan 2011-2014.

Participant feedback

“The Cultures of Collaboration Program allowed me to share my personal stories, work experiences and challenges in a safe sharing environment and gain a better understanding of personal and workplace behaviours.”

Leadership and succession management, especially in very remote schools is a key commitment in the DECS Strategic Plan 2011-2014.
Coaching Accreditation Program

The nine month Coaching Accreditation Program is designed for leaders who want to substantially develop their coaching skills and knowledge.

This Program was open to principals, assistant principals and identified coaches.

The Program involved 100 hours of work over 12 months including two 2-day face-to-face sessions and two flexible learning modules facilitated by Growth Coaching International.

In 2012 the Program attracted 22 participants who have completed the compulsory phases. Sixteen were selected to undertake phase four, at the Centre’s expense. They will complete phase four in August 2013. There are 17 participants in the 2011 Coaching Accreditation cohort who will complete the final phase in January 2013. Successful completion of the full four phase Program offers accreditation as a leadership/executive coach, and can be used as credit towards a Master of Education through Charles Darwin University or a Master in Educational Leadership at Edith Cowan University and University of Western Australia.

The Coaching Accreditation Program was informed by the Australian Professional Standard for Principals and Australian Professional Standards for Teachers.

An email discussion forum called Coaching Practice was established using Google Groups to support the establishment of Centre’s coaching community of practice. This forum was commenced with the Coaching Accreditation participants in 2012 and was extended to include many of the 2011 Coaching Accreditation participants. There are 42 members of the forum.

Participant feedback

“This was a very powerful learning experience balanced with practice and feedback. Confronting yet safe! This was the best leadership experience I’ve had. Absolutely fabulous!”

“I really gained a lot from this course – affirmed prior learning and enhanced new learning. Thank you. The course was well worth the commitment. I look forward to the next Phase.”

Creating Communities of Practice

The Centre has expertise in creating communities of practice, enabling educators to learn, innovate and have a positive influence on school improvement.
Additional School Leadership Development Programs

One Day Leadership Coaching Session
The One Day Leadership Coaching Session for leadership teams and two to three hour Taster Sessions, provided teams with an overview of the GROWTH™ model and coaching skills. These face-to-face modules were held at the request of principals and the Centre’s program managers. Sixty-one participants completed the modules, which were offered in ten sessions at a range of locations over terms two to four.

Introduction to Leadership Coaching
Twenty participants from across the Northern Territory participated in the Introduction to Leadership Coaching (inclusive of Giving Hard Feedback and Managing Sensitive Conversations) Program.
This Program was designed for leaders who were just commencing their interest in leadership coaching. As a single two-day face-to-face module facilitated by Growth Coaching International, the Program provided participants with a thorough introduction to the key models and skills of giving hard feedback and managing sensitive conversations via a leadership coaching approach.

Participant feedback
“I am inspired to put this in practice. Thank you. This will make a difference.”

“Great course, best I’ve been to and most practical and I hope to apply ASAP. Great presenter. Thanks.”

Introduction to Coaching Extension Program
Introduction to Coaching Extension Program was offered for the first time to participants of the Introduction to Coaching Program. Thirteen participants completed this Extension Program, which provides educators who have just commenced their interest in coaching with an opportunity for further self-guided learning and an introduction to the Centre’s community of coaching practice. The Extension Program also provides participants of the Coaching Accreditation Program with more coaching hours towards their accreditation with Growth Coaching International and the International Coaching Federation.

The Extension Program was flexible and self-guided. It involves 14 hours of work over three terms and includes 11 hours of coaching conversations.

Master of Education (Building Principal Leadership in Remote Aboriginal Schools)
Units to support remote principals’ professional development have been developed and recognition of credit has been granted by Charles Darwin University for three units to be delivered in 2013. These units have been marketed through the National Alliance for Remote Indigenous Schools network and DECS. Units are undergoing fine-tuning against the Australian Qualifications Framework and Charles Darwin University Graduate Attributes. Units will be delivered through mixed modes.
**Principal Leadership Programs**

In-depth courses were available for experienced principals to enhance their educational and organisational leadership. The Centre also provided opportunities for principals to extend their skills and share their experiences with other educators. The Centre delivered orientation programs to provide new principals the information and networks they require to succeed in the early part of their careers in the Northern Territory.

The Centre offered programs to a diverse group of participants from a range of school contexts: schools in urban as well as geographically isolated schools, those with socioeconomically disadvantaged students and for whom English is not their first language. The diversity among the cohort provided opportunities for great learning, mentoring and collaboration, strengthening communities of practice across the Northern Territory.

**Leaders’ Conference**

The annual Leaders’ Conference was delivered at the Darwin Convention Centre in April 2012. For the first time it was combined with the Department of Education Early Childhood conference to become the Early Childhood and School Leaders’ conference, coordinated by the Centre.

Attendance is compulsory for all principals of government schools and in 2012 was open to a cross-sectoral audience. The theme ‘Building Sustainable Leadership for the Future’ was successfully implemented in all major aspects of the conference – invitations to attend, pre-conference and on the day registration, conference program activities, reflection and evaluation. Strategies that enable feedback via the web, twitter and email provided school leaders with practical learning opportunities to gain a better understanding of the ever emerging technological culture and how to become role models amongst their staff to implement technology tools into today’s educational practices. As in 2011, Apple computers supported the notion of a paperless conference.

**Participant feedback**

"Best conference I’ve been to in years! Really loved David, Paul Clarke, Lynne Symons and the Apple guys! Catering excellent. All of the speakers were challenging and thought provoking. Congratulations to everyone involved in the organisation."

**Principals’ Orientation**

Principals’ Orientation Program was offered to 14 new principals (six from remote schools) in January 2012 and seven new principals in July 2012. The Program provided an overview of strategic initiatives, key information on governance, education systems, infrastructure and support available within the Northern Territory. Through their attendance at this Program, principals also have the opportunity to establish and build professional networks with other school principals and education sector executives in the Northern Territory. The Principals’ Orientation Program is informed by the Australian Professional Standard for Principals.
Early Career Principals Program
The Early Career Principals Program is designed to develop the capacity of school principals in their first few years of principalship. The Program enables participants to become familiar with, critically examine and reflect upon the implications of the Australian Professional Standard for School Principals in their contexts. This Program has been specifically commissioned by DECS and was developed in 2011 in collaboration with the Centre for Strategic Education.
In 2012, 12 participants from a wide range of school types and contexts completed the Program. Of these, 75% were from remote/very remote schools and 50% from low socially and economically disadvantaged schools. 38% of participants achieved career progressions.

Additional Principal Leadership Programs
Leading Literacy and Numeracy Improvement Program
All principals, selected members of school leadership teams and relevant regional office from all six regions have completed the Leading Literacy and Numeracy Improvement Program. The Program was accessible and informative, with a majority of participants coming from remote or very remote schools.
The Program involved three full day face-to-face core units and up to four follow-up elective workshops that focus on the key elements of the Literacy and Numeracy Strategy 2010-2012. The Program highlighted current research and best practice teaching, learning and evidence-based assessment practices relevant to the interpretation and use of literacy and numeracy data. A practical action learning focus was embedded within this Program to provide the opportunity for principals to reflect on their current leadership practice and to identify priorities for improvement.

Master Classes for School Leaders
Professor Michael Fullan presented a master class titled Change: Making it Happen in Your School or System to over 200 educators on Monday 22 November 2012. Participants attended from across education sectors including ten from higher education, around 40 Catholic Education Office Northern Territory delegates, with the remaining from government schools. Delegates also travelled from island communities and as far south as the Barkly to attend. Participants engaged in a series of collaborative learning events focused on School and System change. Time was provided for reflection and discussions around individual challenges and an exploration of “moral imperative realised”.

Participant feedback
“The content was absolutely applicable to current issues in education and the challenges we are currently facing in our system.”

“Use of varied and engaging pedagogy throughout the day. Use of data and case studies to validate messages communicated.”
Teacher Learning and Development Programs

The Centre delivered orientation programs that provided new teachers and principals the information, skills and networks they required to succeed in the early part of their careers in the Northern Territory. The Centre delivered in-depth programs for highly accomplished and lead teachers to promote teaching excellence and student achievement. The Centre facilitated Teaching in the Territory and national Australian Institute for Teaching and School Leadership Awards to promote high standards in the profession.

**Arriving in the Territory New Teacher Orientation Program**

Arriving in the Territory New Teacher Orientation Programs were delivered to teachers recently recruited to the Northern Territory Department of Education and Children’s Services. These three-day Programs were offered in January 2012 and in July 2012.

A total of 176 participants attended the Arriving in the Territory New Teacher Orientation Programs in 2012. These Programs provided new teachers in their first two years of being recruited to the Northern Territory, with an opportunity to begin to establish professional networks in the Northern Territory and to learn more about resources, support services, strategic initiatives and networking.

In January a special teacher orientation was designed and delivered for Gunbalanya to support the implementation of the DECS Flexible School Year trial.

The Arriving in the Territory New Teacher Orientation Program is informed by the Australian Professional Standards for Teachers.

**Participant feedback**

“One of the best I’ve attended in 30 years of teaching.”

“I feel ready and excited to begin my new journey.”

**Thriving in the Territory Recall Program**

Thriving in the Territory Recall Program was delivered to 35 currently serving teachers who participated in the 2012 Arriving in the Territory New Teacher Orientation Program. This two-day Program was offered on 25 and 26 June 2012 in Darwin. Thriving in the Territory built on the Arriving in the Territory New Teacher Orientation Program and aimed to provide ongoing support and development for new teachers to the Northern Territory throughout their first year. It provided an opportunity for new teachers to reconnect and share highlights and challenges with colleagues they met in the Arriving in the Territory Programs. 60% of the staff attending orientation and recall programs in 2012 were from remote or otherwise socially disadvantaged schools.

The Thriving in the Territory Recall Program is informed by the Australian Professional Standards for Teachers.

**Participant feedback**

“My expectations were exceeded! I was engaged from start to finish.”

“Most productive PD I’ve had.”
Highly Accomplished and Lead Teacher Program

In 2012 a total of ten participants from across the Northern Territory completed the Highly Accomplished and Lead Teacher Program and presented final portfolios of evidence. The Program aimed to recognise and celebrate excellence in teaching through remuneration and career opportunities for practicing teachers who achieve a high standard of teaching, leading to improved student outcomes.

Teachers who are working at a Highly Accomplished and Lead Teacher career stages, as identified in the Australian Professional Standards for Teachers, can apply for this Program.

This 12 month Program provided opportunities for participants to develop their knowledge of current innovations and trends in education. In the Northern Territory, the Highly Accomplished and Lead Teacher Program is informed by the Australian Professional Standards for Teachers, Highly Accomplished or Lead Teacher career stage and the Australian Institute for Teaching and School Leadership's certification processes.

In 2012 the Northern Territory Government has also participated in the development of agreed certification guidelines for the national recognition and certification of Highly Accomplished and Lead Teacher's published by Australian Institute for Teaching and School Leadership.

Participant feedback

“The highlight for me was meeting other people and establishing networks. I really enjoyed listening to other participants Illustrations of Practice as it gave me an insight to other participants which was interesting and encouraging.”

“The Highly Accomplished and Lead Teacher Program helped me gain a better understanding of the Teacher Standards.”

“The highlight of the program was to read what others thought of you via their evidence and reflections. It is something that we as teachers do not do.”

To recognise quality teaching is a key commitment in the DECS Strategic Plan 2011-2014.
Additional Teacher Learning and Development Programs

Teaching Schools Project

The Teaching Schools Project is a partnership between Charles Darwin University and DECS. The Project aims to graduate high quality teachers who are work ready when they commence their teaching careers. This is achieved by appointing Professional Learning Leaders in schools who can respond to and mentor Preservice Teaching Students at risk. In 2012, 45 participating schools spread across Darwin, Katherine and Alice Springs hosted 215 Preservice Teaching Students and 90 Preservice Teachers exited Charles Darwin University’s education courses through Teaching Schools.

School Principal feedback

“One of the big benefits for the school is in the development of our staff. The Professional Learning Leader has the opportunity to take a leadership role and learn through experience about being a leader, mentor and coach.”

“Overall the benefit to our school has been great. I have seen teachers really blossom in the Professional Learning Leader role and then wish to take up further leadership opportunities. The experience as mentors has strengthened the quality of teaching and encouraged teachers to volunteer for the Professional Learning Leader position.”

Dynamic Teacher Seminar Series

Mr Adam Voigt (Northern Territory Consultant and previous Northern Territory school principal) offered a series of eight short seminars to address specific leadership issues including leadership strategies around behaviour management issues. These seminars were held in term three 2012 and attracted 56 participants.

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Participants undertaking the Restorative Practices Training Seminar as part of the Dynamic Teacher Seminar Series

Participant feedback

“Inspiring and refreshing presentation.”

“I believe that I can improve my pedagogical practice for the benefit of students and the school community.”

“Appreciated the 10 commandments. Will help me evaluate my own practice with so much more clarity. Thank you.”
Program Participants

Dispersed population

Non-metropolitan areas in Australia are often referred to as ‘remote’, ‘rural’, ‘regional’, ‘the bush’ or ‘the outback’, without a common understanding of what parts of Australia these include. The Australian Bureau of Statistics uses the Accessibility/Remoteness Index of Australia to classify degrees of isolation. The index measures remoteness based on the road distance to the nearest service centre. Remoteness affects access to goods, services and opportunities for social interaction, including increased cost associated with service delivery.

There are five categories of the remoteness in the Accessibility/Remoteness Index of Australia. The Northern Territory population is located in the three most remote categories. In 2012, 47% of the Centre’s school-based participants were from remote or very remote areas.

Socio-Economic Status

The Northern Territory has over 57% of its government schools in the bottom 10% of the Socio-economic Indexes for Areas - Index of Relative Socio-economic Disadvantage range. The Index measures the proportion of:

- low income households in an area
- people who do not speak English well
- households that pay low rent
- people with no post-school qualifications

The most disadvantaged schools have a majority of Indigenous students enrolled. In 2012, 32% of the Centre’s school-based participants were from these schools.
School-Based Participants by Region

Participants in the Centre's programs come from all over the Northern Territory.

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of Participants</th>
<th>%</th>
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<tbody>
<tr>
<td>Darwin</td>
<td>617</td>
<td>41</td>
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<tr>
<td>Palmerston and Rural</td>
<td>250</td>
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<td>14</td>
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<tr>
<td>Arnhem</td>
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<td>12</td>
</tr>
<tr>
<td>Katherine</td>
<td>190</td>
<td>12</td>
</tr>
<tr>
<td>Barkly</td>
<td>81</td>
<td>5</td>
</tr>
</tbody>
</table>

Table two: Number of participants completed Centre programs in each region and percentage of spread of total number of participants in Centre programs according to region

Figure five: Percentage of spread of total number of participants in Centre programs according to region
Consultancy and Advisory Services Highlights

The Centre is also developing a business enterprise base that can identify, create, implement and market niche professional development programs for clients. The Centre employs qualified educational professionals who have the theoretical and practical expertise in professional learning and educational leadership to service the government and non-government schooling sectors, other jurisdictions, sectors or international clients on a negotiated or fee for service basis.

A business strategy was developed for the Centre’s services that allows for negotiated fee for service opportunities to other sectors and jurisdictions to generate income. Opportunities have been identified and the nomination of key opportunities has been undertaken.

Teaching in the Territory Excellence Awards

The Centre implemented the Teaching in the Territory Excellence Awards. The Northern Territory Awards were presented at Parliament House in Darwin and at World Teachers Day celebration events held in Alice Springs, Katherine, Tennant Creek and Nhulunbuy on 26 October 2012. The Awards recipients were presented with certificates and prize money to the value of $500. The award categories and winners were:

- Early Childhood Teacher of the Year
  Ms Penny Weily, Bradshaw Primary School
- Primary Teacher of the Year
  Ms Kelly Green, Borroloola School
- Secondary Teacher of the Year
  Ms Kristina Tulen-Pattison, Ngukurr Community Education Centre
- Primary Principal of the Year
  Mr David Glyde, Gillen Primary School
- Secondary Principal of the Year
  Mr Bryan Hughes, Shepherdson College
- Excellence in Teaching or Leadership in Aboriginal and Torres Strait Islander Education
  Ms Esther Djayhgrurrnga, Gunbalanya School
- Support Staff Member of the Year
  Ms Jenny Eddy, Taminmin College

To foster and maintain existing, emerging and new partnerships is a key priority of the CDU Strategic Plan 2012-2014.

Australian Institute for Teaching and School Leadership Awards

The Centre coordinated the nominations for the Australian Awards for Outstanding Teaching and School Leadership, managed by the Australian Institute for Teaching and School Leadership. Winners of the Teaching in the Territory Excellence awards represented the Northern Territory at the national Australian Institute for Teaching and School Leadership awards.

Winners of the Australian Awards received a professional learning scholarship to work with recognised education experts and practitioners for up to four weeks duration. The professional learning can be undertaken within Australia or overseas up to the value of $25,000.

The Northern Territory teacher, Jo Sherrin, who won the 2011 Australian Teacher of the Year award received as part of her prize mentoring by Professor Kathryn Moyle in 2012.
Northern Territory More Early Childhood Teachers Scholarship Program

The Northern Territory More Early Childhood Teachers Scholarship Program awards scholarships to early childhood educators, teachers and support staff working in licensed children’s services and schools across the Northern Territory. The scholarships are available to assist early childhood educators to upgrade their qualifications to include an early childhood specialisation; including upgrading to a Master degree for four year trained teachers. The target of the Program is to award 50 scholarships annually. In 2012, 83 Scholarships were awarded.

The award ceremony for round two of the NT More Early Childhood Teachers’ Scholarship Program was held at Parliament House on 26 March 2012.

Northern Territory Implementation Group for the Australian Professional Standards for Teachers

A cross-sectoral Teaching Standards Implementation Group was established to provide ongoing systemic advice in relation to the implementation of the Australian Professional Standards for Teachers, provide updates and progress reports to stakeholders and identify any professional learning that will be required during the transition to the new Australian Professional Standards for Teachers. The group met once per term during 2012.

The group is comprised of representatives of the Teacher Registration Board of the Northern Territory, unions, professional associations, all schooling sectors and Charles Darwin University.

Centres for Excellence

Charles Darwin University and DECS collaborated in 2012 to establish the Centres for Excellence to provide challenging curriculum and stimulating learning environments for high ability senior secondary students. DECS is progressively establishing Centres for Excellence in specific areas of specialisation at five government schools. The Centre has been commissioned to lead the implementation of the Centres of Excellence at Charles Darwin University.

Centres for Excellence is a key commitment in the DECS Strategic plan 2011-2014.

Activities in semester one 2012, included tours of the Charles Darwin University campus and laboratory sessions in Science, Pharmacy, Engineering, and the Centre for Gas and Oil. Mathematics workshops and a presentation on Global information Systems have been provided as has expertise and coaching in the Performing Arts. During semester one, 205 (some in multiple disciplines) Centres for Excellence students engaged with Charles Darwin University Staff.
Activities in semester two 2012 have included Charles Darwin University support and sponsorship for the Centre for Excellence for the Arts exhibition at Palmerston Senior College, individual student research projects undertaken by Casuarina Senior College Centre students with Charles Darwin University researchers and Charles Darwin University support for school site lab activities.

One hundred and fifty Year 9 and 10 students undertook selection tests, hosted by Charles Darwin University, to determine eligibility for Centre enrolment.

Arrangements for Centres for Excellence students to enrol in higher education units from 2013 has been finalised as has the availability of scholarships.

The Centre has been commissioned to organise the NARIS Annual Conference for NARIS Leaders’ (2013). Progress on the coordination of the 2013 NARIS Leaders’ Conference has commenced. A proposal has been prepared proposing 24 and 25 June 2013 as the dates and for the Conference to be held in Alice Springs.

**Australian Curriculum Studies Association**

The Australian Curriculum Studies Association will hold its biennial conference in 2013 in Darwin. The Centre and the Australian Curriculum Studies Association are working together to deliver the conference from 27-29 September 2013 at the Darwin Convention Centre.

**Learning Communities**

Planning commenced in late 2012 between the Centre, the Queensland University of Technology and DECS to implement the Learning Communities Program across all regions in the Northern Territory.

The Learning Communities is a national project emphasising high-expectations and relational approaches to Indigenous Education. It aims to transform schools through the building of leadership capacity and thereby to sustain and grow improved student outcomes within Indigenous communities. The Program will operate via targeted school community sites, known as the ‘Learning Communities Hubs’, with leaders charged with supporting, developing and challenging staff and community leaders in ‘affiliated schools’ as well as linking with others on the national network.

Funding has been approved for the Centre’s proposals and plans for program activities in 2013 have been drawn up. The Program will follow on from the 2010-2011 Stronger Smarter Schools Learning Communities Program. The Program will involve career planning and the identification of professional development pathways for Indigenous participants.

Conferences

The Centre has expertise in designing and managing conferences to meet the needs of educators to learn, innovate and have a positive influence on school improvement.
Strategic Partnerships and Alignment Highlights

The strategic priorities of the Centre in 2012 have been to develop a sustainable business model and collaborative working relationships with DECS, other jurisdictions, professional associations, government and non-government organisations and universities to develop high quality programs and services for Northern Territory schools.

School Educational Institutions

Northern Territory Department of Education and Children’s Services
The Centre is working closely with Human Resource Services, Information and Communications Technology for Learning and School Operations within DECS to coordinate a more cohesive approach to professional learning and development, ensuring alignment of these activities to DECS priorities and workforce needs.

Catholic Education Office of the Northern Territory
The Catholic Education Office is a client of the Centre’s programs and is participating in the Northern Territory Implementation Group for the Australian Professional Standards for Teachers that is chaired by Professor Kathryn Moyle. The Centre also collaborated with the Catholic Education Office to develop and host the 2012 Early Childhood and School Leaders’ Conference.

Association of Independent Schools of the Northern Territory
The Association of Independent Schools of the Northern Territory is a client of the Centre’s programs and is participating in the Northern Territory Implementation Group for the Australian Professional Standards for Teachers that is chaired by Professor Kathryn Moyle. The Centre also collaborated with the Association of Independent Schools of the Northern Territory to develop and host the 2012 Early Childhood and School Leaders’ Conference.

Australian Centre for Indigenous Knowledges and Education
The Australian Centre for Indigenous Knowledges and Education is a collaborative partnership between Batchelor Institute for Indigenous Tertiary Education and Charles Darwin University. The Centre is exploring possibilities for collaboration around their shared priorities of promoting cultural competence amongst the DECS workforce and in developing Indigenous staff.

Smarter Schools National Partnership
The Australian Government is providing funding to states and territories through the Smarter Schools National Partnership for Improving Teacher Quality to improve the quality of the Australian teaching workforce for students of social disadvantage. 60% of schools in the Northern Territory are eligible for this funding. The Centre has been established to provide professional learning to school leaders in the Northern Territory that is appropriate for this context. Many of the Centre’s programs are part funded by this Australian Government partnership program.

Online Professional Learning Resources
The Centre is contracted by the Queensland University of Technology to develop ICT-based professional learning materials related to national and state Indigenous education reform initiatives; linking this modelling with local project examples of excellence.
National Alliance for Remote Indigenous Schools

The National Alliance for Remote Indigenous Schools is a collaboration between the Northern Territory, Western Australia, Queensland, South Australia, New South Wales, the Stronger Smarter Institute and the Australian Government. National Alliance for Remote Indigenous Schools is focused on the attraction, retention and development of quality teachers and leaders for over 170 remote schools located in Indigenous and Torres Strait Island communities across Australia. Tertiary institutions are engaged to ensure practicum programs offer opportunities for real remote experiences as part of Preservice Teacher Education Programs. The Centre delivered the National Alliance for Remote Indigenous Schools Common Orientation Program in 2012 and has been contracted to deliver the National Alliance for Remote Indigenous Schools Leaders’ Conference in 2013.

Australian Institute for Teaching and School Leaders

The Centre’s activities align with the work of the Australian Institute for Teaching and School Leaders. The Centre is researching and overseeing the implementation of the Australian Institute for Teaching and School Leadership Australian Professional Standard for Principals and Australian Professional Standards for Teachers and facilitating the Australian Institute for Teaching and School Leaders Australian Awards for Outstanding Teaching and School Leadership in the Northern Territory.

Ministry of Education, Anhui Province, China

The Northern Territory has a government to government relationship with Anhui Province, China. The Centre has been working with the Ministry to build collaborative activities between the Centre and the Ministry of Education.

Hefei Normal University

Professor Kathryn Moyle joined a delegation of Charles Darwin University staff on a visit to Hefei Normal University in the capital city of Anhui Province in China. Hefei Normal University has a Teacher Education Research Centre and talks have begun with the Centre to develop joint initiatives in 2013. Professor Kathryn Moyle led a small delegation to Anhui Province in September 2012. As a result of this visit the Centre is working with the Ministry of Education in Anhui Province to organise a study program for the Chinese school principals in July 2013.

National Institute of Education

The Centre is in partnership with the National Institute of Education in Singapore to offer a scholarship program for Northern Territory principals to attend the Leaders in Education Programme International. Three Principals attended the Leaders in Education Programme International offered by the National Institute of Education in Singapore in July 2012.

National School Leadership Network

The Centre is a member of the National School Leadership Network. This Network includes the Queensland Education Leadership Institute, the Western Australian Leadership Institute and the Bastow Institute (Victoria). DECS has nominated Professor Kathryn Moyle to be the Northern Territory representative for 2012 on the Australian Institute for Teaching and School Leadership Initiative: Principals Professional Development.
Professional Associations

Association of Northern Territory School Educational Leaders
The Centre has developed a collaborative working relationship with Association of Northern Territory School Educational Leaders. The Association of Northern Territory School Educational Leaders office has been co-located with the Centre to facilitate this partnership. The President, Maree Bredhauer, sits on the Centre’s Advisory Board.

Australian Curriculum Studies Association
Professor Kathryn Moyle has been appointed to be the Conference Convenor for the 2013 Biennial Australian Curriculum Studies Association Conference, which is to be held in Darwin in 2013. In her role as Conference Convenor, Professor Moyle has joined the Executive of Australian Curriculum Studies Association.

Northern Territory Joint Council of Professional Teaching Associations
The Centre is committed to working closely with the Northern Territory Joint Council of Professional Teaching Associations. The Centre has collaborated with the Northern Territory Joint Council of Professional Teaching Associations on the Leader’s Conference in 2012 and in the implementation of the Australian Institute for Teaching and School Leadership National Teaching Standards. Ms Penny Whiley is the Northern Territory Joint Council of Professional Teaching Associations representative on the Centre’s Advisory Board.

Teacher Registration Board of the Northern Territory
The Centre is collaborating with the Teacher Registration Board of the Northern Territory to ensure that the professional learning programs enhance professional knowledge, practice and engagement of teachers in the Northern Territory and on the implementation of the Australian Institute for Teaching and School Leadership Australian Professional Standards for Teachers.

Australian Education Union and Independent Education Union
The Centre is committed to working with unions as important stakeholders in the development and delivery of quality leadership and learning development programs. Both the Australian Education Union and the Independent Education Union are members of the Northern Territory Implementation Group for the Australian Professional Standards for Teachers.

An evaluation into the Australian Council for Educational Leaders Project entitled Challenging Environments, Extraordinary Leadership: Leading in complex and dynamic environments was conducted. Stakeholders and participants had the opportunity to contribute commentary on the efficacy of the project.
Tertiary and Research Organisations

Charles Darwin University School of Education

The Centre is working closely with the Charles Darwin University School of Education to ensure that the quality of the programs delivered is equivalent to Master’s standard where applicable. Head of the School, Professor Peter Kell sits on the Centre’s Advisory Board. The Centre and the School of Education are collaborating in the delivery of the Centres for Excellence and on a research agenda.

Australian Centre for Indigenous Knowledges and Education

The Australian Centre for Indigenous Knowledges and Education is a collaborative partnership between Batchelor Institute for Indigenous Tertiary Education and Charles Darwin University. The Centre is exploring possibilities for collaboration around their shared priorities of promoting cultural competence amongst the DECS workforce and in developing Indigenous staff.

Hefei Normal University

Professor Kathryn Moyle joined a delegation of Charles Darwin University staff on a visit to Hefei Normal University in the capital city of Anhui Province in China. The Hefei Normal University has a Teacher Education Research Centre and talks have begun with the Centre to develop joint initiatives in 2013.

Queensland University of Technology

The Centre has two programs they are working collaboratively with the Queensland University of Technology – Learning Communities and Online Professional Learning Resources.

Menzies Centre for Education and Child Development

Menzies is Australia’s leader in Indigenous and tropical health research. Director Alan Cass is the Chair of the Centre’s Advisory Board. Menzies has recently established a Centre for Child Development and Education that is working with the Centre to coordinate a research agenda for school education in the Northern Territory.

Other Expertise

Procurement arrangements are being developed in consultation with Charles Darwin University procurement requirements to offer high quality programs from outside agencies as required.
Research and Development

The Centre coordinates and conducts research that can create an evidence-base for educational leadership, performance management and professional learning policy and practices within the Northern Territory.

**Australian Professional Standard for Principals**

Programs for school principals are being informed by the Australian Professional Standard for Principals. The Leaders’ Conference commenced a ‘meta-conference’ of conversations and events on these themes that spanned the entire year. The meta-conference culminated in a one-day workshop by Michael Fullan on 19 November 2012.

**More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI)**

MATSITI aims to explore and document school leadership approaches and governance models that involve, support and retain local Indigenous educators and community leaders. The research project aims to explore approaches to professional learning and mentoring provided to both Indigenous and non-Indigenous educators to identify and inform future approaches to retain and support educators and community members active in the school education sector.

The Centre’s research project involves documenting and analysing leadership and governance models in four school communities in the Northern Territory where local Indigenous leaders provide the educational leadership.

**Australian Professional Standards for Teachers**

In collaboration with the Teachers Registration Board of the Northern Territory, the Centre conducted a small research project funded by Australian Institute for Teaching and School Leadership. The research piloted the Australian Institute for Teaching and School Leadership Australian Professional Standard for Teachers, in regional and remote locations with early career teachers.

**Higher Education Participation and Partnerships Program**

Charles Darwin University has secured $4.8 million from the Australian Department of Education, Employment and Workplace Relations over three years. The funding will be used to support pathways from school to higher education courses at Charles Darwin University. The Centre has secured funds to undertake the research and evaluation component of this work.

**Charles Darwin University Faculty of Law, Education, Business and Arts 2012 Small Research Grants**

Officers in the Centre have been successful in gaining a Faculty of Law, Education, Business and Arts small research grant for the project: ‘Data-driven Teaching and Questioning in the Classroom’. National Ethics Application Forms have been submitted for this research project.

To ensure that its teaching practice is informed by research is a key priority of the CDU Strategic Plan 2012-2014.

To become a recognised national leader in the tertiary education of Australian Indigenous students, and in the teaching, research and understanding of Indigenous knowledge systems is a key priority of the CDU Strategic Plan 2012-2014.
Publications

The following is a list of 2012 publications by members of the Centre.

Book chapter

Moyle, K. (2013) Aligning practice and philosophy: opening up options for school leaders, in Hai-Je (ed) Open-Source Technologies for Maximizing the Creation, Deployment and Use of Digital Resources and Information, IGI Global, USA

Conference presentations


http://www.slideshare.net/JonMason/icce2012-jon-mason

Research findings

Moyle, K. (2012). Registration Remote: Investigating the support required by urban remote and very remote teachers moving from provisional registration (through achievement of the Graduate career stage) to full registration (through attainment of the Proficient career stage) as part of a nationally consistent teachers registration process, Australian Institute for Teaching and School Leadership


Evaluations

Appendix 1
Professional Learning Programs 2012

In the table below, the Centre programs are mapped to the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals.

Most of the extended professional learning programs also offer opportunities to those wishing to enrol in a Master of Education at Charles Darwin University to gain recognition of credit for the successful completion of the programs they undertake.

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<th>Northern Territory Non-Contestable Programs</th>
<th>Teacher/Principal Standards</th>
<th>Masters</th>
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<tr>
<td></td>
<td>Grad</td>
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<td>School Leadership Development Programs</td>
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<td>• Preparation for School Leadership for Teachers</td>
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<td>• Teacher Orientation: Arriving and Thriving in the Territory</td>
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<td>• Highly Accomplished and Lead Teacher</td>
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Grad = Graduate  Prof = Proficient  HA = Highly Accomplished  L = Lead Teacher  Princ = Principal

* Provides credits toward a Master in Education at Charles Darwin University, as well as Master in Educational Leadership at Edith Cowan University and University of Western Australia

* Participants are encouraged to enrol in a post-graduate program of study and to structure their action research project within that post-graduate qualification’s requirement.
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Building the capacity of educators to improve outcomes for students

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