AISNSW EDUCATION RESEARCH SYMPOSIUM 2023

Fostering Evidence Enriched Cultures

📅 20 September 2023
📍 AISNSW Conference Centre
#AISNSWEvidence
# AISNSW Education Research Symposium 2023

## Program:

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<th>Time</th>
<th>Event</th>
<th>Speakers</th>
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<tr>
<td>9:00am</td>
<td>Welcome</td>
<td>Tiffany Roos&lt;br&gt;Director: The Evidence Institute&lt;br&gt;AISNSW</td>
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<td>9:15am</td>
<td>Opening Keynote: Building Research Literacy in Education</td>
<td>Dr Nicole Mockler&lt;br&gt;Professor of Education&lt;br&gt;The University of Sydney</td>
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<td>10:30am</td>
<td>MORNING TEA</td>
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<td>11:00am</td>
<td>MASTERCLASS SESSIONS</td>
<td>School-based research: How to begin&lt;br&gt;Dr Shani Hartley&lt;br&gt;Senior Research Specialist&lt;br&gt;AISNSW</td>
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<td>Actionable opportunities: Analysing and evaluating evidence&lt;br&gt;Dr Kimberley Pressick-Kilborn&lt;br&gt;Director of Research (P-12)&lt;br&gt;Trinity Grammar School</td>
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<td>De-implementation: Shining a light&lt;br&gt;Danielle Toon&lt;br&gt;Director, Evidence for Learning&lt;br&gt;Social Ventures Australia</td>
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<td>1:00pm</td>
<td>LUNCH</td>
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<td>1:45pm</td>
<td>Next steps: Building Culture and Planning for Practice&lt;br&gt;Panel Discussion&lt;br&gt;Chair: Prof Mary Ryan&lt;br&gt;Executive Dean, Faculty of Education and Arts&lt;br&gt;Australian Catholic University</td>
<td>Panelist information to be confirmed</td>
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<td>2:00pm</td>
<td>Closing Keynote: Connecting to Context</td>
<td>Dr Rob Loe&lt;br&gt;Director of Research and Learning Innovation&lt;br&gt;The Scots College</td>
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<td>3:20pm</td>
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Opening Keynote
Building Research Literacy in Education

ABSTRACT
Why should we build teacher research literacy and how do we do it? What actually constitutes research evidence in education?

There is a large volume of research relevant to the work of teachers and leaders in schools. At the same time, there is often confusion about what is relevant and high quality, and how to engage with the research so it becomes evidence to support good teaching and learning.

This keynote will consider how teachers and leaders can interact effectively with research and data to find the ‘gems’ in the commonly accepted narratives of ‘what works’. It will explore how this can help schools engage authentically with evidence of good practice in ways that are relevant to their context and circumstances.

Dr Nicole Mockler
PROFESSOR OF EDUCATION
SCHOOL OF EDUCATION AND SOCIAL WORK
UNIVERSITY OF SYDNEY

Dr Nicole Mockler is Professor of Education within the Sydney School of Education and Social Work, and Visiting Fellow at Harris Manchester College at the University of Oxford. She has a background in secondary school teaching and teacher professional learning and in the past has held senior leadership roles in secondary schools. She was awarded her PhD in Education at the University of Sydney in 2008, and also holds a Master of Arts in History/Gender Studies and a Master of Science in Applied Statistics. Nicole’s research interests are in the areas of teachers’ work and professional learning, education policy and politics; and curriculum and pedagogy.

Nicole has co-authored and edited 15 books, including Constructing Teacher Identities: How the Print Media Defines and Represents Teachers’ Work (Bloomsbury, 2022), and Teacher Professional Learning in an Age of Compliance: Mind the Gap (Springer, 2009, with Susan Groundwater-Smith). She has authored over 75 other peer reviewed publications, and, individually and as a member of research teams, has been the recipient of over $1.5m in research funding, including two Australian Research Council grants. Nicole was Editor in Chief of The Australian Educational Researcher from 2017 to 2022, and Associate Editor of both Teaching and Teacher Education and Critical Studies in Education from 2014 to 2016. She is a member of the Editorial/International Advisory Board of several other prominent scholarly journals, including the British Educational Research Journal and Professional Development in Education. She is a member of the University of Sydney Human Research Ethics Committee and an Advisory Board Member of the Centre for Teachers and Teaching Research at the Institute of Education, University College London. In 2022 she was the recipient of the Australian Council for Educational Leadership Dr Paul Brock Memorial Medal.

Find out more about Professor Nicole Mockler >
Masterclass Presenter

School-based research: How to begin

ABSTRACT

Have you noticed something you’d like to do differently at your school, but weren’t quite sure how or where to begin? This practical masterclass will guide you through an evidence informed approach for engaging in research and how it can improve teacher practice, student outcomes and broader aspects of school education.

The focus will include a consideration of research that can be conducted by teachers at a class, subject, cohort level, or more broadly across the school community. This masterclass will provide a dynamic, interactive experience where you will arrive with questions and leave with a plan.

Dr Shani Hartley

SENIOR RESEARCH SPECIALIST
AISNSW

Dr Shani Hartley has considerable experience in education as a teacher in schools and universities, and as a facilitator of professional learning for teachers. She has a strong desire to improve school education through research informed practice and is particularly interested in the development of students’ critical thinking and problem solving. Her research has focused on curriculum and pedagogy and her PhD examined school-developed curriculum in the form of enterprise education.

Since joining AISNSW, Shani has collaborated with a variety of schools and academic organisations, leading and support research. Shani facilitates a number of courses at AISNSW, including Growing Evidence Informed Practice, Using Evidence to Enhance Classroom Practice and Data for Education: Interpreting and Telling the Story. She commits considerable time to schools, assisting them in growing and supporting research knowledge and practice.

For more information about the ways in which Shani can assist you and your schools >
Masterclass Presenter

Actionable opportunities: Analysing and evaluating evidence

ABSTRACT

Do you engage with academic research, undertake research in your school or analyse student data but are unsure you are heading down the right path? This workshop will help guide you on how to practically bring these elements together within your everyday practice. It will consider targeted processes for embedding and translating research into actionable opportunities that will support your own teaching, but also deepen how you engage with colleagues, students and your broader school community.

Dr Kimberley Pressick-Kilborn

DIRECTOR OF RESEARCH (P-12)
TRINITY GRAMMAR SCHOOL

Dr. Kimberley Pressick-Kilborn started her career as a primary teacher. After working as a casual academic and research assistant, in 2004 she took up a tenured academic position in Teacher Education at the University of Technology Sydney (UTS). She completed her PhD in 2010, with a focus on student interest in primary science and technology learning. Highlights in Kimberley’s time at UTS included accompanying preservice teachers on international professional experiences in Samoa and Bhutan, as well as opportunities to collaborate in leading externally funded research evaluations of science education initiatives. She held external engagement and school partnership roles in the School of International Studies and Education during her tenure. In 2021, Kimberley returned to the independent school sector, working as a primary teacher and Deputy Head of Junior School at Newington College before being appointed Director of Research (P-12) at Trinity Grammar School in 2023. She is an Honorary Industry Fellow at UTS.

Find out more about Dr Kimberley Pressick-Kilborn >
Masterclass Presenter
De-implementation: Shining a light

ABSTRACT
Engaging with new ideas to enhance teacher practice and student learning is common and important in schools. But do you understand their impact and are you able to let things go that are no longer as impactful? This workshop will engage with practical steps and strategies for doing just that - de-implementation. It will draw on your existing skills of managing change and analysing evidence and data of impact. You will be guided on how to use this to its greatest effect in thinking about, and leading, a change process that gives educators the time and energy to focus on what matters most.

Danielle Toon
DIRECTOR, EVIDENCE FOR LEARNING
SOCIAL VENTURES AUSTRALIA

Danielle Toon is the Director of Evidence for Learning and is responsible for Evidence for Learning’s strategy, products, projects and partnerships.

Danielle has twenty years’ experience in strategy, policy, research, design and implementation projects for schools, early learning providers, for-purpose organisations, education systems and large corporations. Danielle was a consulting expert to an OECD study on teacher preparation, and has managed a global project on teacher training for Learning First in partnership with the Bill & Melinda Gates Foundation. Prior to this, Danielle led an Indigenous education reform organisation and worked in remote primary schools, advised on education policy for state and federal governments, and was a managing consultant for IBM Global Business Services.

Danielle holds a Masters in Instructional Leadership from the Melbourne Graduate School of Education and a first class honours degree from the University of New South Wales in Business and Technology.

Find out more about Danielle Toon >
Closing Keynote
Connecting to Context: The Power of Relationships

ABSTRACT
The way we perceive how research can be used in schools, and the barriers or enablers
to do so, are often discussed in relation to context. In this closing keynote address,
Dr Rob Loe will interrogate these assumptions. He will explore the way people are
organised and structured in schools, and the impact of the interpersonal. What role
does the human and our relationships have on the ability to effectively engage with and
use research to inform practice within different school contexts? What is the role of the
curriculum, the structural and the relational on fostering evidence-enriched cultures in
schools?

Dr Rob Loe
DIRECTOR OF RESEARCH AND LEARNING INNOVATION
THE SCOTS COLLEGE

Dr Rob Loe is the former Group CEO of the Relationships Foundation in England. He
joined in 2013 to found Relational Schools, having worked as a teacher and senior
school leader for over a decade. He studied Education at Cambridge University where
he pursued areas of specialisation such as schooling and exclusion, the family and
community dimensions of social exclusion and school improvement and effectiveness.
Having completed a doctorate in 2015, he now researches, writes and speaks on the
importance of fostering positive relationships between key stakeholders in schools.
Having moved to Australia in mid-2020, he worked for a peak association as a leadership
coach and specialist in organisational culture and community development. Rob is
currently the Director of Research and Learning Innovation at The Scots College in
Sydney.