

# Conference Agenda

## Session Overview

**Date: Sunday, 09/Feb/2025**

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<b>9:00am</b>	<b>ICSEI Board Meeting: Closed Session</b>
-	Location: <b>Level 9 (Faculty of Ed Bldg)</b>
<b>3:00pm</b>	

**Date: Monday, 10/Feb/2025**

8:00am - 5:00pm	<b>Registration</b>				
9:00am - 12:00pm	<b>Early Career Forum</b> Location: <b>Room 108 (Faculty of Ed Bldg)</b> Chair: <b>Asmaa Alfadala</b>	<b>Masterclass - Integrating AI in Education: Where Are We? Where Do We Want to Go?</b> Location: <b>Room 107 (Faculty of Ed Bldg)</b> Presenters: Jo Blannin, Mike Phillips and Carlo Perrotta	<b>Masterclass - Reigniting the Culture of Teaching: From Workaday Collaboration to Uplifting Innovation</b> Location: <b>Room 105 (Faculty of Educ. Bldg)</b> Presenters: Andy Hargreaves and Pasi Sahlberg	<b>Masterclass - Researching Successful School Leadership</b> Location: <b>Room 106 (Faculty of Ed Bldg)</b> Presenters: David Gurr, Helen Goode and Berni Moreno	<b>Masterclass - School Belonging in Action</b> Location: <b>Room 109 (Faculty of Ed Bldg)</b> Presenters: Kathryn Riley, Kelly-Ann Allen and Mohammed Elmeski
12:00pm - 1:00pm	<b>Lunch</b> On your own; lunch will not be provided. There are a variety of nearby options from which to choose.				
12:00pm - 2:00pm	<b>Network Coordinator Meeting: Closed Session</b>				
1:00pm - 4:00pm	<b>Masterclass - Leading Change Through Strategic Design</b> Location: <b>Room 105 (Faculty of Educ. Bldg)</b> Presenter: Glenn C. Savage	<b>Masterclass - Leading Renewal of Finnish Education Through Collaborative Networks: Current Issues and future prospects</b> Location: <b>Room 107 (Faculty of Ed Bldg)</b> Presenters: Tarja Tuomainen and Peter Johnson (in collaboration with team of local education leaders)	<b>Masterclass - Rethinking Assessment in Education</b> Location: <b>Room 108 (Faculty of Ed Bldg)</b> Presenters: Bill Lucas and Sandra Milligan	<b>Masterclass - Using Research Well in Practice</b> Location: <b>Room 106 (Faculty of Ed Bldg)</b> Presenters: Mark Rickinson, Jo Gleeson and Blake Cutler	
2:00pm - 4:00pm	<b>Welcome to ICSEI: An Introduction to the ICSEI Networks and Community</b> Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b> Chairs: Paul Campbell and Melanie Ehren				
4:00pm - 4:30pm	<b>Afternoon Tea</b>				
4:30pm - 6:00pm	<b>Welcome to Country &amp; Opening Keynote</b> Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b> Keynote Speaker: Jim Watterston, University of Melbourne				
6:00pm - 7:00pm	<b>Welcome Reception</b>				

Date: Tuesday, 11/Feb/2025

<p>8:00am - 5:00pm</p>	<p><b>Registration</b></p>		
<p>8:30am - 9:30am</p>	<p><b>MD1: Morning Dialogue: Martin Westwell</b> Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b> Morning Dialogue with Martin Westwell &amp; Anam Javed</p>		
<p>9:30am - 11:00am</p>	<p><b>LIW02.P1.EL: Leading Innovation Workshop</b> Location: <b>Room 453 (Arts West) [Tues, Wed, Fri]</b></p> <p><b>Visionary Leadership Across Three Continents: Transforming Traditional Schools into Modern Learning Hubs</b> <u>Janina Beigel</u><sup>1</sup>, <u>Anne Sliwka</u><sup>1</sup>, <u>Brandy Yee</u><sup>2</sup>, <u>Yuan Wang</u><sup>1</sup>, <u>Eunice Yin-Yung Chiu</u><sup>1</sup> 1: Heidelberg University, Germany; 2: California Lutheran University</p>	<p><b>LIW03.P1.EL: Leading Innovation Workshop</b> Location: <b>Room 454 (Arts West) [Tues-Fri]</b></p> <p><b>Redefining Leadership And Leadership Development In Education For Uncertain Times: Resilient Leadership In Action</b> <u>Heather De Blasio</u> Wilderness School, Australia</p>	<p><b>LIW04.P1.PLN: Leading Innovation Workshop</b> Location: <b>Room 553 (Arts West) [Tues, Thurs, Fri]</b></p> <p><b>Productive Integration of AI and Systematic Collaborative Inquiry: The Power of Improvement Science for Educational Innovation</b> <u>Xiu Cravens</u><sup>1</sup>, <u>Erin Henrick</u><sup>1</sup>, <u>Alyssa Wise</u><sup>1</sup>, <u>Peiyong Chen</u><sup>2</sup>, <u>Hairon Salleh</u><sup>3</sup> 1: Vanderbilt University, United States of America; 2: National Taiwan Normal University; 3: National Institute of Education of Singapore</p>
<p><b>P02.P1.CR: Paper Session</b> Location: <b>Room 354 (Arts West) [Tues-Fri]</b></p> <p><b>The Role of Research Experience and Motivation in PhD Students' Well-Being, A Perspective From Job Demands-Resources Theory</b> <u>Wendan XU</u>, <u>Junjun Chen</u> The Education University of Hong Kong, Hong Kong S.A.R. (China)</p>	<p><b>P03.P1.EL: Paper Session</b> Location: <b>Room 256 (Arts West) [Tues-Thurs]</b></p> <p><b>The Prescience Of Australian Flexi School Leadership For Future Faith-based School Leadership In Australia</b> <u>Adam John Taylor</u> University of Melbourne, Australia</p>	<p><b>P04.P1.EL: Paper Session</b> Location: <b>Room 561 (Arts West) [Tues-Fri]</b></p> <p><b>Principals and Middle Leaders engaging in School Improvement: Case studies from New Zealand and Hong Kong</b> <u>Frauke Meyer</u><sup>1</sup>, <u>Chu Sing Maxwell HO</u><sup>2</sup>, <u>Kylie Lipscombe</u><sup>3</sup>, <u>Darren Bryant</u><sup>4</sup> 1: University of Auckland, New Zealand; 2: The Education University of Hong Kong; 3: University of Wollongong; 4: Curtin University</p>	
<p><b>Assessing the Impact of COVID-19 on Cognitive Development in Primary School Children: A Study from Burgenland, Austria</b> <u>Katja Scharenberg</u><sup>3</sup>, <u>Wolfram Rollett</u><sup>2</sup>, <u>Thomas Leitgeb</u><sup>1</sup> 1: University College of Teacher Education, Austria; 2: University of Oldenburg, Germany; 3: Ludwig Maximilian University Munich, Germany</p>	<p><b>Understanding Distributed Leadership in Muslim Societies: A Meta-Synthesis</b> <u>Yara Hilal</u><sup>1</sup>, <u>Waheed Hammad</u><sup>2</sup>, <u>Sedat Gümüş</u><sup>3</sup> 1: University of Sydney, Australia; 2: Sultan Qaboos University; 3: The Education University of Hong Kong</p>	<p><b>Principals Supporting Middle Leaders Engagement in School Improvement: Hong Kong Case Studies</b> <u>Darren A. Bryant</u><sup>1</sup>, <u>Maxwell C. S. Ho</u><sup>2</sup>, <u>Kylie Lipscombe</u><sup>3</sup>, <u>Frauke Meyer</u><sup>4</sup> 1: Curtin University, Australia; 2: Education University of Hong Kong; 3: University of Wollongong; 4: University of Auckland</p>	
	<p><b>A Collaborative Principal Support Network Model: lessons learned from state-sponsored education reform in California</b> <u>Christina Murdoch Mills</u> University of California, Davis, United States of America</p>	<p><b>Leading Pedagogy and Wellbeing Collectively in Schools</b> <u>Christine Grice</u>, <u>Fiona Davies</u> The University of Sydney, Australia</p>	
	<p><b>: Data-Informed Focus For Community Engagement In School Revitalisation: Three Australian Principals' Stories</b> <u>Dorothy Andrews</u><sup>1</sup>, <u>Joan Conway</u><sup>2</sup> 1: University of Southern Queensland, Australia; 2: University of Southern Queensland, Australia</p>	<p><b>Middle-Tier Management Role in Supporting Teaching and Learning: Perspectives from Two Districts in South Africa</b> <u>Pinkie Euginia Mthembu</u><sup>1</sup>, <u>Thamsanqa Thulani Bhengu</u><sup>2</sup> 1: University of Witwatersrand, South Africa; 2: University of KwaZulu-Natal, South Africa</p>	
<p><b>P05.P1.PL: Paper Session</b> Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b></p> <p><b>University/school Partnerships that Support Teacher and Student Self-Regulated Learning</b> <u>Leyton Schnellert</u> University of British Columbia</p> <p><b>: The Pivotal Role of Knowledge Brokering in Teacher-Leaders' Professional Learning</b> <u>Sharon Friesen</u>, <u>Barbara Brown</u> University of Calgary, Canada</p> <p><b>Professional Learning for Improving Teaching Practices and Student Outcomes at Scale Via a Sustained</b></p>	<p><b>P36.P1.3P: Paper Session</b> Location: <b>Room 456 (Arts West) [Tues-Fri]</b></p> <p><b>Housing Affordability And The Teacher Shortage: Evidence From Australian Cities</b> <u>Scott Facott</u> UNSW Sydney, Australia</p> <p><b>Associate Teaching Post-Pandemic: A Survey on Successes and Emerging Challenges</b> <u>Brandon Dickson</u><sup>1</sup>, <u>Lindy Amato</u><sup>2</sup>, <u>Richard Barwell</u><sup>3</sup>, <u>Donna Kotsopoulos</u><sup>1</sup>, <u>Waybe Melville</u><sup>4</sup> 1: Western University Faculty of Education, Canada; 2: Ontario Teachers' Federation, Canada; 3: University of Ottawa Faculty of</p>	<p><b>S01.P1.3P: Symposium</b> Location: <b>Room 253 (Arts West) [Tues-Fri]</b></p> <p><b>School Leaders Reconceptualising School Leadership With Each Other, For Each Other</b> <i>Chair(s):</i> <u>Pat Thomson</u> (University of Nottingham) <i>Discussant(s):</i> <u>Andrew Hargreaves</u> (Boston College); <a href="mailto:andrew.hargreaves@bc.edu">andrew.hargreaves@bc.edu</a></p> <p><i>Presentations of the Symposium</i></p> <p><b>The Illuminating Principal Practice Research Project</b> <u>Chris Dolan</u>; <a href="mailto:Chris.Dolan@unisa.edu.au">Chris.Dolan@unisa.edu.au</a> University of South Australia</p> <p><b>Reconceptualising The Principal Role-Bringing Professional Capital To</b></p>	

<p><b>School System-university Partnership: Understanding the Mechanisms of Change.</b>  <b>Kathryn Holmes, Wayne Sawyer</b>                  Western Sydney University, Australia</p>	<p>Education, Canada; 4: Lakehead University Faculty of Education, Canada</p> <p><b>Work Hard; Play Hard, Drink Hard Remote Places, Remote Voices: An Exploration of Female Teachers' Experiences Living and Working in a Regional Mining Town in Western Australia.</b>  <b>Kirsten Lambert</b>                  Murdoch University, Australia</p> <p><b>Exploring Moroccan EFL Teachers' Practices in the Wake of the COVID-19 Pandemic: Lessons Learned</b>  <b>Adil Bentahar<sup>1</sup>, Mohammed Elmeski<sup>2</sup></b>                  1: University of Delaware, USA; 2: The Nordic Center for Conflict Transformation, Morocco</p>	<p><b>Policy And Reform</b>  <b>Jayne Heath<sup>1</sup>, Phil O'Loughlin<sup>2</sup>;</b>                  jayne.heath@saspa.com.au, chiefexecutive@sassla.au  <sup>1</sup>South Australian Secondary Principals Association, <sup>2</sup>South Australian State School Leaders Association</p> <p><b>Principal Associations As Policy Actors: The Case Of SASPA-SASSLA's Rethinking And Redesigning The Role Of The Principal.</b>  <b>Peter Mader;</b> made0033@flinders.edu.au                  Flinders University</p>
<p><b>S02.P1.DU: Symposium</b>                  Location: <b>Room 353 (Arts West) [Tues-Fri]</b></p> <p><b>Navigating Stakeholders' Readiness for Evidence-Informed Change: Opportunities and Challenges of different forms of Feedback in Redefining Education</b>  <i>Chair(s): Emma Strating (University of Applied Sciences Utrecht)</i>  <i>Discussant(s): Kristin Vanlommel (University of Applied Sciences Utrecht); kristin.vanlommel@hu.nl</i></p> <p><i>Presentations of the Symposium</i></p> <p><b>Understanding the Variety of Student Voice Approaches within the Classroom: A Systematic Review</b>  <b>Emma Strating<sup>1</sup>, Kristien Vanlommel<sup>1</sup>, Marjan Vermeulen<sup>2</sup>;</b> emma.strating@hu.nl  <sup>1</sup>University of Applied Sciences Utrecht, <sup>2</sup>Open University</p> <p><b>Unlocking Tomorrow's Classrooms: Attitudes and Motivation towards Data-based Decision-Making in Teacher Education</b>  <b>Iris Decabooter<sup>1</sup>, Ariadne Warmoes<sup>2</sup>, Els Consuegra<sup>3</sup>, Katrien Struyven<sup>1</sup>;</b> ariadne.warmoes@vub.be  <sup>1</sup>Hasselt University, <sup>2</sup>Vrije Universiteit Brussel, <sup>3</sup>Vrije Universiteit Brussel</p>	<p><b>S03.P1.EL: Symposium</b>                  Location: <b>Room 555 (Arts West) [Tues-Thurs]</b></p> <p><b>Context, Leadership and school Success: Australian Suburban, Rural and Remote Cases from the ISSPP</b>  <i>Chair(s): David Gurr (The University of Melbourne), Berni Moreno (The University of Melbourne)</i>  <i>Discussant(s): Lawrie Drysdale (The University of Melbourne), Helen Goode (The University of Melbourne); drysdale@unimelb.edu.au</i></p> <p><i>Presentations of the Symposium</i></p> <p><b>Leading a Government Primary School in Regional Victoria</b>  <b>Christopher Hudson;</b> christopher.hudson2@federation.edu.au                  Federation University</p> <p><b>Leading a Catholic Primary School in Outer Suburban Melbourne, Victoria</b>  <b>Christopher Reed;</b> creed@vcea.catholic.edu.au                  Victorian Catholic Education Authority</p> <p><b>Leading a Government Primary/Secondary School in the Remote Northern Territory</b>  <b>Klate McFarlane;</b> klatem@student.unimelb.edu.au                  The University of Melbourne,</p>	<p><b>S31.P1.EL: Symposium</b>                  Location: <b>Room 356 (Arts West) [Tues, Thurs]</b></p> <p><b>Developing middle leaders</b>  <i>Chair(s): Pauline Thompson (The University of Melbourne)</i>  <i>Presentations of the Symposium</i></p> <p><b>Aspiring leaders: Dispositions, Capabilities and Practices</b>  <b>Rob Sbaglia, Pauline Thompson, Helen Stokes;</b> robert.sbaglia@unimelb.edu.au                  The University of Melbourne</p> <p><b>Empowering Change: The Role of Middle Leaders in Malaysian School Transformation</b>  <b>Donnie Adams<sup>1</sup>, Jayanti Sothinathan<sup>2</sup>;</b> donnie.adams@unimelb.edu.au  <sup>1</sup>The University of Melbourne, <sup>2</sup>The University of Malaya</p> <p><b>Using an Action Research Model to Support Middle Leaders to Lead a Program of Change.</b>  <b>Helen Stokes;</b> h.stokes@unimelb.edu.au                  The University of Melbourne</p>
<p>11:00am - 11:30am</p>	<p>Morning Tea</p>	
<p>11:30am - 1:00pm</p>	<p><b>LIW06.P2.3P: Leading Innovation Workshop</b>                  Location: <b>Room 256 (Arts West) [Tues-Thurs]</b></p> <p><b>An International Collaboration – Making sense of past reforms in current times.</b>  <b>Dave Runge<sup>1</sup>, Tom Sexton<sup>2</sup>, Jean Claude Couture<sup>3</sup>, Penelope Stiles<sup>3</sup></b>                  1: Future Schools; 2: Catholic Education Ballarat; 3: Alberta University</p>	<p><b>LIW07.P2.EL: Leading Innovation Workshop</b>                  Location: <b>Room 356 (Arts West) [Tues, Thurs]</b></p> <p><b>Empowering Educators: AI for Hyper-Personalised Learning and Educational Transformation</b>  <b>Christopher Bush<sup>1,2</sup></b>                  1: TransformED, Australia; 2: Department of Education</p>
<p><b>LIW22.P2.EL: Leading Innovation Workshop</b>                  Location: <b>Room 453 (Arts West) [Tues, Wed, Fri]</b></p> <p><b>International Perspective on Ethical Leadership in Education for Sustainable Change</b>  <b>Brandy Janelle Yee<sup>1</sup>, Dianne Lynn Yee<sup>2</sup></b>                  1: California Lutheran University, California, United States of America; 2: Western University, Ontario, Canada</p>	<p><b>P06.P2.DU: Paper Session</b>                  Location: <b>Room 354 (Arts West) [Tues-Fri]</b></p> <p><b>Exploring the Integration of AI in Academic Writing Through Critical Posthumanism</b>  <b>Youmen Chaaban</b>                  Qatar University, Qatar</p> <p><b>Development of an International Baccalaureate Model for Formative</b></p>	<p><b>P07.P2.EC: Paper Session</b>                  Location: <b>Room 454 (Arts West) [Tues-Fri]</b></p> <p><b>Language – A Key to Belonging? Policy Intentions to Promote Children's Belonging in ECEC</b>  <b>Kristina Westlund</b>                  City of Malmö/Kristianstad University, Sweden</p> <p><b>Redefining Educational Assessment: Exploring Task Motivation for</b></p>

	<p><b>Assessment to Optimise Curriculum Implementation</b>  <b>Fabienne Michelle van der Kleij<sup>1</sup>, Vanessa Scherman<sup>2</sup></b>                      1: Australian Council for Educational Research, Australia; 2: International Baccalaureate, the Hague</p> <p><b>Afraid of Losing Control? Exploring the Role of Self- and Co-Regulation with Process Data in Student-AI Interactions</b>  <b>Suijing Yang</b>                      Australian Council for Educational Research, Australia</p> <p><b>Forms and Effects of Student Participation in the Use of Data</b>  <b>Kim Schildkamp<sup>1</sup>, Cindy Poortman<sup>1</sup>, Mette Marit Jenssen<sup>2</sup>, Hilde Forfang<sup>2</sup>, Myrthe Lubbers<sup>3</sup></b>                      1: University of Twente/Inland Norway University of Applied Sciences, Netherlands, The; 2: Inland Norway University of Applied Sciences/SePU; 3: University of Twente</p>	<p><b>Continued Interest in Reading and Learning</b>  <b>Bente Rigmor Walgermo, Njål Foldnes, Per Henning Uppstad</b>                      University in Stavanger, Norway</p> <p><b>The Role of Music in Preschools – Taking the Temperature in Malmö, Sweden</b>  <b>Jens Ideland, Camilla Jonasson</b>                      Municipality of Malmö (Sweden), Sweden</p> <p><b>Full-day Kindergarten and Early Literacy Growth</b>  <b>Yongmei Ni, Andrea Rorrer, Bill Altermatt, Annie Barton, Emily McDowell</b>                      university of utah, United States of America</p>
<p><b>P08.P2.EL: Paper Session</b>                      Location: <b>Room 555 (Arts West) [Tues-Thurs]</b></p> <p><b>A Cross cultural redefinition of instructional and transformational leadership to drive school improvement in a Global South: OAAAQA Contextually Aligned Approach for the Inspection of Leadership in Oman's Schools.</b>  <b>Mohammed Al Alawi</b>                      Oman Authority for academic accreditation and Quality Assurance of Education, Oman</p>	<p><b>P09.P2.MR: Paper Session</b>                      Location: <b>Room 456 (Arts West) [Tues-Fri]</b></p> <p><b>Pathways to Gender Equity in Latin America and the Caribbean: A Comparative Analysis of System-Level Trends in Mathematics Gender Gaps using PISA Data</b>  <b>Lorena Ortega<sup>1</sup>, Álvaro Romero<sup>1</sup>, Matías Montero<sup>1,2</sup>, Macarena Silva<sup>1</sup>, Catalina Canals<sup>3</sup>, Alejandra Mizala<sup>1,4</sup></b>                      1: CIAE, Instituto de Estudios Avanzados en Educación (IE), Universidad de Chile, Chile; 2: Department of Education, University of Oxford, United Kingdom; 3: Institute of Social Sciences, Universidad de O'Higgins, Chile; 4: Centro de Economía Aplicada, Departamento de Ingeniería Industrial, Universidad de Chile, Chile</p>	<p><b>P10.P2.CRI: Paper Session</b>                      Location: <b>Room 561 (Arts West) [Tues-Fri]</b></p> <p><b>Women of Resilience: A Qualitative Case Study Examining the Emotional Labor and Resiliency of Female Native American Educational Leaders</b>  <b>Sarah Anne Ruff</b>                      Baylor University, United States of America</p>
<p><b>School Improvement in Germany: What Do School Leaders Actually Think?</b>  <b>Eunji Lee, Esther Dominique Klein</b>                      Technical University Dortmund, Germany</p>	<p><b>Multidimensional Evaluation of Schools for Systematic Improvement: Lessons from Charter Authorizing</b>  <b>Matthew Thomas Missias, Leah Breen</b>                      Grand Valley State University, United States of America</p>	<p><b>Culturally Affirming Education Preparation: Perceptions of Graduate Students of Color</b>  <b>Jacob Easley II<sup>1</sup>, Karen Ramlackhan<sup>2</sup></b>                      1: Xcelerated Excellence Consulting, United States of America; 2: University of South Florida</p>
<p><b>The Effectiveness of Enabling Transformational Change Across a School District</b>  <b>Gregory Bass<sup>1</sup>, Sharon Friesen<sup>2</sup></b>                      1: Calgary Academy, Canada; 2: University of Calgary, Canada</p>	<p><b>Confronting Educational Inequality: Promoting Diversity and Inclusion through Social Space-Oriented School Development</b>  <b>Matthias Forell<sup>1</sup>, Jakob Schuchardt<sup>2</sup></b>                      1: Universität Hamburg, Germany; 2: Ruhr-Universität Bochum</p>	<p><b>„Let Me Do My Work As I Did Before I Came out“ – Experiences Of Queer Teachers</b>  <b>Mario Mallwitz</b>                      Osnabrück University, Germany</p>
<p><b>Responsive School Leadership: Improving Schools by Consulting Students' and Teachers' Voices for Policy and Practice Development</b>  <b>Tasneem Amatullah<sup>1</sup>, Ieda Santos<sup>1</sup>, Nigel Davis<sup>2</sup>, Ellie Edgar<sup>2</sup>, Morgan Whitfield<sup>3</sup>, Claudine Habak<sup>1</sup>, Michael Melkonian<sup>4</sup>, David Pedder<sup>1</sup></b>                      1: Emirates College for Advanced Education, United Arab Emirates; 2: The British School Al Khubairat; 3: Amity School Abu Dhabi; 4: Ministry of Education</p>		
<p><b>POS1.P2.Mult: Poster Session</b>                      Location: <b>Ground Floor Foyer (Arts West)</b></p> <p><b>Reimagining Teacher Education</b>                      Chair(s): <b>David Turner</b> (Southern Cross University)                      Discussant(s): <b>David Turner</b> (Southern Cross University), <b>Lana McCarthy</b> (Southern Cross University); <a href="mailto:david.turner@scu.edu.au">david.turner@scu.edu.au</a></p> <p><i>Presentations of the Symposium</i></p> <p><b>Reimagining the Teaching School</b></p>	<p><b>S04.P2.EL: Symposium</b>                      Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b></p> <p><b>Gender Equity and School Leadership: Insights from the Global South</b>                      Chair(s): <b>Nicola Sum</b> (Monash University (Australia))</p> <p><i>Presentations of the Symposium</i></p> <p><b>Gender in School Leadership Roles</b></p>	<p><b>S05.P2.EL: Symposium</b>                      Location: <b>Room 253 (Arts West) [Tues-Fri]</b></p> <p><b>Leadership for Empowering Citizens in Challenging Times – Focus: Organizational Resilience</b>                      Chair(s): <b>Paul Campbell</b> (The Education University of Hong Kong)                      Discussant(s): <b>Esther Dominique Klein</b> (TU Dortmund University); <a href="mailto:dominique.klein@tu-dortmund.de">dominique.klein@tu-dortmund.de</a></p> <p><i>Presentations of the Symposium</i></p>

**David Turner<sup>1</sup>, Michele McDonald<sup>2</sup>**;  
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<sup>1</sup>Souther Cross University, <sup>2</sup>Diocese of Lismore Catholic Schools Reimagining the Teaching School

**Reimagining Initial Teacher Education and The Third Space**

**Paul Milgate**;  
[paul.milgate@lism.catholic.edu.au](mailto:paul.milgate@lism.catholic.edu.au)  
 Diocese of Lismore Catholic Schools

**The Teaching School and Teacher Professional Learning**

**Lana McCarthy<sup>1</sup>, Tom Casey<sup>2</sup>, Jacqueline Faulkner<sup>2</sup>**; [iana.mccarthy@scu.edu.au](mailto:iana.mccarthy@scu.edu.au),  
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[jacquif@salc.qld.edu.au](mailto:jacquif@salc.qld.edu.au)  
<sup>1</sup>Southern Cross University, <sup>2</sup>St Andrews Lutheran College

**Exploring Teacher Wellbeing At The Only Dalton School In Australia**

**Pascale Drever**  
 UNSW, Australia

**Leadership in Motion: New Partnerships Shaping the Future of Teacher Education?**

**Ann-Therese Nomerstad**  
 Inland Norway University of Applied Sciences, Campus Hamar, Norway

**Professional Learning - Flexi Schools**

**Dale Murray<sup>1</sup>, Kitty te Riele<sup>2</sup>**  
 1: Life Without Barriers; 2: UTAS

**Leading Teacher to Well-being: Insights from Mindfulness Interventions**

**Yingxiu Li, Junjun Chen**  
 The Education University of Hong Kong, Hong Kong S.A.R. (China)

**Child-Centred Education In Finnish Schools In The Past And Present – In Future?**

**Tarja Tuomainen, Kristiina Järvelä, Peter Johnson**  
 Edita Oppiminen Oy/OPPIVA Network, Finland

**Becoming, Being and Growing as Teachers in Chinese Higher Vocational Institutes**

**Yunru Liu**  
 UNSW, Australia

**Collaborative Study on School Improvement to Prevent School Refusal through Partnerships among Educational Administration, Schools, Researchers, and Businesses**

**Shun Ito, Eita Suzuki, Hisanao Sakakihara, Yuko Kadoshita, Hiromi Kotani, Masafumi Aizawa**  
 Kyoto University of Education, Japan

**Identifying Complex Leadership Constraints in Mitigating the Long-term Impact Of COVID-19 Learning Deficits on Catholic Diocesan Schools in Pakistan**

**Venesser Fernandes**  
 Monash University, Australia

**Gautam Anand<sup>1</sup>, Dewi Susanti<sup>1</sup>, Jean-Baptiste M.B. Sanfo<sup>2</sup>**;  
[gautam@globalschoolleaders.org](mailto:gautam@globalschoolleaders.org)  
<sup>1</sup>Global School Leaders, <sup>2</sup>Institute of Promotion of General Education, The University of Shiga Prefecture

**Addressing the Gender Gap: Factors Influencing Women's Underrepresentation in School Leadership Roles in Ghana**

**Sonakshi Sharma<sup>1</sup>, Madiha Sayani<sup>2</sup>, Dewi Susanti<sup>2</sup>, Gopal Iyer<sup>2</sup>**; [sosharma@unicef.org](mailto:sosharma@unicef.org),  
[dewi@globalschoolleaders.org](mailto:dewi@globalschoolleaders.org)  
<sup>1</sup>UNICEF Innocenti, <sup>2</sup>Global School Leaders

**Gender Equity Initiatives in School Leadership: Lessons from Telangana, India**

**Gautam Anand, Airodi Tejas**;  
[tejas@globalschoolleaders.org](mailto:tejas@globalschoolleaders.org)  
 Global School Leaders

**What Happens to Leadership at Times of Crises in Schools Serving Marginalized Groups? Surveillance as Support**

**Yara Yasser Hilal<sup>1</sup>, Alexander Gardner-McTaggart<sup>2</sup>**; [yarahilal@gmail.com](mailto:yarahilal@gmail.com)  
<sup>1</sup>Sydney School of Education and Social Work, University of Sydney, <sup>2</sup>Manchester Institute of Education, The University of Manchester

**A Study of Special Education Administrative Problem-Solving Amid Institutional Constraints and Opportunities During COVID-19**

**Corrine M. Aramburo**;  
[corrine\\_aramburo@berkeley.edu](mailto:corrine_aramburo@berkeley.edu)  
 San Francisco State University

**School Leadership Forged in Crisis: Lessons from Scotland**

**Michalis Constantinides**;  
[michalis.constantinides@glasgow.ac.uk](mailto:michalis.constantinides@glasgow.ac.uk)  
 University of Glasgow, Scotland

**Regenerating Our Schools and Re-engaging Our Students: Action Research Inquiry into Utilising Horizontal Organisational Practices and Neurodidactic Pedagogies for Educational Reform.**  
**Fiona Pigott<sup>1</sup>, Tonia Gray<sup>1</sup>, Pasi Sahlberg<sup>2</sup>**  
 1: Western Sydney University, Australia; 2: Melbourne University, Australia

**The “Play, Nature, Wellbeing And Engagement” (PNEW): A New Instrument For Researching With Children**  
**Alexandra Harper**  
 Western Sydney University, Australia

**Connecting Worlds: The Contribution of Hybrid Educators in Teacher Education**  
**Ann-Therese Nomerstad**  
 Inland Norway University of Applied Sciences, Campus Hamar, Norway

**S06.P2.3P: Symposium**  
 Location: **Room 553 (Arts West) [Tues, Thurs, Fri]**

**School Belonging Across Borders & Inclusive Of All Learners**  
*Chair(s):* **Kathryn Ann Riley** (UCL, Institute of Education), **Kelly-Ann Allen** (Monash University)  
*Discussant(s):* **Kathryn Ann Riley** (Institute of Education, UCL), **Kelly-Ann Allen** (Monash University); [kathryn.riley@ucl.ac.uk](mailto:kathryn.riley@ucl.ac.uk)  
*Presentations of the Symposium*

**The Kebersamaan (togetherness) Agreement**  
**Kelly-Ann Allen<sup>1</sup>, Kathryn Ann Riley<sup>2</sup>; Kelly-Ann.Allen@Monash.edu, kathryn.riley@ucl.ac.uk**  
<sup>1</sup>Monash University, <sup>2</sup>Institute of Education, UCL

**Deconstructing Belonging for Students Who Are Neurodiverse**  
**Gina Cherkowski;**  
[gcherkowski@headwaterlearning.com](mailto:gcherkowski@headwaterlearning.com)  
 Headwater Learning Foundation, Calgary Canada

**School Belonging & Student Dropout**  
**Mohammed Elmeski;**  
[elmeskimohammed@gmail.com](mailto:elmeskimohammed@gmail.com)  
 Chef du Gouvernement - Royaume du Maroc (cg.gov.ma)

**A Theory of Change for School Belonging**  
**Kathryn Ann Riley;** [kathryn.riley@ucl.ac.uk](mailto:kathryn.riley@ucl.ac.uk)  
 UCL, Institute of Education

**1:00pm - 2:15pm**  
**Lunch**  
 On your own; lunch will not be provided. There are a variety of nearby options from which to choose.

**2:15pm - 3:45pm**  
**LIW09.P3.EC: Leading Innovation Workshop**  
 Location: **Room 256 (Arts West) [Tues-Thurs]**  
**Safe Othering : A Pathway to Amplifying Responsiveness to Diversity, Inclusivity, and Sustainability in Early Childhood Education and Care**  
**Susan Sharpe**  
 The Creche and Kindergarten Association (C&K), Australia

**LIW11.P3.3P: Leading Innovation Workshop**  
 Location: **Room 453 (Arts West) [Tues, Wed, Fri]**  
**Character-Driven Narratives: Redefining and Reframing the Tensions in Education Between the Relationship of Traditional 19th Century Institutionalised Schooling and AI in Writing Pedagogy.**  
**Meaghan Beddoe<sup>1</sup>, Meaghan Beddoe<sup>2</sup>, Meaghan Beddoe<sup>3</sup>, Meaghan Beddoe<sup>4</sup>, Meaghan Beddoe<sup>5</sup>, Meaghan Beddoe<sup>6</sup>**  
 1: Phoenix P-12 Community College (DET); 2: Teaching Fellow 2024 alumni (TIF) The

**LIW38.P3.PL: Leading Innovation Workshop**  
 Location: **Room 561 (Arts West) [Tues-Fri]**  
**Exploring the Emotional Labour of Mentoring in Initial Teacher Education**  
**Mary-Clare Relihan**  
 Monash University, Australia

	<p>Victorian Academy of Teaching and Leadership; 3: VATE: Fellowship Published-Beddoe, M (2023) Sculpting Success: How character-driven narrative writing and differentiation can reframe and reshape the writing landscape, VATE Journal, 59(3),45-47; 4: Teaching Excellence Program 2023 alumni (TEP) The Victorian Academy of Teaching and Leadership; 5: Masters of Educational Leadership with a Specialism in Literacy 2012, Monash University; 6: Literacy Coach for Grampians Region:2008-2012, DET</p>	
<p><b>P11.P3.3P: Paper Session</b> Location: <b>Room 553 (Arts West) [Tues, Thurs, Fri]</b></p> <p><b>Equity Funding Policies to Foster Educational Equality? Implementation and Design of Equity Funding in Germany and Policy Makers' Rationales</b> <b>Denise Demski, Sarah Eiden, Gabriele Bellenberg</b> Ruhr-University Bochum, Germany</p> <p><b>The Purpose Topography Project: Exploring And Mapping Perspectives On Educational Purpose</b> <b>Michael Theodor Murphy, Rachel Wilson, Rebecca Dong, Rina Dhillon</b> University of Technology Sydney, Australia</p> <p><b>Education for profit in the era of Xi: Biopower, Resistance and China's Double Reduction Policy</b> <b>Wei Zhang<sup>1</sup>, Christine Cunningham<sup>2</sup>, Le Wang<sup>3</sup>, Zhen Liu<sup>4</sup></b> 1: University of Western Australia, Australia; 2: Edith Cowan University; 3: Jinan Vocational University; 4: Shandong Normal University</p> <p><b>Action Plan for the Inclusive Education Policy of the State of Qatar</b> <b>Asmaa Alfadala</b> Hamad Bin Khalifa University, Qatar</p>	<p><b>P12.P3.EL: Paper Session</b> Location: <b>Room 354 (Arts West) [Tues-Fri]</b></p> <p><b>School Principals' Safety and its' Impact on Their Well-Being</b> <b>Katina Pollock</b> The University of Western Ontario, Canada</p> <p><b>The (Un)intended Impacts of Multi-Tiered Systems of Support for Mental Health</b> <b>Stephen MacGregor<sup>1</sup>, Sharon Friesen<sup>1</sup>, Jennifer Turner<sup>2</sup></b> 1: University of Calgary, Canada; 2: Calgary Board of Education, Canada</p> <p><b>Attending to Principal Well-being and Renewal</b> <b>Shelby Cosner<sup>1</sup>, David DeMatthews<sup>2</sup>, Pedro Reyes<sup>2</sup></b> 1: University of Georgia, United States of America; 2: University of Texas Austin</p> <p><b>Emotional Intelligence and Educational Leadership: A Bibliometric Analysis from 1998 to 2024</b> <b>Zan Li, Junjun Chen</b> The Education University of Hong Kong, Hong Kong S.A.R. (China)</p>	<p><b>P13.P3.EL: Paper Session</b> Location: <b>Room 356 (Arts West) [Tues, Thurs]</b></p> <p><b>Professional Distance in School and its Impact on Teachers' Views and Practices</b> <b>Ori Eyal<sup>1</sup>, Reut Liraz<sup>1</sup>, Doron Yosef-Hassidim<sup>2</sup></b> 1: The Hebrew University of Jerusalem, Israel; 2: Independent Scholar</p> <p><b>Leadership And Lean Management In Schools : Using Coletti Matrix For A Better Pedagogical Coherence</b> <b>Alain Huot<sup>1</sup>, Ulrich Ghislain Lekomo Ayemele<sup>1</sup>, Mélanie Bergeron<sup>2</sup></b> 1: Université du Québec à Trois-Rivières, Canada; 2: Centre de services scolaire des Samares, Canada</p> <p><b>Empowering Middle Leader Teachers Through AI Integration: The Impact of Spiritual Values on Digital Leadership and Holistic Educational Practices - A Systematic Literature Review</b> <b>Nur Suhaila Ahmad<sup>1</sup>, Aziah Ismail<sup>1</sup>, Muhammad Nidzam Yaakob<sup>2</sup>, Halipah Harun<sup>1</sup></b> 1: University Science Malaysia (USM), Malaysia; 2: Institut Pendidikan Guru Kampus Darulaman, Malaysia</p> <p><b>Navigating Digital Transformation: The Role of Regional Stakeholders in Educational Governance</b> <b>Christian Scherner, Isabel Neto Carvalho</b> RPTU Kaiserslautern-Landau, Germany</p>
<p><b>P14.P3.PL: Paper Session</b> Location: <b>Room 353 (Arts West) [Tues-Fri]</b></p> <p><b>Redefining Teacher Practice Improvement: Development of the Teacher Practice Improvement Tool</b> <b>Fabienne Michelle Van der Kleij, Pauline Taylor-Guy, Marijne Medhurst, Christina Rogers, Michelle Lasen</b> Australian Council for Educational Research, Australia</p> <p><b>Transforming Teachers' Feedback Practices: Impact of Checklists for Agentic Feedback on Students' Oral Reading</b> <b>Karianne Megard Grønli, Bente Rigmor Walgermo, Per Henning Uppstad Uppstad, Erin Margaret McTigue</b> University of Stavanger, Norway</p> <p><b>If 'Everything Works Somewhere, and Nothing Works Everywhere' (William, 2019, p. 137)", What are the Prerequisites for Implementing an Innovative Coaching Program for Professional Growth?</b> <b>Andrea Stringer</b> University of New South Wales, Australia</p>	<p><b>S07.P3.EL: Symposium</b> Location: <b>Room 456 (Arts West) [Tues-Fri]</b></p> <p><b>Leadership for Empowering Citizens in Challenging Times – Focus: Leader Preparation and Leadership Standards</b> <i>Chair(s): Esther Dominique Klein (TU Dortmund University)</i> <i>Discussant(s): Berni Moreno (University of Melbourne); b.moreno@unimelb.edu.au</i></p> <p><i>Presentations of the Symposium</i></p> <p><b>Cultivating Crisis Leadership Competencies: Equipping Educational Leaders for Resilience and Hope</b> <b>Patricia Virella; virellap@montclair.edu</b> Montclair State University</p> <p><b>Supporting and Preparing School Leaders: Lasting Educational Effects of the Post-COVID 19 Pandemic</b> <b>Mariela A. Rodríguez<sup>1</sup>, Evangeline Aguilera<sup>2</sup>; mariela.rodriguez@utsa.edu, eaguilera@trinity.edu</b> <sup>1</sup>The University of Texas at San Antonio, <sup>2</sup>Trinity University</p> <p><b>Leadership for Action on Climate Change: The Role of Education Policy</b></p>	<p><b>S09.P3.3P: Symposium</b> Location: <b>Room 454 (Arts West) [Tues-Fri]</b></p> <p><b>Leading Next-Generation Policy and Practice In Assessment, Certification and Recognition of Learning</b> <i>Chair(s): Anthony Mackay (NCEE), Sandra Milligan (University of Melbourne), Bill Lucas (University of Winchester)</i> <i>Discussant(s): Andy Mison (Australian Secondary principals Association), Martin Westwell (Director General Of Educaion, South Austrlaia); andy.mison@aspa.asn.au</i></p> <p><i>Presentations of the Symposium</i></p> <p><b>Leading the Re-thinking of Assessment</b> <b>Bill Lucas; bill@bill-lucas.com</b> University of Winchester</p> <p><b>Trust in the Next Generation Methods of Credentialing and Recognition of Learning</b> <b>Sandra Milligan<sup>1</sup>, Jayne Johnston<sup>2</sup>, Ellen Heyting<sup>1</sup>; s.milligan@unimelb.edu.au</b> <sup>1</sup>University of Melbourne, <sup>2</sup>University of Melbourne</p>



<p><b>Simulation as a Pedagogical Method for Teacher Practice and Development</b>  <b>Mette Hvalby<sup>1</sup>, Mette Tindvik Hansen<sup>2</sup></b>                  1: University of Stavanger, Norway; 2: Østfold University Collage</p>	<p><b>and Professional Standards in the Hong Kong Context</b>  <b>Paul Campbell;</b> paulcam@hku.hk                  The Education University of Hong Kong</p>	<p><b>Next-Generation Methods for University Selection</b>  <b>Nafisa Awwal, Farhan Azim, Sandra Milligan, Toshiko Kamei, Jayne Johnston;</b>                  n.awwal@unimelb.edu.au                  University of Melbourne</p>
<p><b>S28.P3.3P: Symposium</b>                  Location: <b>Room 555 (Arts West) [Tues-Thurs]</b></p> <p><b>Equity and Wellbeing in Education Systems: An Exploration of How These Concepts Have Developed, Are Articulated Into Policy &amp; Practice, and Might Be Considered in the Future</b>  <i>Chair(s): Glenn Savage</i> (University of Melbourne)  <i>Discussant(s): Pasi Sahlberg</i> (University of Melbourne), <b>Anthony Mackay</b> (National Center on Education and the Economy); pasj.sahlberg@unimelb.edu.au</p> <p><i>Presentations of the Symposium</i></p> <p><b>What Does Wellbeing Mean in Australian National Education Policy?</b>  <b>Jeraldine McMillan;</b>                  jeraldinem@student.unimelb.edu.au                  University of Melbourne</p> <p><b>What Does Equity Mean and How Might it Shape the Future of Education in South Australia and Scotland?</b>  <b>Caitlin Senior;</b>                  seniorc@student.unimelb.edu.au                  University of Melbourne</p> <p><b>Reinventing Schools to Optimise Healthy Childhood Development</b>  <b>Jon Quach;</b> jon.quach@unimelb.edu.au                  University of Melbourne</p>	<p><b>S29.P3.EL: Symposium</b>                  Location: <b>Room 253 (Arts West) [Tues-Fri]</b></p> <p><b>Integrating Sustainability Education in Schools</b>  <i>Chair(s): Cameron Paterson</i> (Wesley College)  <i>Discussant(s): Jenny Lewis</i> (Jenny Lewis and Associates); jenny-lewis@outlook.com</p> <p><i>Presentations of the Symposium</i></p> <p><b>Cultivating Eco-Conscious Minds</b>  <b>Cameron Paterson;</b>                  cameron.paterson@wesleycollege.edu.au                  Wesley College</p> <p><b>How Is Sustainability Education Understood And Enacted Within Schools And The Wider Educational Community?</b>  <b>Julie Bosevska;</b>                  julie.bosevska@education.vic.gov.au                  Victorian Department of Education</p> <p><b>How Might Schools Help Young People To Develop The Knowledge, Skills, Capabilities, And World Views Necessary To Contribute To More Sustainable And Regenerative Patterns Of Living?</b>  <b>Richard Owens;</b>                  rowens@woodleigh.vic.edu.au                  Woodleigh Institute</p>	
<p>3:45pm - 4:15pm</p>	<p><b>Afternoon Tea</b></p>	
<p>4:15pm - 5:15pm</p>	<p><b>K1: Keynote Presentation: Gert Biesta</b>                  Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b>                  The Point of Education in an Age of Distraction</p>	

Date: Wednesday, 12/Feb/2025

<p>8:00am - 5:00pm</p>	<p><b>Registration</b></p>		
<p>8:30am - 9:30am</p>	<p><b>MD2: Morning Dialogue: Linda Darling-Hammond (via Zoom) and Larissa McLean Davies</b> Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b> Redefining Education: The Need for School</p>		
<p>9:30am - 11:00am</p>	<p><b>LIW13.P4.3P: Leading Innovation Workshop</b> Location: <b>Room 256 (Arts West) [Tues-Thurs]</b></p> <p><b>Beyond Voice: Students as Partners in Improvement</b> <b>John Cleary<sup>1</sup>, Summer Howarth<sup>2</sup></b> 1: NT Department of Education, Australia; 2: Eventful Learning Co</p>	<p><b>LIW14.P4.CRI: Leading Innovation Workshop</b> Location: <b>Room 261 (Arts West) [Wed]</b></p> <p><b>The HEART Project: Unlocking the Potential for Enhanced Wellbeing</b> <b>Sarah Ruff<sup>1</sup>, Julie Alexander-Ruff<sup>2</sup>, William G. Ruff<sup>2</sup></b> 1: Baylor University, United States of America; 2: Montana State University, United States of America</p>	<p><b>LIW15.P4.MR: Leading Innovation Workshop</b> Location: <b>Room 453 (Arts West) [Tues, Wed, Fri]</b></p> <p><b>Insights from the Innovative Schools for Impact Program: The Development of a System-Wide Approach to Implementation</b> <b>Honor Mackley, Nathan Richards, Anne Nguyen</b> Brisbane Catholic Education, Australia</p>
	<p><b>LIW16.P4.PL: Leading Innovation Workshop</b> Location: <b>Room 456 (Arts West) [Tues-Fri]</b></p> <p><b>Explicit Instruction of Self-Regulated Learning Strategies.</b> <b>Carolyn R Murdoch</b> The University of Melbourne, Australia</p>	<p><b>P16.P4.EL: Paper Session</b> Location: <b>Room 361 (Arts West) [Wed]</b></p> <p><b>Leadership Reflection And Stakeholder Engagement. How Various Leadership Roles Co-Create School-System-Development.</b> <b>Iris Geigle, Nina Bremm</b> Friedrich-Alexander-Universität Erlangen Nürnberg (FAU), Germany</p> <p><b>The Nucleus of Continuous Improvement: Knowledge Conversion</b> <b>Miguel Órdenes<sup>1</sup>, Elizabeth Zumpe<sup>2</sup>, Rick Mintrop<sup>3</sup></b> 1: Universidad Diego Portales; 2: University of Oklahoma; 3: University of California, Berkeley</p> <p><b>A School Community-Oriented Leadership Framework: Designing Leadership Effectiveness into the Future</b> <b>Joan Conway<sup>1</sup>, Dorothy Andrews<sup>1</sup>, David Turner<sup>2</sup>, Cheryl Bauman<sup>1</sup></b> 1: University of Southern Queensland, Australia; 2: Southern Cross University, Australia</p> <p><b>Innovative Partnerships in Pedagogical Mentoring for Transformative Change</b> <b>Beverley Freedman<sup>1</sup>, Denise Edwards<sup>2</sup>, Sue Bruyns<sup>2</sup>, Aslini Ernesto Brito<sup>3</sup></b> 1: ESC, York University; 2: Teacher Mentors Abroad; 3: Dominican Ministry of Education</p>	<p><b>P18.P4.MR: Paper Session</b> Location: <b>Room 555 (Arts West) [Tues-Thurs]</b></p> <p><b>Interaction Profiles of Mexican Higher Education Students with Generative Artificial Intelligence Tools</b> <b>Cimenna Chao Rebolledo, Miguel Angel Rivera Navarro</b> Universidad Iberoamericana, Mexico</p> <p><b>Reflections from the Faculty: Approaching and Consolidating an Institutional Position on Artificial Intelligence</b> <b>Macarena De Mateo Gorráez, Miguel Angel Rivera Navarro</b> Universidad Iberoamericana, Mexico</p> <p><b>Transforming higher education instructional processes with Artificial Intelligence (AI): challenges and opportunities in universities in Nigeria, Kenya, and Cuba</b> <b>Adedayo Theodorio<sup>1</sup>, Yome Rodriguez<sup>2</sup>, Andrew Wambua<sup>1</sup></b> 1: Global Institute for Teacher Education and Society, Cape Peninsula University of Technology, South Africa; 2: Havana University and Ministry of Education, Cuba</p>
	<p><b>P19.P4.PL: Paper Session</b> Location: <b>Room 353 (Arts West) [Tues-Fri]</b></p> <p><b>Changing Practices To Teach And Learn With AI – How Do We Do That?</b> <b>Jens Ideland, Karin Ollinen</b> Municipality of Malmö (Sweden), Sweden</p> <p><b>Enhancing Teachers' Spatial Competency: A Holistic Approach to Professional Learning and Development</b> <b>Marian Mahat</b> The University of Melbourne, Australia</p> <p><b>Navigating The Digital Frontier: Informal Knowledge Sharing Among Secondary Teachers In The Fifth Industrial Revolution</b></p>	<p><b>P20.P4.CRI: Paper Session</b> Location: <b>Room 561 (Arts West) [Tues-Fri]</b></p> <p><b>Re-weaving the Gordian Knot of Disability Education in Western Australia</b> <b>Alison L Hilton, Liana Luyt, Chad Morrison</b> Murdoch University, Australia</p> <p><b>Culturally Ignorant and Hallucinatory: the Impacts of Teachers' use of Generative AI in Indigenous Education</b> <b>Scott Alterator, Alexia Maddox, Stefan Schutt, Clare Southerton</b> La Trobe University, Australia</p> <p><b>Learning Journey Towards Reconciliation: Developing Teacher Self-Efficacy</b> <b>Birgitte Biorn</b></p>	<p><b>S08.P4.EL: Symposium</b> Location: <b>Room 454 (Arts West) [Tues-Fri]</b></p> <p><b>Women in School Leadership</b> <i>Chair(s): Berni Moreno</i> (The University of Melbourne) <i>Discussant(s): Berni Moreno</i> (The University of Melbourne); <a href="mailto:b.moreno@unimelb.edu.au">b.moreno@unimelb.edu.au</a></p> <p><i>Presentations of the Symposium</i></p> <p><b>Experiences of Women in Middle Leadership – Barriers and Enablers</b> <b>Pauline Thompson, Helen Stokes;</b> <a href="mailto:pauline.thompson@unimelb.edu.au">pauline.thompson@unimelb.edu.au</a>, <a href="mailto:h.stokes@unimelb.edu.au">h.stokes@unimelb.edu.au</a> The University of Melbourne</p> <p><b>Women's Leadership Development is Everybody's Business: If Not Now, When?</b></p>

<p><b>Dominic Edward Brash, Stefan Schutt, Joanna Barbousas, Miriam Tanti</b> La Trobe University, Australia</p> <p><b>Navigating New Digital Frontiers: Teacher Responses To Generative AI During And After A Government Ban</b></p> <p><b>Dominic Edward Brash, Stefan Schutt, Joanna Barbousas, Miriam Tanti</b> La Trobe University, Australia</p>	<p>University of British Columbia, Canada, Vancouver School District SD 39</p>	<p><b>Barbara Watterston<sup>1</sup>, Lisa Enrich<sup>2</sup>;</b> <a href="mailto:barbara.watterston@acel.org.au">barbara.watterston@acel.org.au</a> <sup>1</sup>Australian Council for Educational Leadership, <sup>2</sup>Australian Council for Educational Leadership</p> <p><b>Identifying an Educational Praxis of Culturally Relevant Female School Leadership in Urban Pakistani Schools</b></p> <p><b>Fernandes Venesser<sup>1</sup>, Pate Nikita<sup>2</sup>;</b> <a href="mailto:venesser.fernandes@monash.edu">venesser.fernandes@monash.edu</a>, <a href="mailto:nikitapate89@gmail.com">nikitapate89@gmail.com</a> <sup>1</sup>Monash University, <sup>2</sup>Islamabad College of Arts and Sciences</p> <p><b>Quiet in the Mind: Women Leading During Crisis Explored Through the Lens of Hope.</b></p> <p><b>Nicola Sum;</b> <a href="mailto:nicola.sum@monash.edu">nicola.sum@monash.edu</a> Monash University</p>
<p><b>S10.P4.EL: Symposium</b> Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b></p> <p><b>Networks in Education: Leadership, Collaboration, and Knowledge Sharing</b></p> <p><i>Chair(s): Christopher Chapman (University of Glasgow)</i> <i>Discussant(s): Christopher Chapman (University of Glasgow);</i> <a href="mailto:Chris.Chapman@glasgow.ac.uk">Chris.Chapman@glasgow.ac.uk</a></p> <p><i>Presentations of the Symposium</i></p> <p><b>Exploring the Relational Space amongst Teacher Aides and Teachers: Implications for Knowledge Sharing and Inclusive Education</b></p> <p><b>Joelle Rodway<sup>1</sup>, Claire Sinnema<sup>2</sup>, Jude McArthur<sup>2</sup>, Rachel Cann<sup>2</sup>;</b> <a href="mailto:c.sinnema@auckland.ac.nz">c.sinnema@auckland.ac.nz</a>, <a href="mailto:jude.macarthur@auckland.ac.nz">jude.macarthur@auckland.ac.nz</a> <sup>1</sup>Ontario Tech University, <sup>2</sup>University of Auckland</p> <p><b>The Ripple Effect of Distrust: Insights from Educational Leadership</b></p> <p><b>Daniela Luengo-Aravena<sup>1</sup>, Kara S. Finnigan<sup>2</sup>;</b> <a href="mailto:daniela.luengo@ciae.uchile.cl">daniela.luengo@ciae.uchile.cl</a>, <a href="mailto:ksfynn@umich.edu">ksfynn@umich.edu</a> <sup>1</sup>Spencer Foundation, <sup>2</sup>University of Michigan</p> <p><b>Networks for Knowledge Brokers: Profiles of Supports within Relational Ecosystems</b></p> <p><b>Anita Caduff<sup>1</sup>, Alan J. Daly<sup>1</sup>, Marie Lockton<sup>1</sup>, Martin Rehm<sup>2</sup>;</b> <a href="mailto:acaduff@ucsd.edu">acaduff@ucsd.edu</a>, <a href="mailto:ajdaly@ucsd.edu">ajdaly@ucsd.edu</a> <sup>1</sup>University of California San Diego, <sup>2</sup>University of Southern Denmark</p>	<p><b>S11.P4.EL: Symposium</b> Location: <b>Room 354 (Arts West) [Tues-Fri]</b></p> <p><b>Rethinking Leadership Learning</b></p> <p><i>Chair(s): Louise Stoll (UCL IOE, London), Liz Robinson (Big Education)</i> <i>Discussant(s): Tony Mackay (Centre for Strategic Education, Victoria), Bill Lucas (University of Winchester, UK);</i> <a href="mailto:amackay@ozemail.com.au">amackay@ozemail.com.au</a></p> <p><i>Presentations of the Symposium</i></p> <p><b>Transforming Leadership Learning: Potential and Possibilities From an Exploration of Innovative Cases</b></p> <p><b>Louise Stoll<sup>1</sup>, Liz Robinson<sup>2</sup>;</b> <a href="mailto:louise.stoll@ucl.ac.uk">louise.stoll@ucl.ac.uk</a> <sup>1</sup>UCL IOE, London, <sup>2</sup>Big Education</p> <p><b>The Journey of an Adventure: Reflections and Learnings From Big Education's Leadership Programme</b></p> <p><b>Liz Robinson<sup>1</sup>, Sarah Seleznyov<sup>2</sup>;</b> <a href="mailto:liz.robinson@bigeducation.org">liz.robinson@bigeducation.org</a> <sup>1</sup>Big Education, <sup>2</sup>School 360</p> <p><b>Transformative Educational Leadership Program: A Ten-Year Journey in British Columbia</b></p> <p><b>Linda Kaser, Judy Halbert;</b> <a href="mailto:linda.kaser@ubc.ca">linda.kaser@ubc.ca</a>, <a href="mailto:judy.halbert@ubc.ca">judy.halbert@ubc.ca</a> University of British Columbia</p>	<p><b>S12.P4.CRI: Symposium</b> Location: <b>Room 253 (Arts West) [Tues-Fri]</b></p> <p><b>Navigating Inequitable Educational Policies and Climates: The Experiences of Trans and Black Educators in United States Schools</b></p> <p><i>Chair(s): Benjamin Lebovitz (University of Wisconsin-Madison), Mollie McQuillan (University of Wisconsin-Madison)</i></p> <p><i>Presentations of the Symposium</i></p> <p><b>The Potential of Inclusive Policies, Practices, and Leaders: How Policies, Organizational Routines, and Leadership Influence the Safety and Health of Trans Workers in PK-12 Schools</b></p> <p><b>Mollie McQuillan;</b> <a href="mailto:mmcquillan@wisc.edu">mmcquillan@wisc.edu</a> University of Wisconsin-Madison</p> <p><b>Black Women Educators in Iowa: Navigating Contentious Time and Space</b></p> <p><b>Ain Grooms;</b> <a href="mailto:agrooms2@wisc.edu">agrooms2@wisc.edu</a> University of Wisconsin-Madison</p> <p><b>Betwixt and Between: Black educators in Post-Katrina New Orleans Charter Schools</b></p> <p><b>Kevin Lawrence Henry;</b> <a href="mailto:kevin.henry@wisc.edu">kevin.henry@wisc.edu</a> University of Wisconsin-Madison</p>
<p>11:00am - 11:30am</p>	<p>Morning Tea</p>	
<p>11:30am - 1:00pm</p>	<p><b>LIW17.P5.3P: Leading Innovation Workshop</b> Location: <b>Room 253 (Arts West) [Tues-Fri]</b></p> <p><b>Pragmatic Adaptive Change: A Methodology For Redefining Educational Decision Making Through Complex Modelling</b></p> <p><b>Simon N. Leonard, Deborah Devis, JohnPaul Kennedy, Samuel Fowler, Maria Vieira</b> Univeristy of South Australia, Australia</p>	<p><b>LIW18.P5.3P: Leading Innovation Workshop</b> Location: <b>Room 256 (Arts West) [Tues-Thurs]</b></p> <p><b>Coaching In Education</b></p> <p><b>Andrea Stringer<sup>1</sup>, Trista Hollweck<sup>2</sup>, Milica Savic<sup>3</sup>, Rebecca Russell-Saunders<sup>3</sup>, Keith Heggart<sup>4</sup></b> 1: University of New South Wales, Australia; 2: University of Ottawa; 3: Wesley College Melbourne, Australia; 4: University of Technology Sydney, Australia</p>
<p><b>LIW20.P5.EL: Leading Innovation Workshop</b> Location: <b>Room 453 (Arts West) [Tues, Wed, Fri]</b></p> <p><b>Cultivating Cultures of Thinking: A Workshop for Educational</b></p>	<p><b>P21.P5.CR: Paper Session</b> Location: <b>Room 354 (Arts West) [Tues-Fri]</b></p> <p><b>Humanizing Education Through The Lens Of Youth Dreams, Inclusion,</b></p>	<p><b>LIW19.P5.PL: Leading Innovation Workshop</b> Location: <b>Room 454 (Arts West) [Tues-Fri]</b></p> <p><b>A Systematic and Collaborative Approach to School Improvement.</b></p> <p><b>Jennifer Mary Triglone, Nathan William Trezise, Lee Phillip MacMaster</b> Diocese of Lismore Catholic Schools Limited, Australia</p> <p><b>P22.P5.EC: Paper Session</b> Location: <b>Room 456 (Arts West) [Tues-Fri]</b></p> <p><b>Slow and Steady: Recording Pedagogical Changes in a</b></p>

<p><b>Transformation</b>  <b>Cameron Paterson<sup>1</sup>, Sam Gooch<sup>2</sup>, Lana Fleiszig<sup>3</sup></b>                  1: Wesley College, Melbourne, Australia; 2: Kambala, Sydney, Australia; 3: Lana Fleiszig Consultancy</p>	<p><b>Voice and Enabling Environments and Capacities (DIVE): An African Philosophy Based Framework</b>  <b>Abdelaziz Zohri<sup>1</sup>, Robyn Whittaker<sup>2</sup>, Andrew Wambua<sup>3</sup></b>                  1: Africa Voices Dialogue and University Hassan Premier, Morocco; 2: Africa Voices Dialogue; 3: Africa Voices Dialogue</p> <p><b>Soft or Hard Landing? Dismantling Emergency High-stakes Examination Protocols Introduced During the COVID19 Pandemic</b>  <b>Damian Murchan<sup>1</sup>, Gerry Shiel<sup>2</sup></b>                  1: Trinity College Dublin, Ireland; 2: Educational Research Centre, Ireland</p> <p><b>A Life Preserver For Teachers Managing The 'Everyday Crisis'- Implementing A Trauma-Aware Model For School Community Wellbeing</b>  <b>Heather Morris<sup>1</sup>, Emma Galvin<sup>1</sup>, Anne Henderson<sup>2</sup>, Justin Roberts<sup>2</sup></b>                  1: Monash University, Australia; 2: MacKillop Institute</p>	<p><b>Professional Learning Community</b>  <b>Thandeka K Chapman, Alison Wishard-Guerra, Monica Molgaard</b>                  University of California San Diego, United States of America</p> <p><b>Redefining The Early Years Of School Through Nature Play For Wholistic Child Development</b>  <b>Alexandra Harper, Tonia Gray</b>                  Western Sydney University, Australia</p> <p><b>Becoming anti-racist early childhood educators: The role of Research Practice Partnerships and Pedagogy Learning Communities</b>  <b>Alison Wishard Guerra, Monica Molgaard, Thandeka Chapman</b>                  University of California, San Diego, United States of America</p>
<p><b>P23.P5.EL: Paper Session</b>                  Location: <b>Room 353 (Arts West) [Tues-Fri]</b></p> <p><b>Principals' Challenging Conversations</b>  <b>Anne Berit Emstad<sup>1</sup>, Anna Rantala<sup>2</sup>, Gudrun Svedberg<sup>2</sup>, Anja Thorsten<sup>3</sup></b>                  1: Norwegian University of Science and Technology (NTNU), Norway; 2: Umeå University (UMU), Sweden; 3: Linköping University (LiU)</p>	<p><b>P24.P5.EL: Paper Session</b>                  Location: <b>Room 261 (Arts West) [Wed]</b></p> <p><b>Principals' Contradictory Responses to the Work of High-skilled Administrators in Complex Educational Contexts. Redefining Professionalism?</b>  <b>Katarina Samuelsson, Mette Liljenberg</b>                  University of Gothenburg, Sweden</p>	<p><b>S13.P5.EL: Symposium</b>                  Location: <b>Room 561 (Arts West) [Tues-Fri]</b></p> <p><b>The Intersection between Research, Evaluation, and Practice of a Co-Designed Middle Leadership Development Program</b>                  Chair(s): <b>Kylie Lipscombe (UOW), Joanne Jarvis (NSW DoE)</b></p> <p><i>Presentations of the Symposium</i></p>
<p><b>Leadership 101: How Leadership Literacy Supports Transition, Retention and Succession.</b>  <b>Amanda Samson<sup>1</sup>, Cecilie Skaalvik<sup>2</sup>, Anne Berit Emstad<sup>2</sup></b>                  1: The University of Melbourne, Australia; 2: The Norwegian University of Science and Technology</p>	<p><b>Reconceptualising Immersion Education Models in Ireland: Looking Back to Move Forward</b>  <b>T.J. Ó Ceallaigh<sup>1</sup>, Muiris Ó Laoire<sup>2</sup>, Máire Uí Chonghaile<sup>3</sup></b>                  1: University College Cork, Ireland; 2: Munster Technological University - Kerry Campus, Ireland; 3: University College Cork, Ireland</p>	<p><b>Formal Middle Leadership in NSW Department of Education Schools</b>  <b>John De Nobile<sup>1</sup>, Kylie Lipscombe<sup>2</sup>, Christine Grice<sup>3</sup>, Sharon Tindall-Ford<sup>2</sup>;</b>                  john.denobile@mq.edu.au, klipscom@uow.edu.au, christine.grice@sydney.edu.au, sharontf@uow.edu.au  <sup>1</sup>Macquarie University, <sup>2</sup>University of Wollongong, <sup>3</sup>Sydney University</p>
<p><b>Re-defining School Leadership for Culturally Nourishing Schooling (CNS)</b>  <b>Claire Golledge<sup>1</sup>, Kevin Lowe<sup>2</sup></b>                  1: University of Sydney, Australia; 2: University of New South Wales, Australia</p>	<p><b>Making The Call: How Principals Make Sense of Enacting Decision-making and Deal with The Consequential Impact of Their Decisions.</b>  <b>Mark Ionn</b>                  Wynnum State School, Australia</p>	<p><b>Research into Practice: A Co-Design Partnership between Universities and NSW Department of Education in Middle Leadership Development</b>  <b>Jennifer Jones<sup>1</sup>, Corinna Robertson<sup>2</sup>, Amanda Conray<sup>2</sup>, Joanne Jarvis<sup>2</sup>;</b>                  jejones@uow.edu.au, corinna.robertson@det.nsw.edu.au, AMANDA.CUSICK@det.nsw.edu.au, joanne.jarvis@det.nsw.edu.au  <sup>1</sup>University of Wollongong, <sup>2</sup>NSW DoE</p>
<p><b>S14.P5.EL: Symposium</b>                  Location: <b>Room 361 (Arts West) [Wed]</b></p> <p><b>Leadership for Empowering Citizens in Challenging Times – Focus: Leadership for Learning and Instruction</b>                  Chair(s): <b>Rania Sawalhi (EduEnterprise)</b>                  Discussant(s): <b>Pauline Thompson (University of Melbourne);</b></p>	<p><b>Transformative SEL in Action: A Rural Principal's Transformative Leadership for Teacher Agency and Student Engagement</b>  <b>Peiyong Chen, Fu-An CHI</b>                  National Taiwan Normal University, Taiwan</p>	<p><b>Evaluation and Research of Learning and Impact in middle leadership development</b>  <b>Jess Harris<sup>1</sup>, Kellie Buckley-Walker<sup>2</sup>;</b>                  jess.harris@newcastle.edu.au, kelliebw@uow.edu.au  <sup>1</sup>University of Newcastle, <sup>2</sup>University of Wollongong</p>
<p><b>S14.P5.EL: Symposium</b>                  Location: <b>Room 361 (Arts West) [Wed]</b></p> <p><b>Leadership for Empowering Citizens in Challenging Times – Focus: Leadership for Learning and Instruction</b>                  Chair(s): <b>Rania Sawalhi (EduEnterprise)</b>                  Discussant(s): <b>Pauline Thompson (University of Melbourne);</b></p>	<p><b>S15.P5.MR: Symposium</b>                  Location: <b>Room 555 (Arts West) [Tues-Thurs]</b></p> <p><b>Advancing Digital Skills: Recent Findings From ICILS 2023 With Contributions From Belgium, Germany And Taiwan.</b>                  Chair(s): <b>Koen Aesaert (KU Leuven)</b>                  Discussant(s): <b>Julian Fraillon (IEA); j.fraillon@iea.nl</b></p>	

<p>pauline.thompson@unimelb.edu.au</p> <p><i>Presentations of the Symposium</i></p> <p><b>From Chaos to Calm: Catalyzing Curriculum and Instruction Amidst a Crisis</b></p> <p><b>Felicia N. Turner</b>; felturner@yahoo.com Baylor University, Waco, Texas</p> <p><b>School Leadership as Humanist Practice: Addressing Crisis to Sustain Learning</b></p> <p><b>Nicola Sum</b><sup>1</sup>, Reshmi Lahiri-Roy<sup>2</sup>, Wilma Culton<sup>3</sup>, Lisa Gough<sup>3</sup>, Helen Koziaris<sup>3</sup>, Edward Strain<sup>3</sup>; nicola.sum@monash.edu <sup>1</sup>Monash University, <sup>2</sup>Federation University, <sup>3</sup>Department of Education, Victoria</p> <p><b>Designing and Implementing Learner-Centered Teacher Education in Post-Conflict Iraq: Challenges and Opportunities</b></p> <p><b>Xiu Cravens</b><sup>1</sup>, Nancy Dickson<sup>1</sup>, Allison Webster-Giddings<sup>2</sup>; xiu.cravens@vanderbilt.edu <sup>1</sup>Peabody College of Education and Human Development, Vanderbilt University, U.S.A., <sup>2</sup>College of Education and Human Development, American University of Iraq-Baghdad</p>	<p><i>Presentations of the Symposium</i></p> <p><b>Do Schools matter? An Investigation Of The Relationship Between School Characteristics and Students' Computer and Information Literacy and Computational Thinking Skills.</b></p> <p><b>Charlotte Struyve</b>, Sara Monteyne, Lore Pelgrims, Koen Aesaert; charlotte.struyve@kuleuven.be KU Leuven</p> <p><b>Redefining Education Through The Eyes Of Students: Computer and Information Literacy In The Light Of The Purpose Of ICT Usage And Self-efficacy Beliefs About ICT-related Possibilities.</b></p> <p><b>Jan Niemann</b>, Marius Domke, Birgit Eickelmann, Kerstin Drossel; jan.niemann@upb.de, Marius.domke@upb.de Paderborn University</p> <p><b>Predicting ICILS 2023 Taiwanese Students' Computer and Information Literacy by SES Background, ICT Learning Experience, ICT Learning Attitude and ICT Self-efficacy</b></p> <p><b>Meng-Jung Tsai</b><sup>1</sup>, Wei-Shou Chen<sup>1</sup>, Kai-Chuan Wu<sup>1</sup>, Chen-Shi Lee<sup>1</sup>, Jiun-Yu Wu<sup>2</sup>; mjtsai99@ntnu.edu.tw <sup>1</sup>National Taiwan Normal University, <sup>2</sup>National Yang Ming Chiao Tung University</p>		
<p><b>1:00pm - 2:15pm</b></p>	<p><b>ICSEI Dialogic Fireside Chat</b> Location: <b>Ground Floor Foyer (Arts West)</b> Chair: <b>Paul Campbell</b> Chair: <b>Jacob Easley II</b> This fireside chat brings together authors of the 2025 ICSEI Dialogic (Issue 5) and ICSEI congress participants to discuss the contributions and overall Dialogic theme developed in partnership with the Culture, Race, and Intersectionality Network.</p>	<p><b>Lunch</b> On your own; lunch will not be provided. There are a variety of nearby options from which to choose.</p>	
<p><b>2:15pm - 3:45pm</b></p>	<p><b>LIW05.P6.3P: Leading Innovation Workshop</b> Location: <b>Room 553 (Arts West) [Tues, Thurs, Fri]</b></p> <p><b>Purpose Topography Project</b> <b>Michael Theodor Murphy</b> University of Technology Sydney, Australia</p>	<p><b>LIW21.P6.3P: Leading Innovation Workshop</b> Location: <b>Room 253 (Arts West) [Tues-Fri]</b></p> <p><b>Leveraging University-school Improvement Hubs As Equity Champions: Workshopping Approaches To Building Improvement Infrastructure Across The P-20 Pipeline</b></p> <p><b>Kristen, C. Wilcox</b><sup>1</sup>, <b>Matthew, T. Missias</b><sup>2</sup> 1: University at Albany, United States of America; 2: Grand Valley State University</p>	<p><b>LIW23.P6.EL: Leading Innovation Workshop</b> Location: <b>Room 256 (Arts West) [Tues-Thurs]</b></p> <p><b>Beyond KPIs to KIs: Impact Development Planning for School Leaders</b> <b>Ellen Moffatt</b> Westbourne Grammar School, Australia</p>
	<p><b>P25.P6.3PPL: Paper Session</b> Location: <b>Room 261 (Arts West) [Wed]</b></p> <p><b>Digital Assessments And AI - Status Quo And Way Forward</b> <b>Per Henning Uppstad</b>, Bente Rigmor Walgermo University of Stavanger, Norway</p> <p><b>The Impact of Tweens' Initial Smartphone Ownership: Towards an Understanding of Digital Puberty.</b> <b>Mark Yeowell</b> UNSW, Australia</p> <p><b>Influence of Contextual Factors on Collective Teacher Efficacy: A Norwegian Perspective</b> <b>Kristine Nymo</b> Inland Norway University of Applied Sciences, Norway</p> <p><b>Exploring the Relationship between Professional Learning Communities,</b></p>	<p><b>P26.P6.DUMR: Paper Session</b> Location: <b>Room 561 (Arts West) [Tues-Fri]</b></p> <p><b>An Evidence Synthesis On Educational Leaders Leading Data Use For Instructional Improvement: The U.S. Context</b> <b>Tonya R Moon</b>, Coby Meyers, Catherine Brighton University of Virginia, United States of America</p> <p><b>Teacher Data Use As A Means Of Enhancing Efficacy, Professionalism, And Retention</b> <b>Caitlin Scott</b>, <b>Danette Parsley</b> Marzano Research, United States of America</p> <p><b>Use of Video Data to Identify and Enhance Promising Practices in the Classroom</b> <b>Therese N. Hopfenbeck</b><sup>1,2</sup>, <b>Samantha Kaye - Johnston</b><sup>3</sup>, <b>Juliet Scott-Barrett</b><sup>3</sup>, <b>Tracey Denton-Calabrese</b><sup>3</sup>, <b>Joshua McGrane</b><sup>1,2</sup> 1: University of Melbourne, Australia; 2: Kellogg College; 3: University of Oxford</p>	<p><b>P27.P6.EL: Paper Session</b> Location: <b>Room 353 (Arts West) [Tues-Fri]</b></p> <p><b>A Contextualised Leadership Capability Framework Embedded in an Education System's Improvement Architecture: Development and Findings from a Pilot Study</b> <b>Kerry Elliott</b><sup>1</sup>, <b>Julie Murkins</b><sup>1</sup>, <b>John Cleary</b><sup>2</sup>, <b>Fabienne van der Kleij</b><sup>1</sup> 1: Australian Council for Educational Research (ACER), Australia; 2: Northern Territory, Department of Education</p> <p><b>Closing Opportunity Gaps: Orientation Towards Academic Learning as a Condition for the Success of School Development Processes in Socially Disadvantaged Communities</b> <b>Barbara Muslic</b><sup>1</sup>, <b>Esther Dominique Klein</b><sup>2</sup>, <b>Isabell van Ackeren-Mindl</b><sup>1</sup>, <b>Susanne Julia Czaja</b><sup>2</sup> 1: Universität Duisburg-Essen, Germany; 2: Technische Universität Dortmund, Germany</p>

<p><b>Collective Teacher Efficacy, and Teaching Practices</b>  <b>Mette Marit Forsmo Jenssen, Kristine Nymo</b>                  Inland Norway University College of Applied Sciences, Norway</p>	<p><b>Exploring Social Validity and Factors Associated with Implementation of Computer-Assisted Reading Instruction</b>  <b>Jillian Leigh Boshkoski, Laura Brook Sawyer</b>                  Lehigh University, United States of America</p>	<p><b>Understanding the Career Progression of Assistant Principals in Australian Schools</b>  <b>Berni Moreno, Donnie Adams, Lawrie Drysdale, Ryan Dunn, Helen Goode, David Gurr, Adam Taylor, Pauline Thompson</b>                  The University of Melbourne, Australia</p> <hr/> <p><b>Educational Leadership Preparation Program Qualities and Graduates' Career Intentions</b>  <b>Yongmei Ni<sup>1</sup>, Jiangang Xia<sup>2</sup>, Andrea Rorrer<sup>1</sup>, Michelle Young<sup>3</sup></b>                  1: university of utah, United States of America; 2: University of Nebraska–Lincoln, United States of America; 3: University of California, Berkeley</p>
<p><b>P28.P6.EL: Paper Session</b>                  Location: <b>Room 361 (Arts West) [Wed]</b></p> <p><b>The Re-imagining of an Instructional Coaching Program on the Development of Instructional Leadership Attributes.</b>  <b>Mileva Tubbs, Louisa Jones</b>                  Western Australian Secondary Schools Executive Association, Australia</p>	<p><b>S16.P6.EL: Symposium</b>                  Location: <b>Room 454 (Arts West) [Tues-Fri]</b></p> <p><b>Catalysts of Change: Global Insights on Innovation and Leadership in Education</b>  <i>Chair(s): Paul Campbell</i> (The Education University of Hong Kong)  <i>Discussant(s): Jiafang Lu</i> (The Education University of Hong Kong); <a href="mailto:lujf@eduhk.hk">lujf@eduhk.hk</a></p>	<p><b>S17.P6.EL: Symposium</b>                  Location: <b>Room 456 (Arts West) [Tues-Fri]</b></p> <p><b>Scuola Senza Zaino: Redefining Education In Italy Through An Inclusive Global Curriculum Nurturing Hospitality, Responsibility, And Community Connection</b>  <i>Chair(s): Daniela Acquaro</i> (Faculty of Education, The University of Melbourne, Faculty of Education)  <i>Discussant(s): Daniela Acquaro</i> (Faculty of Education, The University of Melbourne, Faculty of Education); <a href="mailto:d.acquaro@unimelb.edu.au">d.acquaro@unimelb.edu.au</a></p>
<p><b>Developing Instructional Leadership Teams in the Next Level of Work</b>  <b>Elizabeth Zumpe<sup>1</sup>, Corrine Mary Aramburo<sup>2</sup>, Rick Mintrop<sup>3</sup></b>                  1: University of Oklahoma, United States of America; 2: San Francisco State University, United States of America; 3: University of California, Berkeley, United States of America</p>	<p><i>Presentations of the Symposium</i></p> <p><b>Conceptualizing Innovation and Leadership in Education</b>  <b>Paul Campbell<sup>1</sup>, Rania Sawalhi<sup>2</sup>, Joan Conway<sup>3</sup>, Dorothy Andrews<sup>3</sup>, Stephen MacGregor<sup>4</sup>, Salman Zayed<sup>5</sup>, Nicola Sum<sup>6</sup>, Sharon Friesen<sup>4</sup></b>; <a href="mailto:paulcam@hku.hk">paulcam@hku.hk</a>, <a href="mailto:joan.conway@unisq.edu.au">joan.conway@unisq.edu.au</a>, <a href="mailto:Dorothy.Andrews@unisq.edu.au">Dorothy.Andrews@unisq.edu.au</a>, <a href="mailto:stephen.macgregor@ucalgary.ca">stephen.macgregor@ucalgary.ca</a>, <a href="mailto:nicola.sum@monash.edu">nicola.sum@monash.edu</a>, <a href="mailto:sfriesen@ucalgary.ca">sfriesen@ucalgary.ca</a>  <sup>1</sup>The Education University of Hong Kong, <sup>2</sup>Eduenterprise, <sup>3</sup>University of Southern Queensland, <sup>4</sup>University of Calgary, <sup>5</sup>University of Bahrain, <sup>6</sup>Monash University</p>	<p><i>Presentations of the Symposium</i></p> <p><b>The Italian National Context: Education System, Principal Appointments, And Reform Agenda</b>  <b>Claudio Girelli, Elena Fossa</b>; <a href="mailto:claudio.girelli@univr.it">claudio.girelli@univr.it</a>, <a href="mailto:elena.fossa@univr.it">elena.fossa@univr.it</a>                  The University of Verona, Italy</p>
<p><b>Keys to Instructional Collaboration: The Case of the "Educational Networks For The Improvement Of Learning" (Rema).</b>  <b>Francisca Gonzalez Valderrama, Remy Martina Geraldo, María Catalina Croquevielle, María Josefina Eluchans, Silvana Belén Lorenzini, Nancy Pizarro Núñez</b>                  Luksic Foundation, Chile</p>	<p><b>Unveiling Teacher Entrepreneurial Behavior: Developing and Validating a Comprehensive Scale</b>  <b>Chun Sing Maxwell Ho, Jiafang Lu</b>; <a href="mailto:hocs@eduhk.hk">hocs@eduhk.hk</a>, <a href="mailto:lujf@eduhk.hk">lujf@eduhk.hk</a>                  The Education University of Hong Kong</p>	<p><b>Scuola Senza Zaino – An Innovative Italian School Model</b>  <b>Marco Orsi</b>; <a href="mailto:presidente.onorario@senzazaino.it">presidente.onorario@senzazaino.it</a>                  Associazione Senza Zaino</p>
<p><b>Resolving Tensions Between Research and Practice: Knowledge Brokers as Catalysts for Educational Change</b>  <b>Deborah Devis, Maesie MacGillivray, Simon Leonard, Tom Linnell</b>                  University of South Australia, Australia</p>	<p><b>Lessons Learned from Innovative Leadership Practices: An Exploration of Case Studies from the Global South</b>  <b>Beverly Freedman<sup>1</sup>, Rania Sawlahi<sup>2</sup>, Salman Zaed<sup>3</sup></b>; <a href="mailto:bevfreedman@rogers.com">bevfreedman@rogers.com</a>, <a href="mailto:rania@edueenterprise.org">rania@edueenterprise.org</a>, <a href="mailto:salmanzaed@gmail.com">salmanzaed@gmail.com</a>  <sup>1</sup>York University, <sup>2</sup>Eduenterprise, <sup>3</sup>University of Bahrain</p>	<p><b>Educational Leadership And School Innovation In Italy: Investigating The Core Dimensions And Practices Of Successful Principalship Through The ISSPP</b>  <b>Emanuela Assenzio, Alessia Bevilacqua</b>; <a href="mailto:emanuela.assenzio@univr.it">emanuela.assenzio@univr.it</a>                  The University of Verona, Italy</p> <p><b>Holistic And Hands-On: Senza Zaino's Educational Impact In Northern Italy</b>  <b>Vanda Mainardi<sup>1</sup>, Salvatore Lentini<sup>2</sup></b>; <a href="mailto:vanda1.mainardi@gmail.com">vanda1.mainardi@gmail.com</a>, <a href="mailto:postalentini@libero.it">postalentini@libero.it</a>  <sup>1</sup>Istituto Comprensivo, Leno, Brescia, Italy, <sup>2</sup>Istituto Comprensivo Daniele Spada, Sovere, Bergamo, Italy.</p>
<p><b>S18.P6.PL: Symposium</b>                  Location: <b>Room 555 (Arts West) [Tues-Thurs]</b></p> <p><b>Enhancing the Use of Research in Schools and Systems - the Role of Collaboration</b>  <i>Chair(s): Mark Rickinson</i> (Monash University, Melbourne)  <i>Discussant(s): Vaughan Cleary</i> (Assumption College, Victoria), <b>Jana Groß Ophoff</b> (University College of Teacher Education Vorarlberg, Austria); <a href="mailto:vaughan.cleary@assumption.vic.edu.au">vaughan.cleary@assumption.vic.edu.au</a></p> <p><i>Presentations of the Symposium</i></p>		

**The Dynamics Of Collaboration In Quality Use Of Research In Australian Schools**

**Mark Rickinson, Joanne Gleeson, Blake Cutler, Lucas Walsh;**

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jo.gleeson@monash.edu,  
Blake.Cutler@monash.edu,  
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Monash University, Melbourne

**Collaborative Research Use In Norwegian Schools**

**Elaine Munthe, Camilla Hagevold;**

elaine.munthe@uis.no,  
camilla.g.hagevold@uis.no  
Knowledge Center for Education, University of Stavanger, Norway

3:45pm  
-  
4:15pm

**Afternoon Tea**

4:15pm  
-  
5:15pm

**K2: Keynote Presentation: Sharon Davis**

Location: **Kathleen Fitzpatrick Lecture Theatre (basement Arts West)**

5:30pm  
-  
8:30pm

**Congress Dinner**

On the Wednesday evening, soak up the summer vibes and join us for a fantastic event on the picturesque university lawn (weather permitting!). Your entry fee covers one complimentary drink upon arrival. There will be a diverse array of food trucks, offering a range of different cuisines for purchase food and there will also be live entertainment. We hope you can all join us for a night of fun with lots of opportunities to network!

**Date: Thursday, 13/Feb/2025**

<p>8:00am - 5:00pm</p>	<p><b>Registration</b></p>		
<p>8:30am - 9:30am</p>	<p><b>MD3: Morning Dialogue: Andy Hargreaves, Marlen Faanessen, Yvonne Keating, and Leandro Folgar Ruetalo</b> Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b> Global Policy Movements and the Future of Education Change: The Case of the ARC Education Collaboratory</p>		
<p>9:00am - 11:00am</p>	<p><b>SV: School Visits [Requires pre-registration]</b> Note: Participants will need approximately 30 minutes to return to the University; please reserve 11:00-11:30 as transition time</p>		
<p>9:30am - 11:00am</p>	<p><b>LIW25.P7.3P: Leading Innovation Workshop</b> Location: <b>Room 253 (Arts West) [Tues-Fri]</b></p> <p><b>Leading a Generational Reform</b> <b>Jacqui Wilton, Jo Butterworth, Nerida Leal</b> Queensland Curriculum and Assessment Authority, Australia</p>	<p><b>LIW26.P7.3P: Leading Innovation Workshop</b> Location: <b>Room 256 (Arts West) [Tues-Thurs]</b></p>	<p><b>LIW27.P7.EL: Leading Innovation Workshop</b> Location: <b>Room 356 (Arts West) [Tues, Thurs]</b></p> <p><b>Evolution a School Improvement Framework: Innovations And Impact In Educational Policy And Practice For Effective System Alignment</b> <b>John Finneran<sup>1</sup>, Ryan Greer<sup>2</sup></b> 1: Marist Schools Australia, Australia; 2: Lavalla Catholic College Traralgon, Victoria, Australia</p>
<p>9:30am - 11:00am</p>	<p><b>LIW28.P7.EL: Leading Innovation Workshop</b> Location: <b>Room 354 (Arts West) [Tues-Fri]</b></p> <p><b>Strategic Measurement For Schools: A Process For Educational Transformation</b> <b>Eleanor Sutton, Dale Cameron Bailey</b> Springboard Trust, New Zealand</p>	<p><b>P30.P7.3P: Paper Session</b> Location: <b>Room 454 (Arts West) [Tues-Fri]</b></p> <p><b>Teachers with Disability: Breaking Through Ableist Testing Structures. Narratives for a Future Diverse Workforce</b> <b>Kirsten Lambert, Alison Hilton</b> Murdoch University, Australia</p> <hr/> <p><b>Innovating Assessment within Professional Experience: University-Based Teacher Educators' Perspectives on Enhanced Resources for Assessing and Reporting on Practice</b> <b>Sandi Fielder, Chad Morrison, Alison Hilton</b> Murdoch University, Australia</p> <hr/> <p><b>A Study on Factors Influencing the Professional Development Activities of Early Career Teachers</b> <b>Sungsik Kim<sup>1</sup>, Eunji Koh<sup>2</sup>, Naram Gwak<sup>3</sup>, Yujeong Hyun<sup>4</sup>, Dongho Lee<sup>5</sup>, Seoyeon Moon<sup>6</sup></b> 1: Seoul National University of Education, Korea, Republic of (South Korea); 2: Seoul Woomyeon Elementary School, Korea, Republic of (South Korea); 3: Seoul National University, Korea, Republic of (South Korea); 4: Seoul Sinwol Elementary School, Korea, Republic of (South Korea); 5: Seoul Seorae Elementary School, Republic of (South Korea); 6: Seoul Topdong Elementary School, Korea, Republic of (South Korea)</p>	<p><b>P32.P7.EL: Paper Session</b> Location: <b>Room 456 (Arts West) [Tues-Fri]</b></p> <p><b>Strengthening Educational Leadership for Diversity, Democracy and Equity through 'Big Issue' Conversations</b> <b>Manuela Heinz<sup>1</sup>, Gerry Mac Ruairc<sup>1</sup>, Maria Jesus Rodriguez Entrena<sup>2</sup></b> 1: University of Galway, Ireland; 2: University of Murcia, Spain</p> <hr/> <p><b>Revisiting City Histories: Understanding How Sociocultural and Historical Contexts Shape Educational Equity in Schools</b> <b>Ain Grooms<sup>1</sup>, Joshua Childs<sup>2</sup>, April Peters<sup>3</sup>, Eligio Martinez<sup>4</sup></b> 1: University of Wisconsin-Madison, United States of America; 2: University of Texas at Austin, United States of America; 3: University of Houston, United States of America; 4: California State Polytechnic University-Pomona, United States of America</p> <hr/> <p><b>Empowering School Leaders in Ghana: Addressing Challenges in Public and Private Education</b> <b>Gopalkrishnan Iyer, Dewi Susanti, Madiha Sayani</b> Global School Leaders, United Kingdom</p>
<p>9:30am - 11:00am</p>	<p><b>P33.P7.MR: Paper Session</b> Location: <b>Room 553 (Arts West) [Tues, Thurs, Fri]</b></p> <p><b>An Enacted Local Learning Ecosystem of Scottish School Education to Serve as a Model for the Future Rooted in the Past</b> <b>Niall MacKinnon</b> Avernish Prospect, United Kingdom</p> <hr/> <p><b>Exploring Intersectional Effects in College Readiness in the U.S. using the Multilevel Analysis of Individual Heterogeneity and Discriminatory Accuracy (MAIHDA)</b> <b>Gregory J. Palardy</b> University of California, Riverside, United States of America</p>	<p><b>S19.P7.EL: Symposium</b> Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b></p> <p><b>What Loads Your Boat? – Using Cognitive Load Theory to Frame the Challenges Facing School Leaders in School Improvement</b> <i>Chair(s): Esther Dominique Klein (TU Dortmund University), Maria Opfermann (University of Wuppertal)</i></p> <p><i>Presentations of the Symposium</i></p> <p><b>The Struggle for Collective Agency in Schools Facing Adversity and Implications from Cognitive Load Theory</b> <b>Elizabeth Zumpe</b>; Elizabeth.A.Zumpe-1@ou.edu</p>	<p><b>S20.P7.EL: Symposium</b> Location: <b>Room 353 (Arts West) [Tues-Fri]</b></p> <p><b>Leading Educational Innovation in a Changing World</b> <i>Chair(s): Marcus Pietsch (Leuphana University of Lüneburg), Paul Campbell (The Education University of Hong Kong), Sedat Gümüs (The Education University of Hong Kong), Donnie Adams (The University of Melbourne)</i> <i>Discussant(s): Pierre Tulowitzki (FHNW); pierre.tulowitzki@fhnw.ch</i></p> <p><i>Presentations of the Symposium</i></p> <p><b>Absorptive Capacity and Knowledge Sharing in Schools: Overcoming the Barriers of Innovation in Education</b></p>



<p><b>Harmful or Helpful? How Grade Retention Affects Student Well-being and Self-Perceptions</b>  <b>Paul Fabian, Katja Scharenberg</b>                  Ludwig Maximilian University Munich, Germany</p>	<p>University of Oklahoma  <b>Leaders Gonna Lead? Factors Affecting Ementary School Principals' Perceived Capacities to Focus on School Improvement Tasks</b>  <b>Maria Opfermann<sup>1</sup>, Esther Dominique Klein<sup>2</sup>, Claudia Kastens<sup>1</sup></b>; <a href="mailto:opfermann@uni-wuppertal.de">opfermann@uni-wuppertal.de</a>, <a href="mailto:dominique.klein@tu-dortmund.de">dominique.klein@tu-dortmund.de</a>  <sup>1</sup>University of Wuppertal, <sup>2</sup>TU Dortmund University  <b>Cognitive Load as Motivational Cost – From Student Learning to Leadership</b>  <b>Rebecca B. Brockbank</b>; <a href="mailto:westrb3@gmail.com">westrb3@gmail.com</a>                  Utah State University  <b>Fostering Motivation and Adult Learning for Continuous Improvement: A Conceptualization for School Leaders</b>  <b>Miguel Órdenes</b>; <a href="mailto:miguel.ordenes@mail.udp.cl">miguel.ordenes@mail.udp.cl</a>                  Universidad Diego Portales</p>	<p><b>Jasmin Witthöft, Marcus Pietsch</b>; <a href="mailto:jasmin.witthoeft@leuphana.de">jasmin.witthoeft@leuphana.de</a>                  Leuphana University of Lüneburg  <b>Supporting Innovative Classroom Teaching: Investigating the Synergetic Effects of LMX, Openness to Experience and Teacher Creativity</b>  <b>Donnie Adams<sup>1</sup>, Mehmet Sükrü Bellibas<sup>2</sup>, Marcus Pietsch<sup>3</sup></b>; <a href="mailto:donnie.adams@unimelb.edu.au">donnie.adams@unimelb.edu.au</a>  <sup>1</sup>The University of Melbourne, <sup>2</sup>University of Sharjah, <sup>3</sup>Leuphana University of Lüneburg</p>
<p><b>S21.P7.3P: Symposium</b>                  Location: <b>Room 561 (Arts West) [Tues-Fri]</b></p> <p><b>International Insights into Rural Schooling and Education Policy and Practice</b>  <i>Chair(s):</i> <b>Leyton Schnellert</b> (University of British Columbia)  <i>Discussant(s):</i> <b>Danette Parsley</b> (Marzano Research); <a href="mailto:danette.parsley@marzanoresearch.com">danette.parsley@marzanoresearch.com</a></p> <p><i>Presentations of the Symposium</i></p> <p><b>Beyond Evidence free School Improvement: Known Unknowns in Rural Educational Research</b>  <b>Philip Roberts<sup>1</sup>, Kim Beswick<sup>2</sup>, Natalie Downes<sup>3</sup></b>; <a href="mailto:philip.roberts@canberra.edu.au">philip.roberts@canberra.edu.au</a>  <sup>1</sup>University of Canberra  , <sup>2</sup>University of New South Wales, <sup>3</sup>University of Canberra</p> <p><b>Increasing Access and Equity through Rural and Remote Teacher Education</b>  <b>Leyton Schnellert, Terry Taylor, Jamilee Baroud, Amy Ceasar</b>; <a href="mailto:leyton.schnellert@ubc.ca">leyton.schnellert@ubc.ca</a>                  University of British Columbia</p> <p><b>Rural Realities: A Framework for Rural Education Research and Policy in New Zealand</b>  <b>Jennifer Tatebe<sup>1</sup>, Philip Roberts<sup>2</sup></b>; <a href="mailto:j.tatebe@auckland.ac.nz">j.tatebe@auckland.ac.nz</a>, <a href="mailto:Philip.Roberts@canberra.edu.au">Philip.Roberts@canberra.edu.au</a>  <sup>1</sup>The University of Auckland, <sup>2</sup>University of Canberra</p>		
<p><b>11:00am - 11:30am</b>  <b>Morning Tea</b></p>		
<p><b>11:30am - 1:00pm</b>  <b>LIW29.P8.3P: Leading Innovation Workshop</b>                  Location: <b>Room 256 (Arts West) [Tues-Thurs]</b></p> <p><b>Student Voice: Purpose, Provocations and Possibilities</b>  <b>Christine Payard, Fabienne van der Kleij, Kathryn Richardson, Marijne Medhurst</b>                  Australian Council for Educational Research, Australia</p>	<p><b>LIW30.P8.EL: Leading Innovation Workshop</b>                  Location: <b>Room 354 (Arts West) [Tues-Fri]</b></p>	<p><b>LIW31.P8.EL: Leading Innovation Workshop</b>                  Location: <b>Room 356 (Arts West) [Tues, Thurs]</b></p> <p><b>A Journey Of School Revitalisation Using The Strength Of Teacher Leadership</b>  <b>Simon Peter McGlade</b>                  Department of Education (Victoria), Australia</p>
<p><b>LIW32.P8.PL: Leading Innovation Workshop</b>                  Location: <b>Room 456 (Arts West) [Tues-Fri]</b></p> <p><b>Catalytic Affiliation: Relational Impacts In Professional Learning Networks</b></p>	<p><b>P01.P8.3PCRI: Paper session</b>                  Location: <b>Room 454 (Arts West) [Tues-Fri]</b></p> <p><b>Rethinking Education Policy Development for Whole System</b></p>	<p><b>P37.P8.EL: Paper Session</b>                  Location: <b>Room 553 (Arts West) [Tues, Thurs, Fri]</b></p> <p><b>The Influence Of Social Support And Work Engagement On Transformational Leadership In</b></p>

<p><b>Judy Halbert<sup>1</sup>, Linda Kaser<sup>2</sup>, Natalie Mansour<sup>3</sup>, Rebbecca Sweeney<sup>4</sup></b>                  1: Networks of Inquiry and Indigenous Education; 2: Networks of Inquiry and Indigenous Education; 3: NOII NSW; 4: Spirals of Inquiry New Zealand</p>	<p><b>Improvement: Politics, Policy and Process</b>  <u>Sheridan Dudley</u>                  University of NSW, Australia</p> <hr/> <p><b>The Uncompleted Reforms: The Political Mechanisms of Reforming Educational Systems in The Arab Gulf States</b>  <u>Ibrahim Alhouti</u>                  Kuwait University, Kuwait</p>	<p><b>Socially Privileged And Disadvantaged Settings</b>  <b>Pierre Tulowitzki<sup>1</sup>, Marcus Pietsch<sup>2</sup>, Ella Grigoleit<sup>1</sup>, Gloria Sposato<sup>1</sup></b>                  1: FHNW University of Applied Sciences and Arts Northwestern Switzerland; 2: Leuphana University Lüneburg</p> <hr/> <p><b>Gifted Students With ADHD: The Lived Experience Of Social-Emotional Autonomy Support.</b>  <u>Sarah Fleming</u>                  University of New South Wales, Australia</p> <hr/> <p><b>Hasta la Vista, Exclusion: Embracing Inclusive School Leadership in Malaysia</b>  <u>Donnie Adams</u>                  The University of Melbourne, Australia</p> <hr/> <p><b>Mapping International School leadership policies and practices in Arab Countries</b>  <u>Rania Sawalhi</u>, Ghiath Hawari                  Eduenterprise, Qatar</p>
<p><b>P38.P8.PLEL: Paper Session</b>                  Location: <b>Room 555 (Arts West) [Tues-Thurs]</b></p> <p><b>Advancing The Teaching and Learning of Collaborative Continuous Improvement in Education</b>  <u>Kristen, C. Wilcox<sup>1</sup>, Elizabeth Zumpe<sup>2</sup></u>                  1: University at Albany, United States of America; 2: University of Oklahoma, United States of America</p> <hr/> <p><b>Organizational Learning of Lesson Study Reform: Case Study of Pilot School for School as Learning Community in Japan</b>  <u>Yuta Suzuki</u>                  Tokyo Institute of Technology, Japan</p> <hr/> <p><b>Exploring Professional Identity in Educational Leadership Preparation and Development: An International Systematic Review</b>  <u>Paul Campbell<sup>1</sup>, Niamh Hickey<sup>2</sup>, Patricia Mannix McNamara<sup>2</sup></u>                  1: The Education University of Hong Kong; 2: University of Limerick, Ireland</p> <hr/> <p><b>What Happens to Leadership at Times of Crises in Schools Serving Marginalised Groups? Surveillance as Support</b>  <u>Yara Hilal<sup>1</sup>, Alex McTaggart<sup>2</sup></u>                  1: University of Sydney, Australia; 2: University of Manchester, UK</p>	<p><b>POS2.P7.Multi: Poster Session</b>                  Location: <b>Ground Floor Foyer (Arts West)</b></p> <p><b>Processes for Data Informed School Improvement</b>  <u>Annalea McCurry<sup>1</sup>, Selena Fisk<sup>2</sup></u>                  1: Catholic Education Office Northern Territory, Australia; 2: Dr Selena Fisk PTY LTD</p> <hr/> <p><b>Classroom Observations and Post-Observation Conversations - Powerful Tools for Developing Teacher Adaptive Expertise</b>  <u>Vijay Bhagwandhin</u>                  University of Auckland, New Zealand</p> <hr/> <p><b>Life Skills Education in Policy: A Document Study</b>  <u>Lone Hvalby</u>                  University of Stavanger, Norway</p> <hr/> <p><b>Transforming Education Systems: A Systematic Review of Research-Practice Partnerships for Equity and Justice for Children with Disabilities</b>  <u>Aashna Khurana</u>                  Boston College, United States of America</p> <hr/> <p><b>Time For Science?: System And School Leaders' Sense-making About Time In Decision-making About Elementary Science Education</b>  <u>James Spillane</u>                  Northwestern University, United States of America</p> <hr/> <p><b>Leading With, Though and From and Inquiry Stance</b>  <u>Zoe Smith<sup>1</sup>, Nadia Mead<sup>2</sup>, David R Turner<sup>3</sup></u>                  1: Queensland Department of Education, Australia; 2: Central Queensland University, Australia; 3: Southern Cross University, Australia</p> <hr/> <p><b>The Purpose and Possibilities of Professional Reading – For Building Individual, Collective and Systems-based Professional Knowledge and Practice</b></p>	<p><b>S23.P8.EL: Symposium</b>                  Location: <b>Room 561 (Arts West) [Tues-Fri]</b></p> <p><b>Supporting School Leaders in Challenging Times: Evidence and Practice from England, Australia and North America</b>                  Chair(s): <b>Rosie Connor</b> (BTS Spark)                  Discussant(s): <b>Pasi Sahlberg</b> (University of Melbourne); <a href="mailto:pasi.sahlberg@unimelb.edu.au">pasi.sahlberg@unimelb.edu.au</a></p> <p><i>Presentations of the Symposium</i></p> <p><b>Local Landscapes for Headteacher Support in England's Fragmented and Accountable System</b>  <u>Toby Greany</u>; <a href="mailto:Toby.Greany@nottingham.ac.uk">Toby.Greany@nottingham.ac.uk</a>                  University of Nottingham</p> <hr/> <p><b>How Principal Supervisors Work to Support Principals and Develop Expertise from the Invisible Middle: An Australian Perspective</b>  <u>Ricky Campbell-Allen</u>;  <a href="mailto:ricky.campbellallen@edcapital.com.au">ricky.campbellallen@edcapital.com.au</a>                  EdCapital</p> <hr/> <p><b>Providing Principals with Personalised Support for Professional Growth and Personal Wellbeing via Professional Leadership Coaching</b>  <u>Rosie Connor</u>; <a href="mailto:rosie.connor@btsspark.org">rosie.connor@btsspark.org</a>                  BTS Spark</p>

	<p><b>Jackie Brien<sup>1,2</sup></b> 1: International Congress for School Effectiveness and Improvement (ICSEI); 2: The University of Melbourne</p> <hr/> <p><b>Critical Reflexivity in Improvement: Transforming Student Experiences</b> <b>Matthew Thomas Missias, Leah Breen, Barry Hall</b> Grand Valley State University, United States of America</p> <hr/> <p><b>Research On Research Use In Schools: A Protocol For A Systematic Framework Synthesis</b> <b>Camilla Gramstad Hagevold<sup>1,2</sup>, Sanna Erika Forsstrom<sup>2</sup>, Serap Keles<sup>2</sup></b> 1: Stavanger municipality, Norway; 2: University of Stavanger, Knowledge centre for Education</p> <hr/> <p><b>Public Knowledge Created by Children as School System Regeneration: Redefining Education through Purpose and Possibility</b> <b>Niall MacKinnon</b> Avernish Prospect, United Kingdom</p> <hr/> <p><b>Improvement Science as a Tool for Professional Learning in Doctoral Programs</b> <b>Michael Odell, Teresa Kennedy</b> University of Texas Tyler, United States of America</p> <hr/> <p><b>Teacher Shortage And The Cost Of Living Crisis: How Technology Can Change the Way We Connect, Learn and Plan.</b> <b>Amanda Samson, Suhrid Gupta, Eduardo Oliveira</b> The University of Melbourne, Australia</p> <hr/> <p><b>Effective Leadership of Principals in Middle and Primary Schools under High-Quality Education Development: A Perspective of Ethical Leadership Theory</b> <b>Xun Zhang</b> Beijing Normal University, China, People's Republic of</p>
<p><b>S24.P8.EL: Symposium</b> Location: <b>Room 253 (Arts West) [Tues-Fri]</b></p> <p><b>World School Leadership Study. Country and Regional Perspectives on the Profession of School Leaders.</b> <i>Chair(s): Michelle Young</i> (University of Berkeley) <i>Discussant(s): Ori Eyal</i> (Hebrew University of Jerusalem); <a href="mailto:ori.eyal1@mail.huji.ac.il">ori.eyal1@mail.huji.ac.il</a></p> <p><i>Presentations of the Symposium</i></p> <p><b>Country Report from Iceland</b> <b>Guðrún Ragnarsdóttir<sup>1</sup>, Sigríður Margrét Sigurðardóttir<sup>2</sup></b>; <a href="mailto:gudrunr@hi.is">gudrunr@hi.is</a>, <a href="mailto:sigridurs@unak.is">sigridurs@unak.is</a> <sup>1</sup>University of Iceland, <sup>2</sup>University of Akureyri</p> <p><b>County Reports from Ireland</b> <b>Niamh Deignan<sup>1</sup>, Miriam Colum<sup>2</sup></b>; <a href="mailto:niamh.deignan@universityofgalway.ie">niamh.deignan@universityofgalway.ie</a>, <a href="mailto:Miriam.Colum@mie.ie">Miriam.Colum@mie.ie</a> <sup>1</sup>University of Galway, <sup>2</sup>Marino Institute of Education</p>	<p><b>S25.P8.PLN: Symposium</b> Location: <b>Room 353 (Arts West) [Tues-Fri]</b></p> <p><b>Professional Capital for Flourishing Communities</b> <i>Chair(s): Martin Scanlon</i> (Boston College), <b>Kim Schildkamp</b> (University of Twente) <i>Discussant(s): Andrew Hargreaves</i> (Boston College), <b>Andrew Wambua</b> (Cape Peninsula University of Technology); <a href="mailto:andrew.hargreaves@bc.edu">andrew.hargreaves@bc.edu</a></p> <p><i>Presentations of the Symposium</i></p> <p><b>Harnessing Middle Leaders' Professional Capital as Catalysts for Adapting to New Leadership and Sustainable School Reform</b> <b>Chun Sing Maxwell Ho</b>; <a href="mailto:hocs@eduhk.hk">hocs@eduhk.hk</a> The Education University of Hong Kong</p> <p><b>Learning Through Failure: Enhancing Professional Capital in Education</b> <b>Stephen Stephen MacGregor</b>; <a href="mailto:stephen.macgregor@ucalgary.ca">stephen.macgregor@ucalgary.ca</a> University of Calgary</p>

**Country Report from Australia**

**Bernardita Moreno, David Gurr, Helen Goode, Lawrie Drysdale;**  
 b.moreno@unimelb.edu.au,  
 d.gurr@unimelb.edu.au,  
 hmgoode@unimelb.edu.au,  
 drysdale@unimelb.edu.au  
 University of Melbourne

**Country Report from Germany**

**Stephan Gerhard Huber;**  
 stephan.huber@bildungsmanagement.net  
 Johannes Kepler University Linz

1:00pm  
-  
2:15pm

**Lunch**  
 On your own; lunch will not be provided. There are a variety of nearby options from which to choose.

2:15pm  
-  
3:45pm

**LIW33.P9.3P: Leading Innovation Workshop**  
 Location: **Room 256 (Arts West) [Tues-Thurs]**

**From 'A School' to 'Our Place' – Overcoming Barriers to Education Through School Community Platforms.**

**Sean Cory, Frances Martin**  
 Colman Education Foundation | Our Place, Australia

**LIW34.P9.EL: Leading Innovation Workshop**  
 Location: **Room 356 (Arts West) [Tues, Thurs]**

**Faith-Based Educational Leadership: Navigating Purpose and Possibilities in a Transforming Educational Landscape**

**Rania Sawalhi<sup>1</sup>, Adam Taylor<sup>2</sup>, Suzanne Jessen<sup>3</sup>**  
 1: Eduenterprise, Qatar; 2: The University of Melbourne, Victoria 3010 Australia; 3: Lutheran Education Australia

**LIW35.P9.EL: Leading Innovation Workshop**  
 Location: **Room 354 (Arts West) [Tues-Fri]**

**The Future Of School Effectiveness: Connected Autonomy And Well Governed System Processes**

**Melissa Turner, Wayne Wood, Ann-Maree Nicholls, Lea Martin, Ian Davis**  
 Catholic Education Services- Cairns, Australia

**LIW36.P9.EC: Leading Innovation Workshop**  
 Location: **Room 456 (Arts West) [Tues-Fri]**

**Image of the Child: Where Teaching Begins**

**Lauren Davis<sup>1</sup>, Chevon Adamidis<sup>2</sup>, Gemma Goodyear<sup>3</sup>, Jarryd Bradford<sup>4</sup>**

1: Cultivating Curiosity in Learning / St. John's Primary School Footscray; 2: Cultivating Curiosity in Learning / St. Gabriel's Primary School Reservoir; 3: Traces of Learning / St. Gabriel's Primary School Reservoir; 4: Traces of Learning

**P15.P9.3P: Paper Session**  
 Location: **Room 454 (Arts West) [Tues-Fri]**

**Sense-Making And Decision-Making In The Multi-Stakeholder Field Of Administration, School Practitioners and External School-evaluation. Perspectives on Organizational Paradigms and Purpose-driven Approaches.**

**Iris Geigle, Nina Bremm**  
 Friedrich-Alexander-Universität Erlangen Nürnberg (FAU), Germany

**P31.P9.EL: Paper Session**  
 Location: **Room 555 (Arts West) [Tues-Thurs]**

**Redefining School Strategic Planning: Key Learnings from Research and Practice in Leveraging Collective Efficacy for School Improvement**

**Julie Murkins<sup>1</sup>, Kerry Elliott<sup>1</sup>, Anthony Boys<sup>2</sup>**  
 1: Australian Council for Educational Research (ACER), Australia; 2: Marist Catholic College - North Shore, NSW

**The Purpose Topography Project: Mapping Definitions Of Educational Purpose In Academic Literature 2000-2024**

**Michael Theodor Murphy, Rachel Wilson, Rebecca Dong, Rina Dhillon**  
 University of Technology Sydney, Australia

**Reimagining Professional Development in the South African School System: Challenges and Opportunities.**

**Andrew Wambua, Zayd Waghid, Adedayo Theodorio**  
 Global Institute for Teacher Education and Society, Cape Peninsula University of Technology, South Africa

**The Practical Impact of Perceptions of Leader's Conceptualizations of Innovation Process and Purpose.**

**Dana Lynn Braunberger**  
 Univeristy of Calgary, Canada

**University-Based Educational Leadership Programs in Egypt: A mixed-methods investigation**

**Yara Hilal<sup>1</sup>, Waheed Hammad<sup>2</sup>, Aisha Al-Harhi<sup>2</sup>**  
 1: University of Sydney, Australia; 2: Sultan Qaboos University, Oman

**Trans and Nonbinary Youth Need Educational Supports: An Evaluation of Who Trans Youth Seek out for Support**

**Mollie T. McQuillan<sup>1</sup>, Joseph Cimpian<sup>2</sup>, Benjamin Lebovitz<sup>1</sup>, Erin Gill<sup>1</sup>**  
 1: University of Wisconsin - Madison, United States of America; 2: New York University

**P39.P9.EL: Paper Session**  
 Location: **Room 353 (Arts West) [Tues-Fri]**

**Principal Pipelines: A Strategic Approach to Effective School Leadership**

**Ellen B Goldring**  
 Peabody College, Vanderbilt University, United States of America

**P40.P9.PL: Paper Session**  
 Location: **Room 553 (Arts West) [Tues, Thurs, Fri]**

**Voices from the Field Versus Expectations from Above. Rethinking the Role of Mentoring for the Future of Education**

**Karen Birgitte Dille<sup>1</sup>, Amanda Samson<sup>2</sup>**  
 1: Norwegian University of Science and Technology, Department of teacher education,

**S26.P9.EL: Symposium**  
 Location: **Kathleen Fitzpatrick Lecture Theatre (basement Arts West)**

**Sustainable School Leadership: Emerging Findings And Implications From A UK-Wide Study**

**Chair(s): Toby Greany** (University of Nottingham)

*Presentations of the Symposium*

<p><b>A Social Learning Space Building on the Notion of the Dialogue Conference - Continuing Professional Development for Principals in Sweden</b>  <b>Stina Jerdborg, Mette Liljenberg</b>          University of Gothenburg, Sweden</p> <p><b>Towards An Operational Framework To Support School Leadership For School Improvement</b>  <b>Girts Burgmanis, Dace Namsone</b>          University of Latvia</p>	<p>Norway; 2: University of Melbourne, Faculty of Education, Australia</p> <p><b>Enhancing the Adjustment Practice in Swedish Municipal Adult Education: A Critical Participatory Action Research Study</b>  <b>Ingela Portfelt<sup>1</sup>, Johanna Mufic<sup>2</sup></b>          1: Karlstad University, Sweden; 2: Linköping University, Sweden</p> <p><b>Aligning with International Standards: A Case Study of Framework Curriculum Transfer for a Vocational Nursing Program</b>  <b>Jia Li, Ewan Wright</b>          The Education University of Hong Kong, Hong Kong SAR, China</p> <p><b>Exploring Learning Outcomes: The Impact of Professional Learning Networks on Participants, Schools, and Students</b>  <b>Ariadne Warmoes<sup>1</sup>, Iris Decabooter<sup>2</sup>, Katrien Struyven<sup>2</sup>, Els Consuegra<sup>1</sup></b>          1: Brussels Institute for Teacher Education (BRITE), Vrije Universiteit Brussel (Belgium); 2: Research on Innovative and Society-engaged Education (U-RISE), UHasselt (Belgium)</p>	<p><b>Researching Sustainable School Leadership (ReSSLe): Study Context, Design and Conceptual Framework</b>  <b>Toby Greany, Pat Thomson:</b>          toby.greany@nottingham.ac.uk, ttzplt@exmail.nottingham.ac.uk          University of Nottingham</p> <p><b>What Drains And Sustains Leaders In England, Scotland And Northern Ireland?: Findings From Seven Place-Based Case Studies</b>  <b>Mike Collins:</b> mike.collins@nottingham.ac.uk          University of Nottingham</p> <p><b>Sustainable School Leadership Across the UK: Findings From The Secondary Data Analysis And Surveys</b>  <b>Tom Perry:</b> tom.perry@warwick.ac.uk          University of Warwick</p>
<p><b>S27.P9.DU: Symposium</b>          Location: <b>Room 253 (Arts West) [Tues-Fri]</b></p>		
<p><b>Paradoxes Of Redesigning Education: Students As Experts And Teachers As Learners.</b>  <i>Chair(s):</i> <b>Kristin Vanlommel</b> (University of Applied Sciences Utrecht, University of Antwerp)  <i>Discussant(s):</i> <b>Andy Hargreaves</b> (Boston College); <a href="mailto:andrew.hargreaves@bc.edu">andrew.hargreaves@bc.edu</a></p> <p><i>Presentations of the Symposium</i></p> <p><b>Using Student Voice To Redesign Education: Supporting Student Voice And Transforming Classroom Culture</b>  <b>Emma Strating<sup>1</sup>, Kristin Vanlommel<sup>2</sup>, Marjan Vermeulen<sup>3</sup>, <a href="mailto:emma.strating@hu.nl">emma.strating@hu.nl</a></b>  <sup>1</sup>University of Applied Sciences Utrecht, <sup>2</sup>University of Applied Sciences Utrecht, University of Antwerp, <sup>3</sup>Open University</p> <p><b>Managing Tensions In Processes Of Complex Change: How Leaders Cope With Paradoxes</b>  <b>Lydia Schaap<sup>1</sup>, Rozemarijn Capiou<sup>1</sup>, Kristin Vanlommel<sup>2</sup>, <a href="mailto:kristin.vanlommel@hu.nl">kristin.vanlommel@hu.nl</a></b>  <sup>1</sup>University of Applied Sciences Utrecht, <sup>2</sup>University of Applied Sciences Utrecht, University of Antwerp</p> <p><b>Student Involvement In The Use Of Data In Professional Learning Communities: Level Of Involvement And Effects</b>  <b>Mette Marit Jenssen<sup>1</sup>, Cindy Poortman<sup>2</sup>, Kim Schildkamp<sup>2</sup>, Hilde Forfang<sup>1</sup>, <a href="mailto:mette.jenssen@inn.no">mette.jenssen@inn.no</a>, <a href="mailto:c.i.poortman@utwente.nl">c.i.poortman@utwente.nl</a>, <a href="mailto:k.schildkamp@utwente.nl">k.schildkamp@utwente.nl</a></b>  <sup>1</sup>SePU Norway, <sup>2</sup>University of Twente, SePU Norway</p>		
<p>3:45pm - 4:15pm</p>	<p>Afternoon Tea</p>	

<p>4:15pm - 5:15pm</p>	<p><b>K3: Keynote Presentation: Jiafang Lu</b>                  Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b>                  The leadership challenges of learning from another system: Observations from Hong Kong</p>		
<p>5:30pm - 6:30pm</p>	<p><b>NMa: Crisis Response in Education (CREN) Network Meeting</b>                  Location: <b>Room 253 (Arts West) [Tues-Fri]</b></p>	<p><b>NMc: Educational Leadership Network Meeting</b>                  Location: <b>Room 263 (Arts West) [Fri]</b></p>	<p><b>NMe: Culture, Race, and Intersectionality (CRI) Network Meeting</b>                  Location: <b>Room 256 (Arts West) [Tues-Thurs]</b></p>
	<p><b>NMf: Early Childhood Education and Care Network Meeting</b>                  Location: <b>Room 261 (Arts West) [Wed]</b></p>	<p><b>NMg: Professional Learning Networks (PLN) Network Meeting</b>                  Location: <b>Room 456 (Arts West) [Tues-Fri]</b></p>	<p><b>NMh: Policymakers, Politicians, and Practitioners (3P) Network Meeting</b>                  Location: <b>Room 453 (Arts West) [Tues, Wed, Fri]</b></p>
	<p><b>NMj: Evidence-informed Change (formerly Data Use) Network Meeting</b>                  Location: <b>Room 356 (Arts West) [Tues, Thurs]</b></p>		

**Date: Friday, 14/Feb/2025**

8:00am - 1:00pm	<b>Registration</b>		
8:30am - 9:30am	<b>MD4: ICSEI Generational Renewal, Inclusion, and Diversity (GRID) Spotlight Session</b> Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b>		
9:30am - 11:00am	<b>Net1: Crisis Response in Education Network Special Session</b> Location: <b>Room 253 (Arts West) [Tues-Fri]</b>	<b>Net2: Culture, Race, and Intersectionality Network Special Session</b> Location: <b>Room 256 (Arts West) [Tues-Thurs]</b> Exploring Race, Culture, and Intersectionalities for Educational Effectiveness and Improvement	<b>Net3: Evidence-informed Change (formerly Data Use) Network Special Session</b> Location: <b>Room 454 (Arts West) [Tues-Fri]</b> WERA-IRN Research-Informed Practice Meets ICSEI
	<b>Net4: Early Childhood Education and Care Network Special Session</b> Location: <b>Room 263 (Arts West) [Fri]</b>	<b>Net5: Educational Leadership Network Special Session</b> Location: <b>Room 353 (Arts West) [Tues-Fri]</b>	<b>Net6: Professional Learning Networks Network Special Session</b> Location: <b>Room 461 (Arts West) [Fri]</b> How Can We Support Future Leaders in PLNs? A Focus on Generational Renewal
	<b>Net7: Policymakers, Politicians, and Practitioners (3P) Network Special Session</b> Location: <b>Room 456 (Arts West) [Tues-Fri]</b> Personalising learning: the Possibilities and Pitfalls of AI in Education.	<b>Panel Discussion: The Education State - Excellence in Every Classroom (Invited)</b> Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b> Chair: <b>Anne Looney</b> Chair: <b>Steve Cook</b> • Marcia Devlin – Interim CEO, Victorian Curriculum and Assessment Authority • Anne Looney – Executive Dean, Institute of Education, Dublin City University • Steve Cook – Principal, Albert Park College • Student TBC	
11:00am - 11:30am	<b>Morning Tea</b>		
11:30am - 1:00pm	<b>Achieving Equity through Excellence – Going Deeper (Invited Session)</b> Location: <b>Room 561 (Arts West) [Tues-Fri]</b> Chair: <b>Pasi Sahlberg</b> Chair: <b>Andrew Hargreaves</b> Discussant: <b>James Spillane</b> Second Discussant: <b>Pinkie Mthembu</b> David Hopkins, Tony Mackay, Pasi Sahlberg, Andy Hargreaves, Carmen Montecinos, Pinkie Mthembu and Jim Spillane	<b>Education Futures for School Leadership (Invited Session)</b> Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b> Chair: <b>Jean-Claude J-C Couture</b> Chair: <b>Stephen Murgatroyd</b> J-C Couture, Stephen Murgatroyd and Roar Grøttvik	<b>LIW37.P10.3P: Leading Innovation Workshop</b> Location: <b>Room 354 (Arts West) [Tues-Fri]</b>  <b>Using an Evidence-Informed Tool to Improve Our Schools</b> <b>Julie Murkins, Pauline Taylor-Guy, Kerry Elliott, Fabienne van der Kleij</b> Australian Council for Educational Research, Australia
	<b>LIW39.P10.EL: Leading Innovation Workshop</b> Location: <b>Room 453 (Arts West) [Tues, Wed, Fri]</b>  <b>Alberta Mental Health in Schools Grant: Workshop</b> <b>Gina Cherkowski<sup>2</sup>, Sharon Friesen<sup>1</sup>, Stephen Macgregor<sup>1</sup>, Jennifer Turner<sup>1</sup>, Demetra Mylonas<sup>3</sup></b> 1: University of Calgary; 2: Headwater Learning Foundation; 3: Calgary Academy	<b>LIW40.P10.3P: Leading Innovation Workshop</b> Location: <b>Room 456 (Arts West) [Tues-Fri]</b>  <b>Redefining Education Identities, Knowledges and Communities Through the Exploration of Pracademia</b> <b>Deborah Netolicky<sup>1</sup>, Paul Campbell<sup>2</sup>, Trista Hollweck<sup>3</sup></b> 1: Walford Anglican School for Girls, University of Adelaide; 2: The Education University of Hong Kong; 3: University of Ottawa	<b>P41.P10.3P: Paper Session</b> Location: <b>Room 263 (Arts West) [Fri]</b>  <b>Hispanic Students' Perceptions of Access to Dual Enrollment Programs</b> <b>Yalitza E Corcino-Davis</b> Lehigh University, United States of America  <b>Global Perspectives on Transgender Student Inclusion: A Critical Policy Analysis and Comparative Case Study of Trans-Inclusive Education Policies in California and New South Wales</b> <b>Benjamin C Kennedy</b> UC San Diego, United States of America  <b>Navigating the Transition to Education: Challenges Faced by Ugandan Youth in Moving from School to Workforce</b> <b>Syeda Nazneen Jahan</b> BRAC International Uganda, Uganda  <b>“Faith Doesn’t Give Us Answers, It Gives Us Courage”: Legacy Leadership And The Sisters Of Mercy</b> <b>Tony Townsend<sup>1</sup>, Nicole Christensen<sup>2</sup></b> 1: University of Tasmania, Australia; 2: Monte Sant’ Angelo Mercy College
	<b>P42.P10.EL: Paper Session</b> Location: <b>Room 353 (Arts West) [Tues-Fri]</b>  <b>The Practice, Challenges, and Contexts of Hub Leadership in Educational Improvement Networks</b> <b>Donald Peurach<sup>1</sup>, Elizabeth Jones<sup>1</sup>, Megan Duff<sup>2</sup>, Jennifer Zoltners Sherer<sup>3</sup>, Christopher Matthis<sup>3</sup></b>	<b>P43.P10.MR: Paper Session</b> Location: <b>Room 553 (Arts West) [Tues, Thurs, Fri]</b>  <b>The Sufferings, the Struggles and the Supports for Decolonial Thinkers: Bangladesh Educational Researcher Perspectives</b> <b>Md Shajedur Rahman<sup>1</sup>, G M Rakibul Islam<sup>2</sup>, Mohammad Abu Bakar Siddik<sup>3</sup>, Raktim</b>	<b>P44.P10.PLCRI: Paper Session</b> Location: <b>Room 461 (Arts West) [Fri]</b>  <b>Weaving New Stories: Decolonizing &amp; Transforming Schools for Equity, Belonging, &amp; Learning</b> <b>B. M. Lynn Archer</b> Educational Consultant, Canada

<p>1: University of Michigan, United States of America; 2: Vanderbilt University, United States of America; 3: University of Pittsburgh, United States of America</p>	<p><b>Ray<sup>4</sup></b> 1: University of Birmingham; 2: Noakhali Science and Technology University (NSTU); 3: Dhaka Primary Teachers Training Institute; 4: University College London</p>	<p><b>The Power of Self-Reflection through Portfolio Assessment in College</b> <b>Ma Margarita Ladrado</b> Assumption College, Philippines</p>
<p><b>Redefining Collective Efficacy: Pre-validation of a Survey for Teams and Schools</b> <b>Aiden Thornton<sup>1</sup>, Kerry Elliott<sup>2</sup></b> 1: Australian National University, ACT; 2: Australian Council for Educational Research (ACER), Australia</p>	<p><b>How Children Living in a Bangladeshi Slum Appraise the School Effect on Their Learning and Wellbeing: an Ethnographic Exploration Guided by the Capability Approach</b> <b>Rosie Yasmin</b> The University of Melbourne, Australia</p>	<p><b>A Critical Discourse Analysis of State-Level Policy regarding Diversity and Inclusion in the USA and Australia</b> <b>Karen Ramlackhan<sup>1</sup>, Larissa McLean Davies<sup>2</sup>, Michele Hinton Herrington<sup>2</sup></b> 1: University of Southern Florida; 2: University of Melbourne, Australia</p>
<p><b>Networks and Improvement: Examining Dynamic and Relational Knowledge Brokering</b> <b>Christina Leal<sup>1</sup>, Daniela E Luengo-Aravena<sup>2</sup>, Anita Caduff<sup>3</sup>, Kara S Finnigan<sup>4</sup></b> 1: University of Rochester; 2: Center of Advanced Research in Education, Universidad de Chile; 3: University of California, San Diego; 4: University of Michigan</p>	<p><b>A Study on the Relationship between Types of Changes in Elementary School Teachers' Efficacy and School Characteristics</b> <b>Sungsik Kim<sup>1</sup>, Dongho Lee<sup>2</sup>, Seoyeon Moon<sup>3</sup>, Yujung Hyun<sup>4</sup>, Eunji Koh<sup>5</sup>, Naram Gwak<sup>6</sup></b> 1: Seoul National University of Education, Korea, Republic of (South Korea); 2: Seoul National University of Education, Korea, Republic of (South Korea); 3: Seoul Topdong Elementary School, Korea, Republic of (South Korea); 4: Seoul Sinwol Elementary School, Korea, Republic of (South Korea); 5: Seoul Woomyeon Elementary School, Korea, Republic of (South Korea); 6: Seoul National University, Korea, Republic of (South Korea)</p>	<p><b>Changing policy and practice: co-designing a Continuity of Learning Framework from Birth to Year 12</b> <b>Larissa McLean Davies, Jane Page, Natasha Ziebell, Jessica Gannaway, Michele Hinton Herrington</b> University of Melbourne, Australia</p>
<p><b>Redefining the influence of Instructional Leadership and Professional Learning Communities on 21st-Century Teaching Competencies in Malaysian Elementary Schools</b> <b>Aziah Ismail<sup>1</sup>, Salwa Azwani Hassan<sup>2</sup></b> 1: Universiti Sains Malaysia, Malaysia; 2: Ministry of Education, Malaysia</p>		
<p><b>Podcasting in Education - What is it and how (Invited Session)</b> Location: <b>Room 253 (Arts West) [Tues-Fri]</b> Chair: <b>Will Brehm</b> Will Brehm, University of Canberra &amp; FreshEd Podcast</p>	<p><b>S30.P10.EL: Symposium</b> Location: <b>Room 161 (Arts West) [Fri]</b></p> <p><b>Rethinking Educational Leadership: Navigating Tensions, Fostering Open-mindedness, and Leading Learning that Is Fit for The Future</b> <i>Chair(s):</i> <b>Deidre Le Fevre</b> (The University of Auckland) <i>Discussant(s):</i> <b>Amanda Samson</b> (University Of Melbourne); <a href="mailto:amanda.samson@unimelb.edu.au">amanda.samson@unimelb.edu.au</a></p> <p><i>Presentations of the Symposium</i></p> <p><b>Navigating Tensions to Support Effective Leadership</b> <b>Megan Welton</b>; <a href="mailto:m.welton@auckland.ac.nz">m.welton@auckland.ac.nz</a> The University of Auckland</p> <p><b>The Importance Of Open-mindedness For Rethinking Education</b> <b>Deidre Le Fevre, Claire Sinnema, Frauke Meyer, Megan Welton</b>; <a href="mailto:c.sinnema@auckland.ac.nz">c.sinnema@auckland.ac.nz</a>, <a href="mailto:f.meyer@auckland.ac.nz">f.meyer@auckland.ac.nz</a>, <a href="mailto:m.welton@auckland.ac.nz">m.welton@auckland.ac.nz</a> The University of Auckland</p> <p><b>Schools As Learning Organisations for Leading Curriculum Realisation In and Beyond Times of Crisis</b> <b>Claire Sinnema<sup>1</sup>, Louise Stoll<sup>2</sup></b>; <a href="mailto:c.sinnema@auckland.ac.nz">c.sinnema@auckland.ac.nz</a>, <a href="mailto:louise@louisestoll.com">louise@louisestoll.com</a> <sup>1</sup>Faculty of Education and Social Work, The University of Auckland, <sup>2</sup>UCL IOE, London</p>	
<p><b>1:00pm - 2:15pm</b></p>	<p><b>Lunch</b> On your own; lunch will not be provided. There are a variety of nearby options from which to choose.</p>	
<p><b>2:15pm - 3:15pm</b></p>	<p><b>K4: In Conversation with...Hosted by Glenn Savage and Pasi Sahlberg</b> Location: <b>Kathleen Fitzpatrick Lecture Theatre (basement Arts West)</b> Teaching, learning and entire education systems around the world are in transition. Promises made during the recent global pandemic (Covid-19) of reimagining and reinventing schools are still to be turned into reality. In this pop-up session some of the speakers and presenters in ICSEI 2025 conference will invite the audience in conversation about rethinking purpose, possibilities and different futures of education.</p>	
<p><b>3:15pm</b></p>	<p><b>CL: ICSEI Closing Session</b></p>	



