



2017 Broome Conference

Professional Learning Seminar

Cable Beach Resort, Broome

Tuesday, 25 April – Thursday, 27 April

Optional Compliance Day – Monday, 24 April



Keynote Presenters

Professor Chris Walsh, James Cook University

Chris is Professor of Education at James Cook University. He is passionate about working with teachers to co-design teaching and learning to prepare all students for the future. He believes every student can engage in 'thinking in technologies' to work for their preferred future. Chris also understands that for all students to be successful participants in an economy being transformed by new technologies, they need a sound understanding of digital literacies including coding, gaming and robotics. Chris works with teachers to help them design 'makerspaces' where students can learn to be anticipatory and develop solutions to complex challenges through a wise, enterprising and challenge-based education.

A/Prof Janet Scull, Monash University

Janet is an experienced language and literacy educator. Her research interests focus on the areas of language and literacy acquisition, literacy teaching and assessment, and teaching practices that support the continuity of children's literacy learning across early childhood settings and the early years of schooling. Janet has also contributed to the design, implementation and evaluation of approaches to early literacy teaching, for students from a range of culturally and linguistically diverse backgrounds. She is currently an Associate Professor at Monash University, Melbourne, coordinating and teaching language and literacy subjects in graduate and postgraduate degree programs.

Deb McKenzie, Australian Childhood Foundation

Deb is the Program Manager – School Services. She has a Master of Social Science; Graduate Diploma of Social Science; Diploma of Teaching; Graduate Certificate in Developmental Trauma Certificate IV in Training and Assessment, Certificate IV in Celebrancy and a Practitioner of Applied Mindfulness.

Deborah is a Counsellor, Teacher, Adult educator and Mindfulness Practitioner with over thirty years' experience in varied educational settings. She particularly brings extensive experience working with children and adolescents "at risk" who have suffered from trauma, abuse and neglect, family discord, family violence, drug, alcohol and sexual issues. Deb has an academic background in child and adolescent welfare and a Master's Degree in Social Science with a focus on family, children, youth and social welfare policy. She has also worked on many prevention, intervention and post- intervention wellbeing programs within the Education sector.



Guest Workshop Presenters

Dr Graeme Gower

Graeme Gower is a descendant of the Yawuru people of Broome in Western Australia and has been involved in Indigenous education for thirty-two years. He is currently a senior lecturer at Kurongkurl Katitjin, the Centre for Indigenous Australian Education and Research at Edith Cowan University in Perth.

Graeme is actively involved in the development and delivery of courses both in and outside the university sector to equip future Indigenous leaders, and to develop the cultural competence of non-Indigenous undergraduates and professionals. He is also actively involved in research in Aboriginal education.

Mark Greenwood

Mark Greenwood is an author with a passion for history. His award winning books include *The Legend of Lasseter's Reef*, *Moondyne Joe and Ned Kelly and the Green Sash*. *Simpson and His Donkey* was a CBCA Honour Book and a USBBY Outstanding International Book. *Jandamarra*, illustrated by Terry Denton, was shortlisted for the CBCA Eve Pownall Award, the NSW Premier's Literary Awards Patricia Wrightson Prize for Children's Literature and the West Australian Young Readers' Book Awards. Their recent collaboration is *Boomerang and Bat*. Mark often teams with his wife, illustrator Frané Lessac, to produce books that promote an understanding of multicultural issues, such as *Drummer Boy of John John*, *Magic Boomerang*, *Outback Adventure*, and *Our Big Island*. Their other books include *The Mayflower* and *Midnight - the story of a Light Horse*. In 2017, Mark will celebrate the publication of *Diamond Jack* and *The Lost Explorer*, the first two books in a new series that delves into Australia's most baffling History Mysteries.

Frané Lessac

Frané has illustrated over 40 children's books including: *The Legend of Moondyne Joe* which won the West Australian Premier's Children's Book Award, *Simpson and His Donkey*, a CBC Honour Book and selected as a USBBY Outstanding International Book. Her latest books include *A is for Australia*, published by Walker Books, along with *Pattan's Pumpkin*. Frané has served on the executive committee of the Australian Society of Authors, was the WA Regional Advisor for Society of Children's Book Writer's and Illustrators, a State Ambassador for National Year of Reading and an Ambassador for Room to Read and Books in Homes, and has received the Muriel Barwell Award for Distinguished Service to Children's Literature.

A/Prof Graeme Lock

Graeme's leadership positions have included Director of Learning and Teaching, Program Director Leadership, Course Coordinator of the Graduate Certificate/Master of Education (Educational Leadership), and Coordinator of the Social Science major in the Bachelor of Education (Secondary) course. Prior to his appointment at Edith Cowan University, Graeme worked as a Curriculum Officer at the (then) WA Curriculum Council where he held responsibility for assessment standards in the post-compulsory Society and Environment Learning Area. He also contributed to the development of the Social Science Courses of Study.

Graeme has extensive experience in developing and teaching Educational Leadership postgraduate units, is the immediate previous editor of the *Australian and International Journal of Rural Education*, has published in excess of 30 articles in referred journals and has been a Chief Investigator in research projects worth almost \$2,000,000. His areas of research interest include educational leadership, rural education and curriculum issues.



Guest Workshop Presenters

Paul Searle

With School Drug Education and Road Aware (SDERA) since 2010, Paul works to support school communities across the Kimberley region to develop and implement programs and initiatives for resilience, alcohol and other drug, and road safety education. Paul has lived and worked in the Kimberley since accepting a teaching position at St Mary's College Broome in 2006. Taking on a pastoral care role in his second year at St Mary's exposed Paul to some of the issues and challenges facing students and families in the Kimberley. This motivated Paul to volunteer on the management committee for a local youth support service. The following year, unable to find a suitable person to employ as manager, the service was at risk of closure. Paul took on the position and with the support of staff and committee got operations back on track. Paul is driven by a desire to improve social and emotional health and wellbeing outcomes for students of all Kimberley schools.

Melinda Van der Reest

Melinda is a member of the Early Life Foundation consultancy team and supports schools and early childhood centres with the implementation of the Walker Learning Approach.

Melinda is a passionate children's advocate with more than 25 years of experience working with young children and their families in Community and Independent settings. She has Early Childhood and Primary training as well as a Bachelor of Special Education and an Advanced Certificate of Child and Family development. Melinda has extensive experience as an Early childhood teacher, leader and consultant.

Barry Wallet

Barry is currently the Deputy Executive Director of the Independent Schools Council of Australia (ISCA) in Canberra. Barry has been with the organisation since February 2009. Since 2001, he has been fulltime in the education sector; previously Chief Executive Officer of the Construction Industry Training and Employment Association; General Manager, Australian National University College and Divisional Manager for the ANU Education Centre.

Paul Williams – mme moe

The **MME MOE** project is an attempt to improve educational outcomes for indigenous children by building the cultural competence of their teachers. Teachers' cultural competence is a key component to addressing the non-achievement of educational standards by indigenous children. More capability in this key driver has the potential to provide an underpinning to the belief that Aboriginal children and young people can reach their full potential.

Through access to software which brings targeted professional learning processes and content to teachers when and where they need it, the project aims to improve the teaching of indigenous children through a process of incrementally but continuously increasing the cultural competence of teachers in community schools, so that learning is delivered in culturally and contextually relevant contexts.

Paul is Chief Learning Officer, mme moe inventor and co-founder at mme moe Pty Ltd. Paul has served as an olympian, teacher and principal, and as a district manager for the Western Australian Department of Education.

Paul entered the commercial world with a product he designed in 2001 called Kidmap. He has since worked with or for Curtin University, Edith Cowan University, Mercator Software, VIPtone and Oracle, and as a high performance coach at the Western Australian Institute of Sport. This also includes significant time spent as a professional learning consultant to teachers in a range of contexts. Throughout all aspects of his career, Paul has constantly been interested in and learning about how people get better at what they do. The culmination of that expertise, experience and research is mme moe.



MONDAY, 24 APRIL 2017 – OPTIONAL DAY

8.45 am	Registration	
	East Room	West Room
9.00 am	<p>Quality Early Years: Walker Learning Approach Melinda Van der Reest / Wendy Gorman <i>Schools in the Kimberley have been implementing the Walker Learning Approach in their early childhood classrooms. This half day professional learning is designed to further support early childhood teachers and Aboriginal Teacher Assistants (ATAs) in implementing the approach.</i></p>	<p>NBN Updates Peter Crosbie / Richie Rajan <i>A review and discussion of the NBN\LTSS (SkyMuster) installations, current situation and service levels. What is the best SoE (Standard operating Environment) for the LTSS?</i></p> <ul style="list-style-type: none"> • Firewall/Security • Load-balancing • Caching • MDM: Mobile Device Management
10.30 am	MORNING TEA	
	East Room	West Room
11.00 am	<p>Quality Early Years: Walker Learning Approach continued... Melinda Van der Reest / Wendy Gorman</p>	<p>Funding Application for DES Special Educational Funding and Writing of Individual Education Plans Claire Sly <i>This workshop will outline the process for applying for State funding in 2017 and the processes of developing individual education plans</i></p>
1.00 pm	*PLEASE NOTE THAT LUNCH WILL NOT BE PROVIDED*	
	East Room	
2.00 pm	<p>Mandatory reporting of Child Sexual Abuse Nicole Chambers A/TL Kimberley Joint Response Team Amber Fabry, Assistant District Director of CPFS Claire Sly <i>All registered teachers must report to the Mandatory Reporting Service of CPFS if they, in the course of their work, form a belief based on reasonable grounds that a child is being, or has been, sexually abused. This information session will cover child sexual abuse, child abuse indicators, grooming behaviours and roles and responsibilities regarding reporting of child abuse.</i></p> <p><i>Highly recommended for those who have not yet completed the training.</i></p>	
3.00 pm	CLOSE	




TUESDAY, 25 APRIL 2017

8.15 am	Registration			
8.30 am	Welcome to Broome Conference 2017 and Acknowledgement of Country Ms Valerie Gould, <i>Executive Director, AISWA</i>			
9.00 am	Key Note: Challenge-based Technologies Education to Foster Student Engagement and Achievement Professor Chris Walsh <i>The presentation will explore how teachers can use digital literacies and hands-on inquiry-based projects to teach the Australian Curriculum: Technologies. It will also explore how design briefs can act as a catalyst for students to investigate, design, plan, manage, create and evaluate solutions to local and global challenges they identify as they work for their preferred futures.</i>			
10.30 am	MORNING TEA			
	North Room	East Room	West Room	Green Room
11.00 am	Students as Digital Games Designers Professor Chris Walsh <i>The presentation explores the potential of using digital games to teach literacy and numeracy.</i>	Quality teaching in HPE - Why Kick to Kick doesn't cut it and Resilience Approaches to Drug and Road Safety Education Kristine Stafford / Paul Searle <i>The first session will outline contemporary, best-practise approaches to teaching PE. The second session will outline a resilience based approach to teaching and learning using drug and road safety as focus areas and showcase the new Challenges and Choices P-10 curriculum resources.</i>	Picture A Story Frané Lessac <i>Hands-on ideas to assist students in the art of making picture books. Frané will go through practical activities such as: getting ideas, editing, book covers, page design, illustration techniques and materials.</i>	Principal Update and Planning Valerie Gould / Barry Wallett / Nigel Briggs <i>Review of current legislative arrangements and planning for ongoing support of AIC Schools.</i> <i>One-on-one appointments with Nigel Briggs will be available throughout the day.</i>
	Audience: Teachers/Leaders	Audience: Teachers	Audience – All	Audience: Principals
1.00 pm	LUNCH			
	North Room	East Room	West Room	Green Room
2.00 pm	Learning Through Talk Pat Kershaw <i>How does oral language support our young students to read and write effectively? This workshop will answer this question and is full of activities and ideas that can be taken straight back to the classroom.</i>	Breathing Life into History (featuring Kimberley stories) Mark Greenwood <i>If you are writing about the past you can't just make it up. Or can you? In this presentation the History Hunter will show how he uses fact, fiction and faction to bring history to life for writers, teachers and students.</i>	Digital & Design Technologies in K-10 Jan Clarke / Peter Crosbie <i>We will unpack the "head, heart, hands" key intentions of the subjects and explore resources, activities, games, apps and equipment that can help make subject delivery successful... and fun.</i>	Walker Learning One-on-one Consults with Walker Learning and Wendy Gorman <i>NB: These will take place all day – locations to be advised.</i>
	Audience: All (focus on K-3)	Audience: All (Focus on older students)	Audience: All	
3.30 pm	~ SUNDOWNER Launch of 'History Mysteries' - Book Signing with Mark Greenwood and Frané Lessac ~			




WEDNESDAY, 26 APRIL, 2017

8.15 am	Registration			
8.30 am	Welcome and Housekeeping			
8.45 am	Keynote: Supporting Strong Literacy Development: Principles for Practice A/Prof Janet Scull <i>Strong literacy skills are critical to positive learning outcomes for all however for many children, particularly those who are most vulnerable, the teaching of language and literacy has heightened significance and requires focused attention. This presentation will consider effective teaching practices drawn from range of programs specifically designed to enhance students' early literacy learning. From the evidence presented, principles for teaching will be discussed that can be applied more generally to support successful literacy outcomes.</i>			
10.30 am	MORNING TEA			Sponsored by 
	North Room	East Room	West Room	Green Room
11.00 am	Strengthening Early Literacy Classroom Practices A/Prof Janet Scull <i>A follow-up workshop from the keynote presentation.</i>	Mastering Multiplication Without Rote Learning K-6 Kim McHugh <i>Engage in activities which allow students to build strategies to successfully master multiplication (and division) facts without learning them by rote.</i>	Literacy for Older Students Jill Buckrell / Kerry Handley <i>Life-centred literacy strategies and activities to engage secondary students.</i>	Leadership Partnership with ECU Graeme Gower / Graeme Lock Ron Gorman / Nicola Davidson Paul Williams – MME MOE (see bio notes) <i>Developing effective leadership in diverse and demanding settings through evidence-based methods and using school performance data to enhance learning opportunities referencing the needs of Indigenous students.</i>
	Audience: All	Audience: All	Audience: Secondary Teachers /ACTs	Audience: Principals / Leaders
1.00 pm	LUNCH			
	North Room	East Room	West Room	Green Room
2.00 pm	Science is Everywhere: Seasonal Science Glenda Leslie <i>Science is all around us and changes with the seasons. Engage student curiosity by following the changes that occur in your own backyard.</i>	Anxiety and Depression Roger Coghill <i>Early identification, diagnosis, and support can significantly reduce the impact for people suffering with anxiety and depressive disorders.</i>	Using Drama to Support Literacy Karen LeRaye <i>This workshop shows how using drama strategies can engage students and improve literacy learning.</i>	Leadership Conversations Graeme Gower / Graeme Lock Ron Gorman / Nicola Davidson / Greg Wells <i>Conversations to support leadership in diverse locations.</i>
	Audience: Primary Teachers	Audience: All	Audience: Teachers	Audience: Leadership
3.30 pm	CLOSE			



THURSDAY, 27 APRIL, 2017

9.00 am	Registration			
8.30 am	Kate Mullin Memorial Address Mr Ron Gorman, Deputy Director, AISWA			
9.00 am	Keynote: Making Space for Learning - The Neurobiological and the Impacts of Abuse-Related Trauma Deb McKenzie – Australian Childhood Foundation <i>This presentation will examine the various forms of trauma with a focus on Complex Relational Trauma and its impacts on the brain, body, behaviour, learning, memory and relationships of children and young people.</i>			
10.30 am	MORNING TEA			
	North Room	East Room	West Room	Green Room
11.00 am	Making Space for Learning: Further Examination Deb McKenzie <i>Making Space for Learning: Further to examining the impacts of trauma, educators will be introduced to strategies and activities that will assist in supporting children and young people who have experienced abuse-related trauma.</i>	Western Australian Curriculum and Assessment Outline Claire Sly / Glenda Leslie <i>We will be giving a brief curriculum update and then will be running a workshop on assessing and reporting, using the WA curriculum and assessing outline, different forms of assessment and different assessment tools and the achievement standards.</i>	Number Talks - How the Problem Is Solved Rather Than Getting the Correct Answer Kim McHugh <i>Number talks are powerful tools for building students' mathematical thinking, fluency and discourse. Help students build their number sense by talking about the way they solved problems. The 'how' it is solved is as important as the final answer.</i>	Assistant Teacher Training Options Dr Juli Coffin/ Roni Forrest <i>Come along for an open discussion about the options for Assistant Teacher Training at Notre Dame.</i>
	Audience: All	Audience: All	Audience: Teachers	Audience: ATAs
1.00 pm	LUNCH			
2.00 pm	Leadership - Uplifting Action Graeme Gower / Ron Gorman / Nicola Davidson / Greg Wells <i>Whole School Planning – This session is an opportunity for each school to collate their conference experiences and map future directions.</i>			
3.30	CONFERENCE CLOSE			



AISWA Consultant Biographies

<p>Valerie Gould</p>	<p>Valerie Gould became the Executive Director of AISWA in July 2008. She has worked for many years in the Western Australian education system with her first four years teaching Economics and Mathematics. The following seven years were spent working in New York with Ernst and Young, and being greatly involved in the introduction of microcomputer applications into business. She returned to WA in 1986 as Director of Computing at St Mary's Anglican Girls' School for seven years. During the early 1990s she worked with the School Curriculum and Standards Authority (at the time the Secondary Education Authority) for four and a half years before joining AISWA as the Manager of Curriculum and Australian Government Targeted Programs. She has been with AISWA for more than 10 years and has worked closely with schools and other stakeholders in the areas of curriculum change, Curriculum Framework and Senior Secondary Education; and in meeting government regulations from a national and state perspective. Valerie has a Bachelor of Economics and a Diploma of Education, is a Fellow of the ACE and the ACEL.</p>
<p>Ron Gorman</p>	<p>Ron is Deputy Director of AISWA and was the organisation's Literacy Consultant and Project Manager from 2000-2008. He is a former classroom teacher, who taught in Victorian schools in the early 1980s, at Culunga Aboriginal School in Guildford WA in 1983 and at Lance Holt Primary School in Fremantle from 1984-1991. He was principal of Lance Holt from 1991-1999.</p>
<p>Nigel Briggs</p>	<p>Nigel was appointed Industrial and Workplace Relations Consultant in February 2017. He has worked for the Independent Education Union of WA (IEUWA) since 1998 holding the position of Assistant Secretary, Industrial since 1992. In this role Nigel was responsible for managing the Industrial Relations team who provided advice to IEUWA members on Entitlements, Award and Enterprise Agreement (EBA's) interpretation, Individual disputes and grievances, representing IEUWA members in disputes, as well as negotiating EBA's. Nigel has a Bachelor of Business (Economics and Finance) and a Graduate Diploma in Education.</p>
<p>Jill Buckrell</p>	<p>Jill is an AISWA Literacy Consultant and her role involves supporting AIC schools with literacy planning and implementation. She is an accredited Sharp Reading Consultant and is part of the AISWA Literacy team, where Sharp Reading professional development is offered to all schools.</p>
<p>Jan Clarke</p>	<p>Jan is AISWA's ICT Capability and Technologies consultant and is also a member of the AISWA iSTEM education team. She assists teachers to use digital and design technologies effectively and provides advice regarding curriculum implementation, apps and equipment.</p>
<p>Roger Coghill</p>	<p>Roger is a Registered Psychologist and trained Primary School Teacher with a varied employment history. His first employed position was with Anglicare NT, supporting homeless young people. During this time, he became the Northern Territory Representative to Canberra, on National Homeless Issues. He has worked for Mission Australia as the WA State Coordinator of Pastoral Care. He has been a School Chaplain and a Coordinator of an Alternative Education Program for disengaged youth. He worked as a School Psychologist for the Department of Education prior to joining the new AISWA School Psychology service in 2015. He currently provides psychological consultancy to several non-government metro schools as well as 5 remote Aboriginal Community Schools. He also delivers Professional Development in Youth Mental Health First Aid and Gatekeeper Suicide Prevention.</p>
<p>Peter Crosbie</p>	<p>Peter Crosbie was appointed Manager Learning Technologies in January 2008. This leadership role includes developing AISWA's capability in learning technologies and working effectively with teachers and other stakeholders across the state. He is a member of the EPICT Australia Implementation Group and has been instrumental in the development of this initiative for teacher professional learning. Peter currently manages the EPICT program.</p> <p>Peter has a professional engineering qualification and has extensive industrial and business experience, which includes working for defence establishments and a variety of engineering consultancies.</p> <p>He has worked for many years in the Western Australian education system, including 12 years at Hale School as a teacher and Head of Technology. Whilst at Hale School for more than seven years, Peter was an Adjunct Lecturer in Design and Technology at Edith Cowan University Perth. He has been a member of many state and national educational working groups and steering committees. He is the Contact Liaison Officer (CLO) for Scootle in the (WA) Independent School jurisdiction and is responsible for the registration of schools new to Scootle, and the training of Scootle administrators and teachers.</p> <p>Peter is involved in negotiating "header agreements" for the provision of IT products and services such as software licensing, broadband deployment and IT infrastructure.</p>



AISWA Consultant Biographies (cont...)

Nicola Davidson	Nicola is the manager of the school leadership and teacher quality area of AISWA. The work of this team encompasses developing and delivering Early Career Teacher programs; Mentoring and Collegial Coaching programs; Aspiring and Middle Leadership programs; National Certification of Highly Accomplished and Lead Teachers; and master classes for experienced school leaders. She has a keen interest in working with others to implement research and policy into practical processes and strategies. She has had sixteen years' experience in leadership positions with independent and government schools. She has worked in both school and policy settings where much of her work was about gaining consensus from diverse interest groups.
Roni Forrest	Roni is a Menang Ngadgu woman from South coast WA and is the Coordinator of Future Footprints Program. Roni has worked in education for many years and sees it as a key to the empowerment of Aboriginal people. She has worked in many urban, rural, regional areas and has experienced remote communities. She is passionate about working with young Indigenous people and sees her role as an advocate for them. Roni wants every students who attends boarding school to enjoy their experience, embrace their schooling, but always be true to their culture and identity.
Wendy Gorman	Wendy coordinates the Early Childhood projects at AISWA. Wendy has had extensive experience teaching in the early years of schooling. She is a strong advocate of effective literacy teaching, play-based learning and nature pedagogy. Wendy has the responsibility of supporting schools to improve Program Quality across the early years of schooling as funded through the National Partnership: Early Childhood. Wendy also manages the Indigenous Advancement Project: Quality Early Years.
Kerry Handley	Kerry is an AISWA Literacy Consultant and her role involves supporting AIC schools with all aspects of literacy through school visits, working with teachers and ACTs and providing a wide range of professional learning sessions designed to meet the needs of the school. As a part of Kerry's role within the AISWA Literacy team, she provides professional development to other schools.
Pat Kershaw	Pat Kershaw's current role as an English/Literacy consultant with AISWA, which she has held since 2009, allows her to work collaboratively with teachers and principals from independent schools throughout WA. Experience as a secondary English teacher and a primary school teacher, as well as research into language and literacy during her years as a University lecturer, inform her current research and practice.
Karen LeRaye	Karen LeRaye started her role at AISWA in 2016. She has taught Drama, Dance, and English at secondary schools in both Western Australia and South Australia, as well as Dance in an early childhood context in Canada. She has extensive experience in the performing arts, choreographing and directing for a number of school productions and performing arts festivals. Karen is passionate about Arts education, and helping teachers develop quality Arts programs.
Glenda Leslie	Glenda is the AISWA Curriculum Consultant for Science, assisting teachers implementing the Australian Curriculum P-10, as well as changes to the WACE senior secondary courses. She works closely with the Early Years Consultants in AISWA for P-2, where she provides ongoing support for teachers using Primary Connections resources.
Kim McHugh	Kim is an AISWA Numeracy Consultant who provides support to AIC schools through school visits working with both teachers and ACTs, on a wide range of professional learning opportunities tailored to each school's needs, including the Numeracy Curriculum Leader Strategy and AICS Numeracy Portal. She delivers the suite of First Steps in Mathematics resources to all schools, integrating these resources to the AICs Numeracy Portal. Kim also supports ACTs through school-based hands-on sessions to improve their understanding of the mathematics being taught in their classrooms
Richie Rajan	Richie Rajan is the Information Systems Manager at AISWA and has been with AISWA for 6+ years. Richie manages everything IT-related for AISWA and is also involved in other IT projects such as AISWANet and NBNLTSS. He is passionate about technology and solutions.
Claire Sly	Claire joined AISWA in April 2015. She has worked in education over the past 18 years in both primary and secondary schools, predominately as a science and maths teacher. Since moving to Western Australia in 2010, she has worked in both the Catholic and Independent sector, most recently at a large Independent School as Head of Learning Enrichment. Claire has a First-class honours degree in Chemistry, a Master of Education, specialising in special educational needs and she is currently undertaking a Doctor of Education at UWA, focusing on pedagogy and curriculum.



AISWA Consultant Biographies (cont...)

Kris Stafford	Kris Joined AISWA at the start of 2017 and is the AISWA Health and Physical Education Consultant. She was a member of ACARA's HPE Advisory Panel throughout the development of the HPE Australian Curriculum, and consulted to SCSA on the development of the P-10 WA HPE Curriculum. Kris has extensive experience in all aspects of curriculum and assessment and policy development, and has previously provided leadership and support to schools as the K-12 Principal Consultant for the HPE learning area with SCSA. Kris has a Master of Education and has lectured widely in the tertiary sector in both Public Health and Education faculties.
Greg Wells	Greg Wells has been a teacher and principal in public and Independent schools for 40 years. He now works as a consultant with AICS school leadership supporting principals and school communities.



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