



Semester One 2021

#HALT Steering Committee Newsletter

Dear NSW HALTs and Aspiring HALTs welcome to your first HALT Network Steering Committee Newsletter for 2021. On 27 February 2020, the inaugural meeting of the NSW HALT Network Steering Committee was held.

Members of the Steering Committee are:

- Leanne Clarke
- Anne Gripton
- Berlinda Cook
- Joshua Harnwell
- Andrew Cornwall
- Emma Marsfield
- Mercurious Goldstein
- In addition, there are two non-voting positions representing NESAs and PTC NSW.

The Committee began work on drafting our constitution and were pleased to be invited by NESAs to consult on proposed revisions to the NSW HALT Accreditation Policy. NESAs have taken our feedback on board and we are excited that the new HALT Policy will be launched later this year.

Then, as the impact of COVID-19 became apparent, Steering Committee members agreed to prioritise the health and wellbeing of children/students and teachers within their educational communities and focus on the continued delivery of education.

After this brief pause and with renewed enthusiasm, the Steering Committee has resumed work on developing a draft constitution in readiness to move the Network to a fully-fledged Association, by the end of 2021.

To inform the drafting of the constitution, the HALT Steering Committee has developed a short survey for HALTs to inform our future direction.

You are invited to complete the survey [HERE](#).

Over the coming months the HALT Steering Committee website will be adding more information based on the survey results. Keep an eye on those developments via the PTC NSW [HALT site](#).

Meet the Committee

Each member of the HALT Network Steering Committee has contributed a brief bio for your interest.



Leanne Clarke is currently a Lead teacher and Principal at St Mary's Catholic School (K–10) Wellington, Central NSW. Leanne's teaching career has seen her teach and lead in a number of schools across sectors in urban, rural and remote settings in NSW and the NT. She is passionate about facilitating the provision of rich learning opportunities for rural and remote students, building a school community focused on learning for all and fostering avenues for increased student and community voice. Since accreditation as a Lead Teacher in 2012, Leanne has had the opportunity to work in Catholic Education across the Bathurst Diocese supporting colleagues to develop professional learning communities, enhancing student and staff learning. Beyond the Bathurst Diocese Leanne has had input into the education sector through AITSL and NESAC committees and working parties. These opportunities have enabled Leanne to develop a deep skill set around personalised learning, nurturing community to grow a school, initial teacher education and the requirements for accreditation at the higher levels.



Berlinda Cook is a proud advocate for public education having worked across many NSW Department of Education schools in the in greater Sydney region for the past 30 years. She has held National Certification as a Lead teacher since 2012. Currently she's the principal of Campsie Public School, the only federally funded Korean Bilingual School in NSW. Berlinda is passionate about developing school cultures focused on the provision of a quality education for all students. She is committed to leading professional conversations about moral purpose, teacher and leadership quality and the drivers of impact on these, professional learning and reflective practice.

Certification as a lead teacher has afforded her numerous opportunities to give service to the profession through voluntary leadership roles. She believes in building the capacity of others and demonstrating a 'service/systems' mindset. Sharing her strengths, knowledge and experiences to harness and connect individuals and groups in pursuit of a common purpose and vision – a shared vision and deep understanding of 'what really makes a difference' to the educational, social, emotional outcomes and wellbeing of students in diverse and complex communities. For many leaders (HALTs and aspiring HALTs), including her, this is energy producing. Berlinda enjoys a significant amount of professional sustenance from supporting the development of others and see this as essential for a flourishing education system.



Andrew Cornwall is Leader of Learning (HSIE/Technology) at St Bede's Catholic College, a new Catholic secondary school located in Chisholm NSW. Andrew has been teaching for almost twenty years, spanning a variety of roles including Education Officer (Learning Technology) at the Maitland-Newcastle Diocese before settling back into school life at St Bede's Catholic College when it opened in 2018 with its first cohort of students.

Andrew was accredited as a Highly Accomplished teacher in 2015 and since then has enjoyed a range of opportunities as a result of his accreditation. He is a regular attendee and speaker at the annual HALT Summits, was a 2017 ACEL New Voice Scholar and writer for the ACEL Resources in Action Series. Since 2019 Andrew has been a NESA HALT External Assessor, and more recently involved in the PRC NSW HALT Network as a foundation Board Member, part of the Catholic Schools NSW HALT Network and most recently has been involved in the ACARA HASS Curriculum Review. Andrew has worked within his own and Lismore Diocese to assist aspiring HALTs and is currently working with the Australian Catholic University on their new Highly Accomplished and Lead unit supporting aspiring HALTs.

Andrew is passionate about developing teacher capacity and the challenges and opportunities of establishing a new school in his hometown.



Mercurius Goldstein is an officer of the NSW Teachers Federation who provides professional support and advice to teachers across 110+ public schools and TAFE colleges in the New England/North-West region of NSW.

Mercurius obtained Highly Accomplished accreditation in 2012 as a languages teacher at Glen Innes High School, a comprehensive rural NSW public school. He believes the process of pursuing voluntary higher-level accreditation affords teachers a valuable opportunity to reflect upon and confirm their professional status, and to further develop their professional skills.

"Teachers who embark upon this process can expect a rigorous, challenging, and holistic review of their entire range of teaching practices, resulting in appropriate recognition the extent of their professional abilities. The pursuit of higher-level accreditation rewards both the individual teacher and also strengthens the teaching profession as a whole. Highly Accomplished and Lead Teachers can and should look forward to maintaining career-long supportive engagement with their colleagues in pursuit of continued excellence in teaching practice for the students of NSW."



Anne Gripton is currently Director of Teaching and Learning at an independent girls' Catholic school in metropolitan Sydney. She has worked across a range of schools, including independent, Catholic systemic, and government, and has worked in boys' schools, girls' schools and in co-educational environments.

Anne became accredited at Highly Accomplished in 2012, and is now into her second cycle of maintenance. She was encouraged to undertake HA by a colleague at a former school who could see the changing landscape in education, and knew that accreditation would be a part of that. Anne considers herself lucky in having the opportunity to reflect and get feedback on her practice, and feels the process has made her a better teacher, coach and mentor. She feels more confident knowing which questions to ask in which situations, and she has a much richer understanding and appreciation of the nuances of teaching and learning from a gestalt view. She is a fierce advocate for the status of the teaching profession; "teachers are the experts, and we need to take control of the narrative around education".



Joshua Harnwell is Director of Teaching and Learning (P–12) at Arden Anglican School, working with teachers from Pre-School to Year 12 and teaching Mathematics in the Secondary School. He leads professional learning for the school, oversees accreditation of staff and teaching and learning. Joshua enjoyed a variety of roles in previous Schools that led to accreditation at Lead Teacher level in 2014. Including formal and informal leadership positions. Since that time, he has encouraged teachers in their accreditation at all levels, to reflect on their practice and seek to develop into expert teachers by considering each of the standard descriptors. He is passionate about developing teacher practice, given the significant impact that it has on students learning.



Emma Mansfield is substantively Deputy Principal at Macarthur Girls High School, however is currently working as the CEO, School Excellence in the NSW Department of Education. Throughout her career, Emma has worked in a range of different teaching and leadership roles both within schools and across the national and state education systems.

Since gaining Lead accreditation in 2017, Emma has been a passionate advocate for the certification process and has extensive experience in supporting these processes at a school and system level. She has been heavily involved in a range of system wide initiatives as well as formal and informal mentoring programs at a school, network and system level. Emma regularly contributes to the wider dialogue surrounding accreditation at numerous events including the International Forum for Teacher Regulatory Authorities, ACEL National Conference and Gonski's Institute for Education Conference.

Emma is passionate about supporting teachers to undertake the process of accreditation and in promoting how school leaders can use this process to improve teacher quality and enhance school improvement.

Birth of a journal – The Educational Research Journal (erj)

PTC NSW, The Institute for Educational Leadership in Australia (IELA), supported by the Minister for Education NSW, is proud to announce the call for papers for the inaugural IELA Education Research Journal (erj).

erj provides a platform for teachers, students and academics across all sectors of NSW to submit articles, dissertations, research articles and to share with colleagues.

- One section of the journal will include teacher-based research which may be from PHD work, Masters studies, or school-based research papers.
- Students in their final year of teacher education are invited to submit research-based articles of interest from their studies.
- Teachers in their first five years of teaching are invited to submit research papers, informative articles on experiences, mentor programs, respond to successes and failures of their journey so far.
- And finally, a section inviting senior school students in Year 11 and Year 12 who may have a paper based on their studies in their final two years at high school.

All submitted works will be presented to a selection panel who will decide on the journal content per semester. The IELA Education Research Journal (erj) will be an electronic journal that will be made available to all schools and education institutions across all sectors and systems in NSW. The Minister for Education, the Honourable Sarah Mitchell will be providing the preface for IELA Education Research Journal (erj).

It is envisaged that IELA Education Research Journal (erj) will become a place for rigorous discussion, debate and challenge across a wide discourse of education in NSW.

Your article can be submitted by clicking this [LINK](#)

Additional information can be found here – [Submission Guidelines](#)

We do hope that all HALTs and Aspiring HALTs will consider a submission to the IELA Education Research Journal (erj).

PTC NSW Sponsorship 2021

PTC NSW has secured a valuable sponsorship with AJ Grant for 2021. The work of AJ Grant may be of interest to HALT and Aspiring HALTs should your schools be considering quality renovations, extensions, playground refits or creative designs to enhance learning.

AJ Grant is a national building company with more than 25 years' experience who pride themselves on three key principles of quality, reliability & a caring service.

The company specialise in new builds, renovations and refurbishment works, in sectors such as education, government and health services. *"We are tried and tested in industries where timely delivery of services, compliance, safety, security & privacy is essential. Together we have become a trusted partner and the single point of contact to our clients for our building services, home modifications and property maintenance."*

