



Courageous Leadership: Deconstructing Education Practices to Inspire Our Future Citizens and Develop Education Leaders.

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Excellence in pedagogical practice requires courageous leadership that harnesses the critical intangibles that trigger intrinsic motivation and support the unique capabilities of every person.

We are at the crossroads of education and school reform and as a result, school leaders need to be courageous in their aim to improve learning.

“Perhaps we need a different vision for education, a vision that foregrounds educating for the unknown....a vision for education that’s more future wise” (Perkins, 2014, p.21)

In this session Frank and Damian explore the requirement of looking beyond the boundaries of unconscious norms that both underpin the strengths of the current education system and hold it back from being exceptional.

The presentation will focus on the following themes:

1. How to build confidence in students and teachers to challenge norms and choices.
2. The importance of children’s engagement in learning and developing an intrinsic motivation to learn.
3. How to deconstruct current education principles and create fertile ground for innovation to flourish.
4. How a new approach to education can support children’s health and wellbeing.
5. The importance of ‘growing’ the whole child - academically, emotionally and socially - through play.

During this immersive presentation you will explore through Frank and Damian’s own experiences the practices required to developing a child’s capacity beyond current educational boundaries.

You will learn how to recognize your own bias that will hold you back when implementing education leadership.

Damian and Frank will explain how to deconstruct the very processes and systems that restrict building teacher capacity and student engagement.

This presentation will use real time video clips of innovative and contemporary best practice.

They will discuss the deconstruction of educational principles from what academics such as Professor John Fischetti have described as the “boredom and lack of engagement of so many young people that are crying out for a new design in schools based on learner passion and not teacher dominant pedagogies, rules and obsolete assessments”.

“There is a growing recognition that the old organisational structures of schooling simply do not fit the requirements of learning in the twenty-first century” (Harris, 2008, p.14)