

# ACCE/ACS National Educator and Leader of the Year Winners

## AEC Congratulates these outstanding educators

**Anne Mirtschin, Hawkesdale P-12 College (VIC)**  
**ACCE/ACS 2012 Educator of the Year Award**



Congratulations to Anne Mirtschin from Hawkesdale P-12 College, who is the recipient of the ACCE/ACS 2012 Educator of the Year Award.

Anne is an innovative teacher at Hawkesdale P-12 College a small rural school that is isolated culturally and geographically. She uses online tools and technology to create powerful learning opportunities for students. Anne is passionate about rural and global education, immersing technology into the classroom, eLearning and loves collaborating and learning online. She currently teaches IT and accounting, and is a web conference coach one day per

week, with DEECD, co-organising and moderating two weekly webinars, Tech Talk Tuesdays and eT@lking. Anne has written the advanced blogging challenges for the global Kick Start Your Blog for Edublogs, has written Cool Tools for the Connected Classroom for Education Services Australia. She also frequently presents at local, national and international conferences both in person and virtually.

Anne is the ICT Coordinator and an Ultranet Lead User at Hawkesdale P-12 College. She has successfully implemented many innovative ICT programs within the school and across all year levels including the student/staff/school blogging program. She has introduced the online Ping music program which brings music to rural schools, global projects, DEECD Innovation & Next Practise projects including Digital Demons, Learning Safely Online and Virtual Worlds with Quest Atlantis, video-conferencing and the use of webinars and online learning with students throughout many year levels of the school.

Anne has been teaching blended learning classes since 2010, utilising a mix of technology such as videoconferencing, virtual classroom software – Elluminate, and Facebook. This means student choice of subjects can be maintained even in small rural school. Anne frequently videoconferences with classes from across the globe, including USA, Germany, China, Indonesia, India, Singapore and Malaysia. During Numeracy and Literacy Week, Anne organised an author from New York to attend class virtually to share his passion for writing with students from Years 8 to 11, and has organised linkups with the students from the International School of Mumbai and Hawkesdale P-12 College to discuss topics such as 'Should Australia go to India to play sport'. Anne has made connections with Malaysia, sharing eCultural Learning Adventures where Year 8 to 10 students were taught how to fold money - Chinese wedding style, learnt a Malay dance and how to drum Malay style. Via skype Singapore students have shared Racial Harmony Day and International Friendship Day with Hawkesdale students, and Year 11 IT students have skyped within hours of an earthquake hitting Western Java with students who experienced it and learnt of their fear of a tsunami. Online debating has been organised for Grade 4 students who do not get the opportunity to debate otherwise, and students have been linked up, one on one, with students from Indonesia where they have been encouraged to push through personal comfort zones, breaking down language and cultural

barriers and providing learning about each other, from each other. Year 10 IT students from a school in Kuala Lumpur Malaysia and Hawkesdale IT students have learnt together in the virtual classroom, with the teacher in Malaysia and Anne taking it in turns to teach the class as one. A Malaysian student was able to share his screen and show Hawkesdale students what he was learning using visual basic and another Malaysian student skyped in and shared his MS Kodu educational game that he had created (and won a national prize for) with Anne's class.

Anne has also forged strong community links with Kanawinka, the world's largest GeoPark, which is a volcanic area that surrounds the area that all Hawkesdale students live in and the sister GeoPark in Hong Kong, the world's smallest GeoPark. Through Elluminate, expert speakers from Hong Kong have spoken to classes, where students have had the chance to text chat, ask questions and watch images. There have been instances where classes of Grade 2 through to Year 11 have all been logged on at the same time, sometimes with interested geologists from China being part of the class, virtually – all learning together and from each other.

At Listen2Learners event in 2010, community members were invited by DEECD Innovations and Next Practice Division to listen to selected students who had worked on innovative projects, allowing students to share what they had learned. As a direct result, Anne was asked to work with the Melbourne Writers Festival to bring a global context to the festival. An online colleague in Ipoh, Malaysia and another teacher at Hawkesdale agreed to help with this project. Students from Years 8 and 9 created book trailers (promotional videos on a book of their choice), and four students in Malaysia did the same. Their work is housed on a collaborative wiki – Global storytelling (<http://globalstorytelling.wikispaces.com>). Eight trailers were then selected to be shown on the Big Screen at Federation Square as one of the major events of the Melbourne Writers Festival. This session was called 'Global Student'. Nervous but excited students shared their learning from the big stage. The exciting part was that the students, teachers and VIPs from Ipoh, Malaysia were videoconferenced in. Their book trailers were shown and the Malaysian participants had an opportunity to virtually speak to the gathered crowd in Melbourne. This was a huge community partnership involving – Melbourne Writers Festival, Hawkesdale P-12 College, SMJK Poi Lam and SJK(C) Ave Maria Convent Schools, Ipoh, Malaysian Writers Festival, Federation Square Education, DEECD Innovations and Next Practice, and the Melbourne City Council.

Anne has also been instrumental in Hawkesdale P-12 College going 1:1 from Years 5 to 8, and has started 'Walk In Walk On Wednesdays' (WIWOW) at Hawkesdale, where teachers can come and go as the need arises with any issues or questions relating to technology. In 2010,

Anne worked closely with Lesley MacGregor from Country Education Project, to setup 'virtual teaching rounds' with three pre-service practicum teachers from the University of Ballarat. This was a partnership between Country Education Project, Ballarat University and Hawkesdale P-12 College. The student teachers were at Hawkesdale for six weeks. Two of them taught off campus for one week, using Elluminate, Skype, blogs and other online tools to teach virtually. One of the student teachers was in China for four of those weeks and taught Year 4 back at Hawkesdale on a regular basis, as Mandarin Chinese is Hawkesdale's second language.

On a statewide, national and global level, Anne organises and moderates Tech Talk Tuesdays on Tuesday afternoons during the school term and co-organises and co-moderates

eT@lking, as part of the Australia Series on Wednesday nights. These are free online webinars that connect and network global educators together, often with a guest presenter and sometimes an unconference session. Students, broader community members and all sectors of education have been in attendance at these webinars, all sharing experiences, learning and goals.

In addition to Anne being in demand to present globally and nationally, virtually and face-to-face, Anne is a regular contributor to Inspire, DEECD's monthly publication, ACCE, ICTEV, VITTA and VCTA conferences, actively uploads work to share online through Slide Share, YouTube and TeacherTube and contributes to Edublogs 'Teacher Challenge', LearnCentral and Educators Guide to Innovation.

Blog <http://murcha.wordpress.com>

Tech Talk Tuesdays  
<http://techtalktuesdays.global2.vic.edu.au>

eT@lking  
<http://australiaseries.wordpress.com>

Kick Start Your Blog  
<http://teacherchallenge.edublogs.org>

**Lynley McKernan, Lumen Christi College (WA)  
Joint Recipient - ACCE/ACS 2012 Leader of the  
Year Award**



Congratulations to Lynley McKernan from Lumen Christi College, who is the joint recipient of the ACCE/ACS 2012 Leader of the Year Award.

Lynley McKernan has long been a leader and driving force in providing advocacy, support and promotion of ICTs in education. Some of the aspects of this leadership are detailed below:

*Advocacy:* Lynley has provided advocacy for the use of ICT in education, and her work has been a model for others to use.

For example, Lynley has been instrumental in: The building of a number of different of partnerships to

advance the use of ICT in education; The provision and coordination of professional development across systems and sectors; Building positive relationships between companies doing business in the ICT area and the Educational Computing Association of Western Australia (ECAWA), resulting not only in the provision of sponsorship for association events, but also providing opportunities for teachers to make connections within the ICT industry and build their understanding of the opportunities that are available to their students beyond the school environment. In addition, Lynley as coordinated the efforts of the ECAWA Committee over a number of years, in their negotiations and successful bid to bring ACCE2012 to Perth, and has worked tirelessly to ensure the ECAWA and its members are represented in all educational sectors.

*Support and Promotion:* Over many years Lynley has contributed to the work of ECAWA, and actively participated in the professional communities of the association. She has been a member of the ECAWA Committee continuously since 2001. Her contribution has been both integral to and critical in ensuring that the association meets the needs of members, that conferences are successful for delegates, presenters and sponsors, and that the professional learning opportunities made available to members and others throughout the year are appropriate and supports participants in their professional and personal ICT journey as well as challenge them to learn more and be more.

Lynley has made a very active contribution to the life and work of ECAWA through her roles of committee member, Conference Convenor, President and Secretary. In representing ECAWA, Lynley has served on the boards of the Australian Council for Computers in Education and the Professional Teaching Council of Western Australia. She has been the ECAWA's conference convenor, conference manager, sponsorship liaison officer, and compiled ECAWA's journal for several years, and has held covered roles simultaneously when this has been necessary.

In response to a changing economic climate, Lynley worked with the ECAWA president of the day, and negotiated the moving of the ECAWA state conference from a regional centre best known as a local short break holiday destination, to a College in Perth, ensuring the continued financial viability of this event, as the major source of ICT / computing professional learning within Western Australia.

Lynley's facilitation and networking within the Western Australian educational computing community has helped ensure vibrancy and relevancy of the professional development opportunities offered to schools and individuals.

*Mentoring and Leadership of groups and individuals:* Lynley has been both our mentor and leader within ECAWA for many years. This leadership goes far beyond individual groups and individual institutions; her leadership has impacted upon the profession, within Western Australia as a whole. In particular, Lynley has planned, developed and implemented many professional development opportunities that advance the use of ICT in education. Along the way, Lynley has nurtured and mentored individuals, schools, groups and associations to enhance the use of ICT in education. She has sought out classroom practitioners encouraging them to share examples of their work and their ideas with other teachers, offering them opportunities that she believed best suited them at the time, and prompting them to move from publishing brief notes and photographs in the association journal, through to making increasingly more public presentations at workshops and conferences. Lynley has expressed much delight in seeing some of these ECAWA members eventually appearing in conference programmes as keynote speakers.

Over a number of years Lynley has arranged that there will always be at least one or two people quietly circulating at ECAWA state conference, with a brief to look out for and 'look after' new members who might otherwise feel a bit out of things, and to help keep informal conversations during breaks interesting and useful.

Lynley has arranged for ECAWA to provide assistance and professional development opportunities to members of other associations, both in separate workshops and in strands of the ECAWA state conference, and in many instances has also been one of the presenters. She has also assisted other professional associations to find appropriate presenters for their own workshops and conferences.

*Setting directions and exhibiting leadership:* Lynley has been one of the key people in setting the direction of ECAWA over the past decade. She has worked with other members of the ECAWA Committee to refine the ECAWA Rules of Association, to bring these in to line with modern the needs of a professional association of educators at the beginning of the 21st century, to lift the profile of the association, build the membership of the association, and very importantly, to build respect for the association within the educational and business community, and within the various systems, sectors and peak bodies in education.

Lynley is a member of a number of online forums, some of which she takes an active part in the professional discussions, while she monitors others for information that may be of interest to the ECAWA members and others she supports. In addition Lynley monitors ECAWA's online presence keeping the executive apprised of instances where ECAWA is mentioned outside of its own communications.

Moreover, on behalf of ECAWA, Lynley has written successful grant applications managed the funded projects, developed procedures and policies, written reports, administered substantial budgets and has been responsible for recruiting and leading teams of paid staff members and volunteers.

**Adrian Camm, Quantum Victoria (VIC)**  
**Joint Recipient - ACCE/ACS 2012 Leader of the Year Award**



Congratulations to Adrian Camm from Quantum Victoria, who is the joint recipient of the ACCE/ACS 2012 Leader of the Year Award.

Adrian Camm is an educator, speaker and presenter who is passionate about providing students and teachers with engaging and authentic learning experiences. His main interests lie in gaming, cryptography, physics and mathematics, and he believes that all students are capable of achieving success in these areas. Adrian regularly advises on educational reform, 1:1 programs, technology integration, personalisation and project-based learning.

He has worked in a variety of roles, including work with the Innovations & Next Practice Division of DEECD.

His pioneering use of current and emerging technologies is impacting positively on student engagement and learning outcomes across Victoria and beyond. In 2010, Adrian received the mecu Outstanding Secondary Teacher Award at the Victorian Education Excellence Awards, as well as two awards at the 2009 Australian Awards for Teaching Excellence: Best National Achievement – The Minister's Award for Excellence in ICT and Highly Commended Excellence by a Teacher Award.

Adrian extensively promotes, supports and advocates the use of ICT in education. He has written articles for Educational Technology Solutions, ICTEV and VITTA, is a prolific speaker at both national and international conferences, and is currently involved in research investigating new and best practices in online education for Science, Technology, Engineering and Mathematics students and the professional development of teachers.

In partnership with La Trobe University, Adrian leads a team of designers and educationalists in the creation of a 3D role playing game, which is intended to immerse Year 7 and 8 students in science. The game includes a wealth of intriguing science-based puzzles wrapped in a compelling narrative where students work towards an end goal linked to the story. Tied to the VELS science domain, the game gives students a chance to actually think like scientists and mathematicians whilst involved in game-based learning. Included at the back-end of the game is an assessment tool for teachers that maps each quest throughout to the appropriate VELS statement. It is here that teachers are also able to data mine, gauging student understanding of concepts presented. When finished this game will be made available online for all students across Victoria.

Adrian's involvement with games is extensive, he has developed a wide range of student programs in the areas of game modelling, games programming and he frequently analyses commercial-off-the-shelf games. In addition, Adrian also has partnerships with the State Library of Victoria and Museum Victoria where he is involved in the creation of a game for students bringing to life the history of maths and science.

Adrian provides mentorship and leadership to many, statewide and nationally. He has been one of the founding moderators at the DEECD

Educators Guide to Innovation Social Network, and is currently part of a team delivering the Bastow Institute module: Curriculum and Assessment for Leaders.

In 2009, Adrian successfully led a team of five in the Powerful Learning Practice International Cohort. This international consortium of participating schools teamed to create a comprehensive, systemic year long professional development program which engages educators in transformational conversations about 21st century learning. Over 20 forward thinking, independent schools from around the globe established a powerful, ongoing learning community. It prepared schools involved to move forward in systemic ways by laying the groundwork for sustainable change. Schools involved gained:

An understanding of the transformative potential of emerging technologies in a global perspective and context, and how those potentials can be realised in schools.

An understanding of the shifting learning literacy's that the 21st century demands and how those literacy's inform teacher practice.

The development of sustained professional learning communities and networks for team members to begin experimenting, sharing and collaborating with each other and with online colleagues from around the world.

An increase in the abilities and resources of individuals, teams and the community to manage change.

During 2011, Adrian mentored 25 primary/secondary schools when he designed and delivered two, 10 week online professional development modules for maths and science teachers across Australia. The program was designed so it modelled and promoted 21st century

ideals, placing the teacher in the role of the learner. The modules looked at project-based learning and the effective integration of ICT in the areas of Science, Technology, Engineering and Maths, and comprised of weekly webinar's with experts from around the world, together with a series of weekly tasks and access to a virtual learning community. Topics explored were virtual worlds, game-based learning, ICT in Science, 21st century learning and Google Earth in the maths classroom. Throughout the program, participants engaged their students in an extended process of inquiry using project-based learning methodology, where Adrian mentored participants on how to structure, plan, document, implement and assess. Feedback from the course had shown that the modules had been a catalyst for participants to increase their effectiveness and to implement change and improvement at their own college.

Adrian has also undertaken extensive travel during his holidays to attend international conferences such as ISTE, BETT, Learning Without Frontiers, Games 4 Change, utilising these opportunities to network with some of the leading thinkers from around the world. In turn, these experiences have led Adrian to developing international partnerships in industry and educational institutions, and have assisted Quantum Victoria, position themselves as a leader of Science, Technology, Engineering and Mathematics education. Quantum Victoria's mission is to bring the world of science and maths to life for students and to expand the knowledge base of teachers and increase teacher capacity to engage students. Before taking on the role as Curriculum Innovator with Quantum Victoria, Adrian was an active member of the school community through his involvement on multiple committees, holding the position of College Council Representative, implementing college-wide 1:1 notebook programs and establishing an eCafe, a weekly, non compulsory after school professional development program for teachers to learn about current and emerging technologies. He has created a virtual learning community for Unit 3 and 4 Physics, linking students across Victoria to experienced educators, members of the Australian Institute of Physics Education Committee, and practicing physicist and textbook authors from Nelson, Jacaranda, Heinemann and Cambridge. He has also been a part of the Hume Region Regeneration Project Board, and is frequently sought by schools and regions moving into new open plan, flexible spaces to speak about effective pedagogy in these new spaces.

Blog  
<http://adriancamm.com/>

Twitter  
<https://twitter.com/adriancamm>

Moderator at  
<http://guidetoinnovation.ning.com/View.aspx?pin=4JULEJ>

Creator of  
<http://gamesined.wikispaces.com/>

Creator of  
<http://vcephysics.ning.com>

AITSL Review article  
[http://www.aitsl.edu.au/verve/\\_resources/Education\\_Review\\_February\\_2010/pdf](http://www.aitsl.edu.au/verve/_resources/Education_Review_February_2010/pdf)