

Masterclass APST alignment

Educating Girls Symposium, Brisbane, 24–25 June 2027

Suggested learning links based on the supplied descriptions. Attendance alone does not demonstrate achievement of a descriptor.

Highly Accomplished and Lead applications involve the relevant contribution, implementation, evaluation or leadership described below.

Session	Graduate	Proficient	Highly Accomplished	Lead	Mapping basis	Why it aligns and how to apply the learning
AI and education: the key legal risks for school leaders	4.4.1 4.5.1 7.2.1	4.4.2 4.5.2 7.2.2	4.4.3 4.5.3 7.2.3	4.4.4 4.5.4 7.2.4	Content aligned	<p>AI privacy, deepfakes, procurement and governance connect to student safety, ethical technology use and school obligations. Apply the learning to classroom safeguards, staff guidance or policy review, according to career stage.</p> <p>Graduate: explain a privacy or deepfake scenario. Proficient: implement an AI safeguard. Highly Accomplished: help colleagues interpret requirements and develop safe-use strategies. Lead: review AI policies and evaluate safeguards.</p>
Relationships Before Revenue - Unlocking the Philanthropic Power of Girls' Schools	7.4.1	7.4.2	7.4.3	7.4.4	Conditional APST link	<p>Community and alumnae relationships offer a possible link to professional/community networks. The connection is indirect: the session must show how these relationships broaden teachers' knowledge or improve teaching and learning. Fundraising and organisational strategy alone do not establish this link.</p> <p>Graduate: explain how alumnae or community expertise can inform teaching. Proficient: join a relevant learning network. Highly Accomplished: develop a community partnership that improves teaching/learning. Lead: lead the network and involve colleagues in external learning.</p>
Shadow Cultures impacting Contemporary Girls' Education	1.1.1 4.1.1 4.4.1	1.1.2 4.1.2 4.4.2	1.1.3 4.1.3 4.4.3	1.1.4 4.1.4 4.4.4	Content aligned	<p>Research on girlhood, identity, belonging and peer hierarchies can inform understanding of students, inclusive participation and wellbeing. The research provides a basis for selecting classroom responses and reviewing school practices; implementation is follow-through beyond the presentation.</p> <p>Graduate: explain implications for girls' learning. Proficient: trial an inclusive classroom response. Highly Accomplished: model inclusive practice and take responsibility for wellbeing requirements. Lead: guide colleagues and evaluate inclusion/wellbeing approaches.</p>
Starting Strong: What Great Teachers Learn Early	6.2.1 6.3.1	6.2.2 6.3.2	6.3.3	6.3.4	HA/Lead require follow-through	<p>The panel directly addresses early-career learning and responding to feedback. Highly Accomplished and Lead links apply when participants use the insights to evaluate practice with colleagues or lead induction dialogue. Attending an early-career panel alone does not demonstrate those higher-stage actions.</p> <p>Graduate/Proficient: seek feedback on one teaching challenge and record the change made. Highly Accomplished: initiate mentoring discussions that evaluate practice and student outcomes. Lead: establish induction dialogue informed by feedback, research and classroom practice.</p>
Advancement by Design - From Connection to Contribution, a practical roadmap to success	7.4.1	7.4.2	7.4.3	7.4.4	Conditional APST link	<p>The 90-day Advancement roadmap could support community partnerships and networks. APST alignment depends on including a clear teaching/learning purpose, such as alumnae expertise supporting learning or teachers' development. A philanthropy plan without that educational connection is not a direct APST match.</p> <p>Build an educational outcome into the roadmap. Graduate: explain the role of a community partner. Proficient: participate in the learning network. Highly Accomplished: contribute and build productive links. Lead: lead the network and enable colleagues' external learning.</p>
Brave by Design: Equipping Girls to Think, Speak and Lead in the AI Era	3.3.1 4.4.1 4.5.1	3.3.2 4.4.2 4.5.2	3.3.3 4.4.3 4.5.3	3.3.4 4.4.4 4.5.4	Content aligned	<p>Digital risk, AI judgement, harassment and girls' agency connect to student wellbeing, ethical technology use and teaching approaches that develop critical thinking. The scenarios and action plan can inform classroom activities, staff support and school digital-safety policy.</p> <p>Graduate/Proficient: plan and trial an activity that develops girls' judgement about synthetic content. Highly Accomplished: help colleagues select critical-thinking and safe-use approaches. Lead: review digital-safety policies and evaluate teaching approaches with colleagues.</p>

Ready to Lead: Turning Aspiration into Opportunity	6.2.1	6.2.2	6.3.3	6.3.4	HA/Lead require follow-through	<p>The international panel offers professional learning and access to leadership perspectives. Higher-stage links require participants to contribute to practice-focused networks and discussions or lead them with colleagues. Leadership aspiration or a leadership job title is not itself evidence of the Lead descriptors.</p> <p>Graduate/Proficient: identify a learning need and use panel/network insights to improve practice. Highly Accomplished: initiate dialogue that evaluates teaching and contribute to networks. Lead: lead research-informed professional dialogue and colleagues' involvement in external learning.</p>
	7.4.1	7.4.2	7.4.3	7.4.4		
Safety management, incident management and crisis response planning	4.4.1	4.4.2	4.4.3	4.4.4	Content aligned	<p>Risk assessment, escalation, crisis simulations and family communication align with student safety, school procedures and sensitive parent/carer relationships. At Lead, the clearest links are evaluating safety arrangements and developing compliance processes. The outline does not directly support 7.3.4's broader parent-engagement requirement.</p> <p>Graduate: explain escalation and confidential family communication. Proficient: apply excursion procedures and communicate with families. Highly Accomplished: implement requirements and help colleagues interpret them. Lead: evaluate a simulation and revise school processes.</p>
	7.2.1	7.2.2	7.2.3	7.2.4		
	7.3.1	7.3.2	7.3.3			