

# DSD 2024

On Wednesday evening Vern Hilditch along with Michelle Sheehan, Sharee Fisher and Brad Hearn travelled to Brisbane to represent the Dept of Education Victoria, The NEFLN and the Education State at the National Conference for Doing School Differently by the Australian Association for Flexible and Inclusive Education. They were asked to present on Victorian regional perspectives for complimentary public education models (non-private government based FLOs). The conference saw over 600 educators in Flexible and Inclusive education attend.

## Australian Association for Flexible and Inclusive Education



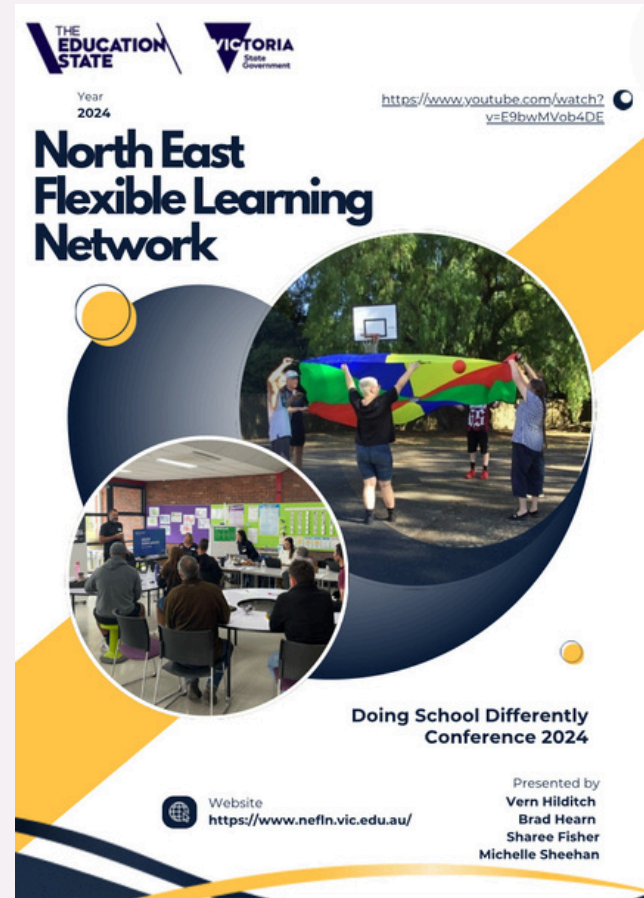
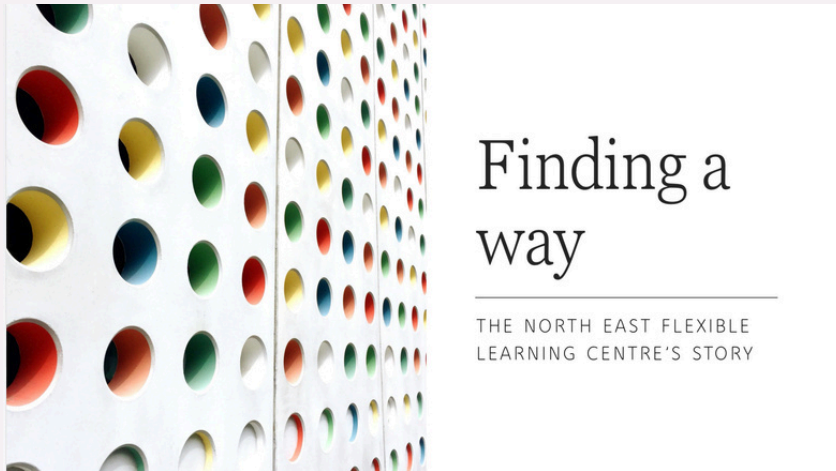
🕒 11:10 AM -  
11:40 AM  
📍 Lyon 2

### Finding a Way in Regional Victoria

**An alternative pathway to effective AltEd in regional settings. The North East Flexible Learning Centre's Journey.**

The success of alternative education settings facilitated by Department and Government agencies in rural and regional Victoria have had particular difficulty in the implementation, effectiveness and overall success in relation to student outcomes. This has been the case for Tertiary Institutions, Secondary Schools and Community Services agencies who have attempted to introduce alternative options for individuals. Multiple variations of alternative education have been attempted, rebooted, trailed and failed across multidisciplinary groups attempting to provide support to students. Why has the approach of Wodonga Senior Secondary College's Principal Vernon Hilditch had success not only in one community but also been effectively replicated in four regional cities across rural Victoria? This presentation will unpack the psycho-social markers that have led to the success of the North East Flexible Learning Network and the Department of Education and Training's rural alternative education initiative.

# DSD 2024

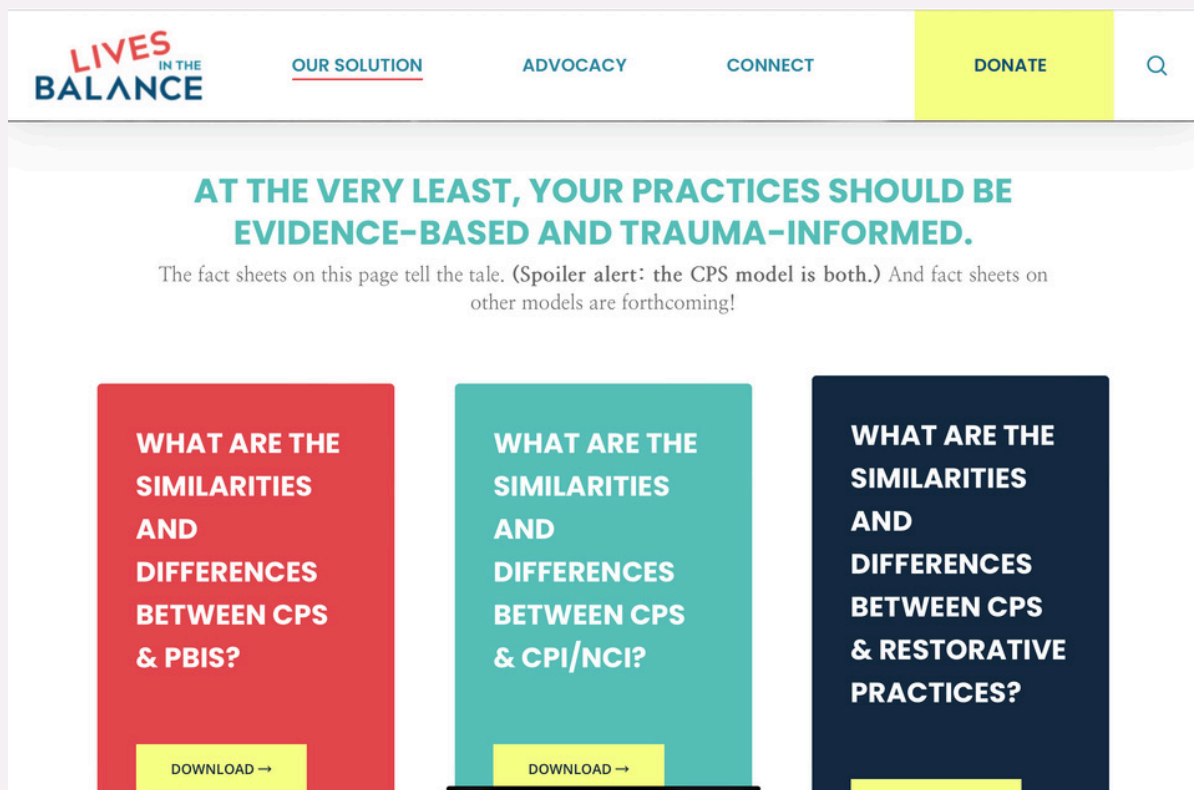


## Keynote Speaker



**Dr Ross Greene**

Collaborative and Proactive Solutions (CPS) is the evidence-based model Dr. Ross Greene describes in his influential books *The Explosive Child*, *Lost at School*, *Lost & Found*, and *Raising Human Beings*. The CPS model has transformed thinking and practices in countless families, schools, inpatient psychiatric units, and residential and juvenile detention facilities throughout the world, and has been associated with dramatic reductions in adult-child conflict, concerning behaviours, disciplinary referrals, detentions, suspensions, restraints, and seclusions. The model represents a significant departure from discipline-as-usual: it focuses on solving problems rather than on modifying behaviour, emphasises collaborative rather than unilateral solutions, encourages proactive rather than reactive intervention, de-emphasises diagnostic categories, and provides practical, researchbased tools for assessment and intervention.



**Keynote's Website: [lives the balance.org](https://lives.thebalance.org)**