

John Mularczyk



As an authentic leader, John Mularczyk has a reputation for building genuine partnerships with stakeholders that deliver shared success. John has demonstrated experience in high level analysis and planning and provide support to the students, staff, parents and systems in developing, driving and implementing programs of strategic change in areas including learning culture and performance, strategic planning, asset performance and evidence-based advocacy that places student experience and outcomes at the centre of learning.

Over 39 years' experience within the Department of Education across numerous schools (Northmead Public School, Ryde Public School and Eastwood Heights Public School. DP at Colyton Public School, AP Carlingford West Public School, Parramatta North Public School and Mount Druitt Public) with varying FOEI and complex needs building capacity while engaging and working within different school communities. As Principal John created a sustainable culture of improvement by developing strategic targets, using data to drive improvement and action plans that emphasize student learning. Ensured that the school plan has identified strategies to support classroom-based change, milestones to assess progress toward goals, focused and aligned professional development to support staff needs. This approach resulted in the **school winning the 2018 International 'Tournament of Minds' Science, Technology, Engineering Mathematics (STEM) challenge.**

John displayed superior analytical, planning, and conceptual skills, combined with innovative and creative problem -solving skills for the provision of expert advice and the development of innovative solutions and strategies This approach resulted in the **school winning the National Excellence in School Improvement 2008 Award.**

As **Board of Studies, teaching and Educational Standards (BoSTES) now NESA, Primary Principal Representative** provided educational leadership through the development of quality state-wide policies, programs and practices in school curriculum, registration and accreditation, ensuring that these policies reflect contemporary national and international best practice and research.

CEO Department of Education – Leadership and High Performance

Recruited and inducted new principals and executive, collaboratively developed aspiring school leaders, and contribute to their professional learning by facilitating the development and maintenance of professional networks across communities of schools. Developed state-wide leadership pathways programs and Principal and Executive Induction projects to enhance collaborative practice around school improvement. John provided advice and direction for principals, Minister and senior departmental executive in the management of complex operational and educational school-based issues. Managed high-level contentious issues to ensure efficient and prompt resolution of issues of educational, industrial, legal and political significance.

Vice President NSW Primary Principals Association

Provided leadership and direction to principals in their crucial school leadership and management role ensuring high standards of student progress and achievement are achieved in line with Premier, State and departmental education priorities. Honoured in 2018 with life membership of the NSWPPA.

Deployed as NSW Primary Principal Australian Curriculum Officer demonstrated significant understanding of assessment strategies, data analysis, research and advisory skills. This was evidenced by providing school leadership advice to aide state curriculum advisors on proposed relevant professional learning and appropriate resources to support the implementation of new syllabuses including the differentiated learning project, integration with integrity program and the review of programming, assessment and reporting policy. Planning and coordinating projects leading to the development of curriculum assessments items suitable for inclusion in state online testing K-12.

Deployed to Professional Learning and Leadership Directorate to deliver state-wide Team Leadership for School Improvement K-12 program. Lead the review and assessment of professional learning activities to enable informed decision making about evaluation capacity building in the Department, and lead the design and development of new and/ or improved programs and activities to ensure Department and Government objectives are met.

As **President Parramatta NSWPPA** As President established structured mentoring programs with new principals in order to promote professional dialogue and increased resilience. Contributed to effective and sustainable leadership practices of principals by strategically supporting them to operate effectively in a multi-faceted role through coaching and mentoring at varying levels of experience to improve their professional practices.

As part of the **NSW Institute of Senior Education Administrators** study tour of Hong Kong and Singapore explored system wide issues of transforming learning from quantity to quality. Worked with senior administrators, education systems and Principals in schools to evaluate real, substantial and sustainable educational reform in authentic assessment and thinking skills.

Addressing national I.E.S. Principal's Executive Leadership Conference on building school capacity in leadership, developing talents to foster learning and growth for new and experienced principals. Executive teams reflected on their role as professional leaders in the school, team succession planning and explored the concept of professional standards for school leaders.

Addressed national conference on integrating Internet technologies and critical thinking into K-12. Transformed school culture from a base of only 40% of staff using e-learning strategies to a totally rich e-learning environment. This included a creating a robust infrastructure of Interactive Whiteboards in every room, student-centred intranets, e-portfolios, multimedia, online learning tools and video conferencing.

Addressing Australian Gifted and Talented Conference that expanded teachers' pedagogical repertoire and those of their peers to improve classroom practice in Gifted Education.