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March, 2015

Volume 11, Issue 1

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Spin offs!

No Money for Gonski?

"If half a million dollars was spent on this call centre, this equates to \$3700 per phone call received."



[Greens Senator Lee Rhianon commenting on the fact that the Federal Government, as part of its \$14.6 million higher education ads blitz, had spent \$500,000 on an information hotline which, by February 25, had received only 135 calls]

Marking Time in the Weekend

"I have 165 (middle school) students each day, I try to score at least 3 assignments per kid per week and try to include at least one long form constructed response (essay question) in each assignment. I spend most Saturdays, and much of Sunday marking papers".

[US middle school teacher]

Dear Colleague,

Welcome to the first edition of the 2015 Curriculum Coordinators e-news. We welcome any suggestions about the content or format of the e-news.

If there is someone else at your school who should receive this e-news (and is an AEU member) please forward it on to them. They will be put on our Coordinators email network once we receive their email address.

Past copies of the Coordinator e-news are available [here](#).

News: Victorian

Performance and Development Changes

After discussions with the AEU, changes have been made to the 2014/15 Performance and Development model for principal class and teachers. The changes take effect immediately.



The changes seek to ensure that the process is further focused on feedback to support development, and that assessments are based on professional conversations and judgements.

Modifications to the current 2014/15 Performance and Development cycle:

- The four-point differentiated outcomes scale has been removed.
- There will be a three-point outcomes scale (Does not meet/Partially Meets/Meets) to each of the four dimensions.
- There will be a two-point scale for the overall Performance and Development outcome. Teachers and principal class employees will receive a final outcome of 'Met' or 'Not met' based on the professional judgement of the reviewer.
- The removal of the requirement to use the performance and development outcome tool.

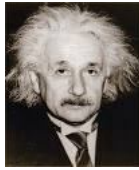
Any final Performance and Development assessments that have already occurred need not be modified, unless requested by the reviewee.

Final Performance and Development assessments that have not yet been undertaken must be finalised in accordance with the above modifications.

These changes are a result of commitments given to the AEU by the Government prior to the state election, and represent a sensible and important first step to improving the Performance and Development

Reflective Pedagogy

"The important thing is not to stop questioning. Curiosity has its own reason for existing."



[Albert Einstein]

Publications

Professional Voice

The latest edition of Professional Voice -Public, Private, Edu-Business - was sent to all members of the AEU Coordinator networks in the first week of February. If you have not yet received a copy, or you know another AEU member who might like one, please contact Marlene McLean on marlene.mclean@aeuvic.asn.au



The Asian countries are trying to copy us and they think we have terrific teachers. Australian teachers in international schools are really valued because they are risk taking, they know about curriculum, they are autonomous in what they do, they are creative and just don't do rote teaching. [Interview with Jill Blackmore, Professional Voice, Summer 2015]

guidelines. The AEU has advocated strongly for a model based on principal and teacher development.

The AEU will continue to work with the Government and DET to achieve further changes to the Performance and Development guidelines for the 2015-2016 cycle for principal class employees and teachers, and the establishment of new guidelines for ES.

We understand some schools have already begun work on the 2015-16 cycle. Discussions are continuing about changes to the Performance and Development process for this cycle. Until the release of the revised guidelines, the Department has advised schools to not commence work on the next cycle.

The AEU will continue to advocate for the removal of the student/school outcomes as a stand-alone dimension. Its role should be to inform development in the other three dimensions. We also remain opposed to the use of weightings as part of a balanced scorecard, the three-point rating scale, and the use of a mathematical model to inform professional judgements.

We continue to argue that the model must be collegiate, based on professional trust and one which acknowledges the professionalism of staff and the importance of development.

The Minister for Education, James Merlino, has explicitly ruled out the introduction of performance pay "because we know it doesn't work" and wants a P&D system "that focuses as much on development as it does on performance".

Information on the 2014/15 Performance and Development model and the updated outcome tools can be found on the Department's eduGate site.

AG Says Schools Short-Changed

The Victorian Auditor-General's report on the costs of schooling in Victoria (*Additional School Costs for Families*) was tabled in parliament in February 2015.



It provides compelling evidence of what the state's low funding levels mean for public schools. The report focuses on the increasing costs for parents to send their children to public schools which in principle are supposed to be "free".

In 2013 parents paid \$310 million to government schools - \$558 per student - a rise of \$70 million or 29% since 2009. Principals told the A-G that parent payments had risen because of the inadequacy of school funding.

All the principals interviewed during the audit said that SRP funding is inadequate and does not reflect the real cost of delivering free instruction.

The A-G states that the Department has done little to find out what it actually costs to educate a child in a government school. The DET funding model is described as so complex that:

It is almost impossible for a parent, Parliamentarian, or the public to understand how much money schools get, where the money comes from and how it should be used.

The Productivity Commission's Report on Government Services 2015 showed that Victoria spent less on public education in schools and in VET in 2012/2013 than any other state. Victoria spent \$1836 less than the national average per public school student which was \$1483 per student less than NSW.

The A-G's report points out that Victoria not only has the lowest public spending but the highest parental fees of any public school system in the country. The cost-shifting from government to parents is inappropriate in a public school system.

However, what I found most concerning is that schools generate almost as much income themselves-\$626 million in 2013-14-as they receive in cash payments from DET-\$771 million in 2013-14. This clearly demonstrates just how critical parent payments and other locally-generated funds have become to the ongoing viability of government schools.

The report concluded that:

Schools are not funded based on what it costs to deliver free instruction or to run an efficient school. The SRP should provide schools with sufficient funds for the provision of free instruction.

Victorian Auditor-General, 2015, [Additional School Costs for Families](#).

AEU Claim for increase in practicum payments

The AEU (Vic) and Independent Education Union (Vic/Tas) have sent a joint claim to Victorian providers of teacher education, calling for an improvement in student teacher supervision rates, in line with CPI movements since 1992 (the date of the last increase).

That would mean a supervision rate of \$37.50 per day and a coordination rate of \$2.30 per day to be paid from Term Three this year.

At present the daily supervision rate in primary schools (and two methods in secondary schools) is \$21.20. Supervision in secondary schools in one method is \$12.45 per day. The coordination rate is \$1.30. These rates have remained the same since 1992.

In Victoria only Victoria University and Swinburne University pay above these rates.

- Victoria University pays \$30 per day for supervision in primary schools and in secondary schools in two methods and \$17 per day in secondary schools in one method. The coordination rate is \$2.00 per day.
- Swinburne University pays \$27.77 per day for supervision and \$1.33 for coordination. Schools which place 10 students receive an additional \$1000.

Last year the New South Wales Teachers Federation and the Independent Education Union (NSW) reached an agreement with teacher education providers in New South Wales to significantly increase supervision payments.

While there was no explicit reference to payments to supervising teachers in the TEMAG report (see article in National News below) the Federal Government indicated its funding to universities for practical experience should be passed on to schools:

"Australian Government funding provided to universities for the training of teachers includes the delivery of practical experience. As this is a shared cost between universities and schools, it is important for universities to work collaboratively with school systems and schools to make sure this funding is used to support effective practical experience placements." [Link](#)

News: National

Australian Curriculum Changes

The Australian Education Council (consisting of state and federal Ministers for Education), after a teleconference meeting on March 5, has decided to make a number of changes to the Australian Curriculum.

While Federal Minister for Education, Christopher Pyne, linked the changes to the Donnelly curriculum review, most of them were in train already through the normal review processes of the Australian Curriculum, Assessment and Reporting Authority (ACARA).

The agreed changes are:

- reducing the quantity of content in the curriculum
 - combining history, geography, civics and citizenship and economics and business into one combined social sciences subject for primary schools (with a reduction in up to 30% of content)
 - giving more clarity on the use of three cross curriculum priorities (sustainability, Australia's engagement with Asia, and Aboriginal and Torres Strait Islander histories and cultures)
 - strengthening the use of phonics
 - improving accessibility for students with disabilities
- The recommendations do not include any reference to the Donnelly review's fixation about a greater focus on the benefits of western civilisation, religion and the teaching of Anzac Day. What Christopher Pyne in launching the review had described as bringing "balance" back to the curriculum.

ACARA will redesign the curriculum by the end of the year.

National Teacher Education Report

The national teacher education review found that teacher education across Australia is of variable quality including "pockets of objectively poor practice".

The review report (*Action Now: Classroom Ready Teachers*) was produced by the Teacher Education Ministerial Advisory Group (TEMAG) set up by Federal Education Minister Christopher Pyne.

The panel composition reflected the usual Pyne bias - two independent school representatives, a Catholic University chair and only one public school representative - an ex-Department bureaucrat now a principal in South Australia. Government schools provide by far the greatest number of pre-service teacher placements.



The report found:

- National standards are not being effectively applied
- Significant evidence of system failure in the accreditation of teacher education courses
- A lack of public confidence in applicants for initial teacher education courses
- Insufficient integration of teacher education providers with schools and systems in the practicum
- Insufficient professional support for beginning teachers
- A lack of transparent information about selection criteria for courses
- A difference between announced ATAR cut-off scores and the actual scores of students who enrolled in courses
- A lack of workforce data about course entrants and graduates to enable shortages to be addressed.

The report recommended that:

- A national literacy and numeracy test be introduced to assess all pre-service teachers to ensure that they are in the top 30% of the population.
- All primary and secondary pre-service teachers to have a thorough grounding in the teaching of literacy and numeracy.
- All primary pre-service teachers to have at least one subject specialisation; prioritising science, maths or a language.
- Pre-service teachers to develop a portfolio of evidence to demonstrate that they meet the Graduate Standards

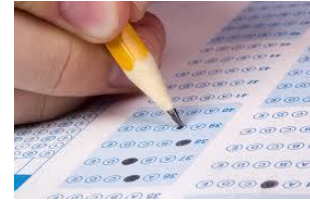
In response to the report the Federal Government announced:

- From 2016 all teacher education students will be required to pass a literacy and numeracy test before they graduate.
- AITSL must provide explicit instructions to universities about course accreditation requirements
- Universities must give particular attention to; skills needed for data collection and analysis in student assessment; engaging with parents; and teaching literacy and numeracy.
- It does not support an ATAR cut-off point for entry to teaching courses.
- Universities will be required to ensure that every primary teacher graduates with a subject specialisation.

Copies of the TEMAG report, the Federal Government response and the ACER research report on teacher education can be found [here](#).

The Role of Pearson in Australian Education

The edu-business giant, Pearson Inc. provides NAPLAN testing services for ACARA and state-based assessment authorities, including test item development, the printing and distribution of tests, NAPLAN test marking and analysis and reporting of NAPLAN results.



The corporation claims to be "the leading K-12 curriculum, testing and software company in the US" and the "largest provider of educational assessment services." It also supplies these same services in 70 other countries.

Pearson is a London-based transnational corporation with sales of around \$7 billion a year. It owns Penguin, the Financial Times, and various textbook and learning program brands including Prentice Hall, Addison Wesley, Longman and PowerSchool.

In 2014 parents in New York complained that the standardised tests their children had to sit included brand names such as Nike, Barbie, iPod, Mug Root Beer, LEGO, IBM and Life Savers. The tests were written by Pearson which has commercial ties to a number of these brands.

In December 2013 Pearson settled a lawsuit for US\$7.7 million in which the New York Attorney-General claimed it had improperly influenced state education officials with perks such as overseas trips. When the lawsuit was launched Pearson Inc. had just won a \$32 million contract to administer New York state standardised tests for five years.

In the latest edition of the AEU's professional journal - *Professional Voice* - Anna Hogan, Bob Lingard and Sam Sellar describe the conflict of interest Pearson has through its role in NAPLAN:

"...this level of involvement in NAPLAN allows Pearson to function at both ends of the policy spectrum, working with education authorities in the production of education policy and with schools in the delivery of these policies (through curriculum resources and assessment services)."

Diane Ravitch has compared the influence of Pearson in American education to that of an octopus whose "tentacles have grown too long and aggressive" and predicts the corporation is reaching a point where it "will control every aspect of our education system".

Sharon Beder (2014), Pearson Education Reforms, On Line Opinion, 26/5/14
<http://www.onlineopinion.com.au/view.asp?article=16338>

Anna Hogan, Bob Lingard and Sam Sellar (2015), Edu-businesses and education policy: the case of Pearson, Professional Voice, Vol 10:2 <http://www.aeuvic.asn.au/127301.html>

Spurr Gone

On December 18, 2014 Sydney University announced that Professor Barry Spurr had resigned. Earlier the University had suspended him after a series of racist emails became public.

Spurr was hired by Kevin Donnelly and Ken Wiltshire as one of two subject "experts" to provide advice to them about the quality of the national English curriculum.

News: International

Sweden Re-thinks its Free Schools

The template for the development of various forms of public-private schools such as charter schools and academies was the "free school" model introduced into Sweden in 1992.



In the early 1990s, parents were given tax-funded vouchers to pay for a school of their choice. They could use them in either state-run comprehensive schools or publicly-funded private schools which were allowed for the first time. These schools were able to be run as for-profit enterprises.

The original ideal for free schools was individual, locally-run schools but the reality became chain schools with private equity firms and large corporations running hundreds of schools.

In 2011 20% of Swedish children attended free schools at upper secondary level and 10% at primary and lower secondary. Over 65% of these schools were run on a for-profit basis.

The for-profit schools used large numbers of unqualified teachers, qualified teachers who are younger and less experienced and larger class sizes - all to maximise their profits.

Deregulation is now seen as a failure. In the 2012 PISA testing program Swedish results declined markedly and were significantly below the OECD average in reading (36th out of 52 countries), maths (37th) and science (38th). Sweden's all-public school neighbour Finland, was near the top of the PISA league tables in the same three curriculum areas.

Other evidence points to an increase in social segregation in Swedish schooling. Sweden has the fastest growing economic inequality of any OECD nation and the deregulated school market is seen as feeding into this development.

A third problem has been the failure of for-profit school chains. In 2013 JB Education, owned by Danish private equity firm Axcel, closed up after its investors suffered heavy financial losses in the global recession. It left \$150 million in debts, 11,000 students looking for a new school and almost 1,000 staff out of a job.

The Swedish Government has recently taken steps to re-regulate the schooling sector. After a long campaign by the Swedish teachers' unions free schools must follow the national curriculum and employ only registered teachers. By 2016 for-profit schools will be required to re-invest their surpluses into the schools themselves.

[Article](#)
[The Conversation](#)
[Article 2](#)

Research Digest

Low SES Access to University

There was an 80% increase in commencing undergraduate students in Australian universities between 1991 and 2011, but the proportion of students from low SES remained the same.

While the gap has narrowed between occupation groups, children of professional parents remain twice as likely to attend university as children of labourers, and significantly more likely than those whose parents are tradespeople or in clerical, sales or service work.



Low SES enrolments increased over this period, but they increased at the same rate as the total domestic student population. This means that the proportion of low SES enrolments has remained essentially static over the last 20 years at between 14% and 16%.

[Source: Group of Eight (2014), University attendance and parental occupation 1991 - 2011, December]

Exercise Improves Learning

A short bout of physical activity combined with academic learning for children can lead to improvement in their cognitive abilities right after the activity according to a recent US research study.



In the study, a group of children around 10 years old were given a test measuring cognitive function while sitting at a table. They then were asked to engage in some moderate intensity but complex physical activity - like crab walking and skipping around obstacles - while they answered maths problems.

When they stopped the activity after 10 minutes to do the test again, they performed better than they had while simply sitting.

Various studies have already shown that longer bouts of aerobic activity can improve cognition in children. This new study suggests that fairly short periods of activity can boost cognition - specifically working memory, self-control, and focus - if the activity is cognitively challenging and engaging.

Overweight and obese children improved even more after physical activity than their peers.

<http://www.hs.iastate.edu/news/2015/02/02/physical-activity-and-learning/>

Teachers on the Valuing of Teaching

While only 38 per cent of Australian secondary school teachers believe that teaching is valued in society, according to the OECD's 2013 Teaching and Learning International Survey (TALIS), this result was more positive than the international average.



The Australian result was above the average (30.9%) of all of the countries that took part in TALIS and above the OECD country average (27.5%). However, it was below the combined average (42.9%) of the nine countries that out-performed Australia in PISA 2012 and way below the combined average (61.5%) of the four Asian countries - Japan, Korea, Malaysia and Singapore - which took part in TALIS.

Individual country responses ranged from 83.8% of Malaysian teachers feeling that their society values the teaching profession to only 5% in Sweden, 4.9% in France and 4% in the Slovak Republic.

The results from other countries included: Singapore - 67.6%; Korea - 66.5%; Finland - 58.6%; Netherlands - 40.4%; England - 35.4%; United States - 33.7%; Norway 30.6%; Japan - 28.1%; Denmark - 18.4%; Italy - 12.5%; Spain 8.5%.

In response to a further question, 90% of Australian teachers agreed that: "All in all, I am satisfied with my job". This was just below the overall TALIS average of 91.2%. Country responses ranged from Malaysia (97%) to England (81.8%).

The TALIS results indicate that while teachers believe that society generally under-values teaching as a profession, they themselves are overwhelmingly satisfied with their job.

OECD (2014), TALIS 2013 Results: An International Perspective on Teaching and Learning

How Teachers' Brains Function

A research study using functional MRI scans on volunteer "teachers" has tracked what brain areas become active when someone is teaching and how they might work to help them to understand someone else's learning.

Study participants had their brains scanned while they gave feedback to students about their performance in a computer game. Teachers had to decide whether student understanding of the game was correct and then give feedback about their performance in the hope that the students would then learn how to do the task better.

The researchers said that the study identified some of the key structures in the brain that are important for teaching.

"These findings provide the foundations for understanding how the brain works when people are teaching others, which may allow us to develop tools in future to help teachers guide the learning of their students."

[What goes on in teachers' brains as they help students to learn](#)

[BBC news article](#)

Leadership

Australian Principals spend more time on administration

Australian principals spend more of their time on administration and related meetings compared to those in comparable countries according to the OECD's 2013 Teaching and Learning International Survey (TALIS);



Principals in Australia spent 46.9 per cent of their time on administration tasks compared to the average of 41.3% for TALIS countries as a whole. The average of the nine countries that out-performed Australia in PISA 2012 was 43.3% and the combined average of the four Asian countries - Japan, Korea, Malaysia and Singapore - which took part in TALIS was 38.8%.

In contrast Australian principals spent less time than those in other countries on developing curriculum, teaching, classroom observations, student evaluation, mentoring teachers and teacher professional development.

Principals in Australia spent 17 per cent of their time on curriculum and teaching-related tasks and meetings compared to the average of 21.4% for TALIS countries as a whole. The average of the nine countries that out-

performed Australia in PISA 2012 was 21.3% and the combined average of the four Asian countries - Japan, Korea, Malaysia and Singapore - which took part in TALIS was 25.9%.

Some of the other differences between Australian principals and those in other countries were:

- 35.3% of Australian principals reported that they collaborated with teachers to solve classroom discipline problems compared to the TALIS average of 68.2%
- 33.1% of Australian principals observed instruction in the classroom compared to the TALIS average of 49%
- 79.8% of Australian principals reported that high workloads and levels of responsibilities in the principal's job were a barrier to their effectiveness compared to the TALIS average of 71.8%, the PISA-best average of 69.8% and the Asian average of 54.9%.

The TALIS report found that there was a link between distributed leadership and the job satisfaction of principals:

"While principals who report high levels of distributed leadership and instructional leadership also report higher job satisfaction, heavier workloads and lack of shared work and decision-making have a negative relationship with principals' job satisfaction."

Chris Freeman Kate O'Malley Frances Eveleigh (2014), Australian teachers and the learning environment: [An analysis of teacher response to TALIS 2013: Final Report, ACER](#)

Resources

5 Terms for Transforming Schools



- [Student-centred learning](#)
- [Collaboration](#)
- [Engagement](#)
- [Participatory Learning](#)
- [Connected Learning](#)

"What those five terms mean to those who are serious proponents of major school transformation is quite different from how they have traditionally been used in conversations about schools. Our challenge is to get beyond just using the right words to implementing the right practices. This requires us to sort out the somewhat more technical use of the five terms from the common usage of them."

[From: James Bosco (2015), [The 5 most important terms for transforming schools, eSchool News, 19/2/15](#)]

Collaboration is not just Group Work

There is a difference between assigning group work for students and developing collaborative skills. To introduce effective collaboration in the classroom teachers need to assume that students know very little about how to collaborate and begin by teaching effective collaboration strategies:

- Listen to others;
- Establish common goals;
- Compromise;
- Assign roles and responsibilities;
- Determine measures for accountability;
- Give constructive feedback; and
- Assess the group's progress.

The first group assignments should be short and done in class so the teacher can observe and provide feedback as necessary. At the outset, the teacher may actually want to give students an agenda to follow.

- Discuss the problem and divide up tasks (10 minutes).
- Complete individual tasks (15 minutes).
- Reconvene to share individual work and synthesize information (15 minutes).
- Present solution to the rest of the class (5 minutes).

Teachers can continue to monitor group work by having students keep a running log of their work, including who met, when they met, and what was discussed, as well as what individuals have done during their own time.

Teachers should also establish check-in points along the way toward completing a certain task. Within this framework, teachers can ask students to submit the group's goals to the teacher and to submit a chart that outlines each member's role and responsibilities.

Teachers can ask students to write about successes and failures and to think about how they might do things differently next time. Students could also assess the collaborative skills of other group members so all students hear feedback from others in the group.

The problems which arise through collaborative group work - inequality, unfairness, assessment of the individual within the group, interpersonal conflict, bureaucratic hurdles - provide students with valuable experience to handle these challenges when they later confront them in tertiary education and the workplace.

The benefits of group work come not from a project smoothly accomplished, but from learning to deal with all of the challenges posed by working with others.

[From: Timothy Quinn (2012), [Group Work Doesn't Spell Collaboration](#), Education Week/Phi Delta Kappan]

Statistics

Enrolment Drift Stops



The enrolment drift from government to non-government schools in Victoria has slowed to a trickle over the past three years. Over the period 2012-14 the proportion of students in public schools remained the same.

Between 2013 and 2014 the percentage of students in public primary schools went up. However the drift to non-government secondary schools continued.

Government School Enrolments % of Total Enrolments in Victorian Schools

	Primary	Secondary	Total
2001	69.15	61.1	65.9
2004	69.2	59.9	65.3
2009	67.7	58.0	63.6
2010	67.4	57.8	63.4
2011	67.0	57.4	63.1
2012	66.9	56.9	62.8
2013	66.9	56.5	62.8
2014	67.0	56.3	62.8
2001-14	-2.15	-4.8	-3.1
2004-09	-1.5	-1.9	-1.7
2009-14	-0.7	-1.7	-0.8
2012-14	+0.1	-0.6	0.0

Professional development at the AEU

AEU training, conferences and events

The AEU runs a large number of conferences, industrial and professional training sessions and member forums. A full list of these activities, dates/times and venues can be found on our website. You will also be able to book your activity online.

All events can also be found in our 2015 AEU Events Calendar. The booklet can also be read online and downloaded [here](#).

The AEU also runs online webinars and member forums throughout the year. The first step in improving local conditions is for staff to be better informed about how their workplaces are managed, and to understand their rights and entitlements. Log in at your desk or better still with your sub-branch and find out what you need to know.



These events are free to AEU members but you must register to attend. To book a place, click [here](#).



If there are topics you would like us to cover that would also be relevant to other members, please let us know.

P-12 Graduate Teacher Conference - Friday 15 May

This conference for graduate teachers in primary and secondary settings is for members and non-members with up to three years' experience. It includes workshops relevant to beginning teachers and keynote addresses on professional and industrial issues.

For further details please visit www.aeuvic.asn.au/nen

Student Teacher Conference - Friday 10 April

The AEU holds two conferences each year for final year student teachers. Participants learn about critical issues, hear from education experts and participate in relevant workshops. It's also an excellent networking opportunity. The first conference is to be held on Friday 10 April and the second will be held on 2 October.

For further details please visit www.aeuvic.asn.au/nen

AEU Professional Learning Centre

The Professional Learning Centre provides a broad range of professional learning opportunities for principal class members, leading teachers and aspiring leaders in Victorian government schools throughout the year.



New Manager for PLC



David Tyson (pictured) has become the new manager of the AEU Professional Learning Centre. Before joining the AEU in January, David was the principal at Westall Secondary College for five years and prior to that he was the principal at Templestowe College.

He has worked in a wide variety of government schools over the past 40 years holding various leadership positions - Campus Manager, Student Welfare Coordinator, Curriculum Coordinator and Professional Development Coordinator, as well as, Head of Sub-School.

David was an English and History Teacher, teaching both VCE and junior classes. He has been Vice-President, Company Secretary and Board Member of the History Teachers' Association of Victoria (HTAV).

He served on the Board and was Vice-President of the State Schools' Relief Committee. The E.P.A. in February 2014 recognised his contribution to environmental protection in Victoria for his work as Secretary of the Toxic Odour Action Group in Clayton.

Term 1 and 2 professional development programs

Application writing & interview skills for leading teacher positions: what do panels want?

These one-day workshops help you to recognise your strengths and skills and translate them into effective applications and interviews that make links to your daily practice and can be used to construct effective leading teacher key selection criteria responses. These workshops are held at the AEU Abbotsford office. Click on the date/s below to register:

- [March 20](#)
- [May 11](#)

Application writing & interview skills for principal class positions

These one-day workshops help you to recognise your strengths and skills and translate them into effective applications and interviews that make links to your daily practice and can be used to construct assistant principal or principal key selection criteria responses. These workshops are held at the AEU Abbotsford office.

Download a flyer [here](#). Click on the date/s below to register:

- [April 21](#)

Targeting Leadership for Women: Application & Interviewing Skills Workshop

This full day PD for women members, focuses on preparing and applying for leading teacher and principal class positions. The government system needs strong female leaders in all formal leadership positions. Women often provide effective informal leadership, but are hesitant about taking the next step into a formal role. They are concerned about the process and expectations they will face as they apply for a position. This workshop has been designed to support and guide women teachers who are applying for leadership positions within a supportive, all-women environment. Click on the date/s below to register:

- [March 12](#)
- [June 17](#)

PLC can also provide targeted programs for principal networks and leadership teams. To book follow the above links or call Anne Huggins on 9418 4847 or email anne.huggins@aeuvic.asn.au for more information.

Professional development with TLN

A great year on offer from the Teacher Learning Network

Warm greetings from TLN for the new school year. We have developed a comprehensive program to support the professional learning needs of staff in schools across Victoria. We have some really exciting new initiatives for you and your staff.



Remember TLN programs are FREE for all staff in TLN member schools. Membership is based on student enrolment but ranges from \$200 per year for a small primary school through to \$800 per year for the largest secondary schools. It is great value. We can offer such a great package because of the financial support of the AEU - your union membership dollars at work for your professional development.

Go to www.tln.org.au to see the full range of programs and to register for any of the programs listed below.

Extending Teaching Excellence - new in 2015 and designed for the best teachers.

Write for an education journal

Designed to support the best teachers to share their practice with a wide audience of readers.

Presenting professional Development Programs

A comprehensive program of coaching and mentoring to support great teachers to prepare high quality professional development programs for staff in your school and with schools in your network. (application process required)

Write a book or create an education App

Yes, that's right the TLN will coach and mentor your best teachers to write an education book or convert their ideas into an App. (application process required). The TLN staff includes experienced authors, editors, graphic designers and digital technology engineers.

Literacy and Numeracy Conference - celebrating words and numbers - new in 2015

This conference is a peer reviewed conference. Only 10 workshops will be selected from applications across Australia. Applications are invited from classroom teachers who are innovative and achieving excellence in their teaching practice. We will have only the best teachers apply to present workshops at this conference. Go to www.tln.org.au/Conferences to apply to present a workshop. Applications to be a presenter close on Friday 20th March.

Over 100 programs for all Teaching Standards - many online to maximise accessibility

- Classroom and Behaviour Management
- Gifted, Talented and Special Needs
- Literacy and Numeracy
- Student engagement
- Communication and Leadership

- Assessment and Feedback
- Information Technology Skills

Want more detail - check www.tln.org.au for programs on Inquiry Learning; using the Reggio Emilia approach; working authentically with gifted and talented students; dealing with extreme behaviours; Restorative Practice: Using MS Word effectively; and Assessment and Feedback Conference.

New Professional Development initiative launched

The Teacher Learning Network is pleased to announce the launch of the Teacher Development Centre for 2015.



All details about the Teacher Development Centre can be found at:
www.teacherdevelopmentcentre.org.au

The Teacher Development Centre is a new specialised professional learning initiative from the Teacher Learning Network. Principals and school leaders asked TLN for a premium product where their teachers have close access to the most experienced professional facilitators. Principals and school leaders have asked TLN to deliver comprehensive full day and two day programs that are proven to make a difference to classroom performance.

This is a product that encompasses a holistic approach to professional learning that is designed to bring out lasting change:

- Pre-reading will be provided - published and authoritative books from the presenters
- Structured interactions with classroom experts to identify areas for change and improvement
- Practical activities and resources to use in the classroom the next day
- Reflection on current classroom performance
- Full catering to allow participants to give their maximum attention to the course content.

In 2015 programs will be delivered by Jo Lange, Glen Pearsall and Jenny Mackay, specialists in classroom and behaviour management, student engagement and instructional practice.

The first program with Jo Lange 'Classroom Management for Graduate Teachers' is scheduled for Friday 1st May from 9.30am - 4.30pm. Registrations for this program and information on all TDC programs can be found at www.teacherdevelopmentcentre.org.au

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